

REGULAR MEETING
Wednesday, August 26, 2026 5:00 PM

Gurnee School District 56 Board Room
3706 Florida Avenue
Gurnee, Illinois 60031

Agenda

A. ROUTINE

A.1. **Call to Order** - The President of the Board of Education will call the meeting to order and will ask those in attendance to join him in reciting the Pledge of Allegiance.

Presenter: Board President

A.2. **Introduction of New Staff**

Presenter: Dr. Correa

A.3. **Approval of the Minutes of the Regular Meeting of the Board of Education on July 22, 2026.**

Presenter: Board President

A.4. **July Financial Reports**

Presenter: Mr. Da Costa

A.4.a. **Financial Summary Report**

A.4.b. **Treasurer's Report**

A.4.c. **Investment Report**

A.4.d. **Revenue Report**

A.4.e. **Expenditure Report**

A.4.f. **Activity Fund Report**

A.4.g. **Revised Bills for Payment for July**

A.4.h. **Bills for Payment for August**

A.5. **Public Participation** - Public Participation is the time during the meeting when anyone who wishes to address the Board may do so. The Board of Education welcomes public comment and encourages patrons to participate in District 56 Board meetings. Patrons who wish to address the Board are asked to state the following:

- Name and address of participant,
- Group affiliation if and when appropriate, and
- Item to be addressed.

Presenter: Board President

B. REPORT OF THE SUPERINTENDENT

Presenter: Dr. Correa

B.1. **District Highlights**

Presenter: Dr. Correa

B.2. **Department Updates**

Presenter: Dr. Correa

B.3. **Instructional Priorities Plans**

Presenter: Dr. Correa

C. NEW BUSINESS

Presenter: Dr. Correa

C.1. School Bus and Small Passenger Bus Lease

Presenter: Mr. Da Costa

C.2. Public Comment - The Board of Education has reserved this time to provide patrons an opportunity to comment on any business conducted by the Board during this evening's meeting.

Presenter: Board President

D. CLOSED SESSION

D.1. A closed session of the Board of Education will convene on August 26, 2026, in the Board Room of the District Office located at 3706 Florida Avenue, Gurnee. The closed session will be held pursuant to 5 ILCS 120/2(c)(1) personnel, (9) student discipline, (10) student information, (11) potential litigation, and (21) discussion of minutes.

Presenter: Board President

E. OPEN SESSION

E.1. Personnel - The Board will formally act on personnel recommendations from the Superintendent.

Presenter: Dr. Correa

E.1.a. Theodore Brooks - Resignation

E.1.b. Claudia Castillo - Resignation

E.1.c. Janet Gonzalez - Resignation

E.1.d. David Juarez - Resignation

E.1.e. Dirce Juarez - Resignation

E.1.f. Jill Lueders - Resignation

E.1.g. Maribel Martinez - Resignation

E.1.h. Brianna Powvens - Resignation

E.1.i. Vanessa Hounsou - Rescinded Employment

E.1.j. Miriam Yaquian - Leave of Absence

E.1.k. Lauren Diaz-Reyes - New Hire

E.1.l. Elisa Martin - New Hire

E.1.m. Michelle Murillo - New Hire

E.1.n. Maiko Otsuka - New Hire

E.1.o. Ariana Pestano-Holt - New Hire

E.1.p. Nadine Sorenson - New Hire

E.1.q. Jennifer Spiegel - New Hire

E.1.r. Jasmyn Thomas - New Hire

E.1.s. Sarah Williams - New Hire

E.2. Closed Session Minutes - The Board will formally act on closed session minutes for July 22, 2026.

Presenter: Dr. Correa

E.3. Review Closed Session Minutes from January 2026 - June 2026

Presenter: Dr. Correa

E.4. Adjournment

Presenter: Board President

**Minutes of Gurnee School District 56
Board of Education Meeting
July 22, 2026**

The following Board members were in attendance: Odie Pahl, Becky Kotsinis, Jim Blockinger, Cesar Garcia, Mark Pos, Germain Castellanos (via telephone), and Mandi Florip.

Also in attendance:

Luis Correa, Superintendent
Martin Da Costa, Director of Business | CSBO
Eric Esteban, Director of Technology
Miriam Torres, Director of Multilingual & Assessment Coordinator
Cuauhtemoc Mendez, Director of Facilities & Grounds
Aurora Orozco, Board Clerk

Board President Pos called the regular meeting to order at 5:00 p.m. and asked that everyone join him in reciting the Pledge of Allegiance.

Board Member Blockinger made a motion, seconded by Board Member Garcia, to accept the minutes from the regular meeting on June 24, 2026, as presented. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Mark Pos, Jim Blockinger, Mandi Florip, Odie Pahl, Becky Kotsinis, and Germain Castellanos (via telephone).

The regular June 30, 2026, Treasurer's Report identified cash and investments of \$32,290,611.99. The Revenue Report identified receipts of \$15,042,932.78, and the Expenditure Report identified expenses totaling \$3,588,625.87. The cash balance in the Activity Fund for June was \$117,843.22. The Financial Reports for the regular July (\$1,615,769.90) and Bills for Payment Reports were approved on a motion by Board Member Pahl and seconded by Board Member Kotsinis. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Mark Pos, Jim Blockinger, Mandi Florip, Odie Pahl, Becky Kotsinis, and Germain Castellanos (via telephone).

During the *Public Participation* portion of the meeting: During the *Public Participation* portion of the hearing, no one wished to address the Board of Education.

At this time, Dr. Correa requested that each administrator report on department projects/tasks that they were currently focused on:

Business Department: Mr. Da Costa reported on the initial budget proposal and new staff onboarding with benefits presentations.

Curriculum and Instruction: The curriculum and instruction department focused on onboarding the new director, with title grants approved by the state and 18 new staff members joining in August.

Multilingual Department: The multilingual department completed title three grant submission and periodic reports, placed students in appropriate classes, and screened incoming kindergarteners. The Boys and Girls Club summer program concluded successfully with 130-160 students participating daily over six to eight weeks, featuring field trips and various activities.

Buildings and Grounds Department: The operations department reported on multiple facility projects: River Trail locker room roof repairs projected to complete before school starts, fire alarm system repairs completed, new custodian hired, Prairie Trail chiller system operational, Viking roof repairs and gutter rehabilitation finished, and fleet vehicle repairs completed. Maintenance staff interviews resulted in hiring a candidate starting August 3rd, with additional interviews ongoing. Transportation parking lot repairs scheduled for July 24th in two stages. Annual inspections for fire alarms, sprinklers, and generators on track for completion.

Technology Department: The technology department completed student rollover, received and nearly finished setting up 101 Chromebooks for middle schoolers for first day distribution, received iPads for staff with setup beginning next week, and awaited laptop delivery in two weeks. All networking equipment received with installation scheduled for the following week and a half. Updates completed on phone system, firewall, and access points. Sean provided a kitchen project update: footings installed and passed slump tests with four additional tests scheduled, HVAC equipment ordered, solar electrical feed disconnected for rerouting underneath the shop, stone compaction tested and approved, one change order requested for HVAC valve replacement, and weekly meetings held with contractor and architect with project on schedule.

Update on Kitchen: Mr. Sean Smith provided an update on the Prairie Trail kitchen project. He reported that the footings are in place and passed the required slump test. Four additional tests will be completed throughout the remainder of the project. The walk-in cooler, freezer, rooftop HVAC unit, and air handler have been ordered. Work will begin soon to connect the new kitchen's HVAC lines to the existing piping in the boiler room. The solar electrical feed has been disconnected and will be rerouted beneath the slab and back into the building. The system is expected to remain offline for approximately one month. ESC Midwest tested the soil compaction, which passed and met the project requirements for backfilling. One change order is being considered to replace an HVAC valve with a broken handle while the system is drained. Weekly meetings are being held with the contractor, architect, and District representatives to address questions and monitor progress. The project remains on schedule, and an updated Gantt chart will be requested. The District has begun receiving and processing invoices for the project.

A Freedom of Information Act (FOIA) request was received by Dr. Luis Correa on June 24, 2026, from Mr. Ankit Patel (askconsulation.com) via email, requesting access to and copies of the following records regarding staffing contractors hired by Gurnee School District 56 over the past three (3) years. The names of the staffing contractors awarded/hired to fill roles for school psychologists and any other certified professional teachers. The rate paid (e.g., hourly, daily, or total contract rate) to each contractor for these roles.

Mrs. Orozco emailed the requested information to Mr. Ankit Patel on July 1, 2026, per the instructions provided in the FOIA request.

A second Freedom of Information Act (FOIA) request was received by Dr. Luis Correa on June 29, 2026, via email from Robert Mercer of DataBranch USA. The request records from 2022 to the present that document the financial terms of any engagement with the vendors listed above. Where available, this may include per-unit pricing, subscription or licensing fees, and any implementation or onboarding costs. Relevant records may include: Contracts, service agreements, and order forms, purchase orders involving the above vendors, RFP or solicitation documents, task orders issued under cooperative purchasing agreements

Mrs. Orozco responded via email on July 1, 2026, that the District has not conducted business with the identified vendors and, therefore, has no records responsive to the request.

A third Freedom of Information Act (FOIA) request was received by Dr. Luis Correa on June 25, 2026, from Miranda Shelton (databranchus.com) via email requesting purchasing records from vendors (if existing): Verkada, Triton Sensors, Soter Tech, Motorola, IPVideo Corporation, Vocabulary.com. Looking for records from 2022 to now that capture pricing details for any engagement, including (where applicable) subscription terms, licensing fees, per-unit costs, and implementation charges.

Mrs. Orozco responded to Mrs. Carlota Vergara via email on July 1, 2026. The District has not conducted business with the identified vendors and, therefore, has no records responsive to the request.

A fourth Freedom of Information Act (FOIA) request was received by Dr. Luis Correa on July 6, 2026, from Ethan Carter (databranchusa.com) via email, requesting records from 2022 to now that reflect the pricing structure of any such engagement, including (if available), per-unit costs, subscription or licensing terms, and/or implementation fees from all products from Helios Ed/core, Droplet and DocuSign.

Mrs. Orozco sent the requested information to Jonas Elder via email on July 7, 2026.

A fifth Freedom of Information Act (FOIA) request was received by Dr. Luis Correa on July 5, 2026, from Garrett Holloway (databranchusa.com) via email, requesting all purchase orders issued between the above date and the present, reflecting purchasing or procurement activity across all departments, divisions, and offices. Department-level or segmented purchasing data, any readily available reports, records grouped by department. Requested Details (if readily accessible): Purchase order number (or equivalent), Purchase date, Vendor ID or name, Department or issuing entity (available), Line item description, Quantity, Unit price, and Total price.

Mrs. Orozco sent the requested information to Liam Allison via email on July 7, 2026.

A sixth Freedom of Information Act (FOIA) request was received by Dr. Luis Correa on July 10, 2026, from Shane Ellington (databranchusa.com) via email, requesting all products from: Centegix, Raptor Technologies, Singlewire, Boxlight, Quicklert, Vivi, Audio Enhancement, CareHawk, Valcom. Records from 2022 to the present would reflect the pricing structure of any engagement with the above vendors. This may include subscription or licensing terms, implementation fees, and/or per-unit costs. Contracts, service agreements, or order forms, purchase orders tied to listed vendors, RFP or solicitation documents, task orders issued against cooperative purchasing agreements.

Mrs. Orozco sent the requested information to Jimmy Noble as requested via email on July 10, 2026.

A seventh Freedom of Information Act (FOIA) request was received by Dr. Luis Correa on July 8, 2026, from Cody Whitmore (databranchusa.com) via email, requesting all purchase orders issued between 2022 and the present. All products from: Rapid Identity, Tools4Ever, Classlink, Clever, Learn21, ManageAD, Tenfold Security, CPSI Publishing. Contracts, service agreements, and order forms, purchase orders associated with the above vendors, RFP or solicitation documents, task orders issued under cooperative purchasing agreements.

Mrs. Orozco sent the requested information to Chloe Kimberly via email on July 13, 2026.

An eighth Freedom of Information Act (FOIA) request was received by Dr. Luis Correa on July 13, 2026, from Sadie Whitman (databranchusa.com) via email, requesting all products from: 95 Percent Group, Core Learning Edmentum, iStation, IXL Learning, Amplify, Curriculum Associates (i-Ready Learning), Imagine Learning. Records from 2022 to the present would reflect the pricing structure of any engagement with the above vendors. This may include subscription or licensing terms, implementation fees, and/or per-unit costs. Contracts, service agreements, or order forms, purchase orders tied to listed vendors, RFP or solicitation documents, task orders issued against cooperative purchasing agreements.

Mrs. Orozco sent the requested information to Sadie Whitman as requested via email on July 13, 2026.

A ninth Freedom of Information Act (FOIA) request was received by Dr. Luis Correa on July 17, 2026, from Michael Brennan (databranchusa.com) via email, requesting all products from Edgenuity, Accelerate Education, Bright Thinker, Pearson, Stride, Edmentum, Imagine Learning, and Subject AI. We are looking for records from 2022 to now that capture the pricing details of any engagement, which may include (where applicable) subscription terms, licensing fees, per-unit costs, and implementation charges. Specifically, we are seeking: contracts, service agreements, or order forms, purchase orders tied to listed vendors, RFP or solicitation documents, and task orders issued against cooperative purchasing agreements.

Mrs. Orozco sent the requested information to Michael Brennan as requested via email on July 17, 2026.

The tentative FY27 budget was provided for the Board of Education's review and would also be made available to public inspection for at least thirty days prior to formal adoption (September 25th). On a motion from Board Member Pahl with a second from Board President Pos, the Board voted to approve the tentative FY27 budget as presented by the administration. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Mark Pos, Jim Blockinger, Mandi Florip, Odie Pahl, Becky Kotsinis, and Germain Castellanos (via telephone).

On a motion from Board Member Florip with a second from Board Member Garcia, the Board voted to enter into an intergovernmental agreement with the Village of Gurnee to provide the district a full-time School Resource Officer and to approve the District's portion of the costs of said School Resource Officer for \$110,782.72 for FY27. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Mark Pos, Jim Blockinger, Mandi Florip, Odie Pahl, Becky Kotsinis, and Germain Castellanos (via telephone).

On a motion from Board Member Blockinger with a second from Board Member Pos, the Board voted to approve the Reciprocal Reporting System Agreement between the Board of Education of Gurnee School District 56, the Village of Gurnee, and the Gurnee Police Department, as presented. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Mark Pos, Jim Blockinger, Mandi Florip, Odie Pahl, Becky Kotsinis, and Germain Castellanos (via telephone).

On a motion from Board President Pos with a second from Board Member Pahl, the Board voted to approve the renewal of the District's Google Workspace for Education for a three-year term proposal in the amount of \$33,669.00 as presented. Motion carried

on a roll call vote. Roll Call: Ayes: Cesar Garcia, Mark Pos, Jim Blockinger, Mandi Florip, Odie Pahl, Becky Kotsinis, and Germain Castellanos (via telephone).

On a motion from Board Member Kotsinis with a second from Board President Pos, the Board voted to approve Securly's three-year renewal proposal for \$48,129.20, which includes Securly Filter, Securly Aware, Securly Pass, and Securly Classroom, as presented. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Mark Pos, Jim Blockinger, Mandi Florip, Odie Pahl, Becky Kotsinis, and Germain Castellanos (via telephone).

On a motion from Board Member Pahl with a second from Board President Pos, the Board voted to approve ClassLink's three-year renewal proposal for \$23,816.25, as presented. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Mark Pos, Jim Blockinger, Mandi Florip, Odie Pahl, Becky Kotsinis, and Germain Castellanos (via telephone).

Board Member Kotsinis made a motion to approve the following items as presented on the consent agenda. Board President Pos seconded the motion.

- Prairie Trail School PBIS Fundraising Request

Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Mark Pos, Jim Blockinger, Mandi Florip, Odie Pahl, Becky Kotsinis, and Germain Castellanos (via telephone).

During the *Public Comment* portion of the meeting, no one wished to address the Board of Education.

On a motion by Board Member Kotsinis, and seconded by Board Member Garcia, the Board voted to adjourn open session at 5:39 p.m. The Board went into closed session at 5:39 p.m. to discuss the following items on a roll call vote:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District, to determine its validity. 5 ILCS 120/2(c)(1), as amended by P.A. 93-0057.
- Student disciplinary cases. 5 ILCS 120/2(c)(9).
- The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
- 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).

- Discussion of lawfully closed meeting minutes, 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).

Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Mark Pos, Jim Blockinger, Mandi Florip, Odie Pahl, Becky Kotsinis, and Germain Castellanos (via telephone).

The Board of Education came out of closed session at 5:50 p.m on a motion from Board President Pos and seconded by Board Member Kotsinis. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Mark Pos, Jim Blockinger, Mandi Florip, Odie Pahl, Becky Kotsinis, and Germain Castellanos (via telephone).

On a motion from Board Member Pahl, with a second from Board Member Garcia, the Board voted to approve the personnel recommendations as presented by the Superintendent. Roll Call: Ayes: Cesar Garcia, Mark Pos, Jim Blockinger, Mandi Florip, Odie Pahl, Becky Kotsinis, and Germain Castellanos (via telephone).

On a motion from Board Member Florip with a second from Board President Pos, the Board voted to approve closed session minutes for the meeting on June 24, 2026, as presented. Roll Call: Ayes: Cesar Garcia, Mark Pos, Jim Blockinger, Mandi Florip, Odie Pahl, Becky Kotsinis, and Germain Castellanos (via telephone).

A motion was made by Board President Pos and seconded by Board Member Kotsinis to adjourn the meeting at 5:51 p.m. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Mark Pos, Jim Blockinger, Mandi Florip, Odie Pahl, Becky Kotsinis, and Germain Castellanos (via telephone).

Respectfully submitted:

Mark Pos, President

Odie Pahl, Secretary
Board of Education, District #56
Lake County, IL

FINANCIAL SUMMARY REPORT

August 26, 2026

Treasurer's Report

Cash on Hand – \$30,687,927.06

Revenue Report

<u>2026-2027 Budget</u>	<u>July Revenue</u>	<u>2026-2027 YTD Revenue</u>	<u>2026-2027 YTD %</u>	<u>Unreceived Balance</u>
\$0.00	\$1,822,345.20	\$1,822,345.20	0.00%	\$-1,822,345.20

Expenditure Report

<u>2026-2027 Budget</u>	<u>July Activity</u>	<u>2026-2027 YTD Activity</u>	<u>2026-2027 YTD %</u>	<u>Encumbered Balance</u>	<u>Unencumbered Balance</u>
\$0.00	\$3,886,412.89	\$3,886,412.89	0.00%	\$-141,173.23	\$-3,745,239.66

Student Activity Fund Report

<u>Monthly Beginning Balance</u>	<u>July Revenues</u>	<u>July Expenditures</u>	<u>Monthly Ending Balance</u>
\$117,670.81	\$458.52	\$3,999.99	\$114,129.33

Revised Bills for Payment Report

	<u>July Balance Sheet</u>	<u>July Revenue</u>	<u>July Expense</u>	<u>Total</u>
Fund Summary Totals	\$986,532.44	\$533.37	\$1,501,355.78	\$2,488,421.59

Bills for Payment Report

	<u>August Balance Sheet</u>	<u>August Revenue</u>	<u>August Expense</u>	<u>Total</u>
Fund Summary Totals	\$550,807.26	\$0.00	\$2,897,940.61	\$3,448,747.87

Gurnee School District #56
Treasurer's Report as of July 31, 2026

Fund Name	Fund/Cash Balance 6/30/26	Actual Cash Balance 6/30/26	Cash Receipts This Month	Cash Disburse This Month	Fund/Cash Balance 7/31/26	Actual Cash Balance 7/31/26
Education	\$13,418,329.70	\$20,326,419.42	\$1,327,355.03	\$2,714,923.93	\$12,030,760.80	\$18,938,850.52
Oper/Maint	\$1,182,678.73	\$1,660,613.23	\$117,847.46	\$154,186.97	\$1,146,339.22	\$1,624,273.72
Debt Service	\$739,525.67	\$749,987.15	\$193,065.36	\$504,881.84	\$427,709.19	\$438,170.67
Transportation	\$366,626.71	\$1,435,329.77	\$77,993.98	\$103,781.68	\$340,839.01	\$1,409,542.07
Retirement	\$180,191.15	\$903,525.44	\$66,601.93	\$98,228.17	\$148,564.91	\$871,899.20
Capital Projects	-\$7,334,757.02	\$18,754.28	\$14,165.71	\$3,992.80	-\$7,324,584.11	\$28,927.19
Working Cash	\$71,798.46	\$7,662,049.28	\$805.98	\$0.00	\$72,604.44	\$7,662,855.26
Tort	\$74,113.88	\$400,089.53	\$24,509.75	\$306,417.50	-\$207,793.87	\$118,181.78
Fire/Prevention & Safety	\$4,403.77	\$14,403.77	\$0.00	\$0.00	\$4,403.77	\$14,403.77

Sub-total

\$8,702,911.05	\$33,171,171.87	\$1,822,345.20	\$3,886,412.89	\$6,638,843.36	\$31,107,104.18
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Petty Cash

<u>Imprest Account</u>	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	\$0.00
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Grand Totals	\$8,706,411.05	\$33,171,171.87	\$1,822,345.20	\$3,886,412.89	\$6,642,343.36	\$31,107,104.18
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Checking Accounts

	<u>7/31/26</u>
Money Market	\$ 6,617,483.80
Payroll Account	\$ -
Board Account	\$ -
Investment Account	\$ 24,070,443.26
Total	\$ 30,687,927.06

Gurnee School District #56 (10247-0101 - General Fund)

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Rate
LIQ		07/31/2026			LIQ Balance	\$297.31	\$297.31	
MAX		07/31/2026			MAX Balance	\$4,244,000.07	\$4,244,000.07	
TS	TS-1406284-1	06/12/2026	12/07/2026		ISDLAF TERM SERIES	\$2,450,000.00	\$2,493,850.02	3.670
CD	CD-1392765-1	12/10/2025	12/17/2026	21805	First State Bank of DeQueen	\$240,500.00	\$249,737.53	3.769
CD	CD-1392766-1	12/10/2025	12/17/2026	58534	Solera National Bank	\$240,700.00	\$249,745.07	3.687
CD	CD-1392767-1	12/10/2025	12/17/2026	68588	Consumers Credit Union	\$240,600.00	\$249,844.81	3.770
CD	CD-1392768-1	12/10/2025	12/17/2026	32541	Flagstar Bank, National Association	\$241,000.00	\$249,903.79	3.625
CD	CD-1392769-1	12/10/2025	12/17/2026	58234	Pacific Alliance Bank	\$240,000.00	\$248,928.00	3.650
IntraFi	CDR-1406808-1	06/18/2026	12/17/2026	2326	AVB Bank	\$243,172.16	\$247,767.65	3.790
IntraFi	CDR-1406808-10	06/18/2026	12/17/2026	12010	Provident Bank	\$243,172.16	\$247,767.65	3.790
IntraFi	CDR-1406808-11	06/18/2026	12/17/2026	4048	SpiritBank	\$243,172.16	\$247,767.65	3.790
IntraFi	CDR-1406808-12	06/18/2026	12/17/2026	35095	TowneBank	\$243,172.16	\$247,767.65	3.790
IntraFi	CDR-1406808-13	06/18/2026	12/17/2026	10011	Woodford State Bank	\$243,172.15	\$247,767.61	3.790
IntraFi	CDR-1406808-14	06/18/2026	12/17/2026	4170	Patrons Bank	\$180,498.92	\$183,910.00	3.790
IntraFi	CDR-1406808-15	06/18/2026	12/17/2026	2315	Armstrong Bank	\$170,645.89	\$173,870.77	3.790
IntraFi	CDR-1406808-16	06/18/2026	12/17/2026	17514	Banterra Bank	\$87,617.12	\$89,272.92	3.790
IntraFi	CDR-1406808-2	06/18/2026	12/17/2026	22373	American National Bank & Trust	\$243,172.16	\$247,767.65	3.790
IntraFi	CDR-1406808-3	06/18/2026	12/17/2026	4214	BOKF, National Association	\$243,172.16	\$247,767.65	3.790
IntraFi	CDR-1406808-4	06/18/2026	12/17/2026	11666	D. L. Evans Bank	\$243,172.16	\$247,767.65	3.790
IntraFi	CDR-1406808-5	06/18/2026	12/17/2026	34719	Farmers & Merchants Bank of Colby	\$243,172.16	\$247,767.65	3.790
IntraFi	CDR-1406808-6	06/18/2026	12/17/2026	10248	First International Bank & Trust	\$243,172.16	\$247,767.65	3.790
IntraFi	CDR-1406808-7	06/18/2026	12/17/2026	3664	INB	\$243,172.16	\$247,767.65	3.790
IntraFi	CDR-1406808-8	06/18/2026	12/17/2026	1058	Midwest BankCentre	\$243,172.16	\$247,767.65	3.790
IntraFi	CDR-1406808-9	06/18/2026	12/17/2026	10634	Pinnacle Bank	\$243,172.16	\$247,767.65	3.790
CD	CD-1406299-1	06/12/2026	12/23/2026	4147	Bank 7	\$245,000.00	\$249,875.41	3.744
CD	CD-1406300-1	06/12/2026	12/23/2026	33306	CIBC Bank USA	\$245,100.00	\$249,925.55	3.704
CD	CD-1406301-1	06/12/2026	12/23/2026	33539	Preferred Bank	\$245,000.00	\$249,865.80	3.737
TS	TS-1406282-1	06/12/2026	02/03/2027		ISDLAF TERM SERIES	\$1,000,000.00	\$1,024,052.60	3.720
TS	TS-1406285-1	06/12/2026	03/03/2027		ISDLAF TERM SERIES	\$750,000.00	\$770,342.53	3.750
CD	CD-1406688-1	06/16/2026	03/11/2027	12982	Civista Bank	\$243,100.00	\$249,831.06	3.771
TS	TS-1404434-1	05/29/2026	04/05/2027		ISDLAF TERM SERIES	\$500,000.00	\$515,805.62	3.710
CD	CD-1406297-1	06/12/2026	04/08/2027	58481	First Bank	\$242,300.00	\$249,780.86	3.756
CD	CD-1406298-1	06/12/2026	04/08/2027	34444	Customers Bank	\$242,300.00	\$249,778.19	3.755
CD	CD-1404443-1	05/29/2026	04/22/2027	10643	Dundee Bank	\$241,700.00	\$249,850.39	3.752
CD	CD-1404444-1	05/29/2026	04/22/2027	58626	GBank	\$241,700.00	\$249,920.98	3.785
CD	CD-1404445-1	05/29/2026	04/22/2027	16866	West Texas State Bank	\$241,700.00	\$249,758.19	3.710
CD	CD-1404446-1	05/29/2026	04/22/2027	34519	Merrick Bank	\$241,600.00	\$249,779.48	3.768
CD	CD-1406295-1	06/12/2026	04/22/2027	57512	Western Alliance Bank	\$241,900.00	\$249,947.24	3.867
CD	CD-1406296-1	06/12/2026	04/22/2027	253	Luana Savings Bank	\$242,000.00	\$249,911.08	3.800
TS	TS-1404435-1	05/29/2026	05/03/2027		ISDLAF TERM SERIES	\$800,000.00	\$827,640.11	3.720
TS	TS-1406283-1	06/12/2026	05/05/2027		ISDLAF TERM SERIES	\$250,000.00	\$258,510.96	3.800
CD	CD-1404439-1	05/29/2026	05/20/2027	29293	Cumberland Federal Bank, FSB	\$241,000.00	\$249,925.13	3.797

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Rate
CD	CD-1404440-1	05/29/2026	05/20/2027	1373	BOM Bank	\$240,900.00	\$249,815.85	3.795
CD	CD-1404441-1	05/29/2026	05/20/2027	34294	CFG Bank	\$241,000.00	\$249,914.56	3.792
CD	CD-1404442-1	05/29/2026	05/20/2027	34781	Transportation Alliance Bank, Inc. d/b/a TAB Bank	\$240,900.00	\$249,826.69	3.799
CD	CD-1406292-1	06/12/2026	05/20/2027	58469	American Plus Bank, N.A.	\$241,300.00	\$249,891.60	3.800
CD	CD-1406293-1	06/12/2026	05/20/2027	57416	Patriot Bank	\$241,200.00	\$249,791.51	3.801
CD	CD-1406294-1	06/12/2026	05/20/2027	31840	Financial Federal Bank	\$241,200.00	\$249,923.64	3.860
					Sub Totals →	\$19,397,997.38	\$19,798,004.73	

Gurnee School District #56 (10247-0204 - Working Cash Bonds 2023)

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Rate
LIQ		07/31/2026			LIQ Balance	\$2.16	\$2.16	
MAX		07/31/2026			MAX Balance	\$4,672,443.72	\$4,672,443.72	
					Sub Totals →	\$4,672,445.88	\$4,672,445.88	
					Totals →	\$24,070,443.26	\$24,470,450.61	

Time and Dollar Weighted Average Portfolio Yield: 3.75%

Weighted Average Portfolio Maturity: 192.23 Days

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using “Market Value” and are only based on the fixed rate investments.

Portfolio Summary

Type	Allocation (%)	Allocation (\$)	Description
TS	24.07	\$5,890,201.84	Term Series
IntraFi	14.99	\$3,668,033.10	IntraFi Account
CD	24.50	\$5,995,472.41	Certificate of Deposit
LIQ	0.00	\$299.47	LIQ Account
MAX	36.44	\$8,916,443.79	MAX Account

Index

Cost is comprised of the total amount you paid for the investment (including any fees and commissions) plus any reinvested dividends.

Rate is the average monthly yield for pool investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

Face/Par/Shares is the amount received at maturity for fixed rate investments or the balance at statement date for pool investments.

Market Value reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at “Cost” for fixed term investments or the balance at statement date for pool investments.

CD - Certificates of Deposit, **CP** - Commercial Paper, **ISC** - Investment Shares Class, **MMA** - Money Market Account, **SEC** - Government Securities, **TS** - Term Series

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2026-27 BUDGET	July 2026-27 REVENUE	2026-27 YTD REVENUE	2026-27 YTD %	UNRECEIVED BALANCE
10----	----	----	--	EDUCATIONAL FUND		1,327,355.03	1,327,355.03		-1,327,355.03
11----	----	----	--	NO LONGER USED					
20----	----	----	--	OPER & MAINT FUND		117,847.46	117,847.46		-117,847.46
30----	----	----	--	DEBT SERVICE		193,065.36	193,065.36		-193,065.36
40----	----	----	--	TRANSPORTATION FUND		77,993.98	77,993.98		-77,993.98
50----	----	----	--	RETIREMENT FUND		66,601.93	66,601.93		-66,601.93
60----	----	----	--	CAPITAL PROJECTS		14,165.71	14,165.71		-14,165.71
70----	----	----	--	WORKING CASH FUND		805.98	805.98		-805.98
80----	----	----	--	TORT IMMUNITY FUND		24,509.75	24,509.75		-24,509.75
90----	----	----	--	FIRE PREVENTION & SAFETY					
Grand Revenue Totals						1,822,345.20	1,822,345.20		-1,822,345.20

Number of Accounts: 264

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

FDTLOC	FUNC	OBJ	SJ	FUND	2026-27 BUDGET	July 2026-27 ACTIVITY	2026-27 YTD ACTIVITY	2026-27 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
10----	----	----	--	-----	EDUCATIONAL FUND	2,714,923.93	2,714,923.93		-141,173.23	-2,573,750.70
11----	----	----	--	-----	NO LONGER USED					
20----	----	----	--	-----	OPER & MAINT FUND	154,186.97	154,186.97			-154,186.97
30----	----	----	--	-----	DEBT SERVICE	504,881.84	504,881.84			-504,881.84
40----	----	----	--	-----	TRANSPORTATION FUND	103,781.68	103,781.68			-103,781.68
50----	----	----	--	-----	RETIREMENT FUND	98,228.17	98,228.17			-98,228.17
60----	----	----	--	-----	CAPITAL PROJECTS	3,992.80	3,992.80			-3,992.80
70----	----	----	--	-----	WORKING CASH FUND					
80----	----	----	--	-----	TORT IMMUNITY FUND	306,417.50	306,417.50			-306,417.50
90----	----	----	--	-----	FIRE PREVENTION & SAFETY FUND					
Grand Expense Totals						3,886,412.89	3,886,412.89		-141,173.23	-3,745,239.66

Number of Accounts: 3290

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

Gurnee School District 56							
Student Activity Fund Report • July 2026							
Presented to the Board of Education							
Account	Beginning Balance	July Revenue	July Expenditures	Monthly Ending Balance	6/30/2026 Balance	Year-to-Date Revenue	Year-to-Date Expenditures
DISTRICT OFFICE							
IMPREST	\$1,170.12	\$0.00	\$0.00	\$1,170.12	\$1,170.12	\$0.00	\$0.00
DO-DESTINATION IMAGINA	\$5,016.25	\$0.00	\$0.00	\$5,016.25	\$5,016.25	\$0.00	\$0.00
DO-J. CALLAGHAN TRUST FU	\$1,993.06	\$0.00	\$0.00	\$1,993.05	\$1,993.06	\$0.00	\$0.00
DISTRICT OFFICE TOTAL	\$8,179.43	\$0.00	\$0.00	\$8,179.42	\$8,179.43	\$0.00	\$0.00
SPAULDING SCHOOL							
SPL-STUD. PROG.	\$5,202.05	\$0.00	\$0.00	\$5,202.05	\$5,202.05	\$0.00	\$0.00
SPL-LRC	\$2,977.44	\$0.00	\$0.00	\$2,977.44	\$2,977.44	\$0.00	\$0.00
SPL-BOOK VENDING MACHI	\$692.85	\$0.00	\$0.00	\$692.85	\$692.85	\$0.00	\$0.00
SPL-PTO	\$3,489.50	\$0.00	\$0.00	\$3,489.50	\$3,489.50	\$0.00	\$0.00
SPL-DONUTS WITH GROWN	\$487.28	\$0.00	\$0.00	\$487.28	\$487.28	\$0.00	\$0.00
SPAULDING SCHOOL TOTAL	\$12,849.12	\$0.00	\$0.00	\$12,849.12	\$12,849.12	\$0.00	\$0.00
PRAIRIE TRAIL SCHOOL							
PT-STUD. PROG.	\$15,759.05	\$0.00	\$198.50	\$15,560.55	\$15,759.05	\$0.00	\$198.50
PT-DRAMA/CHORAL	\$327.89	\$0.00	\$0.00	\$327.89	\$327.89	\$0.00	\$0.00
PT-LRC	\$5,256.48	\$0.00	\$0.00	\$5,256.48	\$5,256.48	\$0.00	\$0.00
PT-SSC	\$1,952.77	\$0.00	\$0.00	\$1,952.77	\$1,952.77	\$0.00	\$0.00
PT-AMER. GIRLS CLUB	-\$23.70	\$0.00	\$0.00	-\$23.70	-\$23.70	\$0.00	\$0.00
PT-SCIENCE CLUB	\$201.77	\$0.00	\$0.00	\$201.77	\$201.77	\$0.00	\$0.00
PT-PTO	\$698.41	\$0.00	\$0.00	\$698.41	\$698.41	\$0.00	\$0.00
PT-GREAT AMERICANS	\$6,227.28	\$0.00	\$0.00	\$6,227.28	\$6,227.28	\$0.00	\$0.00
PT-YEARBOOK	-\$560.00	\$0.00	\$0.00	-\$560.00	-\$560.00	\$0.00	\$0.00
PRAIRIE TRAIL SCHOOL TOTAL	\$29,839.95	\$0.00	\$198.50	\$29,641.45	\$29,839.95	\$0.00	\$198.50
VIKING SCHOOL							
VIK-STUD. PROG.	\$2,039.30	\$0.00	\$0.00	\$2,039.30	\$2,039.30	\$0.00	\$0.00
VIK-LRC	\$39.47	\$0.00	\$0.00	\$39.47	\$39.47	\$0.00	\$0.00
VIK-SSC	\$1,523.26	\$358.52	\$1,332.92	\$548.86	\$1,523.26	\$358.52	\$1,332.92
VIK-DRAMA	\$12,599.36	\$0.00	\$537.24	\$12,062.12	\$12,599.36	\$0.00	\$537.24
VIK-YEARBOOK	\$1,969.72	\$0.00	\$0.00	\$1,969.72	\$1,969.72	\$0.00	\$0.00
VIK-8TH GRADE	\$10,642.24	\$100.00	\$0.00	\$10,742.24	\$10,642.24	\$100.00	\$0.00
VIK-NAT'L JR HON SOC	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
VIK-ATHLETIC PARENT	\$8,891.71	\$0.00	\$1,143.83	\$7,747.88	\$8,891.71	\$0.00	\$1,143.83
VIK-CHORAL	\$410.20	\$0.00	\$0.00	\$410.20	\$410.20	\$0.00	\$0.00
VIK-PTO	\$3,733.71	\$0.00	\$0.00	\$3,733.71	\$3,733.71	\$0.00	\$0.00
VIKING SCHOOL TOTAL	\$41,848.97	\$458.52	\$3,013.99	\$39,293.50	\$41,848.97	\$458.52	\$3,013.99
RIVER TRAIL SCHOOL							
RT-STUD.PROG.	\$3,805.88	\$0.00	\$43.98	\$3,761.90	\$3,805.88	\$0.00	\$43.98
RT-LRC	\$3,046.93	\$0.00	\$0.00	\$3,046.93	\$3,046.93	\$0.00	\$0.00
RT-NAT'L JR HON SOC	\$676.73	\$0.00	\$385.00	\$291.73	\$676.73	\$0.00	\$385.00
RT-SSC	\$4,140.93	\$0.00	\$358.52	\$3,782.41	\$4,140.93	\$0.00	\$358.52
RT-GREAT AMERICANS	\$2,772.74	\$0.00	\$0.00	\$2,772.74	\$2,772.74	\$0.00	\$0.00
RT-PTO	\$704.63	\$0.00	\$0.00	\$704.63	\$704.63	\$0.00	\$0.00
RT-CHOIR	\$169.51	\$0.00	\$0.00	\$169.51	\$169.51	\$0.00	\$0.00
RT-ART CLUB	\$621.81	\$0.00	\$0.00	\$621.81	\$621.81	\$0.00	\$0.00
RT-YEARBOOK	\$859.90	\$0.00	\$0.00	\$859.90	\$859.90	\$0.00	\$0.00
RIVER TRAIL SCHOOL TOTAL	\$16,799.06	\$0.00	\$787.50	\$16,011.56	\$16,799.06	\$0.00	\$787.50
INTEREST EARNED/EXP	\$8,154.28	\$0.00	\$0.00	\$8,154.28	\$8,154.28	\$0.00	\$0.00
DISTRICT GRAND TOTAL	\$117,670.81	\$458.52	\$3,999.99	\$114,129.33	\$117,670.81	\$458.52	\$3,999.99

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
07/02/2026	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20260702CD	07/02/2026	202600051	14 PAYROLL	108.39
07/02/2026	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20260702CD	07/02/2026	202600051	14 PAYROLL	12.15
07/02/2026	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20260702CD	07/02/2026	202600051	14 PAYROLL	299.73
07/02/2026	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20260702CD	07/02/2026	202600051	14 PAYROLL	130.77
07/02/2026	FIFTH THIRD BANK	20L000 4570 0000 00 000000	Payroll accrual	20260702CD	07/02/2026	202600051	14 PAYROLL	101.21
07/02/2026	FIFTH THIRD BANK	40L000 4570 0000 00 000000	Payroll accrual	20260702CD	07/02/2026	202600051	14 PAYROLL	739.83
07/02/2026	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20260702CD	07/02/2026	202600051	14 PAYROLL	70.00
07/02/2026	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20260702CD	07/02/2026	202600051	14 PAYROLL	70.00
07/02/2026	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20260702CD	07/02/2026	202600051	14 PAYROLL	30.58
07/02/2026	FIFTH THIRD BANK	20L000 4580 0000 00 000000	Payroll accrual	20260702CD	07/02/2026	202600051	14 PAYROLL	23.67
07/02/2026	FIFTH THIRD BANK	40L000 4580 0000 00 000000	Payroll accrual	20260702CD	07/02/2026	202600051	14 PAYROLL	173.02
07/02/2026	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20260702CF	07/02/2026	202600051	14 PAYROLL	971.81
07/02/2026	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20260702CF	07/02/2026	202600051	14 PAYROLL	227.27
Totals for 202600051								2,958.43
07/17/2026	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20260717AD	07/17/2026	202600058	14 PAYROLL	199.69
07/17/2026	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600058	14 PAYROLL	13,278.11
07/17/2026	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600058	14 PAYROLL	1,702.50
07/17/2026	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600058	14 PAYROLL	578.77
07/17/2026	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600058	14 PAYROLL	3,802.51
07/17/2026	FIFTH THIRD BANK	20L000 4570 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600058	14 PAYROLL	1,704.52
07/17/2026	FIFTH THIRD BANK	40L000 4570 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600058	14 PAYROLL	1,023.06
07/17/2026	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600058	14 PAYROLL	530.00
07/17/2026	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600058	14 PAYROLL	75.00
07/17/2026	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600058	14 PAYROLL	70.00
07/17/2026	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600058	14 PAYROLL	1,935.35
07/17/2026	FIFTH THIRD BANK	20L000 4580 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600058	14 PAYROLL	398.64
07/17/2026	FIFTH THIRD BANK	40L000 4580 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600058	14 PAYROLL	239.27
07/17/2026	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20260717BF	07/17/2026	202600058	14 PAYROLL	6,530.09
07/17/2026	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20260717BF	07/17/2026	202600058	14 PAYROLL	2,573.26
Totals for 202600058								34,640.77
07/31/2026	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20260731AD	07/31/2026	202600070	14 PAYROLL	199.69
07/31/2026	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20260731BD	07/31/2026	202600070	14 PAYROLL	13,692.42
07/31/2026	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20260731BD	07/31/2026	202600070	14 PAYROLL	1,565.08
07/31/2026	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20260731BD	07/31/2026	202600070	14 PAYROLL	419.94
07/31/2026	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20260731BD	07/31/2026	202600070	14 PAYROLL	4,015.61
07/31/2026	FIFTH THIRD BANK	20L000 4570 0000 00 000000	Payroll accrual	20260731BD	07/31/2026	202600070	14 PAYROLL	1,605.68

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK	BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
07/31/2026	FIFTH THIRD BANK	40L000 4570 0000 00 000000	Payroll accrual	20260731BD	07/31/2026	2026000070	14 PAYROLL	775.25
07/31/2026	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20260731BD	07/31/2026	2026000070	14 PAYROLL	530.00
07/31/2026	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20260731BD	07/31/2026	2026000070	14 PAYROLL	75.00
07/31/2026	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20260731BD	07/31/2026	2026000070	14 PAYROLL	70.00
07/31/2026	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20260731BD	07/31/2026	2026000070	14 PAYROLL	1,953.15
07/31/2026	FIFTH THIRD BANK	20L000 4580 0000 00 000000	Payroll accrual	20260731BD	07/31/2026	2026000070	14 PAYROLL	375.51
07/31/2026	FIFTH THIRD BANK	40L000 4580 0000 00 000000	Payroll accrual	20260731BD	07/31/2026	2026000070	14 PAYROLL	181.31
07/31/2026	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20260731BF	07/31/2026	2026000070	14 PAYROLL	6,396.54
07/31/2026	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20260731BF	07/31/2026	2026000070	14 PAYROLL	2,509.97
						Totals for 2026000070		34,365.15
						Totals for FIFTH THIRD BANK		250,000.73
07/02/2026	HEALTHEQUITY	10L000 4560 0000 00 000000	Payroll accrual	20260702AD	07/02/2026	2026000010	14 PAYROLL	671.25
						Totals for 2026000010		671.25
07/17/2026	HEALTHEQUITY	10L000 4560 0000 00 000000	Payroll accrual	20260717AD	07/17/2026	2026000020	14 PAYROLL	671.25
						Totals for 2026000020		671.25
07/02/2026	HEALTHEQUITY	10L000 4560 0000 00 000000	Payroll accrual	20260702BD	07/02/2026	2026000050	14 PAYROLL	50.00
07/02/2026	HEALTHEQUITY	20L000 4560 0000 00 000000	Payroll accrual	20260702BD	07/02/2026	2026000050	14 PAYROLL	5.00
						Totals for 2026000050		55.00
07/17/2026	HEALTHEQUITY	10L000 4560 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	2026000067	14 PAYROLL	50.00
07/17/2026	HEALTHEQUITY	20L000 4560 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	2026000067	14 PAYROLL	5.00
						Totals for 2026000067		55.00
						Totals for HEALTHEQUITY		1,452.50
07/02/2026	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20260702AD	07/02/2026	2026000003	14 PAYROLL	17,640.06
						Totals for 2026000003		17,640.06
07/17/2026	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20260717AD	07/17/2026	2026000013	14 PAYROLL	17,389.45
						Totals for 2026000013		17,389.45
07/31/2026	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20260731AD	07/31/2026	2026000023	14 PAYROLL	18,109.88
						Totals for 2026000023		18,109.88
07/02/2026	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20260702AD	07/02/2026	2026000042	14 PAYROLL	50.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
07/31/2026	ILLINOIS MUNICIPAL R	10L000 4540 0000 00 000000	Payroll accrual	20260717AD	07/17/2026	202600080	14 PAYROLL	820.63
07/31/2026	ILLINOIS MUNICIPAL R	20L000 4540 0000 00 000000	Payroll accrual	20260717AD	07/17/2026	202600080	14 PAYROLL	510.32
07/31/2026	ILLINOIS MUNICIPAL R	40L000 4540 0000 00 000000	Payroll accrual	20260717AD	07/17/2026	202600080	14 PAYROLL	356.24
Totals for 202600080								1,687.19
07/31/2026	ILLINOIS MUNICIPAL R	40L000 4540 0000 00 000000	Payroll accrual	20260702BD	07/02/2026	202600081	14 PAYROLL	96.38
Totals for 202600081								96.38
07/31/2026	ILLINOIS MUNICIPAL R	10L000 4540 0000 00 000000	Payroll accrual	20260702AD	07/02/2026	202600082	14 PAYROLL	820.63
07/31/2026	ILLINOIS MUNICIPAL R	20L000 4540 0000 00 000000	Payroll accrual	20260702AD	07/02/2026	202600082	14 PAYROLL	510.32
07/31/2026	ILLINOIS MUNICIPAL R	40L000 4540 0000 00 000000	Payroll accrual	20260702AD	07/02/2026	202600082	14 PAYROLL	377.20
Totals for 202600082								1,708.15
Totals for ILLINOIS MUNICIPAL RET FUND								5,306.71
07/31/2026	NCPERS GROUP LIFE IN	40L000 4590 0000 00 000000	Payroll accrual	20260702AD	07/02/2026	1	14 PAYROLL	8.00
07/31/2026	NCPERS GROUP LIFE IN	40L000 4590 0000 00 000000	Payroll accrual	20260717AD	07/17/2026	1	14 PAYROLL	8.00
Totals for 1								16.00
Totals for NCPERS GROUP LIFE INS.								16.00
07/31/2026	AFT LOCAL 504	10L000 4590 0000 00 000000	Payroll accrual	20260702AD	07/02/2026	2	14 PAYROLL	8,159.11
Totals for 2								8,159.11
Totals for AFT LOCAL 504								8,159.11
07/31/2026	NEW YORK LIFE INSURA	10L000 4590 0000 00 000000	Payroll accrual	20260702AD	07/02/2026	3	14 PAYROLL	701.54
07/31/2026	NEW YORK LIFE INSURA	10L000 4590 0000 00 000000	Payroll accrual	20260717AD	07/17/2026	3	14 PAYROLL	701.54
07/31/2026	NEW YORK LIFE INSURA	10L000 4590 0000 00 000000	Payroll accrual	20260702BD	07/02/2026	3	14 PAYROLL	73.56
07/31/2026	NEW YORK LIFE INSURA	40L000 4590 0000 00 000000	Payroll accrual	20260702CD	07/02/2026	3	14 PAYROLL	42.74
07/31/2026	NEW YORK LIFE INSURA	10L000 4590 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	3	14 PAYROLL	73.56
07/31/2026	NEW YORK LIFE INSURA	40L000 4590 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	3	14 PAYROLL	42.74
Totals for 3								1,635.68
Totals for NEW YORK LIFE INSURANCE								1,635.68
07/02/2026	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20260702AD	07/02/2026	202600008	14 PAYROLL	2,917.60
07/02/2026	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20260702AD	07/02/2026	202600008	14 PAYROLL	2,290.00

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK	BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
07/17/2026	TEACHERS' RETIREMENT	50L000 4590 0000 00 000000	Payroll accrual	20260717AF	07/17/2026	202600062 14	PAYROLL	5,668.80
						Totals for 202600062		5,668.80
07/31/2026	TEACHERS' RETIREMENT	50L000 4590 0000 00 000000	Payroll accrual	20260731AF	07/31/2026	202600074 14	PAYROLL	5,668.80
						Totals for 202600074		5,668.80
						Totals for TEACHERS' RETIREMENT SYSTEM		17,006.40
07/02/2026	TEACHERS' HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20260702AD	07/02/2026	202600006 14	PAYROLL	4,265.94
07/02/2026	TEACHERS' HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20260702AF	07/02/2026	202600006 14	PAYROLL	3,175.77
						Totals for 202600006		7,441.71
07/17/2026	TEACHERS' HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20260717AD	07/17/2026	202600016 14	PAYROLL	4,226.68
07/17/2026	TEACHERS' HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20260717AF	07/17/2026	202600016 14	PAYROLL	3,146.56
						Totals for 202600016		7,373.24
07/31/2026	TEACHERS' HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20260731AD	07/31/2026	202600026 14	PAYROLL	4,226.68
07/31/2026	TEACHERS' HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20260731AF	07/31/2026	202600026 14	PAYROLL	3,146.56
						Totals for 202600026		7,373.24
07/02/2026	TEACHERS' HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20260702BF	07/02/2026	202600046 14	PAYROLL	463.25
						Totals for 202600046		463.25
07/17/2026	TEACHERS' HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600063 14	PAYROLL	20.81
07/17/2026	TEACHERS' HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20260717BF	07/17/2026	202600063 14	PAYROLL	477.95
						Totals for 202600063		498.76
07/31/2026	TEACHERS' HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20260731BF	07/31/2026	202600075 14	PAYROLL	463.25
						Totals for 202600075		463.25
						Totals for TEACHERS' HEALTH INSURANCE		23,613.45
07/02/2026	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20260702AD	07/02/2026	202600007 14	PAYROLL	1,534.84
						Totals for 202600007		1,534.84
07/17/2026	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20260717AD	07/17/2026	202600017 14	PAYROLL	1,521.85
						Totals for 202600017		1,521.85

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
07/31/2026	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20260731AD	07/31/2026	202600027	14 PAYROLL	1,604.09
						Totals for 202600027		1,604.09
07/02/2026	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20260702BD	07/02/2026	202600047	14 PAYROLL	403.10
						Totals for 202600047		403.10
07/02/2026	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20260702CD	07/02/2026	202600054	14 PAYROLL	14.65
07/02/2026	WISCONSIN DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20260702CD	07/02/2026	202600054	14 PAYROLL	49.29
						Totals for 202600054		63.94
07/17/2026	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600064	14 PAYROLL	416.24
07/17/2026	WISCONSIN DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20260717BD	07/17/2026	202600064	14 PAYROLL	49.29
						Totals for 202600064		465.53
07/31/2026	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20260731BD	07/31/2026	202600076	14 PAYROLL	451.34
07/31/2026	WISCONSIN DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20260731BD	07/31/2026	202600076	14 PAYROLL	0.00
						Totals for 202600076		451.34
						Totals for WISCONSIN DEPARTMENT OF REVEN		6,044.69
						Totals for BNK14		642,090.05
						Totals for checks		642,090.05

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	515,783.29	0.00	0.00	515,783.29
20	OPER & MAINT FUND	20,159.68	0.00	0.00	20,159.68
40	TRANSPORTATION FUND	10,469.67	0.00	0.00	10,469.67
50	RETIREMENT FUND	95,677.41	0.00	0.00	95,677.41
***	Fund Summary Totals ***	642,090.05	0.00	0.00	642,090.05

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

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	819,417.59	533.37	574,977.73	1,394,928.69
20	OPER & MAINT FUND	40,563.72	0.00	58,247.63	98,811.35
30	DEBT SERVICE	0.00	0.00	504,881.84	504,881.84
40	TRANSPORTATION FUND	30,873.72	0.00	49,893.78	80,767.50
50	RETIREMENT FUND	95,677.41	0.00	2,944.50	98,621.91
60	CAPITAL PROJECTS	0.00	0.00	3,992.80	3,992.80
80	TORT IMMUNITY FUND	0.00	0.00	306,417.50	306,417.50
***	Fund Summary Totals ***	986,532.44	533.37	1,501,355.78	2,488,421.59

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

POST		ACCOUNT		INVOICE		INVOICE		CHECK BANK		
DATE	VENDOR	NUMBER		DESCRIPTION		NUMBER	DATE	NUMBER	CODE	AMOUNT
08/26/2026	22VETS LLC C/O US BA	10E000	2660 5300 00 000000	Cisco Catalyst 9300 Network Advantage		282395	08/19/2026	10348	OPERATING	61,440.06
Totals for 10348										61,440.06
Totals for 22VETS LLC C/O US BANK N.A.										61,440.06
08/26/2026	AASA	10E000	2210 3100 00 000000	COMMUNICATION SERVICE		1008352-2	06/30/2026	10349	OPERATING	13,715.00
Totals for 10349										13,715.00
Totals for AASA										13,715.00
08/26/2026	ABC SUPPLY CO. INC	20E003	2540 4100 00 000000	SUPPLIES		2012381232	07/22/2026	10350	OPERATING	256.50
08/26/2026	ABC SUPPLY CO. INC	20E004	2540 4100 00 000000	SUPPLIES		2012198309	07/22/2026	10350	OPERATING	133.96
Totals for 10350										390.46
Totals for ABC SUPPLY CO. INC										390.46
08/26/2026	ACE HARDWARE	20E001	2540 4100 00 000000	SUPPLIE		154761/4	08/10/2026	10351	OPERATING	11.98
08/26/2026	ACE HARDWARE	20E003	2540 4100 00 000000	SUPPLIES		154701/4	08/04/2026	10351	OPERATING	20.93
Totals for 10351										32.91
Totals for ACE HARDWARE										32.91
08/26/2026	ALLENDAL ASSOCIATIO	10E000	1912 6700 00 000000	Tuition - July 2026		2026081133	07/31/2026	10352	OPERATING	730.00
Totals for 10352										730.00
Totals for ALLENDALE ASSOCIATION										730.00
08/26/2026	AMALGAMATED BANK OF	30E000	5200 6100 00 000000	REGISTRAR & PAYING AGENT		80210826	08/01/2026	10353	OPERATING	475.00
Totals for 10353										475.00
Totals for AMALGAMATED BANK OF CHICAGO										475.00
08/26/2026	AMAZON CAPITAL SERVI	10E000	2210 4100 00 000000	Supplies		13JV-HRFR-	08/01/2026	6406	OPERATING	71.98
08/26/2026	AMAZON CAPITAL SERVI	10E000	1100 4100 00 499840	Supplies		16VL-6MDH-	08/01/2026	6406	OPERATING	2,765.30
08/26/2026	AMAZON CAPITAL SERVI	20E003	2540 4100 00 000000	Supplies		17M1-TFTH-	07/01/2026	6406	OPERATING	10.05
08/26/2026	AMAZON CAPITAL SERVI	20E003	2540 4100 00 000000	Supplies		17M1-TFTH-	08/01/2026	6406	OPERATING	10.05
08/26/2026	AMAZON CAPITAL SERVI	10E000	1100 7000 00 000000	Supplies		19Q6-PF4Y-	08/01/2026	6406	OPERATING	55.90
08/26/2026	AMAZON CAPITAL SERVI	10E000	1100 4100 00 910002	Supplies		1FRD-HV9W-	08/01/2026	6406	OPERATING	114.62

POST		ACCOUNT						INVOICE	INVOICE	INVOICE	CHECK	BANK	AMOUNT
DATE	VENDOR	NUMBER						DESCRIPTION	NUMBER	DATE	NUMBER	CODE	
08/26/2026	AMAZON CAPITAL SERVI	10E000	1100	4100	20	000000		Supplies	1HQQ-VPCW-	08/01/2026	6406	OPERATING	1,652.49
08/26/2026	AMAZON CAPITAL SERVI	10E000	1100	4100	00	000000		Supplies	1HQQ-VPCW-	08/01/2026	6406	OPERATING	322.41
08/26/2026	AMAZON CAPITAL SERVI	10E000	1100	4100	00	000000		Supplies	1LC1-69X3-	08/01/2026	6406	OPERATING	314.17
08/26/2026	AMAZON CAPITAL SERVI	10E000	2210	4100	00	000000		Supplies	1LC1-69X3-	08/01/2026	6406	OPERATING	-5.39
08/26/2026	AMAZON CAPITAL SERVI	10E000	1100	4100	00	910002		Supplies	1LNP-11NY-	08/01/2026	6406	OPERATING	-14.97
08/26/2026	AMAZON CAPITAL SERVI	10E000	1200	4100	00	000000		Supplies	1LNP-11NY-	08/01/2026	6406	OPERATING	-22.92
08/26/2026	AMAZON CAPITAL SERVI	10E000	1100	4200	00	000000		Supplies	1NR6-1W61-	08/01/2026	6406	OPERATING	263.36
08/26/2026	AMAZON CAPITAL SERVI	10E000	2660	4100	00	000000		Supplies	1TQV-RN47-	08/01/2026	6406	OPERATING	90.21
08/26/2026	AMAZON CAPITAL SERVI	10E000	2310	4100	00	000000		Supplies	1TQV-RN47-	08/01/2026	6406	OPERATING	35.89
08/26/2026	AMAZON CAPITAL SERVI	10E003	1100	4100	00	000000		Supplies	1V46-1T71-	08/01/2026	6406	OPERATING	15.99
08/26/2026	AMAZON CAPITAL SERVI	10E000	2150	4100	00	000000		Supplies	1V46-1T71-	08/01/2026	6406	OPERATING	507.23
08/26/2026	AMAZON CAPITAL SERVI	10E000	1100	4100	00	499840		Supplies	1XF9-6KJK-	08/01/2026	6406	OPERATING	222.02
08/26/2026	AMAZON CAPITAL SERVI	10E001	1100	4100	00	000000		Supplies	1YCL-R9VJ-	08/01/2026	6406	OPERATING	3,099.36
08/26/2026	AMAZON CAPITAL SERVI	10E000	2520	4100	00	000000		Supplies	1YCL-R9VJ-	08/01/2026	6406	OPERATING	653.82
08/26/2026	AMAZON CAPITAL SERVI	10E000	2520	4100	00	000000		Supplies	1YYJ-11XV-	08/01/2026	6406	OPERATING	297.00
08/26/2026	AMAZON CAPITAL SERVI	10E000	1100	4100	00	499840		Supplies	1YYJ-11XV-	08/01/2026	6406	OPERATING	737.51
Totals for 6406													11,196.08
Totals for AMAZON CAPITAL SERVICES													11,196.08
08/26/2026	AMERICAN OUTFITTERS	10E001	2410	6410	00	000000		Prairie Trail - Sweathirts	463568	07/17/2026	10354	OPERATING	1,019.00
08/26/2026	AMERICAN OUTFITTERS	10E003	2410	4100	00	000000		VIKING - DECAL 2026	463516	07/24/2026	10354	OPERATING	360.00
08/26/2026	AMERICAN OUTFITTERS	10E000	2320	4100	00	000000		DISTRICT 56	466416	08/12/2026	10354	OPERATING	4,659.50
08/26/2026	AMERICAN OUTFITTERS	10E000	2320	4100	00	000000		DISTRICT 56 - Banner	465797	08/03/2026	10354	OPERATING	120.00
08/26/2026	AMERICAN OUTFITTERS	10E000	2320	4100	00	000000		DISTRICT 56	465276	07/31/2026	10354	OPERATING	610.50
Totals for 10354													6,769.00
Totals for AMERICAN OUTFITTERS LTD													6,769.00
08/26/2026	ANDERSON LOCK	20E003	2540	3120	00	000000		CONTRACT SERVICE - VKG	7126390	07/31/2026	10355	OPERATING	3,064.36
08/26/2026	ANDERSON LOCK	20E001	2540	3120	00	000000		CONTRACT SERVICE - SPL	6126306	07/28/2026	10355	OPERATING	4,678.30
Totals for 10355													7,742.66
Totals for ANDERSON LOCK													7,742.66
08/26/2026	ATEMPA, ALYSSA	10E000	2130	4100	00	000000		Reimbursement - Supplies	AA072826	07/28/2026	10356	OPERATING	36.12
08/26/2026	ATEMPA, ALYSSA	10E000	2130	4100	00	000000		Reimbursement - Supplies	AA080426	08/04/2026	10356	OPERATING	87.13
08/26/2026	ATEMPA, ALYSSA	10E000	2130	3120	00	000000		Reimbursement - CPR	AA01798	08/07/2026	10356	OPERATING	19.50
08/26/2026	ATEMPA, ALYSSA	10E000	2130	3120	00	000000		Reimbursement - CPR	AA01802	08/13/2026	10356	OPERATING	13.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
Totals for 10356							155.75
Totals for ATEMPA, ALYSSA							155.75
08/26/2026	BALANCED ENVIRONMENT	20E000 2540 3621 00 000000	LANDSCAPING - JUL 2026	B5157	07/30/2026	10357 OPERATING	7,468.25
08/26/2026	BALANCED ENVIRONMENT	20E000 2540 3621 00 000000	LANDSCAPING - TREE REMOVAL	27710	07/20/2026	10357 OPERATING	288.00
Totals for 10357							7,756.25
Totals for BALANCED ENVIRONMENTS, INC							7,756.25
08/26/2026	BOSWELL, STEVEN	10E003 1100 3210 15 000000	REIMBURSEMENT - PIANO REPAIR	SB080426	08/04/2026	10358 OPERATING	165.18
Totals for 10358							165.18
Totals for BOSWELL, STEVEN							165.18
08/26/2026	BOYS & GIRLS CLUB OF	10E000 2310 3120 00 000000	GREAT FUTURES ACADEMY	111320214-	08/10/2026	10359 OPERATING	10,249.84
Totals for 10359							10,249.84
Totals for BOYS & GIRLS CLUB OF LAKE COU							10,249.84
08/26/2026	BRUCKER COMPANY	20E000 2540 4100 00 000000	SUPPLIES	255868	07/27/2026	10360 OPERATING	525.00
Totals for 10360							525.00
Totals for BRUCKER COMPANY							525.00
08/26/2026	BULKBOOKSTORE	10E000 3700 4100 00 440000	BOOKS - ST PATS	#239499	06/12/2026	10361 OPERATING	1,171.55
08/26/2026	BULKBOOKSTORE	10E000 3700 4100 00 440000	BOOKS - ST PATS	#239491	06/12/2026	10361 OPERATING	237.75
Totals for 10361							1,409.30
Totals for BULKBOOKSTORE							1,409.30
08/26/2026	CABAY & COMPANY INC	20E002 2540 4100 00 000000	Supplies - PT	73029	06/24/2026	10362 OPERATING	573.56
08/26/2026	CABAY & COMPANY INC	20E006 2540 4100 00 000000	Supplies - RT	72984	06/08/2026	10362 OPERATING	18.09
08/26/2026	CABAY & COMPANY INC	20E002 2540 4100 00 000000	Supplies - PT	73074	07/10/2026	10362 OPERATING	161.46
Totals for 10362							753.11
Totals for CABAY & COMPANY INC							753.11
08/26/2026	CESO COMMUNICATIONS,	10E000 2310 3310 00 000000	Ongoing Communication	4327	08/01/2026	10363 OPERATING	2,400.00

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER CODE	AMOUNT
						Totals for 10363	2,400.00
						Totals for CESO COMMUNICATIONS, LLC	2,400.00
08/26/2026	COLEMAN, MICHELE	10E000 2210 4100 00 000000	T-Shirts	08.02.26	08/02/2026	10364 OPERATING	249.00
						Totals for 10364	249.00
						Totals for COLEMAN, MICHELE	249.00
08/26/2026	COLLEY ELEVATOR CO	20E003 2540 3120 00 000000	Contract Service - VKG	304318	08/01/2026	10365 OPERATING	496.00
						Totals for 10365	496.00
						Totals for COLLEY ELEVATOR CO	496.00
08/26/2026	COMCAST	10E000 2660 3400 00 000000	Internet Service - 06.08.26 - 07.07.26	8771100250	05/28/2026	10366 OPERATING	84.92
08/26/2026	COMCAST	10E000 2660 3500 00 000000	Internet Service - 07.31.26 - 08.30.26 - PT	8771100280	07/24/2026	10366 OPERATING	574.04
08/26/2026	COMCAST	10E000 2660 3400 00 000000	Internet Service - 08.08.26 - 09.07.26	8771100250	07/28/2026	10366 OPERATING	127.38
						Totals for 10366	786.34
						Totals for COMCAST	786.34
08/26/2026	COMCAST	10E000 2660 3400 00 000000	Communication	279466460	08/01/2026	10367 OPERATING	1,250.00
						Totals for 10367	1,250.00
						Totals for COMCAST	1,250.00
08/26/2026	COMPASS HEALTH CENTE	10E000 1100 3185 00 000000	Hospital Tutoring	2058473	05/18/2026	10368 OPERATING	2,080.00
						Totals for 10368	2,080.00
						Totals for COMPASS HEALTH CENTER	2,080.00
08/26/2026	COMPSYCH	10E000 2520 2313 00 000000	Contract Service	26090152	08/03/2026	10369 OPERATING	4,422.00
						Totals for 10369	4,422.00
						Totals for COMPSYCH	4,422.00

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK	BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
08/26/2026	CONNECTION'S ACADEMY	10E000 1912 6700 00 000000	Tuition - JUL 2026	16404	07/09/2026	10370	OPERATING	2,244.78
08/26/2026	CONNECTION'S ACADEMY	10E000 1912 6700 00 000000	TUITION - MAY 2026	16154	05/29/2026	10370	OPERATING	7,357.75
08/26/2026	CONNECTION'S ACADEMY	10E000 1912 6700 00 000000	TUITION - MAY 2026	16156	05/29/2026	10370	OPERATING	7,108.47
08/26/2026	CONNECTION'S ACADEMY	10E000 1912 6700 00 000000	TUITION - MAY 2026	16157	05/29/2026	10370	OPERATING	7,108.47
08/26/2026	CONNECTION'S ACADEMY	10E000 1912 6700 00 000000	TUITION - MAY 2026	16158	05/29/2026	10370	OPERATING	7,357.75
Totals for 10370								31,177.22
Totals for CONNECTION'S ACADEMY EAST								31,177.22
08/26/2026	CONSTELLATION NEW EN	20E000 2540 4670 00 000000	Electricity - D0	7302355180	06/12/2026	10371	OPERATING	451.32
08/26/2026	CONSTELLATION NEW EN	20E000 2540 4670 00 000000	Electricity - D0	7318073990	07/14/2026	10371	OPERATING	686.82
08/26/2026	CONSTELLATION NEW EN	20E001 2540 4670 00 000000	Electricity - SPL	7318074450	07/14/2026	10371	OPERATING	2,011.22
08/26/2026	CONSTELLATION NEW EN	20E002 2540 4670 00 000000	Electricity - PT	7318066660	07/14/2026	10371	OPERATING	2,273.62
08/26/2026	CONSTELLATION NEW EN	20E003 2540 4670 00 000000	Electricity - VKG	7317159780	07/14/2026	10371	OPERATING	9,489.30
08/26/2026	CONSTELLATION NEW EN	20E006 2540 4670 00 000000	Electricity - RT	7332211010	08/11/2026	10371	OPERATING	8,228.01
Totals for 10371								23,140.29
Totals for CONSTELLATION NEW ENERGY, INC								23,140.29
08/26/2026	CONSTELLATION NEW EN	20E001 2540 4660 00 000000	Constellation Gas Bill	4644761	07/22/2026	10372	OPERATING	1,218.08
08/26/2026	CONSTELLATION NEW EN	20E002 2540 4660 00 000000	Constellation Gas Bill	4644761	07/22/2026	10372	OPERATING	437.07
08/26/2026	CONSTELLATION NEW EN	20E003 2540 4660 00 000000	Constellation Gas Bill	4644761	07/22/2026	10372	OPERATING	1,192.01
08/26/2026	CONSTELLATION NEW EN	20E006 2540 4660 00 000000	Constellation Gas Bill	4644761	07/22/2026	10372	OPERATING	1,410.78
08/26/2026	CONSTELLATION NEW EN	20E004 2540 4660 00 000000	Constellation Gas Bill	4644761	07/22/2026	10372	OPERATING	139.62
Totals for 10372								4,397.56
Totals for CONSTELLATION NEW ENERGY - GA								4,397.56
08/26/2026	MCGRAW HILL	10E000 3700 4100 00 440000	SUPPLIES - ST PATS	1410128200	07/07/2026	10373	OPERATING	3,000.00
Totals for 10373								3,000.00
Totals for MCGRAW HILL								3,000.00
08/26/2026	CURRICULUM ASSOCIATE	10E000 3700 4100 00 440000	SUPPLIES - ST PATS	448314.1	04/24/2026	10374	OPERATING	6,120.00
Totals for 10374								6,120.00
Totals for CURRICULUM ASSOCIATES LLC								6,120.00
08/26/2026	CURRICULUM ASSOCIATE	10E000 2210 3100 00 000000	Professional Learning -	10016427	07/20/2026	10375	OPERATING	19,031.46

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
			Legacy Subscription				
						Totals for 10375	19,031.46
						Totals for CURRICULUM ASSOCIATES, LLC	19,031.46
08/26/2026	D WELLS AUTOMOTIVE	20E000 2540 3210 00 000000	Repairs/Maintenance	2347877	07/14/2026	10376 OPERATING	3,987.16
08/26/2026	D WELLS AUTOMOTIVE	20E000 2540 3210 00 000000	Repairs/Maintenance	237989	07/20/2026	10376 OPERATING	242.16
08/26/2026	D WELLS AUTOMOTIVE	20E000 2540 3210 00 000000	Repairs/Maintenance	238093	07/21/2026	10376 OPERATING	3,077.80
						Totals for 10376	7,307.12
						Totals for D WELLS AUTOMOTIVE	7,307.12
08/26/2026	DE LAGE LANDEN FINAN	30E000 5370 6100 00 000000	Communication	597915214	07/16/2026	10377 OPERATING	7,976.68
						Totals for 10377	7,976.68
						Totals for DE LAGE LANDEN FINANCIAL SERV	7,976.68
08/26/2026	DIFFIT	10E000 2110 3115 00 000000	Diffit Site License	DIFF3344	07/01/2026	10378 OPERATING	3,960.00
						Totals for 10378	3,960.00
						Totals for DIFFIT	3,960.00
08/26/2026	EASY ARCHIVE INC.	20E000 2540 4100 00 000000	Annual Software Fee	1660	07/15/2026	10379 OPERATING	1,400.00
08/26/2026	EASY ARCHIVE INC.	20E000 2540 4100 00 000000	Annual Software Fee	1660-2	07/15/2026	10379 OPERATING	1,400.00
						Totals for 10379	2,800.00
						Totals for EASY ARCHIVE INC.	2,800.00
08/26/2026	ECS MIDWEST, LLC	60E000 2530 5305 00 000000	Contract Service - PT	2189404	08/07/2026	10380 OPERATING	4,260.75
						Totals for 10380	4,260.75
						Totals for ECS MIDWEST, LLC	4,260.75
08/26/2026	ED-RED	10E000 2310 3310 00 000000	Membership Fee for FY 2026-2027	2026-2027	07/06/2026	10381 OPERATING	2,100.00
						Totals for 10381	2,100.00
						Totals for ED-RED	2,100.00

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER CODE	AMOUNT
08/26/2026	ENGLER CALLAWAY BASS	80E000 2369 3420 00 000000	Legal Services	37288	08/01/2026	10382 OPERATING	1,890.50
						Totals for 10382	1,890.50
						Totals for ENGLER CALLAWAY BASSTEN, SRAG	1,890.50
08/26/2026	ERNIE PETERSON PLUMB	20E003 2540 3120 00 000000	Contract Service - VKG	8575	08/04/2026	10383 OPERATING	425.00
						Totals for 10383	425.00
						Totals for ERNIE PETERSON PLUMBING INC	425.00
08/26/2026	F.E. MORAN, INC	20E002 2540 3120 00 000000	Contract Service - PT	002-302602	07/15/2026	10384 OPERATING	360.00
08/26/2026	F.E. MORAN, INC	20E006 2540 3120 00 000000	Contract Service - RT	003-302602	07/15/2026	10384 OPERATING	747.00
08/26/2026	F.E. MORAN, INC	20E001 2540 3120 00 000000	Contract Service - SPL	004-302602	07/15/2026	10384 OPERATING	415.00
08/26/2026	F.E. MORAN, INC	20E004 2540 3120 00 000000	Contract Service - TRANS	005-302602	07/15/2026	10384 OPERATING	720.00
08/26/2026	F.E. MORAN, INC	20E003 2540 3120 00 000000	Contract Service - VKG	006-302602	07/15/2026	10384 OPERATING	1,360.00
08/26/2026	F.E. MORAN, INC	20E000 2540 3120 00 000000	Contract Service - D0	001-302602	07/15/2026	10384 OPERATING	360.00
						Totals for 10384	3,962.00
						Totals for F.E. MORAN, INC	3,962.00
08/26/2026	FERGUSON H&C #1408	20E006 2540 4100 00 000000	Supplies	2225364	08/07/2026	10385 OPERATING	101.30
						Totals for 10385	101.30
						Totals for FERGUSON H&C #1408	101.30
08/26/2026	FLINN SCIENTIFIC	10E000 1100 4100 20 000000	Viking Science Supplies 7th Grade	3287378	07/14/2026	10386 OPERATING	199.96
08/26/2026	FLINN SCIENTIFIC	10E000 1100 4100 20 000000	SCIENCE SUPPLIES	3296206	07/31/2026	10386 OPERATING	886.15
						Totals for 10386	1,086.11
						Totals for FLINN SCIENTIFIC	1,086.11
08/26/2026	FOLLETT CONTENT SOLU	10E002 2220 4300 00 000000	Books - PT	737274F	06/17/2026	10387 OPERATING	248.78
08/26/2026	FOLLETT CONTENT SOLU	10E001 2220 4300 00 000000	Books - SPL	725039F	07/15/2026	10387 OPERATING	20.40
08/26/2026	FOLLETT CONTENT SOLU	10E006 2220 4300 00 000000	Books - RT	704728F-2	04/03/2026	10387 OPERATING	271.86
08/26/2026	FOLLETT CONTENT SOLU	10E002 2220 4300 00 000000	Books - PT	737274F-2	06/17/2026	10387 OPERATING	248.78
						Totals for 10387	789.82
						Totals for FOLLETT CONTENT SOLUTIONS LLC	789.82

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
08/26/2026	FOX VALLEY FIRE & SA	20E003 2540 3120 00 000000	Contract Service - VKG	IN00872708	07/06/2026	10388 OPERATING	192.50
08/26/2026	FOX VALLEY FIRE & SA	20E004 2540 3120 00 000000	Contract Service - TRANS	IN00881173	08/10/2026	10388 OPERATING	457.75
						Totals for 10388	650.25
					Totals for FOX VALLEY FIRE & SAFETY		650.25
08/26/2026	FRONTLINE TECHNOLOGI	10E000 2660 3110 00 000000	Applicant Tracking, Unlimited Usage for Internal Employees	INVUS24062	08/04/2026	10389 OPERATING	3,101.03
						Totals for 10389	3,101.03
					Totals for FRONTLINE TECHNOLOGIES		3,101.03
08/26/2026	GLOBAL COMPLIANCE NE	10E000 3700 4100 00 440000	TUTORIAL LICENSE	17081	07/09/2026	10390 OPERATING	750.00
						Totals for 10390	750.00
					Totals for GLOBAL COMPLIANCE NETWORK, IN		750.00
08/26/2026	GRAINGER	20E006 2540 4100 00 000000	Supplies - RT	9977737148	07/08/2026	10392 OPERATING	6.15
08/26/2026	GRAINGER	20E006 2540 4100 00 000000	Supplies - RT	9977737130	07/08/2026	10392 OPERATING	83.55
08/26/2026	GRAINGER	20E006 2540 4100 00 000000	Supplies	9032472137	08/05/2026	10392 OPERATING	50.68
08/26/2026	GRAINGER	20E003 2540 4100 00 000000	Supplies	9014523139	07/21/2026	10392 OPERATING	71.17
08/26/2026	GRAINGER	20E003 2540 4100 00 000000	Supplies	9004806288	07/14/2026	10392 OPERATING	71.57
08/26/2026	GRAINGER	20E000 2540 4100 00 000000	Supplies	9032472152	08/05/2026	10392 OPERATING	67.74
08/26/2026	GRAINGER	20E006 2540 4100 00 000000	Supplies	9025943540	07/30/2026	10392 OPERATING	17.62
08/26/2026	GRAINGER	20E000 2540 4100 00 000000	Supplies	9025943557	07/30/2026	10392 OPERATING	-21.85
08/26/2026	GRAINGER	20E000 2540 4100 00 000000	Supplies	9024423031	07/29/2026	10392 OPERATING	56.43
08/26/2026	GRAINGER	20E006 2540 4100 00 000000	Supplies	9024423049	07/29/2026	10392 OPERATING	29.20
08/26/2026	GRAINGER	20E000 2540 4100 00 000000	Supplies	9017957607	07/24/2026	10392 OPERATING	53.22
08/26/2026	GRAINGER	20E000 2540 4100 00 000000	Supplies	9017957599	07/24/2026	10392 OPERATING	2,425.52
08/26/2026	GRAINGER	20E003 2540 4100 00 000000	Supplies	9004465101	07/14/2026	10392 OPERATING	11.92
						Totals for 10392	2,922.92
						Totals for GRAINGER	2,922.92
08/26/2026	GUFFEY, TAMMY	10E000 2310 2510 00 000000	Tuition Reimbursement	TG071626	07/16/2026	10393 OPERATING	798.00
						Totals for 10393	798.00
					Totals for GUFFEY, TAMMY		798.00

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08/26/2026	GURNEE PARK DISTRICT	10E000 2310 4100 00 000000	Shared Event Expense	America 25	08/01/2026	10394 OPERATING	4,740.51
						Totals for 10394	4,740.51
					Totals for GURNEE PARK DISTRICT		4,740.51
08/26/2026	HEALTH EQUITY EMPLOY	10L000 4590 0000 00 000000	Health Equity Employer	080126	08/10/2026	6409 OPERATING	4,375.00
						Totals for 6409	4,375.00
					Totals for HEALTH EQUITY EMPLOYER CONTRI		4,375.00
08/26/2026	HELM SERVICE	20E006 2540 3120 00 000000	Contract Service	CHI209380	05/24/2026	10395 OPERATING	1,052.50
						Totals for 10395	1,052.50
					Totals for HELM SERVICE		1,052.50
08/26/2026	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	1st Quarter, 2026 Form	MAR 2026	07/23/2026	6411 OPERATING	813.08
						Totals for 6411	813.08
					Totals for ILLINOIS DEPARTMENT OF REVENU		813.08
08/26/2026	ILLCO INC	20E003 2540 4100 00 000000	Supplies	4290305	07/15/2026	10396 OPERATING	411.90
08/26/2026	ILLCO INC	20E006 2540 4100 00 000000	Supplies	4290871	07/31/2026	10396 OPERATING	222.56
						Totals for 10396	634.46
					Totals for ILLCO INC		634.46
08/26/2026	IL PRINCIPALS ASSOCI	10E000 3700 4100 00 440000	2026 - LET THEM LEAD - ST PATS	507880	04/20/2026	10397 OPERATING	325.00
						Totals for 10397	325.00
					Totals for IL PRINCIPALS ASSOCIATION		325.00
08/26/2026	ILLINOIS STATE POLIC	10E000 2310 3430 00 000000	Background Check	2026060415	08/15/2026	10398 OPERATING	27.00
						Totals for 10398	27.00
					Totals for ILLINOIS STATE POLICE		27.00
08/26/2026	INTERMEDIA.NET INC	20E000 2540 3500 00 000000	COMMUNICATION	2608083608	08/01/2026	10399 OPERATING	1,418.30

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER CODE	AMOUNT
						Totals for 10399	1,418.30
						Totals for INTERMEDIA.NET INC	1,418.30
08/26/2026	INTERSTATE ALL BATTE	20E000 2540 3210 00 000000	Supplies	1903999017	08/05/2026	10400 OPERATING	168.35
						Totals for 10400	168.35
						Totals for INTERSTATE ALL BATTERY CENTER	168.35
08/26/2026	JAROS, HANNAH	10E000 2310 2510 00 000000	Tuition Reimbursement	HJ081026	08/10/2026	10401 OPERATING	330.00
						Totals for 10401	330.00
						Totals for JAROS, HANNAH	330.00
08/26/2026	JOHNSON, LORI	10E000 2210 4100 00 000000	Reimbursement - Supplies	LJ081326	08/13/2026	10402 OPERATING	21.41
						Totals for 10402	21.41
						Totals for JOHNSON, LORI	21.41
08/26/2026	K&A GRAPHICS	40E000 2550 4100 00 000000	Supplies - Banner	988733	07/28/2026	10403 OPERATING	62.00
						Totals for 10403	62.00
						Totals for K&A GRAPHICS	62.00
08/26/2026	KANDU CONSTRUCTION I	60E000 2530 5305 00 000000	Kitchen Project	Payment #1	06/26/2026	10404 OPERATING	117,118.59
08/26/2026	KANDU CONSTRUCTION I	60E000 2530 5305 00 000000	Kitchen Project	Payment #2	07/24/2026	10404 OPERATING	128,918.97
						Totals for 10404	246,037.56
						Totals for KANDU CONSTRUCTION INC	246,037.56
08/26/2026	KESHET	10E000 1912 6700 00 000000	Tuition - June 2026	34507	06/15/2026	10405 OPERATING	2,534.35
08/26/2026	KESHET	10E000 1912 6700 00 000000	Tuition - June 2026	34508	06/30/2026	10405 OPERATING	5,575.57
08/26/2026	KESHET	10E000 1912 6700 00 000000	Tuition - July 2026	34509	07/31/2026	10405 OPERATING	11,151.14
						Totals for 10405	19,261.06
						Totals for KESHET	19,261.06
08/26/2026	KINCAID, KAITLIN	10E000 2310 2510 00 000000	Tuition Reimbursement	KK080326	08/03/2026	10406 OPERATING	2,025.00
						Totals for 10406	2,025.00

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER CODE	AMOUNT
					Totals for KINCAID, KAITLIN		2,025.00
08/26/2026	LAKE COUNTY ROE	10E000 1912 6700 00 000000	Tuition - June 2026	454	06/12/2026	10407 OPERATING	18,117.00
08/26/2026	LAKE COUNTY ROE	10E000 1912 6700 00 000000	Tuition - February 2026	406	05/06/2026	10407 OPERATING	23,804.00
08/26/2026	LAKE COUNTY ROE	10E000 1912 6700 00 000000	Tuition - June 2026	465	07/20/2026	10407 OPERATING	2,160.00
					Totals for 10407		44,081.00
					Totals for LAKE COUNTY ROE		44,081.00
08/26/2026	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Bus Repair	2063800-2	07/20/2026	10408 OPERATING	341.62
08/26/2026	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Bus Repair	2064917	07/20/2026	10408 OPERATING	2,807.56
08/26/2026	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Bus Repair	2065205	07/20/2026	10408 OPERATING	130.00
					Totals for 10408		3,279.18
					Totals for LAKESIDE INTL LLC		3,279.18
08/26/2026	LANGTON GROUP	20E002 2540 3120 00 000000	Contract Service	68423	07/20/2026	10409 OPERATING	3,000.00
					Totals for 10409		3,000.00
					Totals for LANGTON GROUP		3,000.00
08/26/2026	LEARN WELL EDUCATION	10E000 1100 3185 00 000000	Hospital Tutoring	INV313454	04/17/2026	10410 OPERATING	368.00
					Totals for 10410		368.00
					Totals for LEARN WELL EDUCATION		368.00
08/26/2026	LECHNER SERVICES	20E000 2540 3150 00 000000	Contract Service - VKG	3677697	08/04/2026	10411 OPERATING	89.45
08/26/2026	LECHNER SERVICES	20E000 2540 3150 00 000000	Contract Service - VKG	3673162	07/21/2026	10411 OPERATING	89.45
08/26/2026	LECHNER SERVICES	20E000 2540 3150 00 000000	Contract Service - VKG	3675424	07/28/2026	10411 OPERATING	89.45
					Totals for 10411		268.35
					Totals for LECHNER SERVICES		268.35
08/26/2026	LINDE GAS & EQUIPMEN	20E003 2540 4100 00 000000	Supplies	57759190	07/08/2026	10412 OPERATING	166.28
08/26/2026	LINDE GAS & EQUIPMEN	20E003 2540 4100 00 000000	Supplies	57759191	07/08/2026	10412 OPERATING	138.60
08/26/2026	LINDE GAS & EQUIPMEN	20E000 2540 4100 00 000000	Supplies	58105145	07/28/2026	10412 OPERATING	85.56
08/26/2026	LINDE GAS & EQUIPMEN	20E003 2540 4100 00 000000	Supplies	58158573	07/31/2026	10412 OPERATING	59.50
					Totals for 10412		449.94

POST		ACCOUNT	INVOICE	INVOICE	CHECK	BANK		
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
						Totals for LINDE GAS & EQUIPMENT INC		449.94
08/26/2026	LYNCH- BOLK, APRILAN	10E000 2310 2510 00 000000	Tuition Reimbursement	ALB072026	07/20/2026	10413	OPERATING	1,367.00
						Totals for 10413		1,367.00
						Totals for LYNCH- BOLK, APRILANNE		1,367.00
08/26/2026	MAGIC SCHOOL, INC	10E000 3700 4100 00 440000	MagicSchool PD Launch PackageV - ST PATS	7065	06/15/2026	10414	OPERATING	765.00
						Totals for 10414		765.00
						Totals for MAGIC SCHOOL, INC		765.00
08/26/2026	MARISSA BENNETT CONS	10E000 2220 3000 00 462000	CONTRACT SERVICE	15180070	08/07/2026	10415	OPERATING	3,816.72
						Totals for 10415		3,816.72
						Totals for MARISSA BENNETT CONSULTING, L		3,816.72
08/26/2026	MENARDS	20E003 2540 4100 00 000000	SUPPLIES	54478	08/01/2026	10417	OPERATING	145.92
08/26/2026	MENARDS	20E003 2540 4100 00 000000	SUPPLIES	54404	08/01/2026	10417	OPERATING	111.33
08/26/2026	MENARDS	20E002 2540 4100 00 000000	SUPPLIES	56198	08/01/2026	10417	OPERATING	421.82
08/26/2026	MENARDS	20E000 2540 4100 00 000000	SUPPLIES	56197	08/01/2026	10417	OPERATING	202.22
08/26/2026	MENARDS	20E002 2540 4100 00 000000	SUPPLIES	55671	08/01/2026	10417	OPERATING	80.82
08/26/2026	MENARDS	20E003 2540 4100 00 000000	SUPPLIES	55671	08/01/2026	10417	OPERATING	169.18
08/26/2026	MENARDS	20E000 2540 4100 00 000000	SUPPLIES	55797	08/01/2026	10417	OPERATING	341.00
08/26/2026	MENARDS	20E006 2540 4100 00 000000	SUPPLIES	55366	08/01/2026	10417	OPERATING	74.97
08/26/2026	MENARDS	20E000 2540 4100 00 000000	SUPPLIES	55308	08/01/2026	10417	OPERATING	119.65
08/26/2026	MENARDS	20E000 2540 4100 00 000000	SUPPLIES	54697	08/01/2026	10417	OPERATING	90.97
						Totals for 10417		1,757.88
						Totals for MENARDS		1,757.88
08/26/2026	MENTA ACADEMY NORTH	10E000 1912 6700 00 000000	TUITION - APR 2026	SESINV-061	04/27/2026	10418	OPERATING	3,000.00
08/26/2026	MENTA ACADEMY NORTH	10E000 1912 6700 00 000000	TUITION - MAY 2026	SESINV-049	05/30/2026	10418	OPERATING	23,374.26
08/26/2026	MENTA ACADEMY NORTH	10E000 1912 6700 00 000000	TUITION - AUG 2026	SESINV-063	08/06/2026	10418	OPERATING	2,481.36
						Totals for 10418		28,855.62
						Totals for MENTA ACADEMY NORTH - SPED SE		28,855.62

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08/26/2026	MENTA ACADEMY NORTH	40E000 2550 3184 00 000000	STUDENT TRANSPORTATION - JUL 20236	SYSINV-021	07/31/2026	10419 OPERATING	5,019.08
08/26/2026	MENTA ACADEMY NORTH	40E000 2550 3184 00 000000	STUDENT TRANSPORTATION - AUG 20236	SYSINV-022	08/06/2026	10419 OPERATING	908.96
Totals for 10419							5,928.04
Totals for MENTA ACADEMY NORTH TRANS							5,928.04
08/26/2026	MIDWEST TRANSIT EQUI	40E000 2550 4100 00 000000	SUPPLIES	R311008495	08/14/2026	10421 OPERATING	230.55
08/26/2026	MIDWEST TRANSIT EQUI	40E000 2550 4100 00 000000	SUPPLIES	R311008496	08/14/2026	10421 OPERATING	230.55
08/26/2026	MIDWEST TRANSIT EQUI	40E000 2550 3184 00 000000	SUPPLIES	R311008497	08/14/2026	10421 OPERATING	230.55
08/26/2026	MIDWEST TRANSIT EQUI	40E000 2550 3184 00 000000	SUPPLIES	R311008498	08/14/2026	10421 OPERATING	230.55
08/26/2026	MIDWEST TRANSIT EQUI	40E000 2550 3184 00 000000	SUPPLIES	R311008499	08/14/2026	10421 OPERATING	230.55
08/26/2026	MIDWEST TRANSIT EQUI	40E000 2550 3184 00 000000	SUPPLIES	R311008500	08/14/2026	10421 OPERATING	230.55
08/26/2026	MIDWEST TRANSIT EQUI	40E000 2550 3630 00 000000	LEASE PAYMENT	V101016245	08/01/2026	10421 OPERATING	23,617.00
08/26/2026	MIDWEST TRANSIT EQUI	40E000 2550 3630 00 000000	LEASE PAYMENT	V101016246	08/01/2026	10421 OPERATING	474,891.00
08/26/2026	MIDWEST TRANSIT EQUI	40E000 2550 3630 00 000000	LEASE PAYMENT	V101016247	08/01/2026	10421 OPERATING	158,219.00
Totals for 10421							658,110.30
Totals for MIDWEST TRANSIT EQUIPMENT INC							658,110.30
08/26/2026	MIDWEST PAPER RETRIE	20E003 2540 3610 00 000000	CONTRACT SERVICE - VKG	0000148275	07/31/2026	10422 OPERATING	74.80
08/26/2026	MIDWEST PAPER RETRIE	20E002 2540 3610 00 000000	CONTRACT SERVICE - PT	0000148231	07/31/2026	10422 OPERATING	54.00
08/26/2026	MIDWEST PAPER RETRIE	20E006 2540 3610 00 000000	CONTRACT SERVICE - RT	0000148276	07/31/2026	10422 OPERATING	78.54
08/26/2026	MIDWEST PAPER RETRIE	20E001 2540 3610 00 000000	CONTRACT SERVICE - SPL	0000147916	07/31/2026	10422 OPERATING	111.80
Totals for 10422							319.14
Totals for MIDWEST PAPER RETRIEVER							319.14
08/26/2026	MUSIC & ARTS CENTER,	10E003 1100 3210 15 000000	REPAIRS	INV0605125	07/30/2026	10423 OPERATING	119.99
08/26/2026	MUSIC & ARTS CENTER,	10E003 1100 3210 15 000000	REPAIRS	INV0604289	07/23/2026	10423 OPERATING	715.50
08/26/2026	MUSIC & ARTS CENTER,	10E003 1100 3210 15 000000	REPAIRS	INV0603923	07/20/2026	10423 OPERATING	141.00
Totals for 10423							976.49
Totals for MUSIC & ARTS CENTER, INC							976.49
08/26/2026	NAPA AUTO PARTS	40E000 2550 4100 00 000000	SUPPLIES	CHI0006434	07/14/2026	10424 OPERATING	50.97
08/26/2026	NAPA AUTO PARTS	20E000 2540 4100 00 000000	SUPPLIES	CHI0006434	08/05/2026	10424 OPERATING	41.88

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
Totals for 10424							92.85
Totals for NAPA AUTO PARTS							92.85
08/26/2026	NAVIGATE 360, LLC	10E000 1100 3115 00 000000	PBIS REWARDS	INV-55948	08/15/2026	10425 OPERATING	1,265.33
08/26/2026	NAVIGATE 360, LLC	10E000 1100 3115 00 000000	PBIS Rewards Training	INV-57847	07/21/2026	10425 OPERATING	5,438.75
Totals for 10425							6,704.08
Totals for NAVIGATE 360, LLC							6,704.08
08/26/2026	NEURO EDUCATIONAL SP	10E000 2140 4140 00 000000	IEE Evaluation	3144	06/04/2026	10426 OPERATING	6,000.00
Totals for 10426							6,000.00
Totals for NEURO EDUCATIONAL SPECIALISTS							6,000.00
08/26/2026	NEWSELA, INC	10E000 1100 3115 00 000000	Online License FY 2026	INV60139	08/03/2026	10427 OPERATING	26,960.30
Totals for 10427							26,960.30
Totals for NEWSELA, INC							26,960.30
08/26/2026	NIHIP	10L000 4560 0000 00 000000	AUGUST 2026	AUGUST 202	08/01/2026	6408 OPERATING	310,609.01
08/26/2026	NIHIP	20L000 4560 0000 00 000000	AUGUST 2026	AUGUST 202	08/01/2026	6408 OPERATING	21,177.89
08/26/2026	NIHIP	40L000 4560 0000 00 000000	AUGUST 2026	AUGUST 202	08/01/2026	6408 OPERATING	21,177.88
Totals for 6408							352,964.78
Totals for NIHIP							352,964.78
08/26/2026	OCEGUERA, HECTOR	20E000 2540 3210 00 000000	Contract Service - Maintenance	H0081426	08/14/2026	10428 OPERATING	520.00
Totals for 10428							520.00
Totals for OCEGUERA, HECTOR							520.00
08/26/2026	PTS COMMUNICATIONS	20E000 2540 3500 00 000000	PAY PHONE - VKG	2156207	07/23/2026	10429 OPERATING	211.80
Totals for 10429							211.80
Totals for PTS COMMUNICATIONS							211.80
08/26/2026	PLS 3RD LEARNING	10E000 2310 3120 00 000000	SuperEval Platform	PS-INV0035	07/17/2026	10430 OPERATING	4,637.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
Totals for 10430							4,637.00
Totals for PLS 3RD LEARNING							4,637.00
08/26/2026	POOLEY, SHERRY	10E000 2330 3120 00 000000	SPED Admin Support	010.2	08/10/2026	10431 OPERATING	780.00
Totals for 10431							780.00
Totals for POOLEY, SHERRY							780.00
08/26/2026	PROMPTMED URGENT CAR	40E000 2550 3191 00 000000	Physicals	4047119	08/12/2026	10432 OPERATING	226.00
Totals for 10432							226.00
Totals for PROMPTMED URGENT CARE							226.00
08/26/2026	RABINE PAVING	20E004 2540 3120 00 000000	CONTRACT SERVICES	INV-011035	07/31/2026	10433 OPERATING	18,835.50
Totals for 10433							18,835.50
Totals for RABINE PAVING							18,835.50
08/26/2026	RELAYHUB, LLC	10E000 2900 3120 00 000000	MEDICAID REIMBURSEMENT	21-17787	07/31/2026	10434 OPERATING	409.36
Totals for 10434							409.36
Totals for RELAYHUB, LLC							409.36
08/26/2026	RENAISSANCE LEARNING	10E002 2220 3110 00 000000	ACCELERATAD READER SUBSCRIPTION	INV5719311	08/01/2026	10435 OPERATING	6,366.00
Totals for 10435							6,366.00
Totals for RENAISSANCE LEARNING INC							6,366.00
08/26/2026	SAM'S CLUB	10E000 2520 6400 00 000000	Interest Charge - July 2026	INTEREST C	07/09/2026	6407 OPERATING	36.09
08/26/2026	SAM'S CLUB	10E000 2520 6400 00 000000	Late Fee	LATE FEE	07/09/2026	6407 OPERATING	29.99
08/26/2026	SAM'S CLUB	10E000 2520 4100 00 000000	Supplies	P928000JF0	07/09/2026	6407 OPERATING	138.35
Totals for 6407							204.43
Totals for SAM'S CLUB							204.43
08/26/2026	SAVANNA DESIGN, INC	10E000 2310 4100 00 000000	SUPLIES	2517	08/03/2026	10436 OPERATING	720.00
08/26/2026	SAVANNA DESIGN, INC	20E000 2540 4930 00 000000	SUPPLIES - UNIFORMS	2505	07/19/2026	10436 OPERATING	300.00

POST	ACCOUNT							INVOICE	INVOICE	CHECK BANK			
DATE	VENDOR	NUMBER							DESCRIPTION	NUMBER	DATE	NUMBER CODE	AMOUNT
											Totals for 10436	1,020.00	
											Totals for SAVANNA DESIGN, INC	1,020.00	
08/26/2026	SCHOLASTIC CLASSROOM	10E000	1100	3115	00	000000	Scholastic Classroom Magazine - Storyworks	M7718174	07/31/2026	10437	OPERATING	4,515.47	
											Totals for 10437	4,515.47	
											Totals for SCHOLASTIC CLASSROOM MAGAZINE	4,515.47	
08/26/2026	SCIENCE OLYMPIAD	10E000	3700	4100	00	440000	SCIENCE OLYMPIAD CONTENT - ST PATS	CBC-SP	04/24/2026	10438	OPERATING	5,000.00	
											Totals for 10438	5,000.00	
											Totals for SCIENCE OLYMPIAD	5,000.00	
08/26/2026	SEMMELMAN, ELIZABETH	10E000	1225	3120	00	000000	Psychoeducational Evaluation & Social/Development History	1 2026-27	08/10/2026	10439	OPERATING	1,155.00	
											Totals for 10439	1,155.00	
											Totals for SEMMELMAN, ELIZABETH	1,155.00	
08/26/2026	SIEMENS INDUSTRY INC	20E002	2540	4100	00	000000	CONTRACT ESRVICE	5332469391	06/18/2026	10440	OPERATING	588.67	
											Totals for 10440	588.67	
											Totals for SIEMENS INDUSTRY INC.	588.67	
08/26/2026	SMITHEREEN PEST MGT	20E006	2540	3120	00	000000	CONTRRACT SERVICE - RT	4113818	07/01/2026	10441	OPERATING	168.00	
08/26/2026	SMITHEREEN PEST MGT	20E006	2540	3120	00	000000	CONTRRACT SERVICE - RT	4144593	08/01/2026	10441	OPERATING	168.00	
08/26/2026	SMITHEREEN PEST MGT	20E002	2540	3120	00	000000	CONTRRACT SERVICE - PT	4144595	08/01/2026	10441	OPERATING	170.00	
08/26/2026	SMITHEREEN PEST MGT	20E001	2540	3120	00	000000	CONTRRACT SERVICE - SPL	4144152	08/01/2026	10441	OPERATING	168.00	
											Totals for 10441	674.00	
											Totals for SMITHEREEN PEST MGT SERVICES	674.00	
08/26/2026	SPECIAL EDUCATION DI	10E000	4220	6700	00	000000	TUITION - AUG 2026	27IMRF-108	08/17/2026	10442	OPERATING	1,264,704.35	
08/26/2026	SPECIAL EDUCATION DI	10E000	2210	3310	00	462000	FY26 MISC. 4TH QUARTER INVOICE	2026-06-26	06/22/2026	10442	OPERATING	250.00	
											Totals for 10442	1,264,954.35	

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER CODE	AMOUNT
Totals for TORRES, MIRIAM							40.87
08/26/2026	TRUE NORTH EDUCATION	10E000 1912 6700 00 000000	TUITION - MAY 2026	780560526	06/16/2026	10449 OPERATING	3,698.11
Totals for 10449							3,698.11
Totals for TRUE NORTH EDUCATION COOP 804							3,698.11
08/26/2026	VILLAGE OF BEACH PAR	20E002 2540 3600 00 000000	Water/Sewer - PT	0050116000	08/04/2026	10450 OPERATING	940.01
Totals for 10450							940.01
Totals for VILLAGE OF BEACH PARK							940.01
08/26/2026	VILLAGE OF GURNEE	20E006 2540 3600 00 000000	WATER/SEWER - RT	540688	08/11/2026	10451 OPERATING	300.97
08/26/2026	VILLAGE OF GURNEE	20E003 2540 3600 00 000000	WATER/SEWER - VKG	539804	08/11/2026	10451 OPERATING	357.60
08/26/2026	VILLAGE OF GURNEE	20E001 2540 3600 00 000000	WATER/SEWER - SPL	539642	08/11/2026	10451 OPERATING	349.51
Totals for 10451							1,008.08
Totals for VILLAGE OF GURNEE							1,008.08
08/26/2026	VILLAGE HALL OF GURN	40E000 2550 4680 00 000000	FUEL	5409	08/04/2026	10452 OPERATING	2,021.67
08/26/2026	VILLAGE HALL OF GURN	20E000 2540 4680 00 000000	FUEL	5409	08/04/2026	10452 OPERATING	505.42
08/26/2026	VILLAGE HALL OF GURN	10E000 2190 3120 00 000000	SCHOOL RESOURES OFFICER	5419	08/05/2026	10452 OPERATING	27,695.68
Totals for 10452							30,222.77
Totals for VILLAGE HALL OF GURNEE							30,222.77
08/26/2026	WASTE MANAGEMENT	20E001 2540 3610 00 000000	Waste Management - July 2026	July 2026	08/01/2026	6404 OPERATING	634.11
08/26/2026	WASTE MANAGEMENT	20E002 2540 3610 00 000000	Waste Management - July 2026	July 2026	08/01/2026	6404 OPERATING	3,454.42
08/26/2026	WASTE MANAGEMENT	20E003 2540 3610 00 000000	Waste Management - July 2026	July 2026	08/01/2026	6404 OPERATING	989.39
08/26/2026	WASTE MANAGEMENT	20E006 2540 3610 00 000000	Waste Management - July 2026	July 2026	08/01/2026	6404 OPERATING	496.16
08/26/2026	WASTE MANAGEMENT	20E004 2540 3610 00 000000	Waste Management - July 2026	July 2026	08/01/2026	6404 OPERATING	70.83
Totals for 6404							5,644.91
Totals for WASTE MANAGEMENT							5,644.91
08/26/2026	WAUKEGAN SAFE & LOCK	20E000 2540 4100 00 000000	Contract Service	244882	06/15/2026	10453 OPERATING	26.00
08/26/2026	WAUKEGAN SAFE & LOCK	20E003 2540 4100 00 000000	Contract Service	245327	08/03/2026	10453 OPERATING	19.50
Totals for 10453							45.50

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
					Totals for WAUKEGAN	SAFE & LOCK SERVICES		45.50
08/26/2026	WTHS/DO	10E000 4120 3120 00 000000	SHARED CORS OF HEARING ITINERANT TEACHER SERVICES FOR FY 2026	JULY 27 20	07/27/2026	10454	OPERATING	75,357.56
08/26/2026	WTHS/DO	10E000 2560 3140 00 000000	FOOD SERVICE - FACILITY AND EQUIPMENT	AUGUST 202	08/03/2026	10454	OPERATING	1,300.00
08/26/2026	WTHS/DO	40E000 4110 3184 00 000000	FY26 SHARED TRANSPORTATIO	JULY 15 20	07/15/2026	10454	OPERATING	91,022.91
						Totals for 10454		167,680.47
						Totals for WTHS/DO		167,680.47
08/26/2026	YAQUIAN, MIRIAM	10E000 2310 2510 00 000000	TUITION REIMBURSEMENT	MY072026	07/20/2026	10455	OPERATING	1,350.00
						Totals for 10455		1,350.00
						Totals for YAQUIAN, MIRIAM		1,350.00
						Totals for BNK12		3,256,093.47
08/14/2026	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20260814AD	08/14/2026	202600031	14 PAYROLL	32,288.45
08/14/2026	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20260814AD	08/14/2026	202600031	14 PAYROLL	186.81
08/14/2026	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20260814AD	08/14/2026	202600031	14 PAYROLL	2,009.23
08/14/2026	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20260814AD	08/14/2026	202600031	14 PAYROLL	6,605.61
08/14/2026	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20260814AF	08/14/2026	202600031	14 PAYROLL	186.81
08/14/2026	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20260814AF	08/14/2026	202600031	14 PAYROLL	6,605.61
						Totals for 202600031		47,882.52
08/14/2026	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20260814AD	08/14/2026	202600084	14 PAYROLL	199.69
08/14/2026	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20260814BD	08/14/2026	202600084	14 PAYROLL	13,837.27
08/14/2026	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20260814BD	08/14/2026	202600084	14 PAYROLL	1,613.99
08/14/2026	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20260814BD	08/14/2026	202600084	14 PAYROLL	209.86
08/14/2026	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20260814BD	08/14/2026	202600084	14 PAYROLL	3,831.93
08/14/2026	FIFTH THIRD BANK	20L000 4570 0000 00 000000	Payroll accrual	20260814BD	08/14/2026	202600084	14 PAYROLL	1,684.49
08/14/2026	FIFTH THIRD BANK	40L000 4570 0000 00 000000	Payroll accrual	20260814BD	08/14/2026	202600084	14 PAYROLL	321.99
08/14/2026	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20260814BD	08/14/2026	202600084	14 PAYROLL	530.00
08/14/2026	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20260814BD	08/14/2026	202600084	14 PAYROLL	145.00
08/14/2026	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20260814BD	08/14/2026	202600084	14 PAYROLL	2,024.09
08/14/2026	FIFTH THIRD BANK	20L000 4580 0000 00 000000	Payroll accrual	20260814BD	08/14/2026	202600084	14 PAYROLL	393.95
08/14/2026	FIFTH THIRD BANK	40L000 4580 0000 00 000000	Payroll accrual	20260814BD	08/14/2026	202600084	14 PAYROLL	75.30

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	481,181.53	0.00	1,774,791.43	2,255,972.96
20	OPER & MAINT FUND	26,281.96	0.00	101,807.62	128,089.58
30	DEBT SERVICE	0.00	0.00	8,451.68	8,451.68
40	TRANSPORTATION FUND	21,996.69	0.00	760,701.07	782,697.76
50	RETIREMENT FUND	21,347.08	0.00	0.00	21,347.08
60	CAPITAL PROJECTS	0.00	0.00	250,298.31	250,298.31
80	TORT IMMUNITY FUND	0.00	0.00	1,890.50	1,890.50
***	Fund Summary Totals ***	550,807.26	0.00	2,897,940.61	3,448,747.87

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



D56 Instructional Priorities Plan Guidelines and Template

Overview

The Instructional Priorities Plan is a collaborative process designed to identify, implement, monitor, and refine the instructional priorities that will have the greatest impact on student learning and growth. Through this process, each Building Leadership Team will outline the work and actions that will guide their instructional efforts throughout the year. The plan is intended to create alignment between instructional practices, student learning experiences, and district priorities while supporting the development of durable skills reflected in our Portrait of a Graduate competencies. Using the Learning Framework as a guide, teams will focus on creating meaningful learning experiences based on their instructional priorities.

An effective Instructional Priorities Plan will:

- Be structured around a cycle of continuous improvement
- Be based on an analysis of data about your school's performance (i-Ready, 5Essentials, Panorama, local surveys, etc.)
- Be aligned to at least one Portrait of a Graduate competency and one characteristic of the D56 Learning Framework
- Identify instructional strategies, professional learning needs, and feedback loops on implementation of instructional priorities
- Define success criteria for the implementation of key areas of focus
- Include priorities on academic and social-emotional needs

Process

Shared ownership of the Instructional Priorities Plan is an essential component of the process. Your Instructional Priorities Plan will have a greater impact at your school if you develop it in collaboration with your Building Leadership Team. Building Leadership Teams should consist of members from each sector of the school building. Each grade level, specials group and support staff members should have at least (but not limited to) one member representing them on this committee. Members of the BLT may include:

- Principal and Assistant Principal
- Support staff representative (Psych or SW)
- Special Education representative
- Specials representative
- Representatives from each grade level
 - VK - 1 from 6th, 1 from 7th, and 1 from 8th
 - SPL - 1 from Pre-K and K, 1 from 1st, and 1 from 2nd
 - PT - 1 from 3rd, 1 from 4th, 1 from 5th
 - RT - 1 from K-2, 1 from 3-5, 1 from 6-8

Teams may add EL/Bilingual representatives as they may see fit. Please refer to the new language in the contract for rotations (section 5.2).

ACADEMIC PRIORITY

Data Analysis

Instructional Priorities must be identified after a thorough data analysis from a wide range of sources. Include your main sources of data below to support your rationale for your instructional priorities.

Data Considerations:

- *What does our data tell us about current student performance?*
- *Which student groups are most impacted?*
- *Are there any emerging patterns across data sources?*
- *Which barriers are within our locus of control to address?*
- *What instructional practices contributed to our successes this year?*

Include data analysis summary in this section. Consider the following guiding questions:

- Based on your data analysis, what are the top 2-3 instructional priorities you identified?
- What instructional practices does the team believe will have the highest impact on improving student learning?
- Do the instructional priorities identified impact multiple classrooms/grade levels?
- Are the instructional priorities realistic and can they be improved this school year?

Write your data analysis in a narrative form (for example: Based on our analysis of _____ data, we identified that students struggle to _____. To address this barrier, our instructional priority will be _____. As a result, students will improve their ability to _____.)

Based on our analysis of the Illinois Quality Framework Rubric and a Root Cause Analysis, along with the most recent i-Ready and IAR data, we identified that students struggle to accumulate the foundational skills needed to progress in the curriculum and meet grade level reading and math standards. To address this barrier, our instructional priority will be to formatively assess and reteach foundational reading and math skills. As a result, students will improve their ability to apply foundational phonics and numbers & operations skills to literacy and mathematical learning in later grades.

i-Ready Data snapshots reflecting percentage of Spaulding students at grade level in Phonics and Numbers and Operations as measured in Spring 2026 :

Switch Table View

Phonics

Choose to Show Results By

Grade

+ Add secondary demographic to show results by

Grade		Mid or Above Grade Level	Early On Grade Level
Grade K	Most Recent	39%	37%
	Winter (November 16 - March 1)	26%	26%
Grade 1	Most Recent	43%	18%
	Winter (November 16 - March 1)	26%	11%
Grade 2	Most Recent	33%	10%
	Winter (November 16 - March 1)	27%	10%

Switch Table View

Number and Operations

Choose to Show Results By

Grade

+ Add secondary demographic to show results by

Grade		Mid or Above Grade Level	Early On Grade Level
Grade K	Most Recent	41%	20%
	Winter (November 16 - March 1)	21%	25%
Grade 1	Most Recent	33%	24%
	Winter (November 16 - March 1)	15%	12%
Grade 2	Most Recent	24%	25%
	Winter (November 16 - March 1)	13%	18%

2025 IAR Proficiency Snapshots:

PRAIRIE TRAIL SCHOOL (3 - 5)

GURNEE SD 56

PRAIRIE TRAIL SCHOOL (3 - 5)

GURNEE SD 56

ELA Achievement Profiles: ELA Proficiency ▼

Math Achievement Profiles: Math Proficiency ▼

2025	
Not Proficient	Proficient
School	School
73.1	26.9

2025	
Not Proficient	Proficient
School	School
80.5	19.5

Goal Statement

By May 2027, all teaching staff will consistently implement differentiated instruction based upon analysis of formative assessments in the areas of Phonics and Number & Operations in Base Ten (NBT) as part of each collaboratively planned instructional unit.

Alignment to PoG and the D56 Learning Framework

Which elements of the [D56 Learning Framework](#) are the focus of your instructional priorities?

Applying Content Knowledge ▼

Developing an Academic Mindset ▼

Which PoG Competencies will be developed as a result?

Academic Champion ▼

Determined Learner ▼

What specific student outcomes from the D56 Learning Framework do we want to focus on this year?	What Teacher Actions from the D56 Learning Framework do we need to develop to achieve our desired student outcomes?
• Apply and transfer learned skills from one concept to another both independently and collaboratively (Applying Content Knowledge)	• Collaborate and co-design learning experiences with colleagues to ensure authentic application
• Keep going when it's hard and work steadily to get better (Developing an Academic Mindset)	• Design structured opportunities for productive struggle that build confidence and perseverance
Action Steps	
Your action steps must focus on building staff capacity to achieve the desired student learning outcomes. Your action steps should be adult actions that are observable, measurable, and directly connected to the instructional priorities. In essence, this is your roadmap for providing professional learning to help staff achieve your instructional priorities.	
Action Step (What we want our staff to be able to do)	Building Capacity (How are we going to get our staff there)
Collaboratively create and implement short term learning cycles based on the learning targets of the Champion Charts.	-Professional learning on Common Formative Assessments (CFA) -Structured work time for teams to plan units with support as questions arise -Professional learning on approaches to data analysis/conversations
Make use of WIN time and flexible grouping of students for differentiated instructional intervention based on assessment evidence.	-Professional learning about use of WIN (What I Need) time for flexible cross-class grouping -Professional learning about setting up the classroom for student independence during WIN time -Structured work time for teams to investigate the practice ideas in the Champion Charts

Success Criteria	
Implementation	
We will know we are successful when: PLC teams consistently engage in collaborative planning, timely administration and analysis of common formative assessments, and differentiated instruction.	Possible evidence sources: Instructional unit plans created by PLC teams CFA data analyses and differentiated instructional plans PLC team perception surveys
Impact on Student Learning	
We will know our instructional practices are making an impact on student learning when: Growth in student mastery of learning targets from grade level essential standards in the areas of Phonics and Numbers & Operations in Base Ten.	Possible evidence sources: i-Ready Aimsweb Classroom assessments Team-designed common formative assessments (CFAs) Progress monitoring from team-level interventions
Monitoring Cadence	
Questions to consider: • Are we implementing our action steps consistently? • What evidence demonstrates successful implementation? • What challenges are emerging? • What additional support is needed?	SIX WEEK REVIEWS are built into the Professional Learning Plan (see p. 12). During these reviews, the School Leadership Team will include the following: • Opportunities for staff members to share out on their implementation of action steps, specifically unit plans and CFAs • Sharing evidence collected during walkthrough observations of WIN Time by members of the Leadership Team

- Sharing evidence collected from teacher perception surveys after professional learning events
- Data from Progress Monitoring & Universal Screening (i-Ready, Aimsweb)

SOCIAL EMOTIONAL PRIORITY

Data Analysis

Instructional Priorities must be identified after a thorough data analysis from a wide range of sources. Include your main sources of data below to support your rationale for your instructional priorities.

Data Considerations:

- *What does our data tell us about current student performance?*
- *Which student groups are most impacted?*
- *Are there any emerging patterns across data sources?*
- *Which barriers are within our locus of control to address?*
- *What instructional practices contributed to our successes this year?*

Include data analysis summary in this section. Consider the following guiding questions:

- Based on your data analysis, what are the top 2-3 instructional priorities you identified?
- What instructional practices does the team believe will have the highest impact on improving student learning?
- Do the instructional priorities identified impact multiple classrooms/grade levels?
- Are the instructional priorities realistic and can they be improved this school year?

Based on our analysis of a teacher perception survey about SEL instructional needs, along with 5Essentials items, we identified that students struggle to demonstrate skills in the area of self-management. To address this barrier, our instructional priority will be to integrate effective instruction and deliberate practice of self-management skills into daily learning experiences. As a result, students will improve their ability to regulate emotions and resolve conflicts, in order to focus on learning.

CASEL definition of self-management:

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

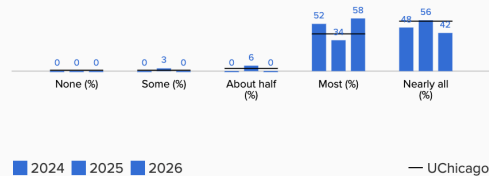
(Retrieved from <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#self-management>)

5Essentials items:

Teachers report that their students:

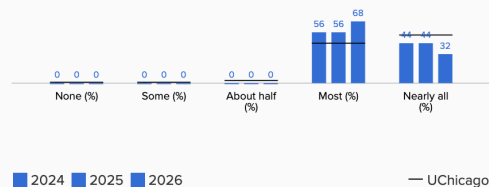
[Collapse All](#)

Come to class on time?



Hide Full History

Attend class regularly?



Spaulding teacher perception survey summary:

Student Priority Skills

- Highest areas of need:
- Self-management
 - Relationship skills
 - Self-awareness

Students need additional support with:

- Emotional regulation
- Coping strategies
- Peer conflict resolution
- Problem solving

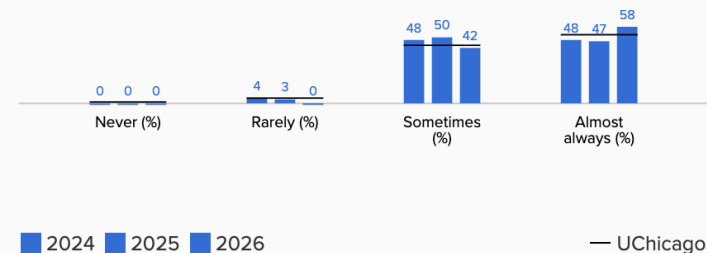
Adult/PLC Priorities

Staff identified growth areas in:

- Self-management
- Relationship skills
- Social awareness

Implication: Staff see SEL as essential for both student success and healthy team culture.

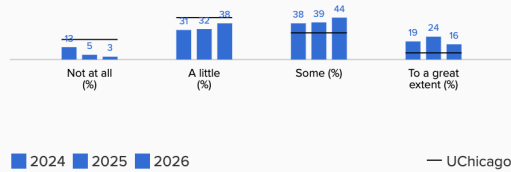
Students show each other respect.



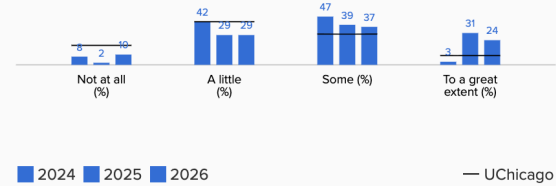
Teachers report how much each of the following is a problem:

[Expand All](#)

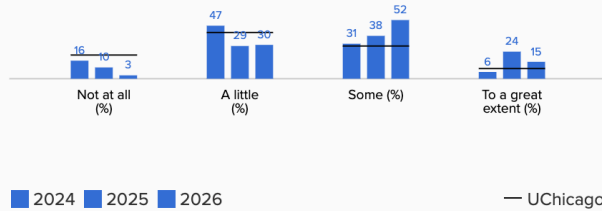
Physical conflicts among students



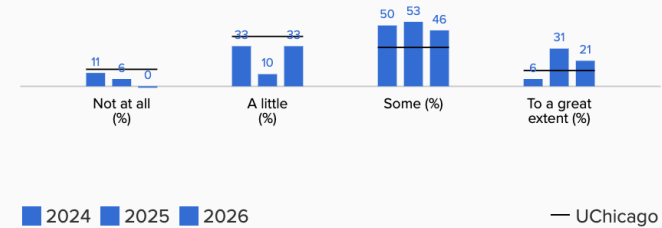
Disorder in classrooms



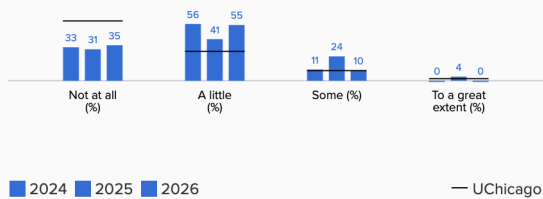
Disorder in hallways



Student disrespect of teachers



Threats of violence toward teachers



Goal Statement	
By May 2027, all teaching staff will integrate specific instruction and deliberate practice of self-management skills into daily learning experiences.	
Alignment to PoG and the D56 Learning Framework	
Which elements of the D56 Learning Framework are the focus of your instructional priorities? Developing an Academic Mindset ▾ Learning Independently (Agency) ▾ Which PoG Competencies will be developed as a result? Determined Learner ▾ Thoughtful Problem Solver ▾	
What specific student outcomes from the D56 Learning Framework do we want to focus on this year?	What Teacher Actions from the D56 Learning Framework do we need to develop to achieve our desired student outcomes?
Take risks in their learning and see mistakes as part of the process (Developing an Academic Mindset)	Create classroom communities where students feel a sense of belonging and are safe to take academic risks
Demonstrate increasing independence and confidence in managing their learning (Learning Independently)	To help students develop regulation skills, design supports that are clearly taught, intentionally practiced, and gradually removed as students gain independence
Take ownership of their learning and advocate for themselves by seeking support or assistance as necessary (Learning Independently)	Explicitly teach strategies for self-awareness and how to seek help when needed

Action Steps	
Your action steps must focus on building staff capacity to achieve the desired student learning outcomes. Your action steps should be adult actions that are observable, measurable, and directly connected to the instructional priorities. In essence, this is your roadmap for providing professional learning to help staff achieve your instructional priorities.	
Action Step (What we want our staff to be able to do)	Building Capacity (How are we going to get our staff there)
Use responsive classroom principles to consistently lead the four components of Morning Meetings, designed to develop self management skills, on a daily basis.	-Designated time in the Master Schedule for Morning Meetings -Professional learning on Morning Meeting practices -Create a rubric for teacher self-assessment of Morning Meeting practices -Continued book study of Positive Teacher Language -Staff share outs/spotlights
Integrate instruction and reflection about Zones of Regulation into the instructional day.	-Professional learning about Zones of Regulation -Professional learning about other tools for regulation -Staff share outs/spotlights
Success Criteria	
Implementation	
We will know we are successful when: All students are included in a well implemented Morning Meeting on a daily basis AND all students are able to reflect upon their zone of regulation and its impact on their behavior relative to Viking BEST expectations.	Possible evidence sources: Walkthrough observation of Morning Meetings by the Leadership Team Office Discipline Referrals Universal Screening

Impact on student learning	
We will know our instructional practices are making an impact on student learning when: Students' behavior reflects a sense of belonging in their classroom community, and their reflective conversations incorporate language about their zone of regulation and their plan for being resilient. Resilience is "our capacity to acknowledge and attend to personal difficulties while still working toward expectations" (Souers and Hall, 2016, p. 154). Retrieved from https://sites.miamioh.edu/exemplary-science-teaching/2021/04/science-teaching-2-0-fostering-resilient-learners/.	Possible evidence sources: Classroom and Office Discipline Referrals 5Essentials Teacher perception surveys Universal Screening
Monitoring Cadence	
Questions to consider: • Are we implementing our action steps consistently? • What evidence demonstrates successful implementation? • What challenges are emerging? • What additional support is needed?	SIX WEEK REVIEWS are built into the Professional Learning Plan (see p. 12). During these reviews, the School Leadership Team will include the following: • Opportunities for staff members to share out on their implementation of action steps, specifically Morning Meetings • Sharing evidence collected during walkthrough observations of Morning Meetings by members of the Leadership Team • Sharing evidence collected from teacher perception surveys after professional learning events • Data from Universal Screening; Classroom & Office Discipline Referrals END OF YEAR REVIEW will include 5Essentials, if available.

PROFESSIONAL LEARNING PLAN EXCERPT (August-December)

AUGUST
Introductory IPP Presentation; Overview of Morning Meeting (content from <i>The Morning Meeting Book</i> & <i>The First Six Weeks of School</i>)
Experience a Morning Meeting; debrief and plan using templates from <i>School-Ready Behavior Resource Book</i>
PLC collaborative team launch (principles from <i>Highly Effective Teams</i> workshop with consultant)
SEPTEMBER
Morning Meeting Check-In; Introduction to Zones of Regulation (on-demand subscription)
WIN Time: explicitly teaching ways to build student independence/stamina
Zones of Regulation self-directed professional learning (on-demand subscription)
PLC collaborative team meetings to plan instruction, reteaching, and extension
OCTOBER
Belonging through Community Engagement
Professional Learning on Common Formative Assessments (CFAs) from <i>Taking Action</i>
PLC collaborative team meetings to plan instruction, reteaching, and extension
NOVEMBER
WIN Time: Running Small Groups
PLC collaborative team meetings to plan instruction, reteaching, and extension
DECEMBER
Morning Meeting (professional learning responsive to evidence from Six Week Review)
PLC collaborative team meetings to plan instruction, reteaching, and extension

SIX-WEEK REVIEW SCHEDULE: 9/18, 11/4, 1/6, 2/10, 3/17, 5/5

Contributing Members of the Spaulding Leadership Team:

Sara Rosheger, Principal

Jackie Bucher, Assistant Principal

Shelia Wells, District Instructional Coach

Stefanie Gerfin, PreK Teacher

Mary Brooks, Kindergarten Teacher SY25-26; Stephanie Stuercke, Kindergarten Teacher SY26-27

Nida Sakhi, 1st Grade Teacher SY25-26; Tammy Guffey, 1st Grade Teacher SY26-27

Kaitlin Kincaid, 2nd Grade Teacher

Kyra Brown, One Way Dual Language Teacher

Karin Wood, Reading Specialist SY25-26; Stephanie Gorham, Special Education Resource SY26-27

Lydia Scher, School Counselor

Brian Pawlak, Music Teacher SY25-26; Kristen Dowmon, STEAM Teacher SY26-27

We are **LEARNING** together. We are **PLANNING** together. We are **RESPONDING** together.

WE ARE **SPAULDING** TOGETHER.

Academic



PORTRAIT
OF A
GRADUATE

D56 Instructional Priorities Plan Guidelines and Template

Overview

The Instructional Priorities Plan is a collaborative process designed to identify, implement, monitor, and refine the instructional priorities that will have the greatest impact on student learning and growth. Through this process, each Building Leadership Team will outline the work and actions that will guide their instructional efforts throughout the year. The plan is intended to create alignment between instructional practices, student learning experiences, and district priorities while supporting the development of durable skills reflected in our Portrait of a Graduate competencies. Using the Learning Framework as a guide, teams will focus on creating meaningful learning experiences based on their instructional priorities.

An effective Instructional Priorities Plan will:

- Be structured around a cycle of continuous improvement
- Be based on an analysis of data about your school's performance (i-Ready, 5Essentials, Panorama, local surveys, etc.)
- Be aligned to at least one Portrait of a Graduate competency and one characteristic of the D56 Learning Framework
- Identify instructional strategies, professional learning needs, and feedback loops on implementation of instructional priorities
- Define success criteria for the implementation of key areas of focus
- Include priorities on academic and social-emotional needs

Process

Shared ownership of the Instructional Priorities Plan is an essential component of the process. Your Instructional Priorities Plan will have a greater impact at your school if you develop it in collaboration with your Building Leadership Team. Building Leadership Teams should consist of members from each sector of the school building. Each grade level, specials group and support staff members should have at least (but not limited to) one member representing them on this committee.

Members of the BLT may include:

- Principal and Assistant Principal
- Support staff representative (Psych, BF or SW)
- Special Education representative
- Specials representative
- Representatives from each grade level
 - VK - 1 from 6th, 1 from 7th, and 1 from 8th
 - SPL - 1 from Pre-K and K, 1 from 1st, and 1 from 2nd
 - PT - 1 from 3rd, 1 from 4th, 1 from 5th

- RT - 1 from K-2, 1 from 3-5, 1 from 6-8

Teams may add EL/Bilingual representatives as they may see fit. Please refer to the new language in the contract for rotations (section 5.2).

Data Analysis

Instructional Priorities must be identified after a thorough data analysis from a wide range of sources. Include your main sources of data below to support your rationale for your instructional priorities.

Data Considerations:

- *What does our data tell us about current student performance?*
- *Which student groups are most impacted?*
- *Are there any emerging patterns across data sources?*
- *Which barriers are within our locus of control to address?*
- *What instructional practices contributed to our successes this year?*

Our team looked at the 5E data to determine patterns within the answers that aligned with student needs. Within the 5E, we noticed that students did not feel challenged and were not given frequent opportunities to think critically. Although related categories also highlighted the need for meaningful feedback and authentic application of learning, critical thinking serves as the common thread connecting these areas. We believe that thinking critically is a category that applies to all contents and roles within our building, allowing all staff to feel they are contributing to student growth. The team acknowledges that the use of UDL may contribute to students not feeling challenged since staff was thoughtfully trying to address barriers to students having access and agency in their learning. While the use of UDL may have successfully broken barriers, we aim to ensure students are still challenged and receive lessons that require critical thinking.

Include data analysis summary in this section. Consider the following guiding questions:

- Based on your data analysis, what are the top 2-3 instructional priorities you identified?
- What instructional practices does the team believe will have the highest impact on improving student learning?
- Do the instructional priorities identified impact multiple classrooms/grade levels?
- Are the instructional priorities realistic and can they be improved this school year?

Write your data analysis in a narrative form:

Based on our analysis of data and qualitative discussion, we identified that students struggle to engage in critical thinking by asking meaningful questions, investigating ideas, and supporting their thinking with evidence. To address this barrier, our overall instructional priority will be explicitly modeling and scaffolding critical-thinking strategies.

As a result, students will improve their ability to ask deeper questions, justify their thinking with evidence, and reflect on feedback to strengthen their understanding.

Your team may follow [this process](#) to identify your learning priorities.

Goal Statement

Write your overall goal statement for this year. (Example - By May 2027, all teachers will consistently design and implement instructional practices that provide collaborative learning experiences for students, requiring them to engage in academic discourse, analyze informational text, and communicate evidence-based reasoning to a wide range of audiences.)

By May of 2027, PLC teams will collaboratively model and scaffold critical-thinking strategies to address students' ability to ask meaningful questions, investigate ideas, seek evidence, and reflect on feedback.

Alignment to PoG and the D56 Learning Framework

Which elements of the [D56 Learning Framework](#) are the focus of your instructional priorities?

Start in the "Students" column and then choose 1-2 to intentionally embed:

Thinking Critically ▾

Select Another (Optional) ▾

Which PoG Competencies will be developed as a result?

Critical and Creative Thinker ▾

Thoughtful Problem Solver ▾

What specific student outcomes from the D56 Learning Framework do we want to focus on this year?	What Teacher Actions from the D56 Learning Framework do we need to develop to achieve our desired student outcomes?
Ask meaningful questions, investigate ideas, and seek evidence	Model and scaffold strategies that enable students to demonstrate critical thinking ○ Teaching students how to ask deeper questions ○ Providing sentence stems for explaining and justifying thinking ○ Gradually releasing responsibility as students internalize these strategies
Reflect and then revise their thinking based on new information, feedback, or evidence	

Action Steps

Your action steps must focus on building staff capacity to achieve the desired student learning outcomes. Your action steps should be adult actions that are observable, measurable, and directly connected to the instructional priorities. In essence, this is your roadmap for providing professional learning to help staff achieve your instructional priorities.

Action Step (What we want our staff to be able to do)	Building Capacity (How are we going to get our staff there)
Teams will develop and implement common processes, tools, and protocols for collecting and analyzing evidence of student critical thinking to plan and inform instructional decision-making.	❖ Monthly professional learning will be provided to enhance team effectiveness and capacity with planning standards aligned units collaboratively that include higher level thinking questions and reflection opportunities. Kagan, Deeper Learning, and UDL will also be incorporated into planning so

	that student evidence of thinking is present as well as continue to ensure access and agency. ❖ The year will begin with a review and reestablishment of collective commitments, roles/responsibilities, and conflict resolution protocols. Learning will then shift to teams being able to identify essential standards, unpack them, define proficiency, and write aligned I Can statements. Teams will then develop their CFA protocols, including data analysis and how to respond using Trailblazer Time. ❖ Professional learning will be provided to the BLT team and “substitutes” prior to the year starting to build their ability to support their teams in planning, creating CFAs, and the CFA analysis protocol. ❖ Administration will participate in PLC meetings monthly and classroom walkthroughs will occur to reinforce expectations and celebrate effective practices.
Teachers will commit to strengthening their practices around the culture of thinking, investigation and evidence, and ownership and reflection through participating in Teacher Rounds, coaching cycles, observing studio classrooms and/or utilizing resources provided.	❖ The building leadership team will develop and communicate classroom look-fors aligned to what we want students to be able to do. ❖ Time will be provided and structures created/reinforced for observations that align to the academic goal and Teacher Rounds. ❖ The BLT will review walkthrough data and staff survey trends and support the identification of schoolwide professional learning needs. ❖ Time for reflection and sharing of effective practices observed across classrooms and teams will be provided during late start professional learning.
Success Criteria	
Implementation	
We will know we are successful when: ❖ Teachers consistently include opportunities for questioning, investigation, evidence gathering, and reflection in lessons. ❖ PLC documentation reflects collaborative planning around critical-thinking practices. ❖ Walkthrough data demonstrates increased use of strategies that align to student outcomes.. ❖ Teacher reflections identify adjustments made to strengthen student thinking and inquiry. ❖ Teams analyze student work and document instructional adjustments.	Possible evidence sources: ❖ Walkthrough data collected on a monthly basis ❖ Staff implementation and student perception survey data reflect an increase in confidence and capability surrounding asking questions, gathering evidence, justifying thinking, as well as giving/receiving feedback. These will be given once a trimester ❖ Professional learning evaluations/feedback forms ❖ Coaching cycle documentation

❖ Student evidence gathered by PLC teams demonstrates growth in asking meaningful questions, investigating ideas, seeking evidence, and reflecting on feedback.	
Impact on student learning	
We will know our instructional practices are making an impact on student learning when: ❖ Students ask meaningful, open-ended questions during learning ❖ Students are asking/answering questions to/from peers ❖ Students use evidence to justify answers, claims, and decisions ❖ Students revise their thinking based on feedback received from teachers and/or peers. ❖ Students reflect on the learning process	Possible evidence sources: ❖ Evidence-based writing samples ❖ Student-generated questions collected during lessons ❖ Student survey data collected once a trimester ❖ Walkthrough data gathered on a monthly basis ❖ Student self-assessments
Monitoring Cadence	
Questions to consider: • Are we implementing our action steps consistently? • What evidence demonstrates successful implementation? • What challenges are emerging? • What additional support is needed?	Possible Evidence Sources: ❖ Professional learning evaluations/feedback forms ❖ Coaching cycle documentation, Teacher Rounds participation, studio classroom feedback ❖ Walkthrough data collected on a monthly basis ❖ Team meeting reflections ❖ Staff implementation surveys and student perception surveys given once a trimester

SEL



PORTRAIT
OF A
GRADUATE

D56 Instructional Priorities Plan Guidelines and Template

Overview

The Instructional Priorities Plan is a collaborative process designed to identify, implement, monitor, and refine the instructional priorities that will have the greatest impact on student learning and growth. Through this process, each Building Leadership Team will outline the work and actions that will guide their instructional efforts throughout the year. The plan is intended to create alignment between instructional practices, student learning experiences, and district priorities while supporting the development of durable skills reflected in our Portrait of a Graduate competencies. Using the Learning Framework as a guide, teams will focus on creating meaningful learning experiences based on their instructional priorities.

An effective Instructional Priorities Plan will:

- Be structured around a cycle of continuous improvement
- Be based on an analysis of data about your school's performance (i-Ready, 5Essentials, Panorama, local surveys, etc.)
- Be aligned to at least one Portrait of a Graduate competency and one characteristic of the D56 Learning Framework
- Identify instructional strategies, professional learning needs, and feedback loops on implementation of instructional priorities
- Define success criteria for the implementation of key areas of focus
- Include priorities on academic and social-emotional needs

Process

Shared ownership of the Instructional Priorities Plan is an essential component of the process. Your Instructional Priorities Plan will have a greater impact at your school if you develop it in collaboration with your Building Leadership Team. Building Leadership Teams should consist of members from each sector of the school building. Each grade level, specials group and support staff members should have at least (but not limited to) one member representing them on this committee.

Members of the BLT may include:

- Principal and Assistant Principal
- Support staff representative (Psych, BF, or SW)
- Special Education representative
- Specials representative
- Representatives from each grade level
 - VK - 1 from 6th, 1 from 7th, and 1 from 8th
 - SPL - 1 from Pre-K and K, 1 from 1st, and 1 from 2nd
 - PT - 1 from 3rd, 1 from 4th, 1 from 5th

- RT - 1 from K-2, 1 from 3-5, 1 from 6-8

Teams may add EL/Bilingual representatives as they may see fit. Please refer to the new language in the contract for rotations (section 5.2).

Data Analysis

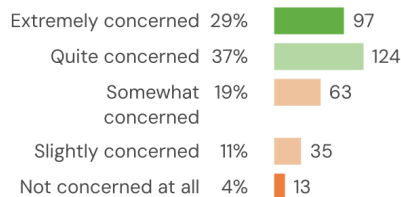
Instructional Priorities must be identified after a thorough data analysis from a wide range of sources. Include your main sources of data below to support your rationale for your instructional priorities.

Data Considerations:

- What does our data tell us about current student performance?
- Which student groups are most impacted?
- Are there any emerging patterns across data sources?
- Which barriers are within our locus of control to address?
- What instructional practices contributed to our successes this year?

The team looked at Panorama data and considered the staff/student surveys given last school year. The results as well as changes tell us that students are struggling to disagree with each other without arguing and that students perceive that staff may not care about when they are upset. We found that Circles are being done inconsistently. Circles allow for students to both practice active, respectful listening while also building class community with peers and the teacher.

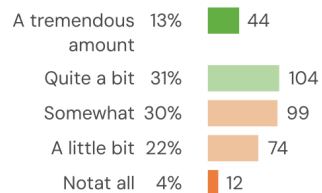
Q.1: If you walked into class upset, how concerned would your teachers be?



▼ 4 from last survey

Favorable: **67%**

Q.2: To what extent were you able to disagree with others without starting an argument?



▼ 6 from last survey

Favorable: **44%**

Include data analysis summary in this section. Consider the following guiding questions:

- Based on your data analysis, what are the top 2-3 instructional priorities you identified?
- What instructional practices does the team believe will have the highest impact on improving student learning?
- Do the instructional priorities identified impact multiple classrooms/grade levels?
- Are the instructional priorities realistic and can they be improved this school year?

Write your data analysis in a narrative form:

Based on the data analysis, students find reflecting on their thinking and adjusting strategies while explaining their thinking and justifying their reasoning difficult. To address this, staff will need to help students continue to develop regulation skills, design supports that are clearly taught, intentionally practiced, and gradually removed as students gain independence. They will also have to explicitly teach

strategies for self-awareness and how to seek help when needed. Teachers have the resources (Circle Forward, Circle slides, and Calm Classroom books/digital subscriptions) needed for this to happen. These resources are not new to teachers, but additional modeling and ensuring certain skills are reinforced and communicated to students will be important to ensuring the students are improving. Students also need the space to share their thinking as well as listen to others. The skills being addressed are needed in all school settings, inside and outside the classroom.

Your team may follow [this process](#) to identify your learning priorities.

Goal Statement

Write your overall goal statement for this year. (Example - By May 2027, all teachers will consistently design and implement instructional practices that provide collaborative learning experiences for students, requiring them to engage in academic discourse, analyze informational text, and communicate evidence-based reasoning to a wide range of audiences.)

By May 2027, all teachers will teach and reinforce the skills needed for students to manage themselves within disagreements constructively while maintaining respectful relationships.

Alignment to PoG and the D56 Learning Framework

Which elements of the [D56 Learning Framework](#) are the focus of your instructional priorities?

Start in the "Students" column and then choose 1-2 to intentionally embed:

Learning Independently (Agency) ▾

Select Another (Optional) ▾

Which PoG Competencies will be developed as a result?

Determined Learner ▾

Critical and Creative Thinker ▾

What specific student outcomes from the D56 Learning Framework do we want to focus on this year?

Explain their thinking clearly and justify their reasoning

What Teacher Actions from the D56 Learning Framework do we need to develop to achieve our desired student outcomes?

Provide intentional opportunities for students to:

- Make meaningful decisions
- Express their thinking authentically
- Take increasing responsibility for how they learn
- Reflect on and justify their choices

Reflect on their thinking and adjust strategies as needed	To help students develop regulation skills, design supports that are clearly taught, intentionally practiced, and gradually removed as students gain independence
Action Steps	
Your action steps must focus on building staff capacity to achieve the desired student learning outcomes. Your action steps should be adult actions that are observable, measurable, and directly connected to the instructional priorities. In essence, this is your roadmap for providing professional learning to help staff achieve your instructional priorities.	
Action Step (What we want our staff to be able to do)	Building Capacity (How are we going to get our staff there)
Teachers will implement instructional routines that explicitly teach students to regulate emotions, communicate respectfully, and navigate disagreements.	❖ Develop common language and visuals across the building so students hear and see consistent expectations in every classroom and setting. ❖ Model classroom lessons that explicitly teach regulation, respectful communication, and productive disagreement during professional learning. This may include embedding collaborative planning into late start Wednesdays for teams to design lessons that intentionally teach and reinforce these skills within academic instruction.
Collaboratively plan during PLC team time or coaching cycles to design lessons that intentionally teach, model, provide guided practice, and gradually release strategies focused on sharing opinions, hearing the differing opinions of others, and what to do when feeling frustrated.	❖ Identify staff learning needs using survey and walkthrough data. ❖ Collaborate to develop a common language and shared expectations for instruction. ❖ Facilitate monthly professional learning and provide opportunities for staff discussion and reflection during BLT and PLC meetings.
Staff will consistently use the previously introduced resources to support building positive relationships with peers and staff as well as support individual self-regulation and management in order to avoid arguing when presented with a differing opinion.	❖ Reintroduce and model Circles during monthly professional learning. ❖ Provide professional learning on how to have students utilize Calm Corners and the regulation tools provided in them.
Success Criteria	
Implementation	
We will know we are successful when: ❖ Teachers are consistently implementing Circles to ensure students have opportunities to practice sharing and listening respectfully.	Possible evidence sources: ❖ Walkthroughs ❖ Staff implementation and student perception survey data.

❖ Morning Meeting is utilized to explicitly teach regulation and respectful communication skills. ❖ Teachers and students are using common language across the building in regards to respectful communication.	❖ Reflection discussions within teams to share successes and challenges of implementation.
Impact on student learning	
We will know our instructional practices are making an impact on student learning when: ❖ Students are able to disagree with peers without arguing. ❖ Students are able to share their opinions and answers respectfully as well as actively listen to others . ❖ Students are able to listen to peers without interrupting.	Possible evidence sources: ❖ Panorama data shows more students are able to disagree without starting an argument from Fall to Winter and Winter to Spring.. ❖ Panorama data shows the number of students who feel teachers would care if they enter the room upset increase from Fall to Winter and Winter to Spring. ❖ Teacher feedback from surveys given once a trimester and discussions regarding student growth in skills listed in student outcomes.
Monitoring Cadence	
Questions to consider: • Are we implementing our action steps consistently? • What evidence demonstrates successful implementation? • What challenges are emerging? • What additional support is needed?	Possible Evidence Sources: ❖ Panorama data shows more students are able to disagree without starting an argument from Fall to Winter and Winter to Spring. ❖ Panorama data shows the number of students who feel teachers would care if they enter the room upset increase from Fall to Winter and Winter to Spring. ❖ Checkpoint survey with same Panorama survey questions mid-trimester to identify if classes/grade levels students need additional support. ❖ Teacher feedback shows an observational positive change in student responses to differing opinions within the .

River Trail School Instructional Priorities Plan



PORTRAIT
OF A
GRADUATE

2026-2027

26-27 School Improvement Team Members:

Jennifer Glickley, Principal
Betsy Sincora, K/1 Teacher
Rebecca Grazier, 2/3 Teacher
Fariha Biabani, 4/5 Teacher
Reid Carey, MS Composition & LA
Allen Katz-Mariani, MS Language Arts Teacher

Lori Johnson, Assistant Principal
Michelle Sacchetti, Special Education Teacher
Laney Gozun, ESL Teacher
Diane Ames, PE Teacher
Amy Jenkins, Instructional Coach

Data Analysis

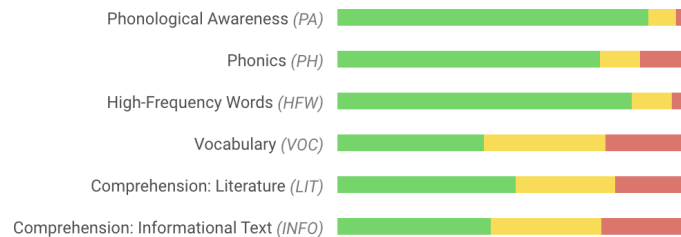
Spring iReady % of Students Proficient

Gr.	% Prof Rdg '22	% Prof Rdg '23	% Prof Rdg '24	% Prof Rdg '25	% Prof Rdg '26	% Prof Math '22	% Prof Math '23	% Prof Math '24	% Prof Math '25	% Prof Math '26
K	75	86	67	79	66	62	64	61	56	58
1	59	62	63	49	57	42	49	43	46	50
2	58	54	66	68	57	27	40	46	42	40
3	74	51	61	67	56	57	28	43	47	32
4	37	51	44	34	47	49	58	34	40	50
5	44	47	50	41	37	51	50	55	32	43
6	32	42	37	41	30	39	49	44	42	30
7	50	34	54	46	49	39	38	41	31	43
8	46	54	52	52	49	38	37	59	49	29
All	54	52	55	51	50	46	47	47	44	42

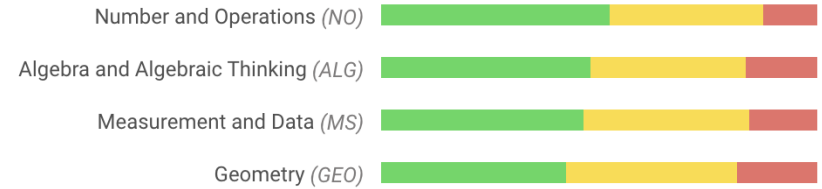
*Proficiency is at or above grade level

Spring '26 iReady Overall Placement by Domain

Reading

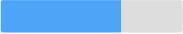


Math



Spring '26 Panorama Survey

3rd-5th Grade

Topic	Percent Favorable ⓘ	Compared to Gurnee District 56 (IL) ?
Supportive Relationships ⓘ	92% 	0
Teacher Student Relationships	78% 	+ 8
Social Awareness ⓘ	66% 	+ 12
Emotion Regulation ⓘ	62% 	+ 12
Self-Management ⓘ	60% 	+ 13

6th-8th Grade

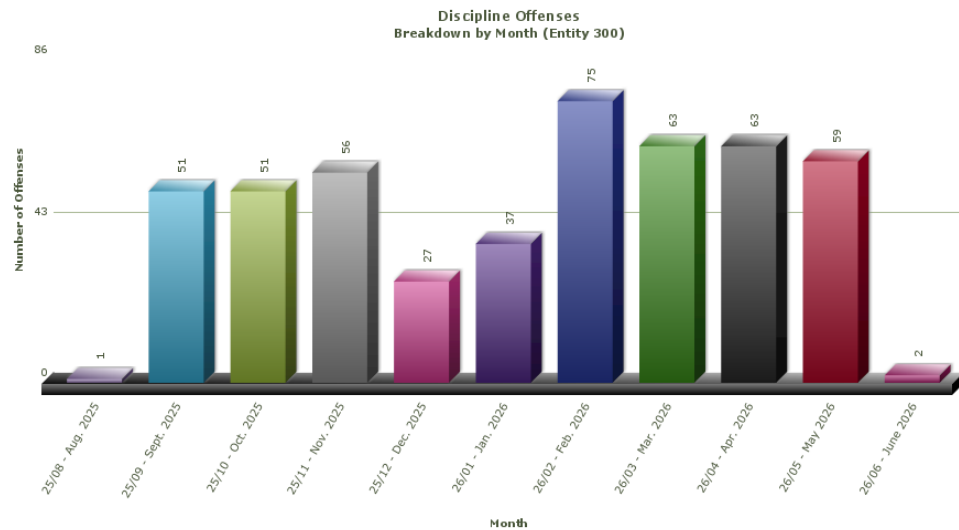
Topic	Percent Favorable ⓘ	Compared to Gurnee District 56 (IL) ?
Supportive Relationships ⓘ	89% 	-1
Self-Management ⓘ	65% 	+ 7
Teacher Student Relationships	62% 	+ 15
Social Awareness ⓘ	58% 	+ 6
Emotion Regulation ⓘ	51% 	+ 7

'26 5Essentials Survey Results



■ Very Strong ■ Strong
■ Neutral ■ Weak
■ Very Weak No Report

'26 Discipline by Month



End of Year Attendance Totals by Grade

Grade	K	1	2	3	4	5	6	7	8
Attend %	94%	91%	94%	93%	92%	94%	95%	95%	93%

*Average Attendance by Term Report

Data Analysis Summary

Based on our analysis of Spring 2026 iReady Reading and Math proficiency data, domain-level performance data, Panorama SEL survey results, 5Essentials survey results, attendance data, and discipline trends, we identified several consistent patterns that impact student achievement across multiple grade levels. Overall reading proficiency has declined from 55% in 2024 to 50% in 2026, and math proficiency has decreased from 47% to 42% during the same period. Domain-level iReady data show that students have the greatest challenges in vocabulary development, reading comprehension of both literary and informational texts, mathematical reasoning, and the application of mathematical concepts across domains. These areas represent barriers that affect students in all grades, Kindergarten through 8th grade, and are within our locus of control through intentional instructional practices.

As a result, our first instructional priority is to strengthen students' academic vocabulary, reading comprehension, and critical thinking skills through the consistent implementation of deeper learning practices. We believe that Marzano's Six-Step Vocabulary Instruction process and Thinking Classroom strategies will have the greatest impact on improving student learning because they promote active engagement, student discourse, conceptual understanding, and opportunities for students to explain and apply their thinking. By integrating these practices students will develop stronger academic language, improve comprehension of complex texts, and deepen mathematical reasoning.

Our second instructional priority is to increase student engagement, collaboration, and sense of belonging through the integration of student-centered learning and social-emotional learning practices. While attendance rates are strong across all grade levels, proficiency data show that students need more opportunities to actively construct knowledge, collaborate with peers, and engage in rigorous learning experiences. Panorama survey results also show opportunities for growth in self-management, emotion regulation, and social awareness, particularly in middle school. Through the implementation of Thinking Classroom strategies, Kagan cooperative learning structures, class meetings, and advisory experiences, students will strengthen their communication and collaboration skills while developing the social-emotional competencies necessary for academic success. These practices will help students meaningfully engage, increase their ownership of learning, and contribute to a positive and inclusive school community where all students feel connected and valued.

Goal Statement #1

By May 2027, all River Trail staff will intentionally implement deeper learning practices to ensure all students actively construct knowledge through academic discourse, collaborative problem-solving, and purposeful use of academic vocabulary.

Alignment to PoG and the D56 Learning Framework

Which elements of the [D56 Learning Framework](#) are the focus of your instructional priorities?

Start in the “Students” column and then choose 1-2 to intentionally embed:

Thinking Critically

Which PoG Competencies will be developed as a result?

Critical and Creative Thinker

Thoughtful Problem Solver

What specific student outcomes from the D56 Learning Framework do we want to focus on this year?

- Explain their thinking and reasoning, not just their answers
- Make connections between facts, ideas, and concepts to deepen understanding
- Apply learned thinking tools and strategies to solve unfamiliar problems

What Teacher Actions from the D56 Learning Framework do we need to develop to achieve our desired student outcomes?

- Design tasks that require students to think, not just recall
- Model and scaffold strategies that enable students to demonstrate critical thinking

Action Steps

Your action steps must focus on building staff capacity to achieve the desired student learning outcomes. Your action steps should be adult actions that are observable, measurable, and directly connected to the instructional priorities. In essence, this is your roadmap for providing professional learning to help staff achieve your instructional priorities.

Action Step (What we want our staff to be able to do)	Building Capacity (How are we going to get our staff there)
- Design tasks that require students to think, not just recall - Inquiry-based (explore-before-explain) tasks - Open-ended tasks	- Provide Professional Learning: - Differentiate professional learning by grade-level band (K-3, 4-8) - Differentiate professional learning by experience level (experienced, amateur, novice), in addition to all-staff professional learning - Marzano’s Six-Steps of Vocabulary Instruction - Build the language to explain reasoning and justify conclusions - Creating sentence stems and discourse protocols to support students in explaining and justifying their thinking - Apply metacognition strategies (articulation of thought process) - Non-linguistic representations to deepen conceptual understanding - Implement in all content areas - Staff share evidence and examples (student work, videos, etc.) during PLC and Staff Meetings - Thinking Classroom - Inquiry-Based Task Design - Creating sentence stems to support students in explaining and justifying their thinking - Staff share evidence and examples (student work, videos, etc.) during PLC and Staff Meetings
- Model and scaffold strategies that enable students to demonstrate critical thinking - Teaching students how to ask deeper questions - Providing sentence stems for explaining and justifying thinking - Gradually releasing responsibility as students internalize these strategies	
Success Criteria	
Implementation	
We will know we are successful when: All teachers consistently implement Marzano's Six-Step Vocabulary Instruction and Thinking Classroom strategies as evidenced through walkthroughs, PLC discussions, and instructional plans	Possible evidence sources (focus on math data): - Walkthrough data - PLC agendas and meeting notes - Instructional Plans

- Teachers regularly design inquiry-based and open-ended tasks that require students to explain their thinking, justify responses, and engage in productive struggle. - Teachers consistently use scaffolds such as sentence stems, discourse protocols, and questioning strategies to support student reasoning and collaboration. - Staff regularly share student work samples, instructional artifacts, and implementation reflections during PLCs, Teacher Rounds, and staff meetings. - Walkthrough data shows an increased use of student-centered learning experiences where students carry most of the cognitive load.	- Student work samples - Teacher self-reflection surveys - Teacher Rounds - Professional learning attendance
Impact on student learning	
We will know our instructional practices are making an impact on student learning when: - Students regularly explain and justify their thinking using academic vocabulary in all content areas. - Students demonstrate increased ability to make connections between concepts and apply learning to unfamiliar situations. - Students engage in productive academic discourse and ask higher-level questions. - Mathematical reasoning performance improves as measured by local and standardized assessments. - The percentage of students meeting or exceeding grade-level expectations on iReady Math increases yearly.	Possible evidence sources: - iReady Math data - Common formative assessments - Student discourse observation tools - Student work that shows reasoning and application - Vocabulary assessments - Writing samples and math explanations - Student self-assessments and reflection journals
Monitoring Cadence	
Questions to consider: - Are we implementing our action steps consistently? - What evidence demonstrates successful implementation? - What challenges are emerging? - What additional support is needed?	Possible Evidence Sources: Monthly: Walkthrough data review and PLC implementation check-ins Trimester: Student work analysis, common assessment review, and academic growth data analysis Yearly: iReady proficiency and growth review, and overall goal evaluation

Goal Statement #2

By May 2027, all River Trail staff will consistently implement social-emotional learning practices that promote students' sense of belonging in order to strengthen student communication and collaborative problem-solving skills.

Alignment to PoG and the D56 Learning Framework

Which elements of the [D56 Learning Framework](#) are the focus of your instructional priorities?

Start in the “Students” column and then choose 1-2 to intentionally embed:

Developing an Academic Mindset

Working Collaboratively

Which PoG Competencies will be developed as a result?

Academic Champion

Engaged Collaborator

What specific student outcomes from the D56 Learning Framework do we want to focus on this year?	What Teacher Actions from the D56 Learning Framework do we need to develop to achieve our desired student outcomes?
Set expectations for their learning and how their classroom community functions (Developing an Academic Mindset)	Create classroom communities where students feel a sense of belonging and are safe to take academic risks
Take risks in their learning and see mistakes as part of the process (Developing an Academic Mindset)	Design structured opportunities for productive struggle that build confidence and perseverance
Understand and fulfill their roles while working with others of both similar and different perspectives (Working Collaboratively)	Explicitly teach and model the skills necessary to collaborate with others.
- Actively contribute to the success of a group - Listen to, build upon, and respectfully challenge the ideas of others (Working Collaboratively)	Design intentional partner and group learning experiences.

Action Steps

Your action steps must focus on building staff capacity to achieve the desired student learning outcomes. Your action steps should be adult actions that are observable, measurable, and directly connected to the instructional priorities. In essence, this is your roadmap for providing professional learning to help staff achieve your instructional priorities.

Action Step (What we want our staff to be able to do)	Building Capacity (How are we going to get our staff there)
Create classroom communities where students feel a sense of belonging and are safe to take academic risks	- Provide Professional Learning: - Differentiate professional learning by grade-level band (K-3, 4-8) - Differentiate professional learning by experience level (experienced, amateur, novice), in addition to all staff professional learning - Class Meeting/Middle School Advisory - Zones of Regulation - Restorative Practices - Kagan Cooperative Learning Structures - Design intentional partner and group learning experiences - Active listening - Sharing ideas respectfully - Building on others' thinking - Create structures for the whole school SEL topic/theme each month. - Calendar for Class Meetings, Advisory, PE - How to incorporate Kagan structures during SEL instruction.
Design structured opportunities for productive struggle that build confidence and perseverance	
Explicitly teach and model the skills necessary to collaborate with others.	
Design intentional partner and group learning experiences.	

Success Criteria

Implementation

We will know we are successful when:

- All teachers consistently implement Kagan cooperative learning structures, class meetings, and/or advisory experiences.

Possible evidence sources:

- Walkthrough data
- Classroom meeting/advisory schedules and artifacts

- Teachers explicitly teach, model, and reinforce collaboration, communication, and self-regulation skills. - Classroom routines and structures promote student agency, sense of belonging, and social-emotional safety. - Teachers intentionally design collaborative learning opportunities that require students to contribute, listen actively, and build on one another's thinking. - All staff consistently utilize restorative and SEL practices to strengthen classroom communities.	- Kagan implementation checklists - PLC discussions and reflections - Student collaboration rubrics - SEL lesson and materials - Teacher Rounds
Impact on student learning	
We will know our instructional practices are making an impact on student learning when: - Students show increased confidence in taking academic risks and persevering through challenges. - Students effectively collaborate with peers, contribute to group work, and respectfully engage with those who have different perspectives. - Students report a stronger sense of belonging, engagement, and connection to their school community. - Panorama survey results improve in Self-Management, Social Awareness, Emotion Regulation, and Teacher-Student Relationships. - Discipline referrals decrease, and student participation in learning activities increases.	Possible evidence sources: - Panorama SEL survey results - Student engagement surveys - Discipline referral data - Attendance data - Walkthrough data - Student collaboration rubrics - Advisory/Class Meeting artifacts
Monitoring Cadence	
Questions to consider: - Are we implementing our action steps consistently? - What evidence demonstrates successful implementation? - What challenges are emerging? - What additional support is needed?	Possible Evidence Sources: Monthly: Walkthrough data review, PLC implementation check-ins, Kagan Implementation Checklist Trimester: SEL implementation review, Panorama, attendance, and behavior data analysis Yearly: Panorama review, 5Essentials results, and overall goal evaluation



D56 Instructional Priorities Plan Guidelines and Template

Overview

The Instructional Priorities Plan is a collaborative process designed to identify, implement, monitor, and refine the instructional priorities that will have the greatest impact on student learning and growth. Through this process, each Building Leadership Team will outline the work and actions that will guide their instructional efforts throughout the year. The plan is intended to create alignment between instructional practices, student learning experiences, and district priorities while supporting the development of durable skills reflected in our Portrait of a Graduate competencies. Using the Learning Framework as a guide, teams will focus on creating meaningful learning experiences based on their instructional priorities.

An effective Instructional Priorities Plan will:

- Be structured around a cycle of continuous improvement
- Be based on an analysis of data about your school's performance (i-Ready, 5Essentials, Panorama, local surveys, etc.)
- Be aligned to at least one Portrait of a Graduate competency and one characteristic of the D56 Learning Framework
- Identify instructional strategies, professional learning needs, and feedback loops on implementation of instructional priorities
- Define success criteria for the implementation of key areas of focus
- Include priorities on academic and social-emotional needs

Process

Shared ownership of the Instructional Priorities Plan is an essential component of the process. Your Instructional Priorities Plan will have a greater impact at your school if you develop it in collaboration with your Building Leadership Team. Building Leadership Teams should consist of members from each sector of the school building. Each grade level, specials group and support staff members should have at least (but not limited to) one member representing them on this committee. Members of the BLT may include:

- Principal and Assistant Principal
- Support staff representative (Psych or SW)
- Special Education representative
- Specials representative
- Representatives from each grade level

- VK - 1 from 6th, 1 from 7th, and 1 from 8th
- SPL - 1 from Pre-K and K, 1 from 1st, and 1 from 2nd
- PT - 1 from 3rd, 1 from 4th, 1 from 5th
- RT - 1 from K-2, 1 from 3-5, 1 from 6-8

Teams may add EL/Bilingual representatives as they may see fit. Please refer to the new language in the contract for rotations (section 5.2).

Viking Building Leadership Team 26-27

Hollie Armour - Behavior Facilitator

Brittany De Laurentis - Language Arts Teacher - Grade 8

Dain Elman - STEM Coach

Dominique Geocaris - Principal

Megan Goedken - Assistant Principal

Tyler Groth - Individualized Education Teacher

Kayla Lord-Carmody- Drama Teacher

Jennifer Lubchenko - Social Worker

Tammy Patterson-Gillespie - English Language Learners Teacher

Kathia Tejada - Social Studies Teacher- Grade 7

Beth Streicher - Interventionist Teacher

Jen Weglarz - English Language Arts Teacher - Grade 6

Brandi Zivilik - Instructional Coach

Data Analysis

Instructional Priorities must be identified after a thorough data analysis from a wide range of sources. Include your main sources of data below to support your rationale for your instructional priorities.

Data Considerations:

- *What does our data tell us about current student performance?*
- *Which student groups are most impacted?*
- *Are there any emerging patterns across data sources?*
- *Which barriers are within our locus of control to address?*
- *What instructional practices contributed to our successes this year?*

Include data analysis summary in this section. Consider the following guiding questions:

- *Based on your data analysis, what are the top 2-3 instructional priorities you identified?*
- *What instructional practices does the team believe will have the highest impact on improving student learning?*
- *Do the instructional priorities identified impact multiple classrooms/grade levels?*
- *Are the instructional priorities realistic and can they be improved this school year?*

Write your data analysis in a narrative form (for example: Based on our analysis of _____ data, we identified that students struggle to _____. To address this barrier, our instructional priority will be _____. As a result, students will improve their ability to _____.)

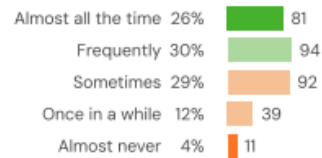
Your team may follow [this process](#) to identify your learning priorities.

Based on our analysis of data from Panorama, 5 Essentials and staff surveys, we identified that students struggle to self-regulate and adjust strategies to support themselves. To address this barrier, our Social Emotional instructional priority will be to explicitly teach strategies for self awareness. As a result, students will improve their ability to demonstrate self management and emotional regulation.

[Spring 26 Panorama](#) data

Self Management

Q.1: During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?

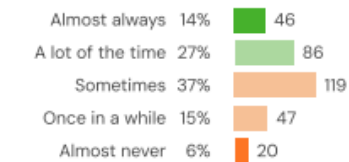


▼ 8 from last survey

Favorable: **55%**

Emotional Regulation

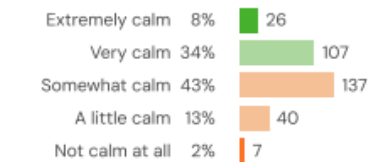
Q.1: How often are you able to pull yourself out of a bad mood?



▼ 4 from last survey

Favorable: **42%**

Q.2: When things go wrong for you, how calm are you able to stay?



▼ 1 from last survey

Favorable: **42%**

5 Essentials Survey data

[5 Essentials - Peer Support for Academic Work](#) (Student reported)

[5 Essentials - Student Peer Relationships](#) (Student reported)

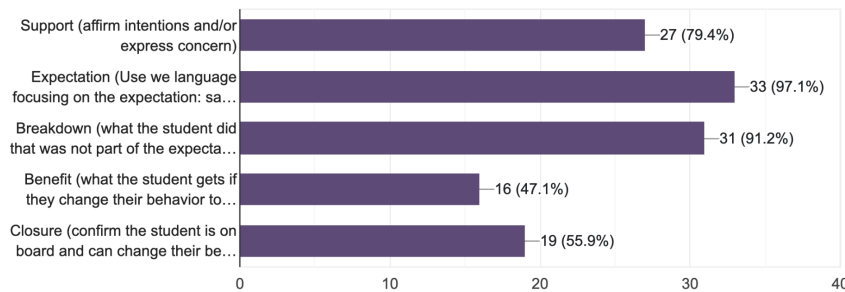
[5Essentials - Classroom Disruptions](#) (Teacher reported)

[Staff Survey](#)

RCD Give 'Em Five Conversation Components

I feel comfortable with this aspect of the Give "Em Five conversation. Select all that apply.

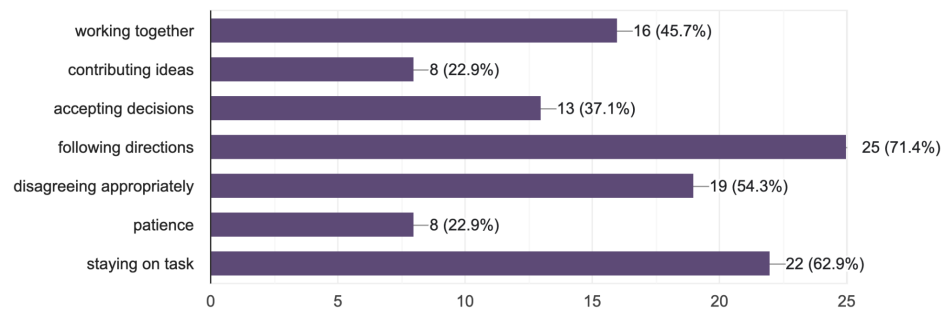
34 responses



Suggested Focus for Behavioral Intervention

What social skills do you think students need the most help with? Select your top THREE.

35 responses



Goal Statement

Write your overall goal statement for this year. (Example - By May 2027, all teachers will consistently design and implement instructional practices that provide collaborative learning experiences for students, requiring them to engage in academic discourse, analyze informational text, and communicate evidence-based reasoning to a wide range of audiences.)

By May 2027, all staff will explicitly teach and intentionally practice self awareness and regulation strategies with students, so they improve their ability to demonstrate increasing independence and confidence in self management and emotional regulation.

Alignment to PoG and the D56 Learning Framework

Which elements of the [D56 Learning Framework](#) are the focus of your instructional priorities?

Start in the “Students” column and then choose 1-2 to intentionally embed:

Learning Independently (Agency) ▾

Select Another (Optional) ▾

Which PoG Competencies will be developed as a result?

Academic Champion ▾

Determined Learner ▾

What specific student outcomes from the D56 Learning Framework do we want to focus on this year?

- Take ownership of their learning and advocate for themselves by seeking support or assistance as necessary
- Demonstrate increasing independence and confidence in managing their learning

What Teacher Actions from the D56 Learning Framework do we need to develop to achieve our desired student outcomes?

- Explicitly teach strategies for self-awareness and how to seek help when needed
- To help students develop regulation skills, design supports that are clearly taught, intentionally practiced, and gradually removed as students gain independence

Action Steps

Your action steps must focus on building staff capacity to achieve the desired student learning outcomes. Your action steps should be adult actions that are observable, measurable, and directly connected to the instructional priorities. In essence, this is your roadmap for providing professional learning to help staff achieve your instructional priorities.

Action Step
(What we want our staff to be able to do)

Building Capacity
(How are we going to get our staff there)

Build staff understanding of self awareness, self regulation and emotions	Staff SEL training regarding emotions, emotional escalation, reflection and self regulation. Share information with students via SEL Advisory lesson/s
Engage in RCD conversation consistently with students to emphasize connection between student behaviors & classroom outcomes	Refresh 5 steps of Responsibility Centered Discipline with focus on student ownership of choices, identifying benefits of choices aligned with classroom expectations, and closure (steps 4 & 5) through Late Start PD and on February institute day, role playing and analysis of current student situations.
Model strategies and tools to support self-management, including visual cues and verbal and non-verbal cues. (CASTL 1D) Create, post and reference classroom expectations during staff/student RCD conversations.	PD on Late Start PD to include: breathing strategies, movement breaks, visualization, self talk, power struggles & triggers. Align classroom expectations with RCD framework and core values Co create with classes classroom rules/expectations/constitutions to be posted & referenced during student/staff RCD conversations. Revise Fix-It plans to align with RCD model and focus on RCD components of ownership of choices, benefits and closure. Student reflection plans incorporate classroom rules & regulation strategies
Incorporate instructional practices that practice regulation into instruction. Teach and practice skill of self advocating, including how to seek help when needed	Incorporate Kagan structures to check in with students. Model strategies including goal setting, positive self talk, reframing, self reflection and movement throughout lessons on a routine basis. Share information on strategies with students in Advisory Lessons Identify guidelines for self advocacy, including: when, who, how, what to do while waiting. Model explicit teaching for students of how to ask for help
Success Criteria	
Implementation	
We will know we are successful when: Grade level teams consistently practicing SEL strategies three times per week or more as reported	Possible evidence sources: - Student self report survey - SEL daily check-in

• Staff report the quantity of students using a strategy in a classroom increases throughout the year. • Students report knowledge and use of strategies • Quantity of students that report “in crisis” on SEL check ins is reduced • Staff report a greater level of confidence with RCD conversation & implementation • Students will demonstrate greater use of mindful/regulation strategies	• BLT Staff survey • BLT created Walkthrough tool • Discipline data • CASTL Schoolwide Tool - Component 1D • CASTL - Individual Tool - Components of Emotional Awareness & Self Management
Impact on student learning	
We will know our instructional practices are making an impact on student learning when: • Decreased classroom disruptions, as noted by staff • Decreased quantity of students removed from class for dysregulation • Greater level of student peer support in classes as reported by survey • Increased assignment completion	Possible evidence sources: • Office log of breaks • Discipline data noting decrease in Skyward referrals referencing self management and/or emotional regulation • 5 Essential data • Panorama style survey • Staff survey data
Monitoring Cadence	
Questions to consider: • Are we implementing our action steps consistently? • What evidence demonstrates successful implementation? • What challenges are emerging? • What additional support is needed?	Possible Evidence Sources: • Panorama data • Walkthrough data • SEL check ins • Discipline / Referral data • Student self reported Google Form data • Additional Panorama style survey • Staff survey data • PST notes

Data Analysis #2

Instructional Priorities must be identified after a thorough data analysis from a wide range of sources. Include your main sources of data below to support your rationale for your instructional priorities.

Data Considerations:

- *What does our data tell us about current student performance?*
- *Which student groups are most impacted?*
- *Are there any emerging patterns across data sources?*
- *Which barriers are within our locus of control to address?*
- *What instructional practices contributed to our successes this year?*

Include data analysis summary in this section. Consider the following guiding questions:

- *Based on your data analysis, what are the top 2-3 instructional priorities you identified?*
- *What instructional practices does the team believe will have the highest impact on improving student learning?*
- *Do the instructional priorities identified impact multiple classrooms/grade levels?*
- *Are the instructional priorities realistic and can they be improved this school year?*

Write your data analysis in a narrative form (for example: Based on our analysis of _____ data, we identified that students struggle to _____. To address this barrier, our instructional priority will be _____. As a result, students will improve their ability to _____.)

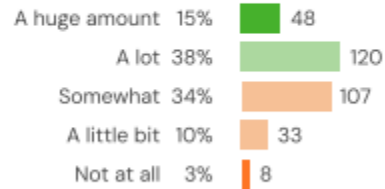
Your team may follow [this process](#) to identify your learning priorities.

Based on our analysis of data from 5 Essentials and Panorama, we identified that students struggle to work together to solve problems and accomplish shared goals. To address this barrier, our instructional priority will be collaborative learning. As a result, students will improve their ability to consistently work collaboratively to accomplish a shared task.

[Spring 26 Panorama](#) data

Social Awareness

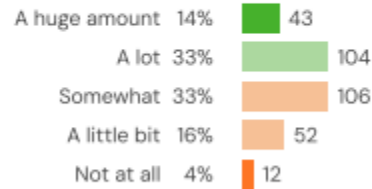
Q.1: During the past two weeks, how much were you able to stand up for yourself without putting others down?



▼ 2 from last survey

Favorable: **53%**

Q.2: During the past two weeks, how much were you able to disagree with others without starting an argument?



▼ 6 from last survey

Favorable: **46%**

5 Essentials Survey data

[5 Essentials - Student Peer Relationships](#) (Student reported)

[5Essentials - Classroom Disruptions](#) (Teacher reported)

[5 Essentials Quality of Student Discussion](#) (Teacher reported)

Goal Statement #2

Write your overall goal statement for this year. (Example - By May 2027, all teachers will consistently design and implement instructional practices that provide collaborative learning experiences for students, requiring them to engage in academic discourse, analyze informational text, and communicate evidence-based reasoning to a wide range of audiences.)

By May 2027, all teachers will consistently implement instructional practices that engage students in structured academic collaboration to apply grade-level content.

Alignment to PoG and the D56 Learning Framework

Which elements of the [D56 Learning Framework](#) are the focus of your instructional priorities?

Start in the “Students” column and then choose 1-2 to intentionally embed:

Working Collaboratively ▾

Select Another (Optional) ▾

Which PoG Competencies will be developed as a result?

Effective Communicator ▾

Engaged Collaborator ▾

What specific student outcomes from the D56 Learning Framework do we want to focus on this year?

What Teacher Actions from the D56 Learning Framework do we need to develop to achieve our desired student outcomes?

Students will listen to, build upon, and respectfully challenge the ideas of others

Design intentional partner and group learning experiences with:

- Clear expectations and accountability (ie roles)
- Shared goals
- Opportunities for reflection

Work together to solve problems and accomplish shared goals

Explicitly teach and model the skills necessary to collaborate with others:

- Active listening
- Sharing ideas respectfully
- Building on others' thinking
- Conflict resolution
- Creating a plan to complete responsibilities

Action Steps

Your action steps must focus on building staff capacity to achieve the desired student learning outcomes. Your action steps should be adult actions that are observable, measurable, and directly connected to the instructional priorities. In essence, this is your roadmap for providing professional learning to help staff achieve your instructional priorities.

Action Step

Building Capacity

(What we want our staff to be able to do)	(How are we going to get our staff there)
Intentionally create partner and group learning experiences for academic and non academic goals in classes.	● Review components of PLC and establish content PLCs ○ Collective commitments ○ PLC roles ○ 4 questions ● Identify partner and group learning experiences with content PLCs for connection and academic use. Information to include: ○ Purpose of partner/group experience: community and/or content intended outcomes ○ Kagan structure to support student interaction and language use and development ○ Evidence to share during PLC discussion during reflection ● With PLCs, define student group expectations, goals for listening, building upon ideas and conflict resolution
● Explicitly teach and model the skills necessary to collaborate with others: ○ Active listening ○ Sharing ideas respectfully ○ Building on others' thinking ○ Conflict resolution ○ Creating a plan to complete responsibilities	● Review SIOP, SIOP Strategy Digital Library & SWIRL ● Identify overlay of SIOP & Kagan ○ Strategies that support listening, building ideas, sharing ● Late Start PD on roles in grouping. ○ PLC teams identify roles in collaborative groups ○ Practice roles with Kagan structures ○ Practice with non academic and academic tasks ● Late Start PD on conflict resolution ○ Importance of roles ○ Disagreement/agreement sentence stems ○ Share and teach use of updated Fix it plan / Feedback document ○ Practice with non academic and academic tasks
● Implement a variety of collaborative structures	● Kagan structure training on August Institute Day ● Late Start & Staff Meetings with SIOP ● Implement Kagan structures in weekly Advisory lessons ● Implement Kagan structures in period 1 Foundations lessons

	• Kagan Pathways Fair • Teacher Rounds though grade level or content • Staff observations with content PLCs
Success Criteria	
Implementation	
We will know we are successful when: • Classrooms use Kagan structures & SIOP • Students are working with multiple peers in a classroom setting • Students are respectful to peers as reported by students and teachers • Increase in student participation in classes • Increased student time on task for collaborative work	Possible evidence sources: • Walkthrough data • Kagan structure/ SIOP artifacts visible • Student survey • Teacher survey • PLC agendas • PLC artifacts for collaborative tasks • Whole staff share out on Late Start/s
Impact on student learning	
We will know our instructional practices are making an impact on student learning when: • Increase in academic scores overall • Increased use of academic language in class/ student work • Students report increase in peer support • Staff report improvement in quality of student discussions	Possible evidence sources: • Increase in scores on iReady • Improved scores in 5E reports from students and staff (peer support, student discussions) • Panorama data • Increase in scores on ACCESS ML assessment
Monitoring Cadence	
Questions to consider: • Are we implementing our action steps consistently? • What evidence demonstrates successful implementation? • What challenges are emerging? • What additional support is needed? ○ PLC notes/data review ○ Content area PLC training ○ CFA training	Possible Evidence Sources: • Panorama data • Walkthrough data • Student self reported Google Form data • Panorama survey • Staff survey data • Content PLC agendas and artifacts • 5E data

MUNICIPAL LEASE AGREEMENT

LESSOR:

Santander Bank, N.A.
3 Huntington Quadrangle, Suite 101N
Melville, NY 11747 631-531-0610

LESSEE:

Name: Gurnee School District #56
Street: 3706 Florida Avenue
City/State/Zip: Gurnee, IL 60031
Responsible Official:
Phone: () 847-336-0800

1. LEASE OF VEHICLES: LESSOR hereby agrees to lease to LESSEE and LESSEE hereby agrees to lease from LESSOR the school buses or other motor vehicles and equipment and accessories thereon (herein "Vehicles") on the terms and conditions provided in this Agreement and the schedule and additional schedules annexed hereto (each a "Schedule" and collectively, the "Schedules"). Each Schedule shall be a separately enforceable Lease, the terms and conditions of which shall be those set forth herein and on each Schedule (each a "Lease" and collectively, the "Leases").

2. COVENANTS: LESSEE represents, covenants and warrants that (a) It is a public body corporate and politic, (b) It is a "tax-exempt issuer" within the meaning of the Internal Revenue Code, (c) It is authorized by all applicable laws to make, and perform under, this Lease, (d) The Vehicles are essentially needed for its proper, efficient and economic operation, (e) At the time of making the Lease, sufficient funds were appropriated to fulfill the Lessee's obligations of the current fiscal year, (f) It will do all things lawfully within its power to obtain and maintain funds from which payments under this Lease may be made, including making provisions for such payments in each annual budget and using bona fide best efforts to have such portion of the budgets approved, and (g) LESSEE has not previously terminated a lease for non-appropriation.

3. TERM AND RENT: The Lease term shall commence as of the date that the Vehicles are delivered to LESSEE, or LESSEE's Agent (the "Commencement Date") and shall continue for the term shown on the attached Schedule relating thereto, unless Lessee notifies LESSOR that an Event of Non-appropriation (described below) has occurred or LESSEE exercises its option under Section 18. At the end of such term LESSEE shall acquire legal title to the Vehicles and terminate this Lease with respect thereto by paying to LESSOR all amounts then due and unpaid hereunder and the remaining principal balance with respect to such Vehicles as shown on the Schedule relating thereto. In lieu of such payment LESSOR hereby grants LESSEE the option to renew this Lease with respect to such Vehicles for the additional period as shown on the Schedule relating thereto, provided that the rate of interest applicable to such additional period shall be mutually agreed upon by LESSOR and LESSEE. LESSEE shall give written notice to LESSOR at least ninety (90) days prior to the end of the Lease term as to whether it will terminate this Lease and acquire the Vehicles or exercise its option to renew in accordance with this Section 3. LESSOR shall endeavor to give written notice to LESSEE at least sixty (60) days prior to the end of the Lease term if no such notice has been received from LESSEE. The rent under this Lease shall be payable in lawful money of the United States of America, from any and all legally available funds, and at the times and in the amounts as indicated on each attached Schedule. In lieu of cash, LESSOR will accept payment by check or wire transfer of immediately available funds only. Each payment will consist of a principal and interest component.

4. EVENT OF NON-APPROPRIATION: Lessee shall notify LESSOR promptly (and in no case later than thirty (30) days prior to the last day of its current fiscal year) if sufficient funds are not appropriated for the payments for the next fiscal period (an "Event of Non-appropriation"). If LESSEE terminates this Lease or an Event of Non-appropriation occurs, Lessee agrees, to the extent not prohibited or required by law, not to; (a) purchase, lease, rent, or otherwise acquire vehicles performing functions similar to those performed by the Vehicles, or (b) contract with another party to furnish services that the Vehicles had provided, for one (1) year after such termination or occurrence.

5. PAYMENTS UNCONDITIONAL: Lessee has examined, tested and accepted the vehicles covered by this lease and schedules, and subject only to an event of non-appropriation, lessee's obligation to pay rent and other payments hereunder shall be absolute and unconditional and not subject to any abatement, set-off, defense or counterclaim for any reason whatsoever, regardless of loss, damage, destruction, malfunction or disrepair of the equipment, or dispute with the manufacturer or supplier of the vehicles or for any other reason.

6. DISCLAIMER OF WARRANTIES: LESSOR, NEITHER BEING THE MANUFACTURER, NOR A SUPPLIER, NOR A DEALER IN THE VEHICLES, MAKES NO WARRANTY, EXPRESS OR IMPLIED, TO ANYONE, AS TO DESIGN, CONDITION, CAPACITY, PERFORMANCE OR ANY OTHER ASPECT OF THE VEHICLES OR THEIR MATERIAL OR WORKMANSHIP. LESSOR ALSO DISCLAIMS ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR USE OR PURPOSE WHETHER ARISING BY OPERATION OF LAW OR OTHERWISE. LESSOR FURTHER DISCLAIMS ANY LIABILITY FOR LOSS, DAMAGE OR INJURY TO LESSEE OR THIRD PARTIES AS A RESULT OF ANY DEFECTS, LATENT OR OTHERWISE, IN THE VEHICLES WHETHER ARISING FROM THE APPLICATION OF THE LAWS OF STRICT LIABILITY OR OTHERWISE. AS TO LESSOR, LESSEE LEASES THE VEHICLES "AS-IS". LESSEE HAS SELECTED THE SUPPLIER OF THE VEHICLES AND ACKNOWLEDGES THAT LESSOR HAS NOT RECOMMENDED SUPPLIER. LESSOR SHALL HAVE NO OBLIGATION TO MAINTAIN, OR SERVICE THE VEHICLES. If the Vehicles are unsatisfactory for any reason, LESSEE shall make claim on account thereof solely against Supplier, and any of Suppliers vendors, and shall nevertheless pay LESSOR all rent payable under the Lease. LESSOR hereby assigns to LESSEE all of the rights which LESSOR may have against Supplier and Suppliers vendors for breach of warranty or other representations respecting the Vehicles. LESSEE understands and agrees that neither Supplier nor any agent of Supplier; is an agent of LESSOR or is authorized to waive or alter any term or condition of this Lease.

7. RISK OF LOSS: LESSEE shall bear all risks of loss of and damage to Vehicles from any cause; occurrence of such loss or damage shall not relieve LESSEE of any obligation hereunder. In the event of loss or damage, LESSEE, at its option, shall (a) replace the damaged Vehicle in good repair, condition and working order; or (b) replace lost or damaged Vehicles with like Vehicles in good repair, condition and working order, with documentation creating a lien or favor of LESSOR or its assignee; or (c) purchase the Vehicles for the casualty value as listed on the Schedule in the term sheets.

8. INSURANCE: LESSEE will purchase and maintain in force during the term of this Agreement, insurance policies in at least the amounts listed below covering the Vehicles between the time of delivery thereof to LESSEE and final disposition by LESSOR. Said insurance shall be written by an insurance company or companies acceptable to LESSOR, insuring LESSEE against any loss, damage, claims, suits, actions or liability, and by endorsement naming LESSOR as [an Additional] Named Insured and Loss Payee. Such endorsement or endorsements shall provide in each case that said insurance company or companies shall give to LESSOR at least thirty (30) days' notice in writing of proposed cancellation, modification, or alteration of any said insurance.

Type

Amount

Public Liability and Property Damage (Comprehensive)

\$5,000,000 Combined Single Limit (per occurrence)
(\$5,000,000) for multi-passenger or I.C.C. Regulated Vehicles)

Collision, Fire and Theft (ALL RISK)

Not less than replacement value

The above insurance shall also include the following, in amounts not less than the applicable minimum legal requirements: (a) uninsured/underinsured motorist coverage, and (b) no fault protection. LESSEE shall in addition provide general liability insurance covering LESSEE'S indemnification responsibilities hereunder. Prior to the date that any Vehicle is placed in service by LESSEE, LESSEE shall furnish LESSOR with a certificate of insurance or other evidence thereof acceptable to LESSOR. Policies covering the aforementioned fire and theft and collision insurance shall bear endorsements to the effect that proceeds thereof shall be payable to LESSOR and/or LESSEE as their interests may appear. LESSEE hereby appoints LESSOR as LESSEE'S attorney-in-fact to receive payment of and endorse all checks and other documents and to take any other action necessary to pursue insurance claims and recover payments if LESSEE fails to do so. Any expense of LESSOR in adjusting or collecting insurance shall be borne by LESSEE. In the event a Vehicle is involved in any material accident, LESSEE shall immediately notify LESSOR and provide

(a) a detailed report describing the accident, (b) copies of all reports provided to an insurance carrier or governmental agency, and (c) copies of any legal papers relating to the accident.

9. LESSEE'S OPERATION OF VEHICLES: LESSEE shall use the Vehicles primarily in the state of registration and only in the conduct of its traditional educational operations. LESSEE shall operate its Vehicles in a safe and lawful manner, and shall comply with all federal, state, county and municipal statutes, ordinances and regulations which may be applicable to the leasing, use or operation of the Vehicles. LESSEE shall, at its sole expense, maintain the Vehicles in good operating condition and repair. In addition, LESSEE shall prepare and furnish to LESSOR all documents, returns or forms legally required to be prepared by LESSEE. LESSEE shall be solely responsible for any fines or penalties assessed for violations of any statute, ordinance, by law or regulation of any duly constituted governmental authority, as a result of the use or operation of the Vehicles by any of LESSEE's employees, agents, sublessees or subcontractors, and indemnify LESSOR against any costs, fines or charges LESSOR is required to pay. LESSEE agrees to operate only those Vehicles which have adequate insurance coverage and to comply with all conditions of insurance related to the Vehicles, to maintain the Vehicles and all accessories and equipment thereof in safe and good mechanical condition and running order at all times during the term of this Agreement and to furnish all supplies, accessories, and other essentials required for the use or operation of the Vehicles. In no event will the Vehicles be used to transport any hazardous substances.

10. TITLE; REDELIVERY OF VEHICLES: Each Vehicle shall be titled in the name of the LESSOR c/o Lessee. If this Lease is terminated with respect to any Vehicles pursuant to Section 4 or Section 13 hereof, the LESSOR may repossess such Vehicles. If the LESSOR is entitled to repossess the Vehicles, the LESSEE shall permit the LESSOR or its agents to enter the premises where the Vehicles are located. In the event of any repossession, you shall execute and deliver such documents as reasonably required to restore possession of the Vehicles to the LESSOR, free of all liens and security interests incurred by the LESSEE. In the event of the exercise by LESSEE of its rights under Section 3 or Section 18 to acquire legal title with respect to any Vehicles, LESSOR shall transfer legal title to such Vehicles to LESSEE AS IS, WITHOUT WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION WARRANTIES OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE OR FITNESS FOR THE USE CONTEMPLATED BY LESSEE, except such Vehicles shall be free of all liens and security interests incurred by LESSOR, and LESSOR shall execute and deliver such documents as LESSEE shall reasonably request with respect thereto.

11. NON-ASSIGNABILITY BY LESSEE: LESSEE shall not assign, sub-lease, transfer or otherwise encumber its rights in and to this Lease or the Vehicles without the prior written consent of the LESSOR, except as otherwise provided in Section 18.

12. ASSIGNMENT BY LESSOR: This Lease, the Vehicles and any payments by LESSEE due or to become due under it, may be assigned or otherwise transferred, either in whole or in part, by LESSOR and its assignee, without affecting any obligations of LESSEE, and in such event LESSOR's transferee or assignee shall have all the rights, powers, privileges and remedies of LESSOR hereunder. Any assignee's rights shall be free from all defenses, set-offs or counterclaims which LESSEE may be entitled to assert against LESSOR. No assignee shall be obligated to perform any duty or condition required to be performed by LESSOR under the terms of this Lease.

13. DEFAULT: In the event of default by LESSEE, in the payment of any sums due under this Lease when due which continues uncured for thirty (30) days, or receivership, insolvency, or proceedings by or against LESSEE under the bankruptcy laws, or LESSEE's failure to observe or perform any other required provision of this Lease, and such default continues for fifteen (15) days after written notice thereof, by LESSOR, to LESSEE, LESSOR shall have the right to exercise any one or more of the following remedies: (a) to declare all sums due and to become due hereunder, during the LESSEE's current fiscal period, immediately due and payable, without notice or demand to LESSEE; (b) to sue for and recover all payments then accrued or thereafter accruing with respect to the Vehicles; (c) to take possession of the Vehicles without demand or notice wherever it may be located, with or without legal process, and retain it free from any claims of LESSEE whatsoever; (d) to terminate this Lease; or (e) to pursue any other remedy at law or in equity. If LESSOR sells or re-leases any of the repossessed Vehicles, the net proceeds of such sale or lease, less LESSOR's expenses incurred in connection therewith, including attorneys' fees, shall be applied to the total amount due by LESSEE under this Lease and related Schedule and LESSEE shall be obligated to pay LESSOR any deficiency. All of the foregoing remedies are cumulative and may be exercised concurrently or separately. LESSEE shall pay all costs and legal expenses incurred by LESSOR in collecting, or attempting to collect, any sums due hereunder or in securing possession of the Vehicles. LESSEE consents to the personal jurisdiction of the courts, and the applicability of the laws, of the State of New York with respect to any dispute arising out of the Lease.

14. FEDERAL, STATE AND LOCAL TAXES: In addition to payments specified herein, LESSEE shall promptly pay all taxes, assessments and other governmental charges (including *ad valorem* taxation, penalties, interest, recording and registration fees, if any) levied or assessed: upon the ownership, use or operation of the Vehicles and the payments due hereunder. LESSEE acknowledges that its compliance with the reporting requirements of the Internal Revenue Code is essential to the exemption from Federal income tax of the interest portion of payments made by LESSEE hereunder. Accordingly, LESSEE agrees that its failure to comply with those requirements shall constitute a Default hereunder. LESSEE certifies that it reasonably anticipates that not more than \$10,000,000 of "qualified tax-exempt obligations" (as that term is defined in Section 265(b)(3)(D) of the Internal Revenue Code, as amended by the Tax Reform Act of 1986, (the "Code")) will be issued by it and subordinate entities during the calendar year in which the Lease begins. Further, LESSEE will, by resolution, designate the Lease as comprising a portion of the \$10,000,000 in aggregate issues to be designated as "qualified tax exempt obligations" eligible for the exception contained in Section 265(b)(3)(D) of the Code allowing for an exemption to the general rule of the Code which provides for a total disallowance of a deduction for interest expense allocable to the carrying of tax exempt obligations. If for any reason the payments due hereunder are not exempt from federal taxes, then LESSEE shall pay LESSOR such amounts as will permit LESSOR to realize the same after tax income as if such payments were so exempt, together with all costs, liabilities, damages, expenses, taxes and penalties (including Federal income tax penalties and interest) incurred as a consequence thereof, which LESSEE agrees to pay upon written demand therefor.

15. ADMINISTRATIVE SUPPORT: LESSEE may, from time to time, be required to file, or assist in the filing of, reports to regulatory and/or taxing authorities, which may be necessary to establish, perfect or maintain the legality and/or tax-exempt status of this Lease, or to execute documents needed for LESSOR'S financing. LESSEE promises to promptly make such filings or to render such assistance as may, from time to time, be reasonably requested by LESSOR or its Assigns, and to indemnify and hold harmless LESSOR or its assigns from any cost, expense or other damage caused by its failure to do so. LESSEE hereby further authorizes LESSOR to file UCC-1 financing statements without LESSEE'S signature, and to fill in dates and other obvious minor corrections on this Lease.

16. SEVERABILITY: Any term or provision of this Lease found to be prohibited by law or unenforceable shall be ineffective to the extent of such prohibition or unenforceability without, to the extent reasonably possible, invalidating the remainder of the Lease.

17. INDEMNIFICATION: The LESSEE agrees to indemnify the LESSOR and its officers, agents, employees, servicers, successors and assignees against any and all loss, damage, injury, claims, fees, fines, penalties, and expenses (including legal fees) of every kind that relate to the use, operation, ownership, possession, or condition of the Vehicles.

18. EXERCISE OF OPTION: In the event LESSEE exercises its option under Section 3 to renew this Lease, during the term of such renewal LESSEE shall have the right to acquire legal title to any Vehicles and terminate this Lease with respect thereto: (i) on any payment date by paying to LESSOR on such date all amounts then due and unpaid hereunder and the principal portion of all future rental payments due with respect thereto, provided that LESSEE gives to LESSOR sixty days written notice of its intent to exercise such option; or (ii) on the last payment date with respect to any Vehicle by paying all amounts then due hereunder with respect to such Vehicle and the amount of \$1.00, which option shall be deemed exercised unless LESSEE gives to LESSOR sixty days written notice to the contrary. LESSOR hereby consents to the exercise of the purchase option and the termination of this Lease with respect to any Vehicles, on any date prior to the renewal hereof pursuant to Section 3 and upon sixty days written notice from LESSEE, at a price of all unpaid principal with respect to such Vehicles and interest thereon accrued and unpaid to the date of exercise of such option, provided that such Vehicles are immediately assigned by LESSEE to Midwest Transit Equipment.

19. FINANCIAL INFORMATION: LESSEE shall provide LESSOR with current financial statements, budgets, proof of appropriation for the ensuing fiscal year and such other information relating to the ability of LESSEE to continue this Agreement within 180 days after the end of each fiscal year of LESSEE and at the request of LESSOR.

20. ENTIRE AGREEMENT: This Lease constitutes the entire agreement between the parties regarding the Vehicles, and there are no representations, warranties, promises, guarantees or agreements, oral or written, expressed or implied, between the parties hereto with respect to the

Lease. No modification or amendment hereof shall be binding upon the LESSOR unless made in writing and executed on behalf of LESSOR by its duly authorized officer or agent.

21. "This Agreement may be signed by the parties in counterparts which together shall constitute one and the same agreement among the parties. Each party hereby acknowledges and agrees that this Agreement constitutes an Electronic Record and may be executed using Electronic Signatures (including, without limitation, facsimile, .pdf and DocuSign) and shall be considered original signatures for all purposes, and shall have the same legal effect, validity and enforceability as a paper record. For purposes hereof, "Electronic Record" and "Electronic Signature" shall have the meanings assigned to them, respectively, by 15 USC §7006, as it may be amended from time to time."

22.

Board Minutes of Lessor approving this transaction on (date) August 26, 2026 are attached and included with these documents.

LESSOR: Santander Bank, N.A.

Signature: _____

Print Name: _____

Title: _____

Date of this Lease: _____

LESSEE: Gurnee School District #56

Signature: _____

Print Name: _____

Title: _____

Date: _____

*** Please Have Notary sign and stamp below, or use school seal stamp.**

"Signed and sworn before me this _____ day of _____".

OPINION OF LESSEE'S COUNSEL IN LIEU OF BOARD CERTIFICATION

As Counsel for aforementioned LESSEE, it is my opinion that:

(a) LESSEE is a political subdivision of the State, duly organized, existing and operating under the constitution and laws of the State.

(b) The Lease has been duly authorized and has been executed by an authorized representative.

(c) The Lease creates a legal, valid and binding obligation of the LESSEE and that such Lease is enforceable in accordance with its terms.

(d) The equipment covered by the Lease is not being used for other than a public purpose.

COUNSEL FOR LESSEE:

Print Name: _____

Title: _____

Signature: _____

Date: _____

Firm Name: _____

Address: _____



MIDWEST TRANSIT EQUIPMENT

146 W ISSERT DR, KANKAKEE, IL 60901

Tel: (800) 933-2412 ♦ www.midwesttransit.com

BILL TO

GURNEE S.D. # 56 - 18965

3801 SWANSON COURT

GURNEE IL 60031

REGISTRATION

GURNEE S.D. # 56

3706 FLORIDA AVE

GURNEE IL 60031

SALES INVOICE: V101016246

INVOICE DATE

SALESPERSON

CUSTOMER REFERENCE

M. GARR



SHIP TO

GURNEE S.D. # 56 - 18965

3801 SWANSON COURT

GURNEE IL 60031

UNIT(S) FOR SALE

UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208131	2024 - IC - CE - 71+0	4DRBUPWP7RB668269	
		INITIAL LEASE PAYMENT	26,825.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208133	2024 - IC - CE - 71+0	4DRBUPWP5RB668271	
		INITIAL LEASE PAYMENT	26,825.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208134	2024 - IC - CE - 71+0	4DRBUPWP7RB668272	
		INITIAL LEASE PAYMENT	26,825.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208135	2024 - IC - CE - 71+0	4DRBUPWP9RB668273	
		INITIAL LEASE PAYMENT	26,825.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208136	2024 - IC - CE - 71+0	4DRBUPWP0RB668274	
		INITIAL LEASE PAYMENT	26,825.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208137	2024 - IC - CE - 71+0	4DRBUPWP2RB668275	
		INITIAL LEASE PAYMENT	26,825.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208138	2024 - IC - CE - 71+0	4DRBUPWP4RB668276	
		INITIAL LEASE PAYMENT	26,825.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208139	2024 - IC - CE - 71+0	4DRBUPWP6RB668277	
		INITIAL LEASE PAYMENT	26,825.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208140	2024 - IC - CE - 71+0	4DRBUPWP8RB668278	
		INITIAL LEASE PAYMENT	26,825.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208141	2024 - IC - CE - 71+0	4DRBUPWPXRB668279	
		INITIAL LEASE PAYMENT	26,825.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208142	2024 - IC - CE - 71+0	4DRBUPWP8RB668281	
		INITIAL LEASE PAYMENT	26,825.00



MIDWEST TRANSIT EQUIPMENT

146 W ISSERT DR, KANKAKEE, IL 60901

Tel: (800) 933-2412 ♦ www.midwesttransit.com

BILL TO

GURNEE S.D. # 56 - 18965

3801 SWANSON COURT

GURNEE IL 60031

REGISTRATION

GURNEE S.D. # 56

3706 FLORIDA AVE

GURNEE IL 60031

SALES INVOICE: V101016246

INVOICE DATE

SALESPERSON

CUSTOMER REFERENCE

M. GARR

SHIP TO

GURNEE S.D. # 56 - 18965

3801 SWANSON COURT

GURNEE IL 60031

UNIT(S) FOR SALE

UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208143	2024 - IC - CE - 71+0	4DRBUPWPXRB668282	
		INITIAL LEASE PAYMENT	25,688.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208144	2024 - IC - CE - 71+0	4DRBUPWP1RB668283	
		INITIAL LEASE PAYMENT	25,688.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208145	2024 - IC - CE - 71+0	4DRBUPWP3RB668284	
		INITIAL LEASE PAYMENT	25,688.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208146	2024 - IC - CE - 71+0	4DRBUPWP5RB668285	
		INITIAL LEASE PAYMENT	25,688.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208147	2024 - IC - CE - 71+0	4DRBUPWP7RB668286	
		INITIAL LEASE PAYMENT	25,688.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208148	2024 - IC - CE - 71+0	4DRBUPWP9RB668287	
		INITIAL LEASE PAYMENT	25,688.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
208149	2024 - IC - CE - 71+0	4DRBUPWP0RB668288	
		INITIAL LEASE PAYMENT	25,688.00

The Seller, Midwest Transit Equipment, herein expressly disclaims all warranties, either expressed or implied, including any implied warranty of merchantability, or fitness for a particular purpose, and neither assumes nor authorizes any other person to assume for it any liability in connection with the sale. Midwest Transit Equipment assumes no responsibility for any repairs.

Service charge - If invoice is not paid in full by the due date of the invoice, a 1.66% per month service charge will be added. This is an annual percentage rate of 20%

Initial Lease Payment	474,891.00
TAX	+ 0.00
Total Price	= 474,891.00
Less Rebate	-
Less Deposit or Down Payment	- 0.00
Amount Due	= 474,891.00

Customer: GURNEE S.D. # 56

Name (print) _____ Phone # _____

Signature x _____ Date _____

Please Remit Payment To:

MIDWEST TRANSIT EQUIPMENT, INC.
146 W ISSERT DRIVE
KANKAKEE, IL 60901



146 W ISSERT DR, KANKAKEE, IL 60901
Tel: (800) 933-2412 ♦ www.midwesttransit.com

BILL TO
GURNEE S.D. # 56 - 18965
3801 SWANSON COURT
GURNEE IL 60031

REGISTRATION
GURNEE S.D. # 56
3706 FLORIDA AVE
GURNEE IL 60031

SALES INVOICE: V101016247		
INVOICE DATE	SALESPERSON	CUSTOMER REFERENCE
	M. GARR	



SHIP TO
GURNEE S.D. # 56 - 18965
3801 SWANSON COURT
GURNEE IL 60031

UNIT(S) FOR SALE

UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
213057	2025 - FORD - COLLINS - 27+0	1FD4E4FN8SDD21006	
		INITIAL LEASE PAYMENT	24,583.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
213058	2025 - FORD - COLLINS - 27+0	1FD4E4FN8SDD21085	
		INITIAL LEASE PAYMENT	24,583.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
213059	2025 - FORD - COLLINS - 27+0	1FD4E4FN9SDD21239	
		INITIAL LEASE PAYMENT	24,583.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
213060	2025 - FORD - COLLINS - 27+0	1FD4E4FN8SDD22060	
		INITIAL LEASE PAYMENT	24,583.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
213061	2025 - FORD - COLLINS - 21+1	1FD4E4FNXSDD21265	
		INITIAL LEASE PAYMENT	29,190.00
UNTID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
213062	2025 - FORD - COLLINS - 15+2	1FD4E4FN0SDD21193	
		INITIAL LEASE PAYMENT	30,697.00

The Seller, Midwest Transit Equipment, herein expressly disclaims all warranties, either expressed or implied, including any implied warranty of merchantability, or fitness for a particular purpose, and neither assumes nor authorizes any other person to assume for it any liability in connection with the sale. Midwest Transit Equipment assumes no responsibility for any repairs.

Service charge - If invoice is not paid in full by the due date of the invoice, a 1.66% per month service charge will be added. This is an annual percentage rate of 20%

Initial Lease Payment	158,219.00
TAX	+ 0.00
Total Price	= 158,219.00
Less Rebate	-
Less Deposit or Down Payment	- 0.00
Amount Due	= 158,219.00

Customer: GURNEE S.D. # 56

Name (print) _____ Phone # _____

Signature x _____ Date _____

Please Remit Payment To:
MIDWEST TRANSIT EQUIPMENT, INC.
146 W ISSERT DRIVE
KANKAKEE, IL 60901



146 W ISSERT DR, KANKAKEE, IL 60901
Tel: (800) 933-2412 ♦ www.midwesttransit.com

BILL TO
GURNEE S.D. # 56 - 18965
3801 SWANSON COURT
GURNEE IL 60031

REGISTRATION
GURNEE S.D. # 56
3706 FLORIDA AVE
GURNEE IL 60031

SALES INVOICE: V101016245		
INVOICE DATE	SALESPERSON	CUSTOMER REFERENCE
	M. GARR	



SHIP TO
GURNEE S.D. # 56 - 18965
3801 SWANSON COURT
GURNEE IL 60031

UNIT(S) FOR SALE

UNITID	YEAR - MAKE - MODEL - CAPACITY	SERIAL NUMBER / ITEM DESCRIPTION	PRICE
203770	2022 - IC - CE - 72+0	4DRBUPWP5NB441673	
		INITIAL LEASE PAYMENT	23,617.00

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Initial Lease Payment		23,617.00
TAX	+	0.00
Total Price	=	23,617.00
Less Rebate	-	
Less Deposit or Down Payment	-	0.00
Amount Due	=	23,617.00

Customer: GURNEE S.D. # 56

Name (print) _____ Phone # _____

Signature x _____ Date _____

Please Remit Payment To:
MIDWEST TRANSIT EQUIPMENT, INC.
146 W ISSERT DRIVE
KANKAKEE, IL 60901