

# McLean County Unit District No. 5 Board of Education Regular Meeting Agenda

Wednesday, October 16, 2024

Public Session - 6:30pm (Sign up for public comments will be open from 5:15pm - 6:15pm)

Normal West High School

501 N Parkside Rd

Normal, IL 61761

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## 1. CALL TO ORDER AND ROLL CALL

## 2. ADJOURN TO CLOSED SESSION (5:15p.m.)

**Recommended motion:** Move to adjourn to closed session to discuss the following matter according to the exceptions provided in the Open Meetings Act and specified as follows:

•2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity and

•2(c)(9) Student disciplinary cases and

•2(c)(11) Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.

## 3. RECESS

## 4. RETURN TO PUBLIC SESSION

## 5. PLEDGE OF ALLEGIANCE

## 6. FOCUS ON STUDENTS AND GOOD NEWS REPORTS

A Good News - PJHS Eagle Scout Project

B Good News - Sugar Creek/Brigham staff

C Good News - Sugar Creek Positive Celebration

D Good News - NCHS Ink Spot

## 7. PUBLIC HEARING

A Public Hearing for the NCHS/NCWHS Tennis Courts

1 Comments Regarding Public Hearing

## 8. SUPERINTENDENT COMMENTS

## 9. PUBLIC COMMENTS

## 10. REPORTS

A **Bilingual Parent Liaison Update** **3**

B **1st Reading of Board Policies, Administrative Procedures and Exhibits**

1 Section 4: Operational Services 13

2 Section 7: Students 43

C **Requests for Information Pursuant to the Illinois Freedom of Information Act**

**The District has received and processed the following requests for information:**

1 FOIA List 10.16.24 45

## 11. ACTION

A **Resolution to approve repair and resurfacing of Normal Community and Normal Community West High School Tennis Courts** **46**

## 12. CONSENT AGENDA

A **Approval of Minutes**

Minutes are not released for public viewing until approved by the Board of Education

1 09.18.24 Closed Minutes

2 09.18.24 Regular Minutes

3 09.25.24 Special Session Closed Minutes

4 09.25.24 Special Session Minutes

<b>B Personnel Matters</b>	<b>47</b>
<b>C Payment of Bills and Payrolls</b>	<b>51</b>
<b>D Approve Finance Department Reports</b>	
1 Financial Statements - August 2024	120
<b>E Approve Requests for Authorization to Use Fire Prevention and Safety Funds</b>	
1 Colene Hoose Elementary Amendment #26	128
<b>F Approve Semi-Annual Review of Closed Session Minutes of Meetings Lawfully Closed According to the Exceptions Provided in the Open Meetings Act</b>	
<b>G Approve of Destruction of Audio Recordings of Closed Minute Sessions from 10/01/2022 through 3/30/2023</b>	
<b>H Approve Elementary Title I Schoolwide Plans 24-25</b>	<b>133</b>
<b>I Student Activity Fund Establishment</b>	<b>225</b>
<b>13. BOARD REPRESENTATIVE COMMITTEE MEETING REPORTS, ANNOUNCEMENTS AND COMMENTS</b>	
<b>14. ADJOURNMENT</b>	
<b>15. Section 7: Students</b>	<b>226</b>

# **Bilingual Parent Liaisons**



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Opening the Doors to Culture and Community

# The Goal of the Role

The goal of the Bilingual Parent Liaisons is to enhance involvement for Spanish speaking parents in every aspect of the Unit 5 school community.

Research shows that parental involvement results in:

- Improved attendance and achievement
- Better social skills and classroom behavior
- Higher self confidence and motivation



# Who are the Bilingual Parent Liaisons?



Marianela Diaz-Brigham, EJHS, NCHS



Idalia Morales-Cedar Ridge, CJHS

# Key Responsibilities

- Support families and school staff for effective two way communication
  - Building Administrators
  - School Office Staff
  - Nurses
  - Special Education Teams
  - Transportation
- Interpret the language and American school system for families
- Connect families with community resources.
- Provide support for families with transition shock.

# Encouraging Family Engagement

## Bilingual Parent Advisory Council (BPAC)

- Organizing volunteers
- Creating a system of communication to build community and connection
- Increase participation at Statewide Parent Summit



# Supporting Family Involvement

- Tutoring for parents on Infinite Campus Parent Portal
- Video Tutorials on UNIT 5 website
- Walking With Your Child Through Middle School Series
- *Te Invito* sessions at NCHS



# Supporting Participation

- Coordinate interpreters for Conferences
  - ISU Sigma Delta Pi
- Support Band and Orchestra Participation
  - Registration, instrument rentals
- Summer program for parents
  - ESY translation, family picnic

# Special activities

## Atrévete a Soñar ISU Visit for 5th grade



## Posada



## Hispanic Heritage Month Celebration

**Nuestro éxito es el éxito de nuestros alumnos.**

**Our success is  
our students' success.**



# Preguntas?

Thank you for your continued support.



**Administrative Procedure – Protecting the Privacy of Social Security Numbers**

Much of the District's collection, storage, use, and disclosure of social security numbers apply to employee records only. But limited exceptions may exist where a school district may need to ask students or their parents/guardians to provide social security numbers. When student social security numbers are involved, consult the Attorney for the District about the intersection of the Identity Protection Act (5 ILCS 179/), the Family Educational Rights and Privacy Act, (20 U.S.C. §1232g), and the Ill. School Student Records Act, (105 ILCS 10/).

Actor	Action
<p>Superintendent and Business Manager, and their designees</p>	<p>Identify the approved purposes for collecting SSNs, including:</p> <ol style="list-style-type: none"> <li>1. Employment matters, e.g., income reporting to IRS and the IL Dept. of Revenue, tax withholding, FICA, and Medicare.</li> <li>2. Verifying enrollment in various benefit programs, e.g., medical benefits, health insurance claims, and veterans' programs.</li> <li>3. Filing insurance claims.</li> <li>4. Internal verification or administrative purposes.</li> <li>5. Other uses authorized and/or required by State law including, without limitation, in the following circumstances (5ILCS 179/10(c)):                         <ol style="list-style-type: none"> <li>a. disclosing SSNs to another governmental entity if the disclosure is necessary for the entity to perform its duties and responsibilities;</li> <li>b. disclosing a SSN pursuant to a court order, warrant, or subpoena; and</li> <li>c. collecting or using SSNs to investigate or prevent fraud, to conduct background checks, to collect a debt, or to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act.</li> </ol> </li> </ol> <p>Identify a method for documenting the need and purpose for the SSN before its collection. 5 ILCS 179/10(b)(1).</p> <p>Inform all employees of the District's efforts to protect the privacy of SSNs. See Exhibit 4.15-E1, <i>Letter to Employees Regarding Protecting the Privacy of Social Security Numbers</i>.</p> <p>While State law does not specifically require this step, the law contains mandates applicable to all employees that they need to know. Moreover, this letter provides an opportunity to increase awareness of the confidential nature of SSNs.</p> <p>Maintain a written list of each staff position that allows or requires access to SSNs.</p> <p>The existence of a written list, even though not required, is important for recordkeeping and accountability purposes.</p>

	<p>Require that employees who have access to SSNs in the course of performing their duties be trained to protect the confidentiality of SSNs. 5 ILCS 179/35(a)(2).</p> <p>Direct that only employees who are required to use or handle information or documents that contain SSNs have access to such information or documents. 5 ILCS 179/35(a)(3).</p> <p>Require that SSNs requested from an individual be provided in a manner that makes the SSN easily redacted if the record is otherwise required to be released as part of a public records request. 5 ILCS 179/35(a)(4).</p> <p>Require that, when collecting a SSN or upon request a <i>statement of the purpose(s)</i> for which the District is collecting and using the SSN be provided. 5 ILCS 179/35(a)(5). See Exhibit 4.15-E2, <i>Statement of Purpose for Collecting Social Security Numbers</i>.</p> <p>Require that, when employees who are required to use or handle information or documents that contain SSNs learn of a breach, they:</p> <ol style="list-style-type: none"> <li>1. Notify District administrators immediately, and</li> <li>2. Ensure that notifications to the proper individuals occur.</li> </ol> <p>Enforce the requirements in Board <del>policy</del><u>Policy</u> 4.15, <i>Identity Protection</i>, and this procedure.</p>
<p>Records Custodian and Head of Information Technology (IT)</p>	<p>Develop guidelines for handling social security numbers in electronic systems. These guidelines should address:</p> <ol style="list-style-type: none"> <li>1. The display of SSNs on computer terminals, screens, and reports;</li> <li>2. The security protocol for storing SSNs on a device or system protected by a password or other security system and for accessing SSNs that are included in part of an electronic database;</li> <li>3. The security protocol for deleting SSNs that are stored in electronic documents or databases; and</li> <li>4. Alternate mechanisms for integrating data other than the use of SSNs.</li> </ol>
<p>Staff Development Head</p>	<p>Design and execute a training program on protecting the confidentiality of SSNs for employees who have access to SSNs in the course of performing their duties.</p> <p>The training should include instructions on the proper handling of information that contains SSNs from the time of collection through the destruction of the information. 5 ILCS 179/35(a)(2).</p>
<p>Assistant Superintendents, Directors, Building Principals, and/or Department Heads</p>	<p>Require each staff member whose position allows or requires access to SSNs to attend training on protecting the confidentiality of SSNs.</p> <p>Instruct staff members whose position allows or requires access to SSNs to:</p> <ol style="list-style-type: none"> <li>1. Treat SSNs as confidential information.</li> <li>2. Never publically post or display SSNs or require that any individual verbally disclose his or her SSN.</li> </ol>

Adopted: April 13, 2011

Reviewed: ~~March 2020~~October 2024

Amended: May 13, 2020

	<p>3. Dispose of documents containing SSNs in a secure fashion, such as, by shredding paper documents and by deleting electronic documents as instructed by the IT Department.</p> <p>4. Use SSNs only as needed during the execution of their job duties and in accordance with the training and instructions that they received.</p> <p>Instruct staff members whose positions do <u>not</u> require access to SSNs to notify a supervisor and/or the IT Department whenever a SSN is found in a document or other material, whether in paper or electronic form.</p>
<p>Freedom of Information Officer</p>	<p>Redact every SSN before allowing public inspection or copying of records responsive to a FOIA request. 5 ILCS 179/15.</p>
<p>Employees</p>	<p>Do not collect, use, or disclose another individual's SSN unless directed to do so by an administrator.</p> <p><b>If the employee is in a position that requires access to SSNs:</b> Treat SSNs as confidential information and follow the instructions learned during training.</p> <p><b>If the employee is <u>not</u> in a position that requires access to SSNs:</b> Notify his or her supervisor and/or the IT Department whenever the employee comes across a document or other material, whether in paper or electronic form, that contains a SSN.</p>

### **Treatment of Personally Identifiable Information Under Grant Awards**

This procedure implements identification, handling, storage, access, disposal, and the overall confidentiality of personally identifiable information under grant awards in the subhead **Treatment of Personally Identifiable Information Under Grant Awards** in Board ~~policy~~ **Policy 4.15, Identity Protection**. Use it when the District is a recipient of a federal grant award or State grant award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) and, as a result, must handle personally identifiable information (defined below) in its administration of the award.

#### Definitions

*Personally identifiable information* (PII) means information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Some information that is considered to be PII is available in public sources such as telephone books and public Web sites. This type of information is considered to be Public PII and includes, for example, first and last name, address, work telephone number, email address, home telephone number, and general educational credentials. The definition of PII is not anchored to any single category of information or technology. Rather, it requires a case-by-case assessment of the specific risk that an individual can be identified. Non-PII can become PII (or *protected personally identifiable information*) whenever additional information is made publicly available, in any medium and from any source, that, when combined with other available information, could be used to identify an individual. 2 C.F.R. §200.~~791~~.

*Protected personally identifiable information* (Protected PII) is a subset of PII; it means an individual's first name or first initial and last name in combination with any one or more types of information, including, but not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics, date and place of birth, mother's maiden name, criminal records, medical records, financial records, or educational transcripts. Protected PII does not include personally identifiable information that is required by law to be disclosed. 2 C.F.R. §200.~~821~~.

#### Safeguarding Requirement

GATA and 2 C.F.R. §200.303(e) require grant recipients to take reasonable measures to safeguard (1) *protected personally identifiable information*, (2) other information that the awarding or pass-through agency designates as sensitive, and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively referred to in this Procedure as *sensitive information*).

The Superintendent or designee will ensure that the District:

1. Implements reasonable security measures, such as physical and technological safeguards, for the protection of sensitive information that meets or exceeds industry standards designed to protect such information from unauthorized access, destruction, use, modification, or disclosure.
2. Complies with all applicable laws, such as the Identity Protection Act (5 ILCS 179/) (IPA), Personal Information Protection Act (815 ILCS 530/10) (PIPA) and Student Online Personal Protection Act (105 ILCS 85/27, ~~added by P.A. 101-516, eff. 7-1-21~~) (SOPPA) in the event of a breach of sensitive information.
3. Notifies, if appropriate, members of the school community impacted by a breach when notification is not specifically required by law.

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Reviewed: ~~March 2020~~ October 2024

Amended:

4. Educates staff members involved in the administration of grants that in addition to federal regulation 2 C.F.R. §200.303(e) and the terms of a specific award, multiple laws may apply to personally identifiable information, depending upon the type of information/record including: IPA (5 ILCS 179/), PIPA (815 ILCS 530/), Family Educational Rights and Privacy Act, (20 U.S.C. 1232g), Ill. School Student Records Act (105 ILCS 10/), SOPPA (105 ILCS 85/, ~~amended by P.A. 101-516, eff. 7-1-21~~), Personnel Record Review Act (820 ILCS 40/), and Local Records Act (50 ILCS 205/3).
5. Consults with the ~~Board~~ Attorney for the District as needed to ensure compliance.

Relevant Board Policies, ~~and Administrative Procedures, and Exhibit~~ for Handling of *Sensitive Information*

The following Board policies and administrative procedures also address and govern the District's identification, handling, storage, access, disposal, and overall confidentiality of certain types of sensitive information:

1. ~~2:220~~, *School Board Meeting Procedure*, and ~~Exhibit 2:220-E8~~, *School Board Records Maintenance Requirements and FAQs*, address storage, access, and destruction of meeting minutes, including closed meeting minutes and verbatim recordings.
2. ~~2:250~~, *Access to District Public Records*, addresses providing access to public records in response to Freedom of Information Act requests and the preservation and destruction of public records under the Local Records Act. ~~2:250-AP2~~, *Protocols for Record Preservation and Development of Retention Schedules*, also addresses the preservation and destruction of public records under the Local Records Act.
3. ~~4:15~~, *Identity Protection*, specifically requires the District to safeguard sensitive information under grant awards.
4. ~~4:80-AP1~~, ~~*Internal Controls Checklist for Internal Controls*~~, requires the District to protect assets, including technology and electronic systems from loss or misuse.
5. ~~5:120-AP2~~, *Employee Conduct Standards*, requires all District staff members to respect the confidentiality of student and personal records and other information covered by confidentiality agreements.
6. ~~5:130~~, *Responsibilities Concerning Internal Information*, requires all District employees to maintain the integrity and security of all internal information and the privacy of confidential records.
7. ~~5:150~~, *Personnel Records*, and ~~5:150-AP1~~, *Personnel Records*, address the identification, storage, and access to personnel records.
8. ~~6:235~~, *Access to Electronic Networks*, requires all users of the District's electronic networks to maintain the confidentiality of student information
9. ~~6:235-AP1~~, *Acceptable Use of District's Electronic Networks*, requires all users of the District's electronic networks to take steps to safeguard their integrity and security.
10. ~~7:340~~, *Student Records*, along with ~~7:340-AP1~~, *School Student Records*, and ~~7:340-AP2~~, *Storage and Destruction of School Student Records*, address the District's legal obligations regarding the identification, confidentiality, safeguarding, access, and disposal of school student records.
- ~~10:11~~. ~~7.345~~, *Use of Educational Technologies; Student Data Privacy and Security*, addresses the District's legal obligations regarding the handling and safeguarding of covered information that is shared with operators.

Disposal of Sensitive Information

When disposal of sensitive information is authorized by law and/or Board policy, the Superintendent or other administrator overseeing the administration of the grant award will ensure the District

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Reviewed: ~~March 2020~~ October 2024

Amended:

follows the disposal standard under ~~the Personal Information Protection Act~~ PIPA (815 ILCS 530/40) and renders the information unreadable, unusable, and undecipherable.

Training for Employees and Contractors

District employees and contractors responsible for the administration of a federal or State award for the District will receive training on the safeguarding of sensitive information.

The Superintendent or designee will ensure:

1. Employees receive training upon their assignment to perform work under the award and then on a bi-annual basis thereafter, until the award is concluded or an employee's involvement in the award is complete, whichever is earlier. The training shall include education on this procedure and the District's policies and procedures listed above that govern the District's handling of sensitive information for various types of information/records.
2. Documentation of employee training on the handing of personally identifiable information is maintained, including the dates(s) of the training and attendance/completion of the training.
3. District contractors performing work under the grant award regularly receive training from the District or other comparable training on the management of sensitive information.

Resources

- III. State Board of Education –  
*Checklist for Protection of Personally Identifiable Information*, available at ~~[www.isbe.net/Pages/Audit-and-Monitoring-Review-Requirements-and-Tools.aspx](http://www.isbe.net/Pages/Audit-and-Monitoring-Review-Requirements-and-Tools.aspx)~~ [www.isbe.net/Pages/Federal-and-State-Monitoring.aspx](http://www.isbe.net/Pages/Federal-and-State-Monitoring.aspx).
- U.S. Dept. of Education –  
Privacy Technical Assistance Center's Protecting Student Privacy Service, at [www.studentprivacy.ed.gov](http://www.studentprivacy.ed.gov).
- III. Attorney General –  
~~[www.illinoisattorneygeneral.gov/consumers/hotline.html#dbreport](http://www.illinoisattorneygeneral.gov/consumers/hotline.html#dbreport)~~ [www.illinoisattorneygeneral.gov/consumer-protection/identity-theft](http://www.illinoisattorneygeneral.gov/consumer-protection/identity-theft).

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**Administrative Procedure - Preparing and Updating Disclosures**

Pursuant to the District's responsibilities under the securities laws, including its continuing disclosure undertakings (the "Undertakings") under Rule 15c2-12 of the Securities Exchange Act of 1934, as amended, and the Securities and Exchange Commission's statements in enforcement actions, it is necessary and in the District's best interest that the District comply in all material respects with federal securities laws regarding its (i) preliminary and final official statements or offering circulars and any supplements or amendments thereto (collectively, the "Official Statements"), disseminated by the District in connection with any bonds, notes, certificates or other obligations, (ii) Financial Information or Annual Financial Information, as required by and defined in the Undertakings (the "Annual Financial Information") to be filed with the Municipal Securities Rulemaking Board's ("MSRB") Electronic Municipal Market Access ("EMMA") system, and (iii) notices of Material Events or Reportable Events, each as defined in the Undertakings, and any other required or voluntary disclosures to EMMA (each, an "EMMA Notice"). These procedures are designed to enable the District to create accurate disclosures with respect to its (i) Official Statements, (ii) Annual Financial Information, and (iii) EMMA Notices, which are collectively referred to herein as "Disclosures."

In response to these interests, the District hereby adopts the following procedures:

(a) Disclosure Officer

Consistent with Board Policy 4.40, *Incurring Debt*, the Superintendent (the "Disclosure Officer") is hereby designated as the officer responsible for the procedures related to Disclosures as hereinafter set forth (collectively, the "Disclosure Procedures").

(b) Disclosure Procedures: Official Statements

Whenever an Official Statement will be disseminated in connection with the issuance of obligations by the District, the Disclosure Officer will oversee the process of preparing the Official Statement pursuant to the following procedures:

1. The District shall select (a) the working group for the transaction, which group may include outside professionals such as disclosure counsel, a municipal advisor and an underwriter (the "Working Group"), and (b) the member of the Working Group responsible for preparing the first draft of the Official Statement.
2. The Disclosure Officer shall review and make comments on the first draft of the Official Statement. Such review shall be done in order to determine that the Official Statement does not include any untrue statement of a material fact or omit to state a material fact necessary in order to make the statements made in the Official Statement not misleading. Particular attention shall be paid to the accuracy of all descriptions, significant information, and financial data regarding the District. Examples include confirming that information relating to the District, including but not limited to demographic changes, the addition or loss of major employers, the addition or loss of major taxpayers or any other material information within the knowledge of the Disclosure Officer, is included and properly disclosed. The Disclosure Officer shall also be responsible for ensuring that the financial data presented with regard to the District is accurate and corresponds with the financial information in the District's possession, including but not limited to information regarding bonded indebtedness, notes, certificates, outstanding leases, tax rates or any other financial information of the District presented in the Official Statement.

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Adopted: June 14, 2017

Reviewed: ~~April 2022~~ October 2024

Amended: April 27, 2022

3. After completion of the review set forth in 2, above, the Disclosure Officer shall (a) discuss the first draft of the Official Statement with the members of the Working Group and such staff and officials of the District as the Disclosure Officer deems necessary and appropriate, and (b) provide comments, as appropriate, to the members of the Working Group. The Disclosure Officer shall also consider comments from members of the Working Group and whether any additional changes to the Official Statement are necessary or desirable to make the document compliant with the requirements set forth in 2, above.
4. The Disclosure Officer shall continue to review subsequent drafts of the Official Statement in the manner set forth in 2 and 3, above.
5. If, in the Disclosure Officer's reasonable judgment, the Official Statement does not include any untrue statement of a material fact or omit to state a material fact necessary in order to make the statements made in the Official Statement not misleading, the Official Statement may, in the reasonable discretion of the Disclosure Officer, be released for dissemination to the public; *provided, however*, that the use of the Official Statement must be ratified, approved and authorized by the Board.

(c) Disclosure Procedures: Annual Financial Information

The Disclosure Officer will oversee the process of preparing the Annual Financial Information pursuant to these procedures:

1. By December 20th of each year (the same being at least 30 days prior to the last date on which the Annual Financial Information is required to be disseminated pursuant to the related Undertaking), the Disclosure Officer shall begin to prepare (or hire an agent to prepare) the Annual Financial Information. The Disclosure Officer shall also review the audited or unaudited financial statements, as applicable, to be filed as part of the Annual Financial Information (the "Financial Statements"). In addition to the required updating of the Annual Financial Information, the Disclosure Officer should consider whether additional information needs to be added to the Annual Financial Information in order to make the Annual Financial Information, including the Financial Statements, taken as a whole, correct and complete in all material respects. For example, if disclosure of events that occurred subsequent to the date of the Financial Statements would be necessary in order to clarify, enhance or correct information presented in the Financial Statements, in order to make the Annual Financial Information, taken as a whole, correct and complete in all material respects, disclosure of such subsequent events should be made.
2. If, in the Disclosure Officer's reasonable judgment, the Annual Financial Information, including the Financial Statements, is correct and complete in all material respects, the Disclosure Officer shall file the Annual Financial Information with EMMA (or confirm that such filing is completed by any agent hired by the District for such purpose) within the timeframe allowed for such filing.

(d) Disclosure Procedures: Reportable Events

The Disclosure Officer will prepare (or hire an agent to prepare) Reportable Event Disclosure and file the same with EMMA (or confirm that such filing is completed by an agent hired by the District for such purpose) in a timely manner (not in excess of 10 business days after the occurrence of the Reportable Event). Incurrence of a Financial Obligation, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation, any of which affect security holders, if material, is a Reportable Event. Upon the incurrence of any Financial Obligation, as such term is defined in the Undertaking, the Disclosure Officer shall review such Financial Obligation and assess whether such

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Financial Obligation is material. If, in connection with such Financial Obligation, the District has agreed to any covenant, event of default, remedy, priority right or other similar term which affects security holders, the Disclosure Officer shall further review such term and assess whether the same is material. The Disclosure Officer shall prepare a summary of such review. If, in the Disclosure Officer's reasonable judgment, following consultation with financial or legal professionals as necessary, such Financial Obligation and/or term of such Financial Obligation is deemed material, the Disclosure Officer shall file a summary of such Financial Obligation (or the entire financing document, provided that confidential or sensitive information may be redacted to the extent such redaction does not prevent all material terms from being disclosed) with EMMA not in excess of ten business days after the incurrence of such Financial Obligation. (This paragraph (d) shall only apply if the District has entered into an Undertaking on or after February 27, 2019.)

(e) Disclosure Procedures: EMMA Notices

Whenever the District determines to file an EMMA Notice, or whenever the District decides to make a voluntary filing to EMMA, the Disclosure Officer will oversee the process of preparing the EMMA Notice pursuant to these procedures:

1. The Disclosure Officer shall prepare (or hire an agent to prepare) the EMMA Notice. The EMMA Notice shall be prepared in the form required by the MSRB.
2. In the case of a disclosure required by an Undertaking, the Disclosure Officer shall determine whether any changes to the EMMA Notice are necessary to make the document compliant with the Undertaking.
3. If, in the Disclosure Officer's reasonable judgment, the EMMA Notice is correct and complete and, in the case of a disclosure required by an Undertaking, complies with the Undertaking, the Disclosure Officer shall file the EMMA Notice with EMMA (or confirm that such filing is completed by any agent hired by the District for such purpose) within the timeframe allowed for such filing.

(f) Additional Responsibilities of the Disclosure Officer

The Disclosure Officer, in addition to the specific responsibilities outlined above, shall have general oversight of the entire disclosure process, which shall include:

1. Maintaining appropriate records of compliance with these Disclosure Procedures (including proofs of EMMA filings) and decisions made with respect to issues that have been raised;
2. Evaluating the effectiveness of the procedures contained in these Disclosure Procedures; and
3. Informing the Board when substantive revisions or modifications are made to these Disclosure Procedures.

(g) General Principles

1. All participants in the disclosure process should be encouraged to raise potential disclosure items at all times in the process.
2. The process of revising and updating the Disclosures should not be viewed as a mechanical insertion of current numbers. While it is not anticipated that there will be major changes in the form and content of the Disclosures at the time of each update, the

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Reviewed: ~~April 2022~~ October 2024

Amended: April 27, 2022

Disclosure Officer should consider whether such changes are necessary or desirable in order to make sure the Disclosure does not make any untrue statement of a material fact or omit to state a material fact necessary or desirable, in order to make the statements made, in light of the circumstances in which they were made, not misleading at the time of each update.

3. Whenever the District releases information, whether in written or spoken form, that may reasonably be expected to reach investors, it is said to be “speaking to the market.” When speaking to the market, District officials must be sure that the released information does not make any untrue statement of a material fact or omit to state a material fact necessary or desirable, in order to make the statements made, in light of the circumstances in which they were made, not misleading.
4. While care should be taken not to shortcut or eliminate any steps outlined in these Disclosure Procedures on an ad hoc basis, the review and maintenance of the Disclosures is a fluid process and recommendations for improvement of these Disclosure Procedures should be solicited and regularly considered.
5. The Disclosure Officer is authorized to request and pay for attendance at relevant conferences or presentations or annual training sessions conducted by outside counsel, consultants or experts in order to ensure a sufficient level of knowledge for the effective administration of these Disclosure Procedures.

LEGAL REF.: 15 U.S.C. §77a et seq., Securities Act of 1933.  
15 U.S.C. §78a et seq., Securities Exchange Act of 1934.  
17 CFR §240.15c2-12.

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**Administrative Procedure - Checklist for Internal Controls**

The District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented. This includes:
  - No check is issued without pre-approved documentation for the expenditure pursuant to the Local Government Travel Expense Control Act, 50 ILCS 150/10, ~~added by P.A. 99-604~~, e.g. ~~Exhibits:~~ 2.125-E1, *Board Member Expense Reimbursement Form*, 2.125-E2, *Board Member Estimated Expense Approval Form*, 5.60-E1, *Employee Expense Reimbursement Form*, 5.60-E2, *Employee Estimated Expense Approval Form*.
  - No bank account is opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number without pre-approved documentation.
  - No credit or procurement card is assigned to an individual without pre-approved documentation. All use of a credit or procurement card must be in compliance with Board ~~policy~~ Policy 4.55, *Use of Credit and Procurement Cards*, and Administrative ~~procedure~~ Procedure 4.55-AP1, *Controls for the Use of District Credit and Procurement Cards*.
  - Every receipt to and expenditure from a revolving fund and a petty cash fund are supported with clear documentation and otherwise comply with Board ~~policies~~ Policies 4.50, *Payment Procedures*, and 4.80, *Accounting and Audits*.
  - A record is made of all checks issued and all payments made by credit or procurement cards that include descriptive information sufficient to allow assignment of the appropriate code.
2. Financial records and data must be accurate and complete. This includes:
  - Data entries are timely made.
  - Cash handling is properly recorded.
  - Checks are sequentially numbered and missing checks are accounted for.
  - Financial reporting deadlines are followed.
3. Accounts payable must be accurate and punctual. This includes:
  - Payments are made on a timely basis.
  - A thorough explanation is provided for any over/underpayments.
  - Payroll and benefits are reviewed and continually updated.
4. District assets must be protected from loss or misuse. This includes:
  - The District implements a Fraud, Waste, and Abuse Awareness Program. See 4.80-AP2, *Fraud, Waste, and Abuse Awareness Program*.
  - Valuable technology assets are safeguarded from theft or loss.
  - A backup and recovery system is developed for electronic systems.
  - Only authorized individuals have access to various systems.
  - Passwords are kept secure and frequently changed.
  - Keys are kept secure and accounted for.
  - District property is not *borrowed* or otherwise used for private purposes.

Adopted: October 28, 2009

Reviewed: ~~December 2019~~ October 2024

Amended: February 26, 2020

- District personal property having a monetary value (excluding, for example, trash, out-dated equipment, consumed consumables, and spoilage) is discarded only with the Board's prior approval.
5. Incompatible duties should be segregated, if possible. This includes:
- Transaction approval is separated from disbursement approval duties, as well as record-keeping duties so that no single individual or two individuals control all phases of the claim payment process.
  - Reconciliation of checking accounts and credit cards is performed by an individual who does not have check-writing authority, and if possible, by someone who does not record checks and credit card payments in the District's books.
  - Other controls are used if segregation of duties is impossible.
6. Accounting records are periodically reconciled. This includes:
- All accounts are balanced monthly.
  - All statements from checking accounts and credit cards are reconciled monthly.
  - Expenses are verified against receipts.
  - Out-of-balance conditions are investigated.
7. Equipment and supplies must be safeguarded. This includes:
- Inventories are periodically taken and inspections are frequently made.
  - A reliable record is kept identifying what technology assets have been provided to specific employees.
  - Access to supplies is limited and controlled.
8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
- Responsibilities match job descriptions.
  - If required by State law, staff members are appropriately bonded.
  - Staff members are held accountable for complying with Board policies and administrative processes or procedures that have been established to safeguard the District's financial condition.
  - Staff members are appropriately trained and evaluated.
  - Staff members are encouraged to notify their supervisors or the Superintendent of risks, losses, and/or concerns.
9. Any unnecessary weaknesses or financial risks must be promptly corrected. This includes:
- Internal control concerns raised by the District's independent auditor in connection with the annual financial audit or by the Illinois State Board of Education in connection with its administration of the Grant Accountability and Transparency Act or a monitoring visit are properly addressed.
  - Internal or external auditors are annually engaged to assess risk and/or test existing internal controls for those areas not included within the scope of the annual financial audit; concerns are promptly addressed.

~~CROSS REF.: 4.50, 4.55, 4.80~~

~~ADMIN. PROC.: 2.125-E1, 2.125-E2, 4.55-AP1, 5.60-E1, 5.60-E2~~

Adopted: October 28, 2009

Reviewed: ~~December 2019~~ October 2024

Amended: February 26, 2020

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**Administrative Procedure – Fraud, Waste, and Abuse Awareness Program**

The Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) and federal regulations (2 C.F.R. §200.113) require grant fund recipients to timely disclose, in writing, all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal awarding agency or pass-through entity, e.g., Ill. State Board of Education (ISBE).

In alignment with best practices contained in ISBE's *Fiscal Procedures Handbook*, the District has a Fraud, Waste, and Abuse Awareness Program, which includes employee reporting procedures for suspected fraud, waste, or abuse. The District will take all appropriate measures to deter fraud, waste, and abuse.

Reporting

**The District encourages all District employees to be vigilant and report suspicions of fraud, waste, or abuse.** Employees who make good faith reports of suspected violations of law, public corruption or wrongdoing are protected from retaliation by the provisions of the Ill. Whistleblower Act (740 ILCS 174/). See the chart below for details on how to make a report.

Enforcement

Staff members found to have engaged in fraud, waste, or abuse will be disciplined, up to and including discharge. The District will also seek to recover any wrongfully obtained assets from the employee.

Definitions

*Fraud* is defined as: (1) fraudulent financial reporting, (2) misappropriation of assets, and/or (3) corruption (bribery and other illegal acts). Examples of *fraud* include:

- Embezzlement, e.g., theft of cash, use of entity credit card or accounts payable systems to purchase personal items
- Collusion with others to circumvent internal controls
- Forgery or alteration of documents, e.g., checks, time cards, receipts, contracts, purchase orders, expense reimbursement paperwork, student bills, electronic files, bids, or other financial documents
- Fraudulent reporting of expenditures or other District financial information
- Misappropriation or misuse of resources, e.g., cash, securities, inventory, facilities, equipment, services, supplies, or other assets
- Impropriety in the handling or reporting of cash or financial transactions
- Unless properly authorized, accepting or seeking anything of material value from contractors, vendors, or persons providing services or materials-
- Authorization or receipt of payment for goods not received or services not performed, e.g., payments to fictitious employees or vendors
- Submitting multiple vouchers for the same expense reimbursement
- Using the District's tax exempt status for purchase of personal items
- Authorization or receipt of unearned wages or benefits
- Personal use of District property in commercial business activities
- Identity theft
- Conflict of interest or other ethics violations

- Destruction, removal, or inappropriate use of records, buildings, furniture, fixtures, or equipment
- Any similar or related irregularity to those listed

*Waste* is the act of using or expending resources carelessly, extravagantly, or to no purpose.

*Abuse* is behavior that is deficient or improper compared to the behavior that a prudent person would consider reasonable and necessary operational practice given the facts and circumstances.

The terms *fraud*, *waste*, and *abuse* are not mutually exclusive; certain conduct may constitute fraud, waste, and/or abuse.

Roles, Responsibilities, and Reporting Procedures

Actor	Action
Any Staff Member	Staff members who suspect fraud, waste, and/or abuse should do the following: <ol style="list-style-type: none"> <li>1. Make an oral or written report to the Superintendent and/or designee that describes the factual basis of the suspicion, including any employees involved, a description of the alleged misconduct, and any supporting evidence. Oral reports shall be followed up in writing by the staff member or Superintendent and/or designee.</li> <li>2. If the staff member does not feel comfortable identifying himself/herself in making a report, the employee may deliver the report anonymously to the attention of the Superintendent and/or designee or make an anonymous call to the Superintendent and/or designee.</li> <li>3. If the report concerns alleged misconduct by the Superintendent, the report may be either be made to a Complaint Manager identified in Board Policy 2:260, <i>Uniform Grievance Procedure</i>, who will notify the Board President of the report, or directly to the Board President.</li> <li>4. If the reporting staff member has evidence of fraud, waste, and/or abuse, <del>he/she</del>they must preserve the evidence and provide it to the Superintendent or designee (or designated Complaint Manager or Board President, if the report concerns the Superintendent) charged with investigating the suspected fraud, waste, or abuse.</li> </ol>
Superintendent and/or Designee (or Complaint Manager/Board President, for cases concerning the Superintendent)	Manages actual or suspected fraud, waste, or abuse in the District. With respect to any investigation, the Superintendent and/or designee (or Complaint Manager/Board President, for cases concerning the Superintendent) shall: <ol style="list-style-type: none"> <li>1. Ensure all reported instances of fraud, waste, or abuse are investigated by the District, and, if appropriate,</li> </ol>

Actor	Action
	<p>reported to the proper authorities for further investigation and potential prosecution.</p> <ol style="list-style-type: none"> <li>2. Consult with the <del>board a</del>Attorney <u>for the District</u> as needed regarding any investigation.</li> <li>3. Keep the Board informed of any ongoing investigations.</li> <li>4. Ensure the District cooperates with law enforcement in any criminal fraud investigations.</li> <li>5. Make all reasonable efforts to ensure the preservation of evidence relevant to an investigation.</li> <li>6. Effectuate (or recommend to the Board) discipline of employees who engage in fraud, waste, or abuse in accordance with Board policies and any applicable collective bargaining agreement(s).</li> <li>7. Manage communications with the media regarding investigations, as needed.</li> <li>8. Manage District efforts to seek recovery of wrongfully obtained assets, as appropriate.</li> </ol>
<p>Superintendent and/or Designee</p>	<ol style="list-style-type: none"> <li>1. Manage annual communication of the District's Fraud, Waste, and Abuse Awareness Program to staff and grant sub-recipients/subcontractors, including how employees should report suspected fraud, waste, or abuse.</li> <li>2. Manage ethics and standards of conduct training for all District employees.</li> <li>3. Periodically review the District's Fraud, Waste, and Abuse Awareness Program and related reporting procedures.</li> </ol>

**Administrative Procedure – Inventory Management for Federal and State Awards**

This procedure applies to property acquired by the District under federal grant awards or State grant awards governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/).

Definitions

*Property* - real or personal property. 2 C.F.R. §200.~~8~~1.

*Equipment* - Tangible personal property (including information technology systems) having a useful life of more than one year and per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$5,000. 2 C.F.R. §200.~~33~~1

*Supplies* - All tangible personal property other than *equipment*. 2 C.F.R. §200.~~94~~1

*Acquisition Cost* - The cost of the asset including the cost to ready the asset for its intended use. Acquisition cost for equipment, for example, means the net invoice price of the equipment, including the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it is acquired. Acquisition costs for software includes those development costs capitalized in accordance with generally accepted accounting principles (GAAP). Ancillary charges, such as taxes, duty, protective in transit insurance, freight, and installation may be included in or excluded from the acquisition cost in accordance with the District's regular accounting practices. 2 C.F.R. §200.~~2~~1

Roles and Responsibilities

Actor	Responsibility
Business Manager and/or Designee	Recordkeeping – 2 C.F.R. §200.313(d)(1) and (2) <ol style="list-style-type: none"> <li>1. Ensures all equipment purchased with grant funds is identified and marked as such.</li> <li>2. Maintains an inventory list that includes the following:                             <ol style="list-style-type: none"> <li>a. a description of the property</li> <li>b. a serial number or other identification number</li> <li>c. the source of funding for the property (including the Federal Award Identification Number (FAIN), if applicable)</li> <li>d. who holds title</li> <li>e. the acquisition date</li> <li>f. cost of the property</li> <li>g. percentage of federal or State participation in the cost of the property</li> <li>h. the location, use and condition of the property</li> <li>i. any ultimate disposition data including the date of disposal and sale price of the property.</li> </ol> </li> <li>3. Takes a physical inventory of the property and reconciles the results with the records at least once every two years.</li> </ol>

Adopted: February 26, 2020  
 Reviewed: ~~December 2019~~ October 2024  
 Amended:

Actor	Responsibility
	<p>Maintenance and Safeguarding – 2 C.F.R. §200.313(d)(4)</p> <ol style="list-style-type: none"> <li>1. Budgets for and schedules regular maintenance of the equipment when it is recommended by the manufacturer and arranges for repair of equipment when economically feasible.</li> <li>2. Oversees implementation of the internal controls for the safeguarding of equipment and supplies required by <u>Administrative Procedures 4.80-AP1</u>, <del>Internal Control Checklist for Internal Controls</del>.</li> <li>3. Reports (or receives reports, if so designated) any fraud, waste, or abuse of property in accordance with <u>Administrative Procedure 4.80-AP2</u>, <i>Fraud, Waste, and Abuse Awareness Program</i>.</li> <li>4. Investigates reports of property loss, damage, or theft. If appropriate, and in consultation with the Superintendent, makes a report to law enforcement for further investigation.</li> </ol> <p>Title and Use – 2 C.F.R. §200.313(a) and (c)</p> <ol style="list-style-type: none"> <li>1. Ensures the equipment is used for the authorized purposes of the grant during the period of the grant, or until the property is no longer needed for the purposes of the project.</li> <li>2. During the time that equipment is used on the project or program for which it was acquired, designates equipment available for use on other projects or programs currently or previously supported by the federal or State government, provided such use will not interfere with the work for which it was originally acquired, in the following order of priority:             <ol style="list-style-type: none"> <li>a. First preference is given to other programs or projects supported by the awarding agency that financed the equipment.</li> <li>b. Second preference is given to programs or projects under awards from other awarding agencies (in the case of federal awards, to activities under federal awards from other federal awarding agencies; this includes consolidated equipment for information technology systems).</li> </ol> </li> <li>3. If the equipment is to be used for non-federally or non-State-funded programs or projects, considers charging user fees. Any fees charged for equipment services acquired under an award must be equal to or greater than what private companies charge for equivalent services, unless specifically authorized by statute, for as long as the government retains an interest in the equipment.</li> <li>4. Ensures that title to the property is not encumbered without the approval of the awarding agency.</li> </ol> <p>Disposition – 2 C.F.R. §200.313(e)</p> <ol style="list-style-type: none"> <li>1. Unless the awarding agency requires an equipment transfer, when equipment acquired under an award is no longer needed</li> </ol>

Adopted: February 26, 2020

Reviewed: ~~December 2019~~ October 2024

Amended:

Actor	Responsibility
	<p>for the original project or program or for any other activities supported by a federal or State awarding agency, requests disposition instructions from the awarding agency, if required by the terms and conditions of the award.</p> <ol style="list-style-type: none"> <li>2. If an item of equipment has a current per unit fair market value of \$5,000 or less, arranges for the retention, sale, or disposal of the equipment with no further obligation to the awarding agency. Notes the disposition of such items in the District's property records.</li> <li>3. Except for awards exempted under 2 C.F.R. §200.312(b), or if the awarding agency fails to provide requested disposition instructions within 120 days, arranges for the retention or sale of items of equipment with a current per-unit fair-market value in excess of \$5,000.  The awarding agency is entitled to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's percentage of participation in the cost of the original purchase. If the equipment is sold, the awarding agency may permit the District to deduct and retain from the agency share \$500 or ten percent of the proceeds, whichever is less, for its selling and handling expenses.</li> <li>4. If applicable, arranges for the transfer of title to the property to the federal or State government or to an eligible third party, provided that in such cases, the District is entitled to compensation for its attributable percentage of the current fair market value of the property.</li> <li>5. If the District is authorized or required to sell the property, ensures compliance with Board policy 4:80, <i>Accounting and Audits</i>, regarding the disposition of property, and follows proper sales procedures to ensure the highest possible return.</li> <li>6. For items of equipment with an acquisition cost of \$5,000 or more:             <ol style="list-style-type: none"> <li>a. Obtains two signed bids from potential purchasers or two appraisals from authorized appraisers to determine the per unit current fair market value.</li> <li>b. If the per unit current fair market value is \$5,000 or more, follows the procedures outlined in the Ill. State Board of Education's <i>State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures</i> to obtain ISBE's approval, available at: <a href="http://www.isbe.net/Documents/fiscal_procedure_handbk.pdf">www.isbe.net/Documents/fiscal_procedure_handbk.pdf</a>.</li> </ol> </li> <li>7. When appropriate, arranges for the trade-in of equipment to be replaced or sale of the property when acquiring replacement equipment. Proceeds from the trade-in or sale may be used to offset the cost of the replacement equipment.</li> </ol> <p><b>Note:</b> If the District fails to take appropriate disposition actions, the awarding agency may direct the District to take disposition actions.</p>

Adopted: February 26, 2020  
 Reviewed: ~~December 2019~~ October 2024  
 Amended:

Actor	Responsibility
Staff Members Who Receive Equipment/Supplies as Part of Their Job Duties	<p>Use the equipment/supplies for the purposes authorized by the grant during the grant period, or until the property is no longer needed for the purposes of the project.</p> <p>Properly use the equipment in accordance with the manufacturer's instructions.</p> <p>Produce the equipment/supplies when requested by the Business Manager or designee, whether for inventory, scheduled maintenance, repair, or other purposes.</p> <p>Take reasonable steps to prevent damage to equipment and supplies in accordance with <a href="#">Administrative Procedure 4.80-AP1</a>, <del>Internal Control</del> <a href="#">Checklist for Internal Controls</a>.</p> <p>Report any fraud, waste, or abuse of property in accordance with <a href="#">Administrative Procedure 4.80-AP2</a>, <i>Fraud, Waste, and Abuse Awareness Program</i>.</p> <p>Immediately report lost or stolen equipment/supplies to the Business Manager or designee.</p> <p>Return the equipment/supplies when requested by the Business Manager or designee or if it is no longer needed.</p>

**Exhibit - Letter to Employees Regarding Protecting  
the Privacy of Social Security Numbers**

*On District Letterhead*

{Date}

Re: Protecting the Privacy of Social Security Numbers (SSNs)

The Illinois Identity Protection Act, 5 ILCS 179/, contains requirements applicable to school districts and their employees. –This letter’s purpose is to help you understand the protections and requirements of this law.

In implementing this law and the Board’s policy, I am seeking to:

1. Increase the awareness of the confidential nature of the SSN and the risk of identity theft related to unauthorized disclosure;
2. Have every employee understand that ~~he or she is~~they are prohibited from collecting, displaying, or using another individual’s SSN unless authorized by a member of the District administrative staff; and
3. Ensure the use of consistent protocol regarding SSNs throughout the District.

I have copied below sections of the Identity Protection Act that must be followed by every school employee. I have also attached the Board’s ~~policy~~Policy 4.15, *Identity Protection*. Please carefully read these documents. You will be contacted if you are scheduled to receive training on the protocol for collecting, using, maintaining, and disclosing SSNs.

An employee who has substantially breached the confidentiality of social security numbers may be subject to disciplinary action or sanctions up to and including dismissal, in accordance with District policy and procedures.

Sincerely,

\_\_\_\_\_  
*Superintendent*

Adopted: April 13, 2011  
Reviewed: ~~April 2017~~October 2024  
Amended: April 27, 2017

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**Attachment #1: Relevant Sections from the Identity Protection Act, 5 ILCS 179/**

**Section 10. Prohibited Activities.**

- (a) Beginning July 1, 2010, no person or State or local government agency may do any of the following:
  - (1) Publicly post or publicly display in any manner an individual's social security number.
  - (2) Print an individual's social security number on any card required for the individual to access products or services provided by the person or entity.
  - (3) Require an individual to transmit his or her social security number over the Internet, unless the connection is secure or the social security number is encrypted.
  - (4) Print an individual's social security number on any materials that are mailed to the individual, through the U.S. Postal Service, any private mail service, electronic mail, or any similar method of delivery, unless State or federal law requires the social security number to be on the document to be mailed. Notwithstanding any provision in this Section to the contrary, social security numbers may be included in applications and forms sent by mail, including, but not limited to, any material mailed in connection with the administration of the Unemployment Insurance Act, any material mailed in connection with any tax administered by the Department of Revenue, and documents sent as part of an application or enrollment process or to establish, amend, or terminate an account, contract, or policy or to confirm the accuracy of the social security number. A social security number that may permissibly be mailed under this Section may not be printed, in whole or in part, on a postcard or other mailer that does not require an envelope or be visible on an envelope without the envelope having been opened.
  
- (b) Except as otherwise provided in this Act, beginning July 1, 2010, no person or State or local government agency may do any of the following:
  - (1) Collect, use, or disclose a social security number from an individual, unless (i) required to do so under State or federal law, rules, or regulations, or the collection, use, or disclosure of the social security number is otherwise necessary for the performance of that agency's duties and responsibilities; (ii) the need and purpose for the social security number is documented before collection of the social security number; and (iii) the social security number collected is relevant to the documented need and purpose.
  - (2) Require an individual to use his or her social security number to access an Internet website.
  - (3) Use the social security number for any purpose other than the purpose for which it was collected.
  
- (c) The prohibitions in subsection (b) do not apply in the following circumstances:
  - (1) The disclosure of social security numbers to agents, employees, contractors, or subcontractors of a governmental entity or disclosure by a governmental entity to another governmental entity or its agents, employees, contractors, or subcontractors if disclosure is necessary in order for the entity to perform its duties and responsibilities; and, if disclosing to a contractor or subcontractor, prior to such disclosure, the governmental entity must first receive from the contractor or subcontractor a copy of the contractor's or subcontractor's policy that sets forth how the requirements imposed

under this Act on a governmental entity to protect an individual's social security number will be achieved.

- (2) The disclosure of social security numbers pursuant to a court order, warrant, or subpoena.
  - (3) The collection, use, or disclosure of social security numbers in order to ensure the safety of: State and local government employees; persons committed to correctional facilities, local jails, and other law-enforcement facilities or retention centers; wards of the State; and all persons working in or visiting a State or local government agency facility.
  - (4) The collection, use, or disclosure of social security numbers for internal verification or administrative purposes.
  - (5) The disclosure of social security numbers by a State agency to any entity for the collection of delinquent child support or of any State debt or to a governmental agency to assist with an investigation or the prevention of fraud.
  - (6) The collection or use of social security numbers to investigate or prevent fraud, to conduct background checks, to collect a debt, to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act, to undertake any permissible purpose that is enumerated under the federal Gramm-Leach-Bliley Act, or to locate a missing person, a lost relative, or a person who is due a benefit, such as a pension benefit or an unclaimed property benefit.
- (d) If any State or local government agency has adopted standards for the collection, use, or disclosure of social security numbers that are stricter than the standards under this Act with respect to the protection of those social security numbers, then, in the event of any conflict with the provisions of this Act, the stricter standards adopted by the State or local government agency shall control.

**Section 15. Public inspection and copying of documents.**

Notwithstanding any other provision of this Act to the contrary, a person or State or local government agency must comply with the provisions of any other State law with respect to allowing the public inspection and copying of information or documents containing all or any portion of an individual's social security number. A person or State or local government agency must redact social security numbers from the information or documents before allowing the public inspection or copying of the information or documents.

**Section 20. Applicability.**

- (a) This Act does not apply to the collection, use, or disclosure of a social security number as required by State or federal law, rule, or regulation.
- (b) This Act does not apply to documents that are recorded with a county recorder or required to be open to the public under any State or federal law, rule, or regulation, applicable case law, Supreme Court Rule, or the Constitution of the State of Illinois. Notwithstanding this Section, county recorders must comply with Section 35 of this Act.

**Section 25. Compliance with federal law.**

If a federal law takes effect requiring any federal agency to establish a national unique patient health identifier program, any State or local government agency that complies with the federal law shall be deemed to be in compliance with this Act.

**Section 30. Embedded social security numbers.**

Beginning December 31, 2009, no person or State or local government agency may encode or embed a social security number in or on a card or document, including, but not limited to, using a bar code, chip, magnetic strip, RFID technology, or other technology, in place of removing the social security number as required by this Act.

**Section 45. Violation.**

Any person who intentionally violates the prohibitions in Section 10 of this Act is guilty of a Class B misdemeanor.

~~LEGAL REF.: 5 ILCS 179/, Identity Protection Act.~~

~~CROSS REF.: 4.15~~

~~ADMIN. PROC.: 4.15 AP1, 4.15 E2, 4.15 E3~~

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Adopted: April 13, 2011

Reviewed: ~~April 2017~~ October 2024

Amended: April 27, 2017

**Exhibit – Statement of Purpose for Collecting Social Security Numbers**

This Statement of Purpose is being given to you because you have been asked by the District to provide your social security number (SSN) or because you requested a copy of this Statement.

You are being asked for your SSN for one or more of the following reasons:

- Employment matters, e.g., income reporting to IRS and the IL Department of Revenue, tax withholding, FICA, or Medicare.
- Verifying enrollment in various benefit programs, e.g., medical benefits, health insurance claims, or veterans' programs.
- Filing insurance claims.
- Internal verification or administrative purposes.
- Other: \_\_\_\_\_

In addition, State law authorizes and/or requires the District to use or disclose your SSN in specified circumstances including, without limitation, in the following circumstances:

1. Disclosing SSNs to another governmental entity if the disclosure is necessary for the entity to perform its duties and responsibilities;
2. Disclosing SSNs pursuant to a court order, warrant, or subpoena; and
3. Collecting or using SSNs to investigate or prevent fraud, to conduct background checks, to collect a debt, or to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act.

If you have questions or concerns, please contact: \_\_\_\_\_

M. Curt Richardson,  
Attorney for the District  
1809 W. Hovey Ave.  
Normal, IL 61761  
richardmc@unit5.org  
(309) 557-4082

~~LEGAL REF.: 5 ILCS 179/, Identity Protection Act.~~  
~~CROSS REF.: 4.15~~  
~~ADMIN. PROC.: 4.15-AP1, 4.15-E1, 4.15-E3~~

Adopted: April 13, 2011  
Reviewed: ~~April 2017~~ October 2024  
Amended: April 26, 2017

**Exhibit – Statement for District Website Describing Purpose for  
Collecting Social Security Numbers (NEW)**

The District treats social security numbers (SSNs) confidentially. It uses SSNs for one or more of the following reasons:

1. Employment matters, e.g., income reporting to IRS and the IL Department of Revenue, tax withholding, FICA, or Medicare.
2. Verifying enrollment in various benefit programs, e.g., medical benefits, health insurance claims, or veterans' programs.
3. Filing insurance claims.
4. Internal verification or administrative purposes.

In addition, State law authorizes and/or requires the District to use or disclose SSNs in specified circumstances including, without limitation, in the following circumstances:

1. Disclosing SSNs to another governmental entity if the disclosure is necessary for the entity to perform its duties and responsibilities;
2. Disclosing SSNs pursuant to a court order, warrant, or subpoena; and
3. Collecting or using SSNs to investigate or prevent fraud, to conduct background checks, to collect a debt, or to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act.

If you have questions or concerns, please contact:

M. Curt Richardson,  
Attorney for the District  
1809 W. Hovey Ave.  
Normal, IL 61761  
richardmc@unit5.org  
(309) 557-4082

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Adopted:  
Reviewed: October 2024  
Amended:

### **Identity Protection**

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

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

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

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

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

#### Treatment of Personally Identifiable Information Under Grant Awards

The Superintendent ensures that the District takes reasonable measures to safeguard: (1) protected personally identifiable information, (2) other information that a federal awarding agency, pass-through agency, or State awarding agency designates as sensitive, such as personally identifiable information (PII), and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively, sensitive information), when administering federal grant awards and State grant awards governed by the Grant Accountability and Transparency Act (30 ILCS 708/).

The Superintendent shall establish procedures for the identification, handling, storage, access, disposal and overall confidentiality of sensitive information. The Superintendent shall ensure that

employees and contractors responsible for the administration of a federal or State award for the District receive regular training in the safeguarding of sensitive information. Employees mishandling sensitive information are subject to discipline, up to and including dismissal.

LEGAL REF.: 2 C.F.R. §200.303(e).  
5 ILCS 179/, Identity Protection Act.  
30 ILCS 708/, Grant Accountability and Transparency Act.  
50 ILCS 205/3, Local Records Act.  
105 ILCS 10/, Illinois School Student Records Act.

CROSS REF.: 2.250 ([Access to District Public Records](#)), 5.150 ([Personnel Records](#)), 7.340 ([Student Records](#)), 7.345 ([Use of Educational Technologies; Student Data Privacy and Security](#))

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**Incurring Debt**

The Superintendent shall provide early notice to the Board of the District's need to borrow money. The Superintendent or designee shall prepare all documents and notices necessary for the Board, at its discretion, to:

- (1) issue State Aid Anticipation Certificates, tax anticipation warrants, working cash fund bonds, bonds, notes, and other evidence of indebtedness, or
- (2) establish a line of credit with a bank or other financial institution.

The Superintendent shall notify the III. State Board of Education before the District issues any form of long-term or short-term debt that will result in outstanding debt that exceeds 75% of the debt limit specified in State law.

Bond Issue Obligations

In connection with the Board's issuance of bonds, the Superintendent shall be responsible for ensuring the District's compliance with federal securities laws, including the anti-fraud provisions of the Securities Act of 1933, as amended and, if applicable, the continuing disclosure obligations under Rule 15c2-12 of the Securities Exchange Act of 1934, as amended.

Additionally, in connection with the Board's issuance of bonds, the interest on which is excludable from *gross income* for federal income tax purposes, or which enable the District or bond holder to receive other federal tax benefits, the Board authorizes the Superintendent to establish written procedures for post-issuance compliance monitoring for such bonds to protect their tax-exempt (or tax-advantaged) status.

The Board may contract with outside professionals, such as bond counsel and/or a qualified financial consulting firm, to assist it in meeting the requirements of this subsection.

LEGAL REF.: ~~Securities Act of 1933~~, 15 U.S.C. 77a et seq., Securities Act of 1933,  
~~Securities Exchange Act of 1934~~, 15 U.S.C. 78a et seq., Securities  
Exchange Act of 1934  
17 C.F.R. 240.15c2-12.  
~~Bond Authorization Act~~, 30 ILCS 305/2, Bond Authorization Act,  
~~Bond Issue Notification Act~~, 30 ILCS 352/1, Bond Issue Notification Act,  
~~Local Government Debt Reform Act~~, 30 ILCS 350/, Local Government Debt  
Reform Act,  
~~Tax Anticipation Note Act~~, 50 ILCS 420/, Tax Anticipation Note Act,  
105 ILCS 5/17-16, 5/17-17, 5/18-18, and 5/19-1 et seq.

CROSS REF.: 4.10 (Fiscal and Business Management),

ADMIN. PROC.: 4.40-AP1 (Preparing and Updating Disclosures)

### **Accounting and Audits**

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

#### Annual Audit

At the close of each fiscal year, the Superintendent shall arrange an audit of the District's funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent.

The Superintendent shall annually, on or before October 15, submit an original and one copy of the audit to the Regional Superintendent of Schools.

#### Annual Financial Report

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

#### Inventories

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

#### Capitalization Threshold

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of \$5,000 for equipment or \$15,000 for all other capital assets and have an estimated useful life greater than one year.

#### Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of ~~any of~~ the following so the Board may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of diminutive value. The Superintendent shall establish procedures for the disposition of property acquired by the District under grant awards that comply with federal and State law.

#### Taxable Fringe Benefits

The Superintendent or designee shall: (1) require that all use of District property or equipment by employees is for the District's convenience and best interests unless it is a Board-approved fringe

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Adopted: September 25, 1996

Reviewed: ~~December 2020~~ **October 2024**

Amended: January 13, 2021

benefit, and (2) ensure compliance with the Internal Revenue Service regulations regarding when to report an employee's personal use of District property or equipment as taxable compensation.

Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board ~~policy~~ Policy 4.50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Bank accounts for revolving funds are limited to an amount determined by the Superintendent or designee not to exceed a maximum balance of \$5,000.00. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

Control Requirements for Checks

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. All checks issued by the District must be signed by either the Treasurer or Board President, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

Internal Controls

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

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

Auditing Firm Selection

The Board shall approve the selection of an auditing firm and any subsequent renewal of the auditing contract. Interviews of potential providers of auditing services shall be conducted no later than the ninth consecutive year with a firm.

LEGAL REF.: 2 C.F.R. §200 et seq.  
30 ILCS 708/, Grant Accountability and Transparency Act, implemented by 44 Ill. Admin. Code 7000 et seq.  
105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-20.19, 5/10-21.4, 5/10-22.8, and 5/17-1 et seq.  
23 Ill. Admin. Code, Part 100.

CROSS REF.: ~~3.40~~, 4.10 (Fiscal and Business Management), 4.50 (Payment Procedures), 4.55 (Use of Credit and Procurement Cards), 4.90 (Student Activity and Fiduciary Funds)

Adopted: September 25, 1996  
Reviewed: ~~December 2020~~ October 2024  
Amended: January 13, 2021

Exhibit - Name or Gender Identity Change Request

Is this request made pursuant to a legal name or gender identity change?  Yes  No  
(If yes, attach certified new or amended birth certificate or court order with change.)

This change is being initiated by (check all that apply):

Student  Student and Parent/Guardian

I, \_\_\_\_\_ ("Student"), \_\_\_\_\_, and  
(Printed Legal Name of Student) (Date of Birth)

\_\_\_\_\_, (if applicable), state that:  
(Name of Parent/Guardian if Student is a Minor)

Student's gender identity is (circle one): Male Female Nonconforming Nonbinary

Student's preferred name is: \_\_\_\_\_

Student's affirmed pronouns (circle all that apply): He/his/him She/hers/her They/theirs/them  
Ze/Zir/Zirs Other: \_\_\_\_\_

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Student)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature of Parent/Guardian required if Student is a Minor and requesting a change in the name<sup>1</sup> or gender used in Infinite Campus.)

<sup>1</sup>Names in Google Classroom and nicknames in Infinite Campus can be changed based on student only request without a parent/guardian signature, but parent/guardian will be able to view change.

CROSS REF.: 7.10

ADMIN. PROC.: 7.10-AP1, 7.10-E1, 7.10-E2

Adopted: January 27, 2016  
Reviewed: ~~January 2022~~ October 2024  
Amended: February 9, 2022



**Requests for Information Pursuant to the Illinois Freedom of Information Act**  
**The District has received and processed the following requests for information:**

1. Miranda Becker, responded 09.23.2024
2. Miranda Becker, responded 09.23.2024
3. Miranda Becker, responded 09.23.2024
4. Kristi Orrick, responded 10.07.2024
5. Justin Cunningham, GETZIPBUFFALO, responded 10.15.2024

**RESOLUTION OF THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS. DETERMINING NEED FOR SIDEWALK, PLAYGROUND, PARKING LOT, OR SCHOOL BUS TURNAROUND REPAIRS PURSUANT TO 105 ILCS 5/17-2.11(e)**

**WHEREAS**, Community Unit School District No. 5, McLean and Woodford Counties, Illinois (the "District") is an Illinois public school district, organized and operating under the Illinois SchoolCode;and

**WHEREAS**, Section 17-2.11(e) of the Illinois School Code (105 ILCS 5/17-2.11(e)) provides in part that "If a school district does not need funds for other fire prevention and safety projects... and it is determined after a public hearing... that there is a substantial, immediate, and otherwise unavoidable threat to the health, safety, or welfare of pupils due to disrepair of school sidewalks, playgrounds, parking lots, or school bus turnarounds and repairs must be made; then the district may levy a tax or issue bonds as provided in subsection (a) of this Section"; and

**WHEREAS**, on August 21, 2024, the Board of Education of the District ("Board of Education") approved the Certificate of Approval for the Expenditure of Fire Prevention and Safety Funds amendment number 38 at Normal Community High School and amendment number 60 at Normal Community West High School allowing the expenditure of fire prevention and safety funds for repair and resurfacing of the tennis courts; and

**WHEREAS**, on October 16, 2024, the Board of Education held a public hearing on the use of fire prevention and safety funds for said resurfacing and/or repairs.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, AS FOLLOWS:**

**Section 1.** Pursuant to 105 ILCS 5/17-2.11(e), it has been determined that there is a substantial, immediate, and unavoidable threat to the health, safety, and/or welfare of pupils due to disrepair of the tennis courts at Normal Community High School and Normal Community West High School, that currently there is health/life safety work, Amendment number 38 at Normal Community High School and amendment number 60 at Normal Community West High School, in progress. All previous health/life safety projects have been completed and are in compliance.

**Section 2.** This Resolution shall be in full force and in effect upon its passage.

**PASSED BY THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, IN REGULAR AND PUBLIC SESSION THIS 16th DAY OF OCTOBER, 2024.**

**AYES:**

**NAYS:**

**ABSENT:**

\_\_\_\_\_  
**Jeremy DeHaai, President, Board of Education**

**ATTEST:**

\_\_\_\_\_  
**Alex Williams, Secretary, Board of Education**

**Personnel Matters - 10/16/24**

**New Hires**

**Administrators**

Homebase	First Name	Last Name	Position	FTE	Effective

**Certified**

Homebase	First Name	Last Name	Position	Salary Placement: Lane / Step	FTE	Effective
NCHS	Katelynn	Wheeler	LBS1	M + 0; Step 12	1.00	10/15/2024

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**Educational Support Personnel**

Homebase	First Name	Last Name	Position	Salary Placement	FTE	Effective
Colene Hoose	Alexis	Baker	Para - Spec Ed	Step 2	1.0	10/07/2024
Evans Junior High	Srilaxmi	Vemula	Para - Spec Ed	Step 3	1.0	10/03/2024
Fairview	Han	Simons	Para - Spec Ed	Step 2	0.8	09/20/2024
Glenn	Rachel	Powers	Noon Hour	NHS	0.25	10/10/2024
Grove Elementary	Breanna	Aragon	Noon Hour	NHS	0.25	09/30/2024
Grove Elementary	Lindsey	Price	Para - Spec Ed	Step 2	1.0	10/3/2024
Hudson	Debra	Wilson	Noon Hour	NHS	0.25	09/25/2024
Kingsley	Mya	Crutcher	Noon Hour	NHS	0.25	08/15/2024
Normal Community High	Victoria	Joiner-Ruffin	Para - Spec Ed	Step 3	1.0	09/30/2024
Northpoint	Bree	Rudin	Noon Hour	NHS	0.25	09/30/2024
Parkside Elementary	James	Lindsay	Para - Spec Ed	Step 2	1.0	10/09/2024
Parkside Elementary	Melissa	Pearson	Noon Hour	NHS	0.25	10/3/2024
Pepper Ridge	Elizabeth	Rasmus	Para - Spec Ed	Step 3	1.0	09/30/2024
Pepper Ridge	Angie	Scogin	Para - Spec Ed	Step 2	1.0	10/2/2024
Sugar Creek	Alexis	Plath	Noon Hour	NHS	0.25	09/23/2024
Unit Office	Farhia	Osman	Intern		1.0	06/05/2024
Unit Office	Calleigh	Tuma	Intern		1.0	09/10/2024
Unit Office	Joy	Jeronymus	Intern		1.0	09/11/2024
Unit Office	Jacqueline	Kasalko	Intern		1.0	09/04/2024
Unit Office	Andrea	Smith	Intern		1.0	9/17/2024
Warehouse	Divine	Ntumba	Custodian - Floater	Step 0	1.0	10/01/2024
Fairview	Anaya	Bradd	Noon Hour	NHS	0.25	10/08/2024
Oakdale	Erin	Parish-Meyer	Para - Spec Ed	Step 2	1.00	10/15/2024
Sugar Creek	Casey	Herring	Para - Spec Ed	Step 2	1.00	10/15/2024
PJHS	Jill	Duzan	Noon Hour	NHS	0.25	9/3/2024
Warehouse	Annie	Johnson	Custodian - Floater	Step 0	1.00	9/16/2024


\*All new hires are replacements for current positions unless otherwise noted above.

**Resignations/Retirements/Releases/Terminations**

**Certified**

Homebase	First Name	Last Name	Position	Action	Effective
KJHS	Elisa	Palmer	Principal	Resignation	5/2025
Benjamin	Sierra	Warnisher	Long Term Sub	Resignation	10/25/2024

**Educational Support Personnel**

Homebase	First Name	Last Name	Position	Action	Effective
Benjamin	Meghan	Briscoe	Teacher	Resignation	09/27/2024
Cedar Ridge	Rachel	Dearing	Paraprofessional	Resignation	10/07/2024
Fairview	Ember	Knapp	Noon Hour Supervisor	Resignation	05/23/2024
Fairview	Savannah	Smith	Noon Hour Supervisor	Resignation	05/23/2024
Parkside Elementary	Lynn	Dillon	Family Coordinator	Retirement	11/26/2024
Warehouse	Payton	Hartke	Custodian	Resignation	10/4/2024
Fox Creek	Dawn	Lilley	Food Service	Resignation	09/30/2024
Chiddix Junior High School	Paul	Stoeckel	Custodian	Retirement	11/29/2024
NCHS	Mike	Triplett	Safety Monitor	Resignation	10/16/2024

**Contract Revisions**

**Administration**

Homebase	First Name	Last Name	Position	Previous Placement	Revision	Effective

**Certified**

Homebase	First Name	Last Name	Position	Previous Placement	Revision	Effective

**Educational Support Personnel**

Homebase	First Name	Last Name	Position	Previous Placement	Revision	Effective





**Expenditure Summary Report**

From Date: 10/16/2024  
To Date: 10/16/2024

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
A DRAIN DOCTOR	10210	2502012	262278	10/16/2024	620.00
<b>A DRAIN DOCTOR Total</b>					<b>620.00</b>
ADVANCE AUTO PARTS	6.25342E+12	2500224	262279	10/16/2024	77.69
	6.25342E+12	2500224	262279	10/16/2024	155.49
<b>ADVANCE AUTO PARTS Total</b>					<b>233.18</b>
ALPHA CONTROLS & SERVICES LLC	24S054-3	2501966	262280	10/16/2024	20,404.00
	23S146-5	2501966	262280	10/16/2024	18,985.00
	24S006-2	2501966	262280	10/16/2024	16,065.00
	J001377	2501966	262280	10/16/2024	10,109.00
<b>ALPHA CONTROLS &amp; SERVICES LLC Total</b>					<b>65,563.00</b>
AMAZON CAPITAL SERVICES	1H1G-YQ1X-YQPM	2501957	262281	10/16/2024	171.27
	1RCV-P4XY-R9LR	2501986	262281	10/16/2024	77.92
	141G-KCVW-NCPR	2501987	262281	10/16/2024	234.11
	1QL6-M1QC-PJKC	2501967	262281	10/16/2024	178.95
	1N9X-KXFQ-QFX3	2501954	262281	10/16/2024	441.19
	1VDJ-XMTV-1M63	2501944	262281	10/16/2024	87.99
	1996-XF1W-3KJP	2501985	262281	10/16/2024	91.30
	1qhn-xkfh-xdtm	2501938	262281	10/16/2024	234.92
	13Y6-F1W4-TH39	(blank)	262281	10/16/2024	(14.99)
	# 13XD-TCJJ-1GDM	2501981	262281	10/16/2024	43.80
	1CY7-HFT3-7NW3	2501945	262281	10/16/2024	149.52
	1LK7-MKMM-YYLQ	2501964	262281	10/16/2024	95.44
	14FQ-1937-YHT4	2501957	262281	10/16/2024	209.99
	16P1-4VT3-1YRF	2501923	262281	10/16/2024	266.93
	1RFR-THGY-3XWD	2501878	262281	10/16/2024	149.90
	1NKD-977W-7KLD	2501902	262281	10/16/2024	46.97
	1FLK-MVKJ-TCT1	2501857	262281	10/16/2024	75.63
	1JFN-D7TP-TWLM	(blank)	262281	10/16/2024	(15.95)
<b>AMAZON CAPITAL SERVICES Total</b>					<b>2,524.89</b>
AMEREN IL	V494017	2502052	262350	10/16/2024	177.87
	16270-98020 DER51439	2501962	262350	10/16/2024	260.00
<b>AMEREN IL Total</b>					<b>437.87</b>
ARJONA, MARTHA B	MILES202409	(blank)	262116	10/16/2024	4.15
<b>ARJONA, MARTHA B Total</b>					<b>4.15</b>
Aupperle, Lisa R	MILES202408	(blank)	262117	10/16/2024	38.59
	MILES202409	(blank)	262117	10/16/2024	115.78
<b>Aupperle, Lisa R Total</b>					<b>154.37</b>
BABY FOLD	19025	2502115	262282	10/16/2024	8,888.20
	19026	2502115	262282	10/16/2024	8,888.20
	19027	2502115	262282	10/16/2024	8,787.40
	19028	2502115	262282	10/16/2024	8,787.40
	19029	2502115	262282	10/16/2024	8,787.40
	19030	2502115	262282	10/16/2024	8,787.40
	19031	2502115	262282	10/16/2024	8,787.40
	19032	2502115	262282	10/16/2024	8,787.40
	19033	2502115	262282	10/16/2024	8,787.40
	19034	2502115	262282	10/16/2024	8,787.40
	19035	2502115	262282	10/16/2024	8,787.40
	19036	2502115	262282	10/16/2024	8,787.40
	19037	2502115	262282	10/16/2024	8,787.40
	19038	2502115	262282	10/16/2024	8,787.40
<b>BABY FOLD Total</b>					<b>123,225.20</b>

**Expenditure Summary Report**

From Date: 10/16/2024  
To Date: 10/16/2024

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
BACHMAN, LYNETTE S	MILES202409	(blank)	262118	10/16/2024	34.84
<b>BACHMAN, LYNETTE S Total</b>					<b>34.84</b>
BENNETT ELECTRONICS	36997	2502116	262283	10/16/2024	122.00
	36996	2502117	262283	10/16/2024	244.00
	36990	2502129	262283	10/16/2024	122.00
	923	2501926	262283	10/16/2024	1,529.00
	36973	2502126	262283	10/16/2024	366.00
	36972	2502127	262283	10/16/2024	549.00
	36971	2502128	262283	10/16/2024	976.00
	36946	2501924	262283	10/16/2024	122.00
	36945	2501925	262283	10/16/2024	610.00
	36949	2501927	262283	10/16/2024	763.00
	36948	2501928	262283	10/16/2024	488.00
	36947	2501929	262283	10/16/2024	732.00
	36935	2501890	262283	10/16/2024	244.00
	36934	2501891	262283	10/16/2024	122.00
	36638	2501893	262283	10/16/2024	118.00
	36617	2501894	262283	10/16/2024	354.00
36616	2501895	262283	10/16/2024	265.00	
36615	2501896	262283	10/16/2024	767.00	
36614	2501897	262283	10/16/2024	236.00	
36613	2501898	262283	10/16/2024	118.00	
<b>BENNETT ELECTRONICS Total</b>					<b>8,847.00</b>
BISHOP BROS, INC	240906	2501946	262284	10/16/2024	15,577.00
	240905	2501951	262284	10/16/2024	15,188.00
<b>BISHOP BROS, INC Total</b>					<b>30,765.00</b>
BLAUM, MELISSA MARIE	MILES202409	(blank)	262119	10/16/2024	35.24
<b>BLAUM, MELISSA MARIE Total</b>					<b>35.24</b>
BLOOMINGTON AREA CAREER CENTER	NCHS FY25	2501937	262285	10/16/2024	262,450.00
	NCWHS FY25	2501937	262285	10/16/2024	160,225.00
<b>BLOOMINGTON AREA CAREER CENTER Total</b>					<b>422,675.00</b>
BLUE SPRINGS, INC.	48323	2501948	262286	10/16/2024	1,485.00
	48307	2501950	262286	10/16/2024	750.00
<b>BLUE SPRINGS, INC. Total</b>					<b>2,235.00</b>
BORDNER, KELLY L	MILES202408	(blank)	262120	10/16/2024	54.67
	MILES202409	(blank)	262120	10/16/2024	86.56
<b>BORDNER, KELLY L Total</b>					<b>141.23</b>
BOZARTH, SAMANTHA	MILES202409	(blank)	262121	10/16/2024	43.95
<b>BOZARTH, SAMANTHA Total</b>					<b>43.95</b>
BRADFIELD'S COMPUTER SUPPLY	572854	2501780	262287	10/16/2024	2,052.00
<b>BRADFIELD'S COMPUTER SUPPLY Total</b>					<b>2,052.00</b>
BRADFORD SUPPLY COMPANY	2659057	2502007	262288	10/16/2024	38.00
<b>BRADFORD SUPPLY COMPANY Total</b>					<b>38.00</b>
Brody, Jillian P	Reimbursement	2501901	262289	10/16/2024	155.81
<b>Brody, Jillian P Total</b>					<b>155.81</b>
BRUCE, MOLLIE A	MILES202409	(blank)	262122	10/16/2024	121.20
<b>BRUCE, MOLLIE A Total</b>					<b>121.20</b>

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BUNN, MORGAN J	MILES202409	(blank)	262123	10/16/2024	73.36
<b>BUNN, MORGAN J Total</b>					<b>73.36</b>
CAPITOL GROUP	S2532416.001	2502009	262290	10/16/2024	18.74
<b>CAPITOL GROUP Total</b>					<b>18.74</b>
CARLE BROMENN TC	92724	2502077	262292	10/16/2024	385.00
<b>CARLE BROMENN TC Total</b>					<b>385.00</b>
CARL'S PRO BAND INSTRUMENT REPAIR	1375	2502053	262291	10/16/2024	446.00
	1340	2502053	262291	10/16/2024	150.00
<b>CARL'S PRO BAND INSTRUMENT REPAIR Total</b>					<b>596.00</b>
CCMSI	0161985-IN	2502001	262293	10/16/2024	17,300.00
<b>CCMSI Total</b>					<b>17,300.00</b>
CDW COMPUTER CENTERS, INC	AA8HV2A	2501723	262294	10/16/2024	69,800.00
	ZR00555848	2501930	262294	10/16/2024	125.67
	AA7NF3Q	2501345	262294	10/16/2024	43,650.00
<b>CDW COMPUTER CENTERS, INC Total</b>					<b>113,575.67</b>
CELL ELECTRIC LLC	24-0672	2502063	262295	10/16/2024	20,668.00
	24-0673	2502072	262295	10/16/2024	9,010.00
	6050	2502072	262295	10/16/2024	10,238.00
	24-0437	2502072	262295	10/16/2024	11,695.00
<b>CELL ELECTRIC LLC Total</b>					<b>51,611.00</b>
CENGAGE LEARNING, INC.	85742203	2502060	262296	10/16/2024	2,498.41
	85742201	2502061	262296	10/16/2024	1,600.00
<b>CENGAGE LEARNING, INC. Total</b>					<b>4,098.41</b>
CENTRAL SUPPLY CO	204169	2501975	262297	10/16/2024	356.08
<b>CENTRAL SUPPLY CO Total</b>					<b>356.08</b>
CI SOLUTIONS	23927	2501405	262298	10/16/2024	3,900.00
	23541	2501405	262298	10/16/2024	1,884.00
<b>CI SOLUTIONS Total</b>					<b>5,784.00</b>
CIP COMPANY	3672	2502010	262299	10/16/2024	449.60
<b>CIP COMPANY Total</b>					<b>449.60</b>
CITY OF BLOOMINGTON - UTILITIES	1349530	2500073	262124	10/16/2024	1,151.20
	1349587	2500073	262124	10/16/2024	2,016.37
	1341867	2500073	262124	10/16/2024	1,424.12
<b>CITY OF BLOOMINGTON - UTILITIES Total</b>					<b>4,591.69</b>
CLEAN THE UNIFORM COMPANY	32299508	2500225	262300	10/16/2024	82.34
	32297912	2500225	262300	10/16/2024	82.34
	32296270	2500225	262300	10/16/2024	76.02
	32289802	2500225	262300	10/16/2024	76.02
<b>CLEAN THE UNIFORM COMPANY Total</b>					<b>316.72</b>
COFFEY, CHRISTOPHER JOHN	Fuel Reimburse	2501996	262301	10/16/2024	47.82
<b>COFFEY, CHRISTOPHER JOHN Total</b>					<b>47.82</b>
CONFIDENTIAL ON-SITE PAPER SHREDDIN	153263	2502003	262302	10/16/2024	363.81
	153587	2502067	262302	10/16/2024	37.17
	153574	2502113	262302	10/16/2024	65.67

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<b>CONFIDENTIAL ON-SITE PAPER SHREDDIN Total</b>					<b>466.65</b>
<b>CONNOR CO</b>	<b>S011057114.001</b>	2502038	<b>262303</b>	10/16/2024	357.08
	<b>S011072266.001</b>	2502038	<b>262303</b>	10/16/2024	76.86
	<b>S011068145.001</b>	2502008	<b>262303</b>	10/16/2024	1,910.53
	<b>S011062321.001</b>	2502008	<b>262303</b>	10/16/2024	350.11
	<b>S011065056.001</b>	2502008	<b>262303</b>	10/16/2024	64.19
	<b>S011062738.001</b>	2502008	<b>262303</b>	10/16/2024	883.87
	<b>S011057291.001</b>	2502008	<b>262303</b>	10/16/2024	25.44
	<b>S011057572.001</b>	2502008	<b>262303</b>	10/16/2024	468.45
	<b>S011057789.001</b>	2502008	<b>262303</b>	10/16/2024	472.28
	<b>S011061695.001</b>	2502008	<b>262303</b>	10/16/2024	70.73
	<b>S011062301.001</b>	2502008	<b>262303</b>	10/16/2024	79.05
<b>CONNOR CO Total</b>					<b>4,758.59</b>
<b>CONTINUED.COM, LLC</b>	<b>400352</b>	2501156	<b>262304</b>	10/16/2024	1,424.00
<b>CONTINUED.COM, LLC Total</b>					<b>1,424.00</b>
<b>CRESCENT ELECTRIC SUPPLY CO</b>	<b>S512717456.001</b>	2502011	<b>262305</b>	10/16/2024	128.14
<b>CRESCENT ELECTRIC SUPPLY CO Total</b>					<b>128.14</b>
<b>CUNNINGHAM, STEPHANIE LYNN</b>	<b>MILES202409</b>	(blank)	<b>262125</b>	10/16/2024	31.89
<b>CUNNINGHAM, STEPHANIE LYNN Total</b>					<b>31.89</b>
<b>DAVIDSON, JOSIAH B</b>	<b>Reimburse</b>	2502068	<b>262306</b>	10/16/2024	62.94
<b>DAVIDSON, JOSIAH B Total</b>					<b>62.94</b>
<b>DENNY'S DOUGHNUTS &amp; BAKERY</b>	<b>1019777</b>	2502059	<b>262307</b>	10/16/2024	36.00
	<b>1018977</b>	2501990	<b>262307</b>	10/16/2024	225.00
<b>DENNY'S DOUGHNUTS &amp; BAKERY Total</b>					<b>261.00</b>
<b>DEVAULT, ANGELA SUE</b>	<b>MILES202409</b>	(blank)	<b>262126</b>	10/16/2024	98.22
<b>DEVAULT, ANGELA SUE Total</b>					<b>98.22</b>
<b>DIAMONIKA, DIVINE N</b>	<b>MILES202408</b>	(blank)	<b>262127</b>	10/16/2024	59.43
<b>DIAMONIKA, DIVINE N Total</b>					<b>59.43</b>
<b>DICK BLICK</b>	<b>7578 Parkside JHS</b>	2501949	<b>262308</b>	10/16/2024	190.73
<b>DICK BLICK Total</b>					<b>190.73</b>
<b>DILLMAN, PAMELA KIM</b>	<b>MILES202409</b>	(blank)	<b>262128</b>	10/16/2024	11.79
<b>DILLMAN, PAMELA KIM Total</b>					<b>11.79</b>
<b>DIVITA, MARGHERITA</b>	<b>MILES202409</b>	(blank)	<b>262129</b>	10/16/2024	68.54
<b>DIVITA, MARGHERITA Total</b>					<b>68.54</b>
<b>DOWNEY, JESSICA</b>	<b>Reimburse</b>	2501292	<b>262309</b>	10/16/2024	45.00
<b>DOWNEY, JESSICA Total</b>					<b>45.00</b>
<b>EDMENTUM</b>	<b>INV3246857</b>	2502082	<b>262310</b>	10/16/2024	1,475.00
<b>EDMENTUM Total</b>					<b>1,475.00</b>
<b>ELPAYAA, LAUREN</b>	<b>MILES202409</b>	(blank)	<b>262130</b>	10/16/2024	121.07
<b>ELPAYAA, LAUREN Total</b>					<b>121.07</b>
<b>ENGLER CALLAWAY BAASTEN &amp; SRAGA, LLC</b>	<b>34047</b>	2502078	<b>262311</b>	10/16/2024	49.00
<b>ENGLER CALLAWAY BAASTEN &amp; SRAGA, LLC Total</b>					<b>49.00</b>
<b>EUGENE FIELD SECONDARY SERVICE</b>	<b>222</b>	2501936	<b>262312</b>	10/16/2024	17.50

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EUGENE FIELD SECONDARY SERVICE	126	2502054	262312	10/16/2024	42.75
<b>EUGENE FIELD SECONDARY SERVICE Total</b>					<b>60.25</b>
EVANS JUNIOR HIGH SCHOOL	Reimbursement.	2501922	262313	10/16/2024	350.00
<b>EVANS JUNIOR HIGH SCHOOL Total</b>					<b>350.00</b>
FARM & FLEET OF BLOOMINGTON	540	2500206	262314	10/16/2024	28.97
	372	2500206	262314	10/16/2024	237.74
	310	2500206	262314	10/16/2024	39.95
<b>FARM &amp; FLEET OF BLOOMINGTON Total</b>					<b>306.66</b>
FIRST STUDENT	11999150	2502157	262359	10/16/2024	1,048,878.03
<b>FIRST STUDENT Total</b>					<b>1,048,878.03</b>
FIVE STAR WATER	10/1/2024	2502044	262315	10/16/2024	3.05
<b>FIVE STAR WATER Total</b>					<b>3.05</b>
FLINN SCIENTIFIC INC	3069659	2502056	262316	10/16/2024	2,232.84
<b>FLINN SCIENTIFIC INC Total</b>					<b>2,232.84</b>
FOLLETT CONTENT SOLUTIONS, LLC	438108F	2501941	262317	10/16/2024	274.78
<b>FOLLETT CONTENT SOLUTIONS, LLC Total</b>					<b>274.78</b>
FREYMANN, MEGAN MARIE	MILES202409	(blank)	262131	10/16/2024	44.49
<b>FREYMANN, MEGAN MARIE Total</b>					<b>44.49</b>
GALE/CENGAGE LEARNING	85742085	2501969	262318	10/16/2024	3,910.02
<b>GALE/CENGAGE LEARNING Total</b>					<b>3,910.02</b>
GANNAWAY, RACHEL L	MILES202409	(blank)	262132	10/16/2024	139.29
<b>GANNAWAY, RACHEL L Total</b>					<b>139.29</b>
GHR ENGINEERS AND ASSOCIATES, INC.	29978	2502097	262319	10/16/2024	1,286.40
<b>GHR ENGINEERS AND ASSOCIATES, INC. Total</b>					<b>1,286.40</b>
GHRIST, TRACIE NICOLE	MILES202809	(blank)	262133	10/16/2024	199.12
<b>GHRIST, TRACIE NICOLE Total</b>					<b>199.12</b>
GIBLER, ASHLEIGH KATE	MILES202409	(blank)	262134	10/16/2024	39.20
<b>GIBLER, ASHLEIGH KATE Total</b>					<b>39.20</b>
GIBSON, JENNIFER	MILES202409	(blank)	262135	10/16/2024	95.74
<b>GIBSON, JENNIFER Total</b>					<b>95.74</b>
GOPHER LEARNING	IN406623	2502000	262320	10/16/2024	671.80
<b>GOPHER LEARNING Total</b>					<b>671.80</b>
GORDON FOOD SERVICE, INC	9014970855	2502120	262321	10/16/2024	5,883.78
	9014970863	2502120	262321	10/16/2024	85.48
	9014926236	2502120	262321	10/16/2024	5,701.36
	9014926386	2502122	262321	10/16/2024	5,051.45
	9014926391	2502122	262321	10/16/2024	188.16
	9014926466	2502123	262321	10/16/2024	4,719.60
	9014926474	2502123	262321	10/16/2024	63.80
	2001734588	2502120	262321	10/16/2024	(21.91)
	2001735049	2502120	262321	10/16/2024	(2.96)
	2001732737	2502124	262321	10/16/2024	(16.48)
	2001735639	2502124	262321	10/16/2024	(182.80)
	9014867283	2502121	262321	10/16/2024	4,607.89

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GORDON FOOD SERVICE, INC	9014867285	2502121	262321	10/16/2024	36.72
	9014867319	2502121	262321	10/16/2024	4,969.01
	9014867325	2502121	262321	10/16/2024	32.96
	9014867260	2502124	262321	10/16/2024	1,358.45
	9014867264	2502124	262321	10/16/2024	763.63
	9014867266	2502124	262321	10/16/2024	77.96
	9014822708	2502122	262321	10/16/2024	4,226.06
	9014822709	2502122	262321	10/16/2024	38.44
	9014849511	2502123	262321	10/16/2024	389.84
	9014849514	2502123	262321	10/16/2024	3,862.30
	9014781886	2502122	262321	10/16/2024	2,558.07
	9014781891	2502122	262321	10/16/2024	88.74
	9014774966	2502123	262321	10/16/2024	4,237.43
	9014774968	2502123	262321	10/16/2024	73.35
	9014774976	2502124	262321	10/16/2024	281.84
	9014774983	2502124	262321	10/16/2024	1,507.84
	9014710294	2502120	262321	10/16/2024	4,990.99
	9014710477	2502124	262321	10/16/2024	1,063.54
	9014710478	2502124	262321	10/16/2024	168.50
	9014668372	2502120	262321	10/16/2024	5,509.04
	9014668377	2502120	262321	10/16/2024	202.18
	9014668412	2502122	262321	10/16/2024	3,203.19
	9014668421	2502122	262321	10/16/2024	20.09
	9014668479	2502123	262321	10/16/2024	4,786.97
	9014668486	2502123	262321	10/16/2024	32.96
	2001708176	2502120	262321	10/16/2024	(28.35)
	9014615491	2502121	262321	10/16/2024	4,547.78
	9014615568	2502121	262321	10/16/2024	4,983.40
	9014615576	2502121	262321	10/16/2024	83.92
	9014611040	2502124	262321	10/16/2024	1,751.75
	9014611041	2502124	262321	10/16/2024	1,275.70
	9013941068	2501918	262321	10/16/2024	86.74
	9014567953	2502122	262321	10/16/2024	3,892.33
	9014594733	2502123	262321	10/16/2024	7,493.45
	2001698868	2502121	262321	10/16/2024	(17.86)
	2001697958	2502124	262321	10/16/2024	(54.60)
	2001697995	2502124	262321	10/16/2024	(25.18)
	9014522832	2502124	262321	10/16/2024	98.08
	9014522836	2502124	262321	10/16/2024	1,385.06
	2001694017	2502120	262321	10/16/2024	(16.94)
	2001694133	2502121	262321	10/16/2024	(50.82)
	2001693808	2502122	262321	10/16/2024	(22.46)
	2001695282	2502123	262321	10/16/2024	(22.46)
	9014456268	2502120	262321	10/16/2024	4,790.67
	9014456443	2502124	262321	10/16/2024	966.90
	9014456447	2502124	262321	10/16/2024	329.46
	9014415115	2502120	262321	10/16/2024	3,363.18
	9014415124	2502120	262321	10/16/2024	282.15
	9014415199	2502122	262321	10/16/2024	5,347.55
	9014415202	2502122	262321	10/16/2024	44.92
	9014415204	2502122	262321	10/16/2024	179.16
	9014415284	2502123	262321	10/16/2024	5,538.90
	9014415291	2502123	262321	10/16/2024	434.68
	9014359093	2502121	262321	10/16/2024	3,710.01
	9014359096	2502121	262321	10/16/2024	46.65
	9014359112	2502121	262321	10/16/2024	4,175.60
	9014359114	2502121	262321	10/16/2024	46.65
	9014360301	2502124	262321	10/16/2024	5,089.63
	9014360302	2502124	262321	10/16/2024	1,046.10

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GORDON FOOD SERVICE, INC	9014199055	2501918	262321	10/16/2024	3,905.63
	9014199060	2501918	262321	10/16/2024	49.25
	9014199098	2501916	262321	10/16/2024	1,270.79
	9014199100	2501916	262321	10/16/2024	141.48
	9014199127	2501916	262321	10/16/2024	2,093.61
	9014199131	2501916	262321	10/16/2024	176.85
	9014199151	2501916	262321	10/16/2024	1,292.23
	9014199154	2501916	262321	10/16/2024	294.85
	9014199187	2501916	262321	10/16/2024	1,473.75
	9014199189	2501916	262321	10/16/2024	106.11
	9014199213	2501916	262321	10/16/2024	1,634.82
	9014199215	2501916	262321	10/16/2024	106.11
	9014199225	2501916	262321	10/16/2024	743.49
	9014203529	2501916	262321	10/16/2024	1,038.92
	9014203533	2501916	262321	10/16/2024	70.74
	9014154118	2501917	262321	10/16/2024	1,715.54
	9014154167	2501917	262321	10/16/2024	1,761.79
	9014154242	2501917	262321	10/16/2024	1,056.69
	9014178474	2501917	262321	10/16/2024	2,410.88
	9014178501	2501917	262321	10/16/2024	1,288.60
	9014178535	2501917	262321	10/16/2024	1,972.44
	9014178576	2501917	262321	10/16/2024	2,007.57
	9014154076	2501918	262321	10/16/2024	3,538.58
	9014154089	2501918	262321	10/16/2024	22.65
	2001659072	2502121	262321	10/16/2024	(9.05)
	9014098643	2501918	262321	10/16/2024	4,108.50
	9014098658	2501918	262321	10/16/2024	3,931.12
	9013941006	2501918	262321	10/16/2024	78.16
	9013941012	2501918	262321	10/16/2024	4,548.78
	9013941062	2501918	262321	10/16/2024	3,593.78
	9013941087	2501916	262321	10/16/2024	1,057.54
	9013941111	2501916	262321	10/16/2024	2,528.76
	9013941157	2501916	262321	10/16/2024	1,584.58
	9013941177	2501916	262321	10/16/2024	1,314.43
	9013941218	2501916	262321	10/16/2024	147.12
	9013941223	2501916	262321	10/16/2024	1,613.45
	9013941242	2501916	262321	10/16/2024	895.62
	9013946289	2501916	262321	10/16/2024	912.97
	9013891255	2501917	262321	10/16/2024	1,208.46
	9013898352	2501917	262321	10/16/2024	1,948.13
	9013898418	2501917	262321	10/16/2024	1,172.47
	9013919577	2501917	262321	10/16/2024	1,778.69
	9013919640	2501917	262321	10/16/2024	1,667.12
	9013919682	2501917	262321	10/16/2024	1,651.83
	9013919723	2501917	262321	10/16/2024	1,770.16
	9013839392	2501918	262321	10/16/2024	5,701.75
	9013839393	2501918	262321	10/16/2024	518.76
	9013839394	2501918	262321	10/16/2024	138.81
	9013839395	2501918	262321	10/16/2024	139.20
	9013839413	2501918	262321	10/16/2024	3,828.24
9013839416	2501918	262321	10/16/2024	92.54	
9013839417	2501918	262321	10/16/2024	69.60	
2001631722	2501916	262321	10/16/2024	(45.88)	
2001630934	2501917	262321	10/16/2024	(129.58)	
2001617608	2501918	262321	10/16/2024	(24.40)	
2001595651	2501916	262321	10/16/2024	(9.63)	
2001595652	2501916	262321	10/16/2024	(16.94)	
2001572161	2501916	262321	10/16/2024	(5.07)	
2001567363	2501916	262321	10/16/2024	(16.48)	

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GORDON FOOD SERVICE, INC	9011569525	2502124	262321	10/16/2024	45.99
	9011569526	2502124	262321	10/16/2024	728.42
	164154	2501917	262321	10/16/2024	(340.86)
	164214	2501917	262321	10/16/2024	(105.15)
	164219	2501917	262321	10/16/2024	(81.55)
	164220	2501917	262321	10/16/2024	(61.98)
	166440	2501917	262321	10/16/2024	(417.04)
	173154	2501917	262321	10/16/2024	(68.17)
	173700	2501917	262321	10/16/2024	(86.34)
	173701	2501917	262321	10/16/2024	(83.45)
	173724	2501917	262321	10/16/2024	(525.73)
	173731	2501917	262321	10/16/2024	(407.75)
	173732	2501917	262321	10/16/2024	(309.90)
	173736	2501917	262321	10/16/2024	(431.74)
	174846	2501917	262321	10/16/2024	(83.41)
	175935	2501917	262321	10/16/2024	(417.28)
	164137	2501918	262321	10/16/2024	(245.94)
	166108	2501918	262321	10/16/2024	(855.25)
	166206	2501918	262321	10/16/2024	(1,111.89)
	167402	2501918	262321	10/16/2024	(1,229.66)
172531	2501918	262321	10/16/2024	(1,059.86)	
175112	2501918	262321	10/16/2024	(211.97)	
175223	2501918	262321	10/16/2024	(222.37)	
175225	2501918	262321	10/16/2024	(230.94)	
<b>GORDON FOOD SERVICE, INC Total</b>					<b>201,412.31</b>
GRAINGER PARTS OPERATIONS WW GRAING	9263210305	2502014	262322	10/16/2024	55.76
	9262927453	2502014	262322	10/16/2024	315.80
	9259347293	2502014	262322	10/16/2024	39.33
<b>GRAINGER PARTS OPERATIONS WW GRAING Total</b>					<b>410.89</b>
GREAT LAKES ACE HARDWARE INC.	708	2501297	262323	10/16/2024	60.25
	732	2501297	262323	10/16/2024	47.15
	733	2501297	262323	10/16/2024	22.48
	734	2501297	262323	10/16/2024	44.95
	717	2501297	262323	10/16/2024	99.86
	703	2501297	262323	10/16/2024	77.36
	704	2501297	262323	10/16/2024	13.99
	697	2501297	262323	10/16/2024	10.44
	700	2501297	262323	10/16/2024	17.98
	696	2502006	262323	10/16/2024	33.79
	666	2501297	262323	10/16/2024	48.20
	678	2501297	262323	10/16/2024	242.99
	659	2501297	262323	10/16/2024	21.57
	661	2501297	262323	10/16/2024	19.78
	657	2502006	262323	10/16/2024	17.08
	646	2501297	262323	10/16/2024	40.44
	649	2501297	262323	10/16/2024	33.07
652	2502006	262323	10/16/2024	16.18	
<b>GREAT LAKES ACE HARDWARE INC. Total</b>					<b>867.56</b>
GROWING GROUNDS	443096	2502037	262324	10/16/2024	190.54
	442972	2502037	262324	10/16/2024	288.47
	442330	2502037	262324	10/16/2024	249.98
	411360	2501908	262324	10/16/2024	155.25
<b>GROWING GROUNDS Total</b>					<b>884.24</b>
HADFIELD, JENNIFER N	MILES202409	(blank)	262136	10/16/2024	30.49
<b>HADFIELD, JENNIFER N Total</b>					<b>30.49</b>

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HAFERMANN, TERA L	CONFREF09232024	(blank)	262137	10/16/2024	148.75
<b>HAFERMANN, TERA L Total</b>					<b>148.75</b>
HAWKINS, INC.	6876016	2502015	262325	10/16/2024	2,852.76
	6876017	2502015	262325	10/16/2024	2,202.02
<b>HAWKINS, INC. Total</b>					<b>5,054.78</b>
HAYS, CAITLIN D	Reimbursement..	2501956	262326	10/16/2024	95.65
	Lab Supp Reimburse	2501982	262326	10/16/2024	88.02
<b>HAYS, CAITLIN D Total</b>					<b>183.67</b>
HEARTSPRING	17547	2502080	262327	10/16/2024	28,941.50
<b>HEARTSPRING Total</b>					<b>28,941.50</b>
HEINEMANN	956192090	2502029	262328	10/16/2024	2,609.10
	956186862	2501912	262328	10/16/2024	117.08
<b>HEINEMANN Total</b>					<b>2,726.18</b>
HELLER, BRADLEY P	CONFREF09252024	(blank)	262138	10/16/2024	1,588.58
<b>HELLER, BRADLEY P Total</b>					<b>1,588.58</b>
HENRICHSMEYER, KRISTA ANN	MILES202409	(blank)	262139	10/16/2024	56.15
<b>HENRICHSMEYER, KRISTA ANN Total</b>					<b>56.15</b>
Hernandez, Linda J	MILES202408	(blank)	262140	10/16/2024	10.52
	MILES202409	(blank)	262140	10/16/2024	42.28
<b>Hernandez, Linda J Total</b>					<b>52.80</b>
HILL RADIO	2024-17949	2502045	262329	10/16/2024	90.00
<b>HILL RADIO Total</b>					<b>90.00</b>
HINTHORNE, DIANE KAY	MILES202409	(blank)	262141	10/16/2024	81.47
<b>HINTHORNE, DIANE KAY Total</b>					<b>81.47</b>
HITCHINS, TRACY LYNN	MILES202409	(blank)	262142	10/16/2024	23.85
<b>HITCHINS, TRACY LYNN Total</b>					<b>23.85</b>
HOFER, SIMONA	MILES202408	(blank)	262143	10/16/2024	13.07
	MILES202409	(blank)	262143	10/16/2024	10.45
<b>HOFER, SIMONA Total</b>					<b>23.52</b>
HOPE SCHOOL	SINV008365	2502079	262330	10/16/2024	11,364.40
<b>HOPE SCHOOL Total</b>					<b>11,364.40</b>
HOUCHIN, PATRICIA L	MILES202409	(blank)	262144	10/16/2024	62.18
<b>HOUCHIN, PATRICIA L Total</b>					<b>62.18</b>
HUDSON MUNICIPAL WATER	STMT09172024	2500007	262145	10/16/2024	300.42
<b>HUDSON MUNICIPAL WATER Total</b>					<b>300.42</b>
ILLINI SUPPLY INC	14920	2501959	262331	10/16/2024	1,660.00
	14921	2501961	262331	10/16/2024	6,244.65
	14917	2501952	262331	10/16/2024	4,245.50
	14900	2501961	262331	10/16/2024	10,109.55
	14895	2501959	262331	10/16/2024	5,629.00
	14896	2501959	262331	10/16/2024	10,937.20
	14898	2501959	262331	10/16/2024	10,937.20
	14897	2501961	262331	10/16/2024	3,119.90

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ILLINI SUPPLY INC	14886	2501960	262331	10/16/2024	17,122.80
	14836	2501961	262331	10/16/2024	3,384.90
<b>ILLINI SUPPLY INC Total</b>					<b>73,390.70</b>
ILLINOIS ALLIANCE OF ADMIN.SPECIAL	Prof. Member 24-25	2501360	262332	10/16/2024	250.00
<b>ILLINOIS ALLIANCE OF ADMIN.SPECIAL Total</b>					<b>250.00</b>
ILLINOIS OIL MARKETING EQUIPMENT, I	53950	2501992	262333	10/16/2024	215.00
<b>ILLINOIS OIL MARKETING EQUIPMENT, I Total</b>					<b>215.00</b>
ILLINOIS PRINCIPALS ASSOC	2024-2025 Membership	2501462	262334	10/16/2024	16,896.11
<b>ILLINOIS PRINCIPALS ASSOC Total</b>					<b>16,896.11</b>
ILLINOIS STATE BOARD OF EDUCATION	Early Childhood Gra.	2502073	262357	10/16/2024	49,996.00
	Early Childhood Gran	2502073	262357	10/16/2024	21,677.00
	2024-3999-VP	2501905	262335	10/16/2024	54,051.00
	2024-3999-AD	2501906	262335	10/16/2024	9,707.00
<b>ILLINOIS STATE BOARD OF EDUCATION Total</b>					<b>135,431.00</b>
ILMEA	Normal West	2501903	262358	10/16/2024	770.00
<b>ILMEA Total</b>					<b>770.00</b>
INTERSTATE ALL BATTERY CENTER	1.9004E+12	2502016	262336	10/16/2024	144.00
	1.9004E+12	2502016	262336	10/16/2024	189.60
<b>INTERSTATE ALL BATTERY CENTER Total</b>					<b>333.60</b>
IRON MOUNTAIN	JVBC310	2501932	262337	10/16/2024	3,785.34
<b>IRON MOUNTAIN Total</b>					<b>3,785.34</b>
J.W. PEPPER & SON, INC.	366527952	2501157	262338	10/16/2024	104.99
	366528967	2501157	262338	10/16/2024	675.00
<b>J.W. PEPPER &amp; SON, INC. Total</b>					<b>779.99</b>
JACKSON, KEANNA A	MILES202409	(blank)	262146	10/16/2024	42.48
<b>JACKSON, KEANNA A Total</b>					<b>42.48</b>
JEROME, RUTH H	MILES202409	(blank)	262147	10/16/2024	53.47
<b>JEROME, RUTH H Total</b>					<b>53.47</b>
JOHNSTONE SUPPLY	7013568	2502036	262339	10/16/2024	57.02
	7011990-01	2502017	262339	10/16/2024	431.70
	7013376	2502017	262339	10/16/2024	51.49
	7011990	2502017	262339	10/16/2024	451.70
	7013293	2502017	262339	10/16/2024	99.29
	7013189	2502017	262339	10/16/2024	22.08
<b>JOHNSTONE SUPPLY Total</b>					<b>1,113.28</b>
JOSTENS, INC	34689577	2501933	262340	10/16/2024	19.45
<b>JOSTENS, INC Total</b>					<b>19.45</b>
JUERS, ROGER ALAN	Fuel Reimburse.	2501995	262341	10/16/2024	93.55
	Fuel Reimburse	2501993	262341	10/16/2024	70.24
<b>JUERS, ROGER ALAN Total</b>					<b>163.79</b>
KARR, NATALIE ANN	MILES202408	(blank)	262148	10/16/2024	23.52
	MILES202409	(blank)	262148	10/16/2024	36.18
<b>KARR, NATALIE ANN Total</b>					<b>59.70</b>
KEARFOTT, NICOLAS	MILES202409	(blank)	262149	10/16/2024	257.55

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<b>KEARFOTT, NICOLAS Total</b>					<b>257.55</b>
KEC DESIGN LLC	INV228829	2501134	262342	10/16/2024	778.43
<b>KEC DESIGN LLC Total</b>					<b>778.43</b>
KEISER, STACY LYN BARRON	MILES202409	(blank)	262150	10/16/2024	22.78
<b>KEISER, STACY LYN BARRON Total</b>					<b>22.78</b>
KELLER, SHEILA ANN	MILES202409	(blank)	262151	10/16/2024	59.70
<b>KELLER, SHEILA ANN Total</b>					<b>59.70</b>
KELLEY LETT, DAWN MARIE	MILES202408	(blank)	262152	10/16/2024	162.74
	MILES202409	(blank)	262152	10/16/2024	255.20
<b>KELLEY LETT, DAWN MARIE Total</b>					<b>417.94</b>
KEMMERER VILLAGE	9/1/2024	2502112	262343	10/16/2024	16,183.40
<b>KEMMERER VILLAGE Total</b>					<b>16,183.40</b>
KEN'S OIL SERVICE, INC.	508225143	2502002	262344	10/16/2024	25,815.61
	K550524	2502002	262344	10/16/2024	2,797.86
<b>KEN'S OIL SERVICE, INC. Total</b>					<b>28,613.47</b>
Kerwin, Myles M	Reimbursement	2501963	262345	10/16/2024	53.39
<b>Kerwin, Myles M Total</b>					<b>53.39</b>
KING, JESSICA R	Chemisty Consumables	2501988	262346	10/16/2024	18.19
<b>KING, JESSICA R Total</b>					<b>18.19</b>
KINTNER, RACHAEL E	Reimburse	2502108	262347	10/16/2024	21.99
<b>KINTNER, RACHAEL E Total</b>					<b>21.99</b>
KIRBY RISK CORPORATION	S210532959.001	2502019	262348	10/16/2024	365.89
	S210532959.002	2502043	262348	10/16/2024	1,070.31
<b>KIRBY RISK CORPORATION Total</b>					<b>1,436.20</b>
KLOSTER, HEATHER ANN	MILES202409	(blank)	262153	10/16/2024	41.94
<b>KLOSTER, HEATHER ANN Total</b>					<b>41.94</b>
KMETZ, JULIE	MILES202409	(blank)	262154	10/16/2024	11.26
<b>KMETZ, JULIE Total</b>					<b>11.26</b>
KNOLLENBERG, HOLLY N	MILES202409	(blank)	262155	10/16/2024	38.06
<b>KNOLLENBERG, HOLLY N Total</b>					<b>38.06</b>
KONE INC	871479142	2502018	262349	10/16/2024	1,088.16
<b>KONE INC Total</b>					<b>1,088.16</b>
KOTOWSKI, LINDA JO	MILES202409	(blank)	262156	10/16/2024	135.61
<b>KOTOWSKI, LINDA JO Total</b>					<b>135.61</b>
KUPFERSCHMID, HANNAH I	MILES202409	(blank)	262157	10/16/2024	37.79
<b>KUPFERSCHMID, HANNAH I Total</b>					<b>37.79</b>
LEARNWELL	INV208252	2502075	262158	10/16/2024	662.35
	INV208251	2502076	262158	10/16/2024	496.77
<b>LEARNWELL Total</b>					<b>1,159.12</b>
LIGHTY, BERNADETTE PANGANIBAN	MILES202409	(blank)	262159	10/16/2024	84.69
<b>LIGHTY, BERNADETTE PANGANIBAN Total</b>					<b>84.69</b>

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LINCOLN PRAIRIE BEHAVIORAL HEALTH C	2021-20276	2502085	262160	10/16/2024	450.00
	2021-20275	2502086	262160	10/16/2024	225.00
	2021-20235	2502084	262160	10/16/2024	975.00
	2021-20218	2502087	262160	10/16/2024	525.00
<b>LINCOLN PRAIRIE BEHAVIORAL HEALTH C Total</b>					<b>2,175.00</b>
LINDE GAS & EQUIPMENT INC.	45340356	2501991	262161	10/16/2024	157.85
<b>LINDE GAS &amp; EQUIPMENT INC. Total</b>					<b>157.85</b>
LKM MOWING & LANDSCAPING	1962	2502020	262162	10/16/2024	324.00
	1963	2502020	262162	10/16/2024	363.00
<b>LKM MOWING &amp; LANDSCAPING Total</b>					<b>687.00</b>
LUNZER, JANINE	MILES202409	(blank)	262163	10/16/2024	50.38
<b>LUNZER, JANINE Total</b>					<b>50.38</b>
Mannepalli, Rajani	MILES202409	(blank)	262164	10/16/2024	26.73
<b>Mannepalli, Rajani Total</b>					<b>26.73</b>
MARTIN SULLIVAN INC.	1773315	2502024	262165	10/16/2024	50.48
	1770372	2502024	262165	10/16/2024	126.10
<b>MARTIN SULLIVAN INC. Total</b>					<b>176.58</b>
MATHIS-KELLEY CONST SUPPLY CO	187425	2502041	262166	10/16/2024	41.58
	186974	2502041	262166	10/16/2024	415.80
<b>MATHIS-KELLEY CONST SUPPLY CO Total</b>					<b>457.38</b>
MAYNERICH, SARA ANN	MILES202909	(blank)	262167	10/16/2024	74.24
<b>MAYNERICH, SARA ANN Total</b>					<b>74.24</b>
MC MASTER-CARR SUPPLY CO	34184986	2502021	262168	10/16/2024	62.21
	34112463	2502021	262168	10/16/2024	34.13
<b>MC MASTER-CARR SUPPLY CO Total</b>					<b>96.34</b>
MENARDS LUMBER	48151	2501980	262169	10/16/2024	456.32
<b>MENARDS LUMBER Total</b>					<b>456.32</b>
MENKEN, KALEIGH	MILES202409	(blank)	262170	10/16/2024	40.47
<b>MENKEN, KALEIGH Total</b>					<b>40.47</b>
MIDDLETON ASSOCIATES INC	27090024 INV 1	2502098	262171	10/16/2024	9,319.00
<b>MIDDLETON ASSOCIATES INC Total</b>					<b>9,319.00</b>
MIDWEST CONSTRUCTION RENTALS	210699-1	2502022	262172	10/16/2024	84.00
<b>MIDWEST CONSTRUCTION RENTALS Total</b>					<b>84.00</b>
MIDWEST EQUIPMENT II	761676	2502023	262173	10/16/2024	72.64
	761442	2502023	262173	10/16/2024	58.81
	760916	2502023	262173	10/16/2024	460.08
	760771	2502023	262173	10/16/2024	28.95
	760505	2502023	262173	10/16/2024	87.04
<b>MIDWEST EQUIPMENT II Total</b>					<b>707.52</b>
MIER, ANGELA M	MILES202409	(blank)	262174	10/16/2024	29.88
<b>MIER, ANGELA M Total</b>					<b>29.88</b>
MILLER JANITOR SUPPLY CO.	116442	2502046	262175	10/16/2024	924.82
	116056	2502046	262175	10/16/2024	2,100.47

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MILLER JANITOR SUPPLY CO.	115704	2502046	262175	10/16/2024	1,756.35
<b>MILLER JANITOR SUPPLY CO. Total</b>					<b>4,781.64</b>
MODGLIN, MARGARET KATHLEEN	MILES202409	(blank)	262176	10/16/2024	33.37
<b>MODGLIN, MARGARET KATHLEEN Total</b>					<b>33.37</b>
MORTON, JENNIFER M	MIILES202408	(blank)	262177	10/16/2024	54.54
	MIILES202409	(blank)	262177	10/16/2024	86.36
<b>MORTON, JENNIFER M Total</b>					<b>140.90</b>
MR CONCRETE, LLC	2335	2501915	262178	10/16/2024	15,000.00
<b>MR CONCRETE, LLC Total</b>					<b>15,000.00</b>
NATIONAL LOUIS UNIVERSITY	2025-UNIT5-PCL	2502088	262179	10/16/2024	1,200.00
<b>NATIONAL LOUIS UNIVERSITY Total</b>					<b>1,200.00</b>
NEGWER MATERIALS INC	NOR 5111716-00	2502025	262180	10/16/2024	2,157.61
	NOR 5111717-00	2502025	262180	10/16/2024	2,157.61
<b>NEGWER MATERIALS INC Total</b>					<b>4,315.22</b>
NENNE, CHRISTOPHER J	V88200	2501943	262181	10/16/2024	146.54
<b>NENNE, CHRISTOPHER J Total</b>					<b>146.54</b>
NEUMANN, KARA C	MILES202409	(blank)	262182	10/16/2024	45.96
<b>NEUMANN, KARA C Total</b>					<b>45.96</b>
NEURORESTORATIVE IL	0824-381373	2501885	262183	10/16/2024	61,450.17
<b>NEURORESTORATIVE IL Total</b>					<b>61,450.17</b>
NEWTON, GLORIA	UNIT 5 REFUND	(blank)	262184	10/16/2024	961.35
<b>NEWTON, GLORIA Total</b>					<b>961.35</b>
NEXTERA ENERGY SERVICES	G404551100724	2501584	262185	10/16/2024	14,096.70
<b>NEXTERA ENERGY SERVICES Total</b>					<b>14,096.70</b>
NICOR GAS	V942978	2500063	262351	10/16/2024	394.30
	V883768	2500063	262351	10/16/2024	76.26
	V905104	2500063	262351	10/16/2024	141.14
<b>NICOR GAS Total</b>					<b>611.70</b>
NIKOLANCI, JULIE M	MILES202407	(blank)	262186	10/16/2024	24.12
	MILES202408	(blank)	262186	10/16/2024	24.12
	MILES202409	(blank)	262186	10/16/2024	42.21
<b>NIKOLANCI, JULIE M Total</b>					<b>90.45</b>
NORD OUTDOOR POWER CORP	P07452	2502027	262187	10/16/2024	11.63
<b>NORD OUTDOOR POWER CORP Total</b>					<b>11.63</b>
NYBAKKE VACUUM SHOP, INC	092724-1	2501974	262188	10/16/2024	82.47
	092324-3	2501974	262188	10/16/2024	30.00
	091824-5	2501909	262188	10/16/2024	217.46
	082124-4	2501974	262188	10/16/2024	97.49
	080924-4	2501974	262188	10/16/2024	134.97
	080624-2	2501974	262188	10/16/2024	44.99
	071524-1	2501974	262188	10/16/2024	69.49
<b>NYBAKKE VACUUM SHOP, INC Total</b>					<b>676.87</b>
O DAY, AMBER ANN	MILES202409	(blank)	262189	10/16/2024	36.92
<b>O DAY, AMBER ANN Total</b>					<b>36.92</b>

**Expenditure Summary Report**

From Date: 10/16/2024  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
O'CONNELL, YOLANDA M	MILES202409	(blank)	262190	10/16/2024	188.54
<b>O'CONNELL, YOLANDA M Total</b>					<b>188.54</b>
OSF OCCUPATIONAL HEALTH	00213185-00	2502089	262191	10/16/2024	2,850.00
	00213186-00	2502065	262191	10/16/2024	605.00
<b>OSF OCCUPATIONAL HEALTH Total</b>					<b>3,455.00</b>
OTIS ELEVATOR COMPANY	F10000171614	2501911	262192	10/16/2024	95.00
<b>OTIS ELEVATOR COMPANY Total</b>					<b>95.00</b>
PARKSIDE JUNIOR HIGH SCHOOL	V233745	2501970	262352	10/16/2024	65.00
<b>PARKSIDE JUNIOR HIGH SCHOOL Total</b>					<b>65.00</b>
PARTS TOWN, LLC	2103692809	2502028	262193	10/16/2024	552.54
	2103654686	2502028	262193	10/16/2024	94.95
<b>PARTS TOWN, LLC Total</b>					<b>647.49</b>
PAVILION	McLean1002	2502083	262194	10/16/2024	396.00
<b>PAVILION Total</b>					<b>396.00</b>
PEEBLES, GWEN	MILES202409	(blank)	262195	10/16/2024	38.99
<b>PEEBLES, GWEN Total</b>					<b>38.99</b>
PEOPLES, DERRICK	V520560	2502092	262196	10/16/2024	199.82
<b>PEOPLES, DERRICK Total</b>					<b>199.82</b>
PEORIA EAR, NOSE AND THROAT GROUP, S.C.	10032024	2502069	262197	10/16/2024	190.00
<b>PEORIA EAR, NOSE AND THROAT GROUP, S.C. Total</b>					<b>190.00</b>
PEPSI COLA GENERAL BOT, INC	44507001	2502102	262198	10/16/2024	2,754.60
	43169000	2502102	262198	10/16/2024	296.40
	43169002	2502102	262198	10/16/2024	296.40
	37352004	2502102	262198	10/16/2024	1,545.84
<b>PEPSI COLA GENERAL BOT, INC Total</b>					<b>4,893.24</b>
PETERS, AUSTIN CHARLES	MILES202409	(blank)	262199	10/16/2024	120.87
<b>PETERS, AUSTIN CHARLES Total</b>					<b>120.87</b>
PETERSEN, JAMITH L G	MILES202409	(blank)	262200	10/16/2024	6.77
<b>PETERSEN, JAMITH L G Total</b>					<b>6.77</b>
PIPCO COMPANIES, LTD	71550	2502030	262201	10/16/2024	1,916.00
<b>PIPCO COMPANIES, LTD Total</b>					<b>1,916.00</b>
PLATTNER, HEATHER PAULLIN	MILES202409	(blank)	262202	10/16/2024	160.33
<b>PLATTNER, HEATHER PAULLIN Total</b>					<b>160.33</b>
PRESLEY, DEBORAH L	MILES202409	(blank)	262203	10/16/2024	13.80
<b>PRESLEY, DEBORAH L Total</b>					<b>13.80</b>
PROQUEST LLC	70865335	2501972	262204	10/16/2024	2,098.76
	70843902	2502042	262204	10/16/2024	2,127.45
<b>PROQUEST LLC Total</b>					<b>4,226.21</b>
QUADIENT FINANCE USA, INC.	STMT09202024	2501978	262353	10/16/2024	233.62
<b>QUADIENT FINANCE USA, INC. Total</b>					<b>233.62</b>
RAY, ANGELA	MILES202409	(blank)	262205	10/16/2024	95.81

**Expenditure Summary Report**

From Date: 10/16/2024  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
<b>RAY, ANGELA Total</b>					<b>95.81</b>
READING RECOVERY COUNCIL NORTH AMERIC	1014886	2502048	262207	10/16/2024	2,592.00
<b>READING RECOVERY COUNCIL NORTH AMERIC Total</b>					<b>2,592.00</b>
READ'S SPORTING GOODS	B4510	2501907	262206	10/16/2024	599.50
	B4212	2501971	262206	10/16/2024	553.00
<b>READ'S SPORTING GOODS Total</b>					<b>1,152.50</b>
REGIONAL OFFICE OF EDUCATION #17	1002500328	2502109	262208	10/16/2024	40.00
	4002500025	2502111	262208	10/16/2024	44,000.00
	4002500018	2502110	262208	10/16/2024	1,028.39
	1002500319	2502109	262208	10/16/2024	10.00
<b>REGIONAL OFFICE OF EDUCATION #17 Total</b>					<b>45,078.39</b>
REPUBLIC SERVICES - #368	036/-001117546.1	2501931	262209	10/16/2024	1,133.54
<b>REPUBLIC SERVICES - #368 Total</b>					<b>1,133.54</b>
RICHARDS BUILDING SUPPLY CO	053-0007438292-001	2502039	262210	10/16/2024	427.78
<b>RICHARDS BUILDING SUPPLY CO Total</b>					<b>427.78</b>
RIENTS, JENNIFER	V995111	2501935	262211	10/16/2024	25.22
<b>RIENTS, JENNIFER Total</b>					<b>25.22</b>
ROBBINS, MARSHA L	MILES202408	(blank)	262212	10/16/2024	18.76
	MILES202409	(blank)	262212	10/16/2024	18.09
<b>ROBBINS, MARSHA L Total</b>					<b>36.85</b>
ROMERO, LAUREN A	MILES202409	(blank)	262213	10/16/2024	44.22
<b>ROMERO, LAUREN A Total</b>					<b>44.22</b>
RON SMITH PRINTING COMPANY	159250	2501998	262214	10/16/2024	877.50
<b>RON SMITH PRINTING COMPANY Total</b>					<b>877.50</b>
ROOKER, BETH A	MILES202409	(blank)	262215	10/16/2024	135.61
	CONFREF10072024	(blank)	262215	10/16/2024	983.49
<b>ROOKER, BETH A Total</b>					<b>1,119.10</b>
RP LUMBER COMPANY, INC	2923309	2500204	262216	10/16/2024	62.35
	2914971	2500204	262216	10/16/2024	34.95
	2912525	2500204	262216	10/16/2024	23.94
<b>RP LUMBER COMPANY, INC Total</b>					<b>121.24</b>
RUTLEDGE, KELLY LYNN	MILES202409	(blank)	262217	10/16/2024	107.87
<b>RUTLEDGE, KELLY LYNN Total</b>					<b>107.87</b>
S & S BUILDERS HARDWARE CO	248907	2502031	262218	10/16/2024	55.00
	248908	2502031	262218	10/16/2024	55.00
<b>S &amp; S BUILDERS HARDWARE CO Total</b>					<b>110.00</b>
Salmonson, Jessica	MILES202409	(blank)	262219	10/16/2024	103.11
<b>Salmonson, Jessica Total</b>					<b>103.11</b>
SCHASCHWARY, HANNAH R	V467703	2502114	262220	10/16/2024	47.78
	V12511	2501947	262220	10/16/2024	23.05
<b>SCHASCHWARY, HANNAH R Total</b>					<b>70.83</b>
SCHMIDT, THERESE F	MILES202409	(blank)	262221	10/16/2024	229.07
<b>SCHMIDT, THERESE F Total</b>					<b>229.07</b>

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From Date: 10/16/2024  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount	
SCHROEN, STACI NICOLE	MILES202409	(blank)	262222	10/16/2024	116.18	
<b>SCHROEN, STACI NICOLE Total</b>					<b>116.18</b>	
SCHUPBACH, MARY ELLEN	MILES202408	(blank)	262223	10/16/2024	96.48	
	MILES202409	(blank)	262223	10/16/2024	152.76	
<b>SCHUPBACH, MARY ELLEN Total</b>					<b>249.24</b>	
SCOTT, ROBERT W	MILES202409	(blank)	262224	10/16/2024	37.39	
<b>SCOTT, ROBERT W Total</b>					<b>37.39</b>	
SECRETARY OF STATE, SAFE RIDE SECTION	V28270	2502047	262354	10/16/2024	4.00	
<b>SECRETARY OF STATE, SAFE RIDE SECTION Total</b>					<b>4.00</b>	
SEIBERT, MAX WILLIAM	V17424	2501994	262225	10/16/2024	85.62	
<b>SEIBERT, MAX WILLIAM Total</b>					<b>85.62</b>	
SELECT SCREEN PRINTS		65010	2501989	262226	10/16/2024	2,560.00
		65069	2501914	262226	10/16/2024	630.50
<b>SELECT SCREEN PRINTS Total</b>					<b>3,190.50</b>	
SENNETT, TIMOTHY E	V525819	2501955	262227	10/16/2024	35.14	
<b>SENNETT, TIMOTHY E Total</b>					<b>35.14</b>	
SHANKS, KATHERINE ALICE	MILES202409	(blank)	262228	10/16/2024	5.03	
<b>SHANKS, KATHERINE ALICE Total</b>					<b>5.03</b>	
SHEPPELMAN, DAWN DEMLOW	MILES202409	(blank)	262229	10/16/2024	120.33	
<b>SHEPPELMAN, DAWN DEMLOW Total</b>					<b>120.33</b>	
SHOWALTER, KAREN R	MILES202409	(blank)	262230	10/16/2024	28.01	
<b>SHOWALTER, KAREN R Total</b>					<b>28.01</b>	
SHUMAKER, NATALIE ELISE	MILES202409	(blank)	262231	10/16/2024	111.42	
<b>SHUMAKER, NATALIE ELISE Total</b>					<b>111.42</b>	
SIEBENTHAL, MELISSA A	V990376	2501636	262232	10/16/2024	55.00	
<b>SIEBENTHAL, MELISSA A Total</b>					<b>55.00</b>	
SMITH, STACY R	CONFREF09202024	(blank)	262233	10/16/2024	75.00	
<b>SMITH, STACY R Total</b>					<b>75.00</b>	
SOLIDAY, MACKENZIE	MILES202408	(blank)	262234	10/16/2024	15.95	
	MILES202409	(blank)	262234	10/16/2024	24.39	
<b>SOLIDAY, MACKENZIE Total</b>					<b>40.34</b>	
SPECIALIZED EDUCATION OF ILLINOIS	INV202858	2502074	262235	10/16/2024	21,477.80	
	INV201769	2501886	262235	10/16/2024	10,738.90	
<b>SPECIALIZED EDUCATION OF ILLINOIS Total</b>					<b>32,216.70</b>	
STARK EXCAVATING, INC	CEDAR CREEK	2501953	262236	10/16/2024	630.00	
<b>STARK EXCAVATING, INC Total</b>					<b>630.00</b>	
STEPHENS, ARIANNA	MILES202409	(blank)	262237	10/16/2024	8.84	
<b>STEPHENS, ARIANNA Total</b>					<b>8.84</b>	
STEVENS, LORI JOANN	MILES202409	(blank)	262238	10/16/2024	228.47	
<b>STEVENS, LORI JOANN Total</b>					<b>228.47</b>	

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
STRATUS NETWORKS, INC.	214929	2502130	262239	10/16/2024	333.66
<b>STRATUS NETWORKS, INC. Total</b>					<b>333.66</b>
SUNBELT RENTALS INC	159636250-0001	2502032	262240	10/16/2024	745.00
	159693644-001	2502032	262240	10/16/2024	111.15
	159637470-001	2502032	262240	10/16/2024	10.00
	159439342-0001	2502032	262240	10/16/2024	209.00
<b>SUNBELT RENTALS INC Total</b>					<b>1,075.15</b>
SWANN SPECIAL CARE CENTER	STMT09302024	2502081	262241	10/16/2024	7,658.20
<b>SWANN SPECIAL CARE CENTER Total</b>					<b>7,658.20</b>
SWEET, STACY	MILES202409	(blank)	262242	10/16/2024	41.41
<b>SWEET, STACY Total</b>					<b>41.41</b>
TEAI-TECHNOLOGY ED ASSOC OF IL	2974	2502096	262243	10/16/2024	660.00
<b>TEAI-TECHNOLOGY ED ASSOC OF IL Total</b>					<b>660.00</b>
TEAM AUTOMOTIVE AND TIRE	7834574	2501910	262244	10/16/2024	2,096.81
<b>TEAM AUTOMOTIVE AND TIRE Total</b>					<b>2,096.81</b>
TECHNOLOGY STUDENT ASSOCIATION	M34857	2501973	262245	10/16/2024	485.00
<b>TECHNOLOGY STUDENT ASSOCIATION Total</b>					<b>485.00</b>
TELUS HEALTH (US) LTD.	2223370	2502026	262246	10/16/2024	9,360.00
	3607014	2502026	262246	10/16/2024	(300.00)
<b>TELUS HEALTH (US) LTD. Total</b>					<b>9,060.00</b>
THE MUSIC SHOPPE, INC	3775310	2500920	262247	10/16/2024	362.97
	3770435	2500920	262247	10/16/2024	223.73
	3767214	2500920	262247	10/16/2024	153.30
<b>THE MUSIC SHOPPE, INC Total</b>					<b>740.00</b>
THE OMNI GROUP	2410-7601	2501976	262248	10/16/2024	32.00
<b>THE OMNI GROUP Total</b>					<b>32.00</b>
THOENNES, LISA A	MILES202408	(blank)	262249	10/16/2024	33.37
	MILES202409	(blank)	262249	10/16/2024	24.12
<b>THOENNES, LISA A Total</b>					<b>57.49</b>
THOMSON REUTERS-WEST	850847697	2500166	262250	10/16/2024	1,599.18
<b>THOMSON REUTERS-WEST Total</b>					<b>1,599.18</b>
TK ELEVATOR CORP	3008125572	2502040	262251	10/16/2024	3,015.64
<b>TK ELEVATOR CORP Total</b>					<b>3,015.64</b>
Tomlinson, Madeline E	V355558	2502101	262252	10/16/2024	45.00
<b>Tomlinson, Madeline E Total</b>					<b>45.00</b>
TOWN OF NORMAL - UTILITY BILLING	V148656	2500165	262355	10/16/2024	41,232.03
<b>TOWN OF NORMAL - UTILITY BILLING Total</b>					<b>41,232.03</b>
TRANE U.S. INC.	314887831	2502033	262253	10/16/2024	12,837.00
	17693045	2502033	262253	10/16/2024	557.03
<b>TRANE U.S. INC. Total</b>					<b>13,394.03</b>
TRAYNOR, GRACE M	V537763	2502105	262254	10/16/2024	156.79
<b>TRAYNOR, GRACE M Total</b>					<b>156.79</b>

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From Date: 10/16/2024  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
TURCOTTE, BRIANA L	MILES202409	(blank)	262255	10/16/2024	221.10
<b>TURCOTTE, BRIANA L Total</b>					<b>221.10</b>
TURCZYN, KYLEE J	MILES202409	(blank)	262256	10/16/2024	83.68
<b>TURCZYN, KYLEE J Total</b>					<b>83.68</b>
TWORK, KAYLEIGH ANN	MILES202409	(blank)	262257	10/16/2024	7.97
<b>TWORK, KAYLEIGH ANN Total</b>					<b>7.97</b>
ULINE	183769927	2502004	262258	10/16/2024	2,483.94
	183481227	2502005	262258	10/16/2024	1,905.00
<b>ULINE Total</b>					<b>4,388.94</b>
UNIFIRST CORPORATION	STMT09302024	2500071	262259	10/16/2024	1,465.72
<b>UNIFIRST CORPORATION Total</b>					<b>1,465.72</b>
UNIT 5 DECKER INDUSTRIES	HUDSON/SEPT	2502071	262260	10/16/2024	64.00
	AUGUST/SEPT 2024 LAM	2502055	262260	10/16/2024	3.50
	111	2502090	262260	10/16/2024	7.50
	102	2502099	262260	10/16/2024	30.00
<b>UNIT 5 DECKER INDUSTRIES Total</b>					<b>105.00</b>
US MECHANICAL SERVICES, INC	28820	2502034	262261	10/16/2024	560.00
	28821	2502034	262261	10/16/2024	224.00
<b>US MECHANICAL SERVICES, INC Total</b>					<b>784.00</b>
VILLAGE OF CARLOCK.	8396	2500009	262262	10/16/2024	140.45
<b>VILLAGE OF CARLOCK. Total</b>					<b>140.45</b>
VOGELSANG, CLAYE R	MILES202409	(blank)	262263	10/16/2024	200.87
<b>VOGELSANG, CLAYE R Total</b>					<b>200.87</b>
VOLKER, EMILY C	MILES202409	(blank)	262264	10/16/2024	74.17
<b>VOLKER, EMILY C Total</b>					<b>74.17</b>
WALKER, KAREN L	MILES202409	(blank)	262265	10/16/2024	140.10
<b>WALKER, KAREN L Total</b>					<b>140.10</b>
WALKER, VALENTINE S	V512771	2501999	262266	10/16/2024	194.45
<b>WALKER, VALENTINE S Total</b>					<b>194.45</b>
WEBER, DAVID JONATHAN	V332525	2501984	262267	10/16/2024	64.98
<b>WEBER, DAVID JONATHAN Total</b>					<b>64.98</b>
WEBSTER, SHELLEY C	MILES2024	(blank)	262268	10/16/2024	32.43
<b>WEBSTER, SHELLEY C Total</b>					<b>32.43</b>
WELDSTAR COMPANY	2333337	2501983	262269	10/16/2024	121.20
<b>WELDSTAR COMPANY Total</b>					<b>121.20</b>
WHEELER, NICKEY E	V940472	2502091	262270	10/16/2024	177.32
<b>WHEELER, NICKEY E Total</b>					<b>177.32</b>
WHEELER, SAMUEL JAMES	MILES202409	(blank)	262271	10/16/2024	113.50
<b>WHEELER, SAMUEL JAMES Total</b>					<b>113.50</b>
WILCOX, HEATHER A	V359497	2501997	262272	10/16/2024	127.50
<b>WILCOX, HEATHER A Total</b>					<b>127.50</b>

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From Date: 10/16/2024  
To Date: 10/16/2024

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
WINKLE, KAITLIN	CONFREF09272024	(blank)	262273	10/16/2024	200.81
<b>WINKLE, KAITLIN Total</b>					<b>200.81</b>
WINSUPPLY	373013 01	2502035	262274	10/16/2024	362.60
	372732 01	2502035	262274	10/16/2024	45.42
	372775 01	2502035	262274	10/16/2024	19.69
<b>WINSUPPLY Total</b>					<b>427.71</b>
YORK, ALISON LEE	V572017	2502062	262275	10/16/2024	36.62
<b>YORK, ALISON LEE Total</b>					<b>36.62</b>
YOUTHBUILD MCLEAN CO.CHARTER SCHOOL	V849967	2501965	262356	10/16/2024	42,810.02
<b>YOUTHBUILD MCLEAN CO.CHARTER SCHOOL Total</b>					<b>42,810.02</b>
ZIMMERMAN, CLAIRE CHRISTINE	MILES202409	(blank)	262276	10/16/2024	167.03
<b>ZIMMERMAN, CLAIRE CHRISTINE Total</b>					<b>167.03</b>
ZINK, LAURA SUSANNE	MILES202409	(blank)	262277	10/16/2024	77.45
<b>ZINK, LAURA SUSANNE Total</b>					<b>77.45</b>
<b>Grand Total</b>					<b>2,824,314.44</b>

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From Date: 10/16/2024  
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Fund	Amount
10	1,353,441.70
20	267,729.29
40	1,080,702.47
80	55,917.98
90	66,523.00
<b>Grand Total</b>	<b>2,824,314.44</b>

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From Date: 9/19/2024  
To Date: 10/15/2024

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
A & M PRODUCTS	77223 (blank)		48286	10/7/2024	516.00
<b>A &amp; M PRODUCTS Total</b>					<b>516.00</b>
A B HATCHERY	5044	2501850	262009	10/2/2024	56.62
	5010	2501758	262009	10/2/2024	100.73
<b>A B HATCHERY Total</b>					<b>157.35</b>
ADAMS, JULIE	May 2024 Services	2501644	262010	10/2/2024	524.85
<b>ADAMS, JULIE Total</b>					<b>524.85</b>
ADVANCE AUTO PARTS	6.25343E+12	2500208	262011	10/2/2024	25.12
	6.25343E+12	2500224	262011	10/2/2024	16.99
	6.25343E+12	2500224	262011	10/2/2024	71.40
	6.25343E+12	2500224	262011	10/2/2024	75.30
	6.25343E+12	2500208	262011	10/2/2024	37.69
	6.25343E+12	2500224	262011	10/2/2024	694.90
	6.25343E+12	2500224	262011	10/2/2024	172.34
	6.25343E+12	2500224	262011	10/2/2024	63.82
	6.25343E+12	2500224	262011	10/2/2024	131.51
	6.25343E+12	2500224	262011	10/2/2024	130.81
	6.25343E+12	2500224	262011	10/2/2024	8.35
	6.25343E+12	2500224	262011	10/2/2024	13.80
	6.25343E+12	2500224	262011	10/2/2024	293.03
	6.25343E+12	2500224	262011	10/2/2024	234.07
	6.25343E+12	2500224	262011	10/2/2024	266.67
	6.25343E+12	2500224	262011	10/2/2024	58.08
	6.25343E+12	2500224	262011	10/2/2024	13.80
	6.25343E+12	2500224	262011	10/2/2024	379.04
	6.25343E+12	2500224	262011	10/2/2024	71.17
	6.25343E+12	2500224	262011	10/2/2024	244.01
	6253420189465-1	2500208	262011	10/2/2024	299.98
	6.25342E+12	2500208	262011	10/2/2024	13.51
	6.25342E+12	2500208	262011	10/2/2024	130.70
	6.25342E+12	2500208	262011	10/2/2024	22.00
	6.25342E+12	2500208	262011	10/2/2024	193.96
	6.25342E+12	2500208	262011	10/2/2024	45.30
	6.25342E+12	2500208	262011	10/2/2024	103.56
	6.25342E+12	2500208	262011	10/2/2024	210.24
	6.25342E+12	2500208	262011	10/2/2024	530.24
	6.25342E+12	2500224	262011	10/2/2024	269.31
	6.25342E+12	2500208	262011	10/2/2024	373.00
	6.25342E+12	2500208	262011	10/2/2024	(373.00)
	4.81142E+12	2500208	262011	10/2/2024	17.05
	6.25342E+12	2500208	262011	10/2/2024	52.02
	6.25342E+12	2500208	262011	10/2/2024	11.05
	6.25342E+12	2500224	262011	10/2/2024	59.20
	6.25342E+12	2500224	262011	10/2/2024	338.37
	6.25333E+12	2500208	262011	10/2/2024	(64.67)
<b>ADVANCE AUTO PARTS Total</b>					<b>5,233.72</b>
ALL IN GEAR	1355 (blank)		48831	10/10/2024	1,000.00
<b>ALL IN GEAR Total</b>					<b>1,000.00</b>
ALPHA CONTROLS & SERVICES LLC	23S146-6	2501834	262012	10/2/2024	19,898.00
<b>ALPHA CONTROLS &amp; SERVICES LLC Total</b>					<b>19,898.00</b>
AMAZON CAPITAL SERVICES	1CDFM74V1PD9	302250039	48312	10/11/2024	22.95
	17FV4W1YGMDY	302250038	48312	10/11/2024	205.68
	1KRH3QH3NYJQ	302250037	48301	10/8/2024	27.60

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AMAZON CAPITAL SERVICES	171Q-YQQQ-9R6W	119250007	6427	10/10/2024	135.22	
	1RFRTGHTGT3J	302250036	48287	10/7/2024	59.50	
	1KTQ-7JJX-4QWW	2501809	262013	10/2/2024	128.20	
	1L9Q-4PY3-3FWD	2501808	262013	10/2/2024	20.62	
	1XVY-HYHY-CDTH	2501810	262013	10/2/2024	733.81	
	1RXT-4VW7-9D4R	2501761	262013	10/2/2024	89.99	
	1WWP-TRYC-K9V6	119250006	6427	10/10/2024	256.51	
	1KTQ-7JJX-3Y4F	(blank)	262013	10/2/2024	(321.21)	
	1HMM-LFCV-4691	2501776	262013	10/2/2024	52.95	
	1TMT9G3RDLFT	302250035	48275	10/3/2024	13.95	
	134N-TTYF-GGTQ	(blank)	262013	10/2/2024	(360.17)	
	16M4-C9XJ-9JKN	2501772	262013	10/2/2024	149.97	
	1YFH-6X9X-9WTL	2501223	262013	10/2/2024	37.88	
	1Q3P-FR1K-R19P	2501647	262013	10/2/2024	586.94	
	139W-773Y-R9JJ	(blank)	262013	10/2/2024	(19.99)	
	1YHD-9T77-MXGF	2501626	262013	10/2/2024	131.50	
	1HM1-693T-M44M	2501714	262013	10/2/2024	135.13	
	1DVM-7TR6-L14F	2501682	262013	10/2/2024	125.65	
	1M73KLT1NXC6	302250030	48249	9/25/2024	59.18	
	199D7MNM9KQ	302250032	48249	9/25/2024	293.77	
	1RFWD9D4MDV3	302250034	48249	9/25/2024	18.67	
	1KX4C1HPGQTJ	302250033	48249	9/25/2024	155.91	
	1DVM-7TR6-DK96	2501648	262013	10/2/2024	99.40	
	1JR9-7ND9-1PTR	2501661	262013	10/2/2024	89.86	
	1XPM-HLXH-YQD9	2501677	262013	10/2/2024	87.60	
	1JY7-V4HQ-VJRG	2501621	262013	10/2/2024	523.06	
	1PPJ-X1QY-YY39	2501655	262013	10/2/2024	34.17	
	1KGC-3GLY-RLNM	2501659	262013	10/2/2024	68.99	
	143M-H7KW-KRWR	119250005	6427	10/10/2024	292.99	
	1KW1YCYVVDV	302250028	48249	9/25/2024	59.95	
	1RYNKJMD36P4	302250031	48249	9/25/2024	119.98	
	1WCT-HJQH-MQ3P	2501618	262013	10/2/2024	38.37	
	1DDJ-KD74-KCHT	2501646	262013	10/2/2024	48.68	
	1HMM-QPWJ-NRL1	2501641	262013	10/2/2024	95.55	
	1XPM-HLXH-LNPF	2501609	262013	10/2/2024	43.96	
	1DKG-1YL3-LWL3	2501640	262013	10/2/2024	169.99	
	1XF764GWKNLK	302250026	48245	9/23/2024	58.98	
	1M16HT73PLM7	302250029	48249	9/25/2024	99.93	
	1X67-CKXM-9CJN	2501605	262013	10/2/2024	79.89	
	1YVR-KPTW-DLCR	2501620	262013	10/2/2024	33.90	
	1KNF-LNFX-WWPK	2501241	262013	10/2/2024	24.45	
	1HCM-LRXK-PY6P	119250003	6427	10/10/2024	269.34	
	13NG-FVKJ-R4WW	119250004	6427	10/10/2024	60.20	
	16DC-CWDW-7VDJ	2501645	262013	10/2/2024	61.71	
	1PX976HC4RHY	302250024	48264	9/30/2024	405.41	
1N4W-63K3-XJ7D	2500868	262013	10/2/2024	47.78		
<b>AMAZON CAPITAL SERVICES Total</b>					<b>5,654.35</b>	
AMERICAN PEST CONTROL		723379	2500630	262014	10/2/2024	1,230.00
<b>AMERICAN PEST CONTROL Total</b>					<b>1,230.00</b>	
ANDERSON, LESLIE	FY2024.Senior.Refund	(blank)	261778	9/20/2024	11.35	
<b>ANDERSON, LESLIE Total</b>					<b>11.35</b>	
ANDERSON, SHAWN	Reimbursement	2501792	262015	10/2/2024	59.88	
<b>ANDERSON, SHAWN Total</b>					<b>59.88</b>	
ANGSTEN, ALESHA KRISTINE	V164669	(blank)	5077	10/4/2024	16.00	
<b>ANGSTEN, ALESHA KRISTINE Total</b>					<b>16.00</b>	

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ARBITERSPORTS, LLC	CB0M1JD8OEM00	(blank)	0	9/26/2024	18,500.00
<b>ARBITERSPORTS, LLC Total</b>					<b>18,500.00</b>
AUBIN, CHAD STEPHEN	Reimbursement XC	(blank)	48313	10/11/2024	202.97
	Minerva Reimburse	(blank)	48250	9/25/2024	30.00
<b>AUBIN, CHAD STEPHEN Total</b>					<b>232.97</b>
AVANTI'S ITALIAN RESTAURANT -BLOOMINGTON	V10162557	(blank)	15561	10/11/2024	534.75
	Ck 5393 & 5363	(blank)	48832	10/10/2024	1,030.14
	V16426383	(blank)	6921	10/8/2024	700.90
	Oct 2024 Statement	(blank)	48302	10/8/2024	1,690.66
	10/1/2024	(blank)	22474	10/7/2024	1,314.75
	V21087594	(blank)	20878	10/4/2024	58.75
	UNIT5-FS	2501840	262016	10/2/2024	314.50
	8/1/2024	2501601	261903	9/23/2024	2,999.25
<b>AVANTI'S ITALIAN RESTAURANT -BLOOMINGTON Total</b>					<b>8,643.70</b>
B & B AWARDS & RECOGNITION	20054940	(blank)	48833	10/10/2024	18.50
	20054678	(blank)	48817	10/7/2024	423.29
	20054888	(blank)	48817	10/7/2024	333.75
	20054848	(blank)	48782	9/26/2024	22.00
	20054847	(blank)	48265	9/30/2024	575.82
	20054823	2501778	262017	10/2/2024	68.97
<b>B &amp; B AWARDS &amp; RECOGNITION Total</b>					<b>1,442.33</b>
BABY FOLD	18878	2501717	262018	10/2/2024	5,272.44
	18877	2501717	262018	10/2/2024	5,272.44
	18879	2501717	262018	10/2/2024	5,272.44
	18880	2501717	262018	10/2/2024	5,272.44
	18881	2501717	262018	10/2/2024	5,272.44
	18882	2501717	262018	10/2/2024	5,272.44
	18922	2501717	262018	10/2/2024	5,272.44
	18923	2501717	262018	10/2/2024	5,272.44
	18924	2501717	262018	10/2/2024	5,272.44
	18925	2501717	262018	10/2/2024	5,272.44
	18926	2501717	262018	10/2/2024	5,272.44
	18927	2501717	262018	10/2/2024	5,272.44
	18950	2501717	262018	10/2/2024	5,332.92
	18951	2501717	262018	10/2/2024	5,332.92
	18831	2501763	262018	10/2/2024	70.56
<b>BABY FOLD Total</b>					<b>74,005.68</b>
BACKMAN, EILEEN	116	(blank)	48251	9/25/2024	200.00
<b>BACKMAN, EILEEN Total</b>					<b>200.00</b>
BAIRDS AUTO AND TIRE	1012062	2501745	262019	10/2/2024	74.52
<b>BAIRDS AUTO AND TIRE Total</b>					<b>74.52</b>
BAKER, JACOB	FY2024.Senior.Refund	(blank)	261779	9/20/2024	87.85
<b>BAKER, JACOB Total</b>					<b>87.85</b>
BANKS, JOSH	FY2024.Senior.Refund	(blank)	261780	9/20/2024	43.75
<b>BANKS, JOSH Total</b>					<b>43.75</b>
BARAN, DEBBIE	FY2024.Senior.Refund	(blank)	261781	9/20/2024	49.50
<b>BARAN, DEBBIE Total</b>					<b>49.50</b>
BAUER CROPS & CATTLE	1126	(blank)	48834	10/10/2024	84.00

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BAUER CROPS & CATTLE		1123 (blank)	48759	9/24/2024	135.00
<b>BAUER CROPS &amp; CATTLE Total</b>					<b>219.00</b>
BEATY, BETH	V486492	(blank)	5225	9/19/2024	112.42
<b>BEATY, BETH Total</b>					<b>112.42</b>
BEIRNE, COREY THOMAS JOHN	FY2024.Senior.Refund	(blank)	261782	9/20/2024	93.86
<b>BEIRNE, COREY THOMAS JOHN Total</b>					<b>93.86</b>
BELLEVILLE EAST HIGH SCHOOL	V139289	(blank)	127074	9/20/2024	300.00
<b>BELLEVILLE EAST HIGH SCHOOL Total</b>					<b>300.00</b>
BENGTSON, BECKY A	FY2024.Senior.Refund	(blank)	261783	9/20/2024	47.40
<b>BENGTSON, BECKY A Total</b>					<b>47.40</b>
BENJAMIN PTO	Sk 24	(blank)	48835	10/10/2024	295.00
<b>BENJAMIN PTO Total</b>					<b>295.00</b>
BENNETT ELECTRONICS		36922 2501795	262020	10/2/2024	2,814.00
		36904 2501796	262020	10/2/2024	118.00
		36902 2501797	262020	10/2/2024	1,274.00
		36903 2501798	262020	10/2/2024	354.00
		36924 2501798	262020	10/2/2024	122.00
		36908 2501799	262020	10/2/2024	472.00
		36923 2501800	262020	10/2/2024	122.00
		36905 2501801	262020	10/2/2024	1,100.00
		36926 2501802	262020	10/2/2024	767.00
		36901 2501803	262020	10/2/2024	1,518.00
		36925 2501804	262020	10/2/2024	236.00
		36860 2500786	262020	10/2/2024	4,984.00
		36847 2501014	262020	10/2/2024	489.00
		36846 2501722	262020	10/2/2024	10,708.50
		36907 2501796	262020	10/2/2024	236.00
<b>BENNETT ELECTRONICS Total</b>					<b>25,314.50</b>
BERGUE, MORTON CHARLES		1142024 (blank)	48818	10/7/2024	1,729.00
<b>BERGUE, MORTON CHARLES Total</b>					<b>1,729.00</b>
BIHN, KATHY	FY2024.Senior.Refund	(blank)	261784	9/20/2024	288.60
<b>BIHN, KATHY Total</b>					<b>288.60</b>
BILES, AIMEE ROCHELLE	JV Vball Official 2	(blank)	48284	10/4/2024	175.00
<b>BILES, AIMEE ROCHELLE Total</b>					<b>175.00</b>
BILL'S KEY & LOCK SHOP		183024 2501851	262021	10/2/2024	20.52
		183014 2501851	262021	10/2/2024	21.16
		182636 2501851	262021	10/2/2024	19.68
		182642 2501851	262021	10/2/2024	24.26
		183010 2501851	262021	10/2/2024	17.76
		182559 2501851	262021	10/2/2024	36.80
		182297 2501851	262021	10/2/2024	582.80
<b>BILL'S KEY &amp; LOCK SHOP Total</b>					<b>722.98</b>
BINION, TODD	FY2024.Senior.Refund	(blank)	261785	9/20/2024	64.95
<b>BINION, TODD Total</b>					<b>64.95</b>
BIRKY, ALICIA M	V786571	(blank)	5078	10/4/2024	47.84
<b>BIRKY, ALICIA M Total</b>					<b>47.84</b>

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BITTNER, AMANDA	FY2024.Senior.Refund	(blank)	261786	9/20/2024	28.05
<b>BITTNER, AMANDA Total</b>					<b>28.05</b>
BITTNER, CARRIE L	FY2024.Senior.Refund	(blank)	261787	9/20/2024	15.05
<b>BITTNER, CARRIE L Total</b>					<b>15.05</b>
BLICK ART MATERIALS	V95148613	(blank)	3111	10/15/2024	28.21
	3864202	2501806	262022	10/2/2024	66.30
	3855222	2501711	262022	10/2/2024	282.50
	3797650	2501455	262022	10/2/2024	747.56
<b>BLICK ART MATERIALS Total</b>					<b>1,124.57</b>
BLISS, RYAN	FY2024.Senior.Refund	(blank)	261788	9/20/2024	11.95
<b>BLISS, RYAN Total</b>					<b>11.95</b>
BLOOMINGTON HIGH SCHOOL	V382120	(blank)	127075	9/20/2024	75.00
	V434058	(blank)	127075	9/20/2024	150.00
<b>BLOOMINGTON HIGH SCHOOL Total</b>					<b>225.00</b>
BLUE CROSS BLUE SHIELD OF ILLINOIS	3.83161E+11	(blank)	0	10/8/2024	575,132.24
	7.60677E+11	(blank)	0	10/8/2024	31,899.49
	3.8317E+11	(blank)	0	10/1/2024	408,682.06
	3.83161E+11	(blank)	0	9/24/2024	428,157.77
<b>BLUE CROSS BLUE SHIELD OF ILLINOIS Total</b>					<b>1,443,871.56</b>
BLUE SPRINGS, INC.	48286	2501623	262023	10/2/2024	110.00
<b>BLUE SPRINGS, INC. Total</b>					<b>110.00</b>
BLUMENSHINE, JOSEPH GERALD	Clothing allowance	2501848	262024	10/2/2024	100.00
<b>BLUMENSHINE, JOSEPH GERALD Total</b>					<b>100.00</b>
BOARD OF TRUSTEES UNIV OF ILLINOIS	CertFoodProMgrs	2501838	262025	10/2/2024	1,240.00
<b>BOARD OF TRUSTEES UNIV OF ILLINOIS Total</b>					<b>1,240.00</b>
BOLLMANN, BROOKE M	Beach Balls	(blank)	48836	10/10/2024	8.99
<b>BOLLMANN, BROOKE M Total</b>					<b>8.99</b>
BOVENKERK, BRADLEY ALAN	AV Equip storage	(blank)	48837	10/10/2024	218.98
	IJEA Conf Field	(blank)	48783	9/26/2024	240.00
<b>BOVENKERK, BRADLEY ALAN Total</b>					<b>458.98</b>
BOZARTH, SAMANTHA	MILES202408	(blank)	261909	10/2/2024	30.28
<b>BOZARTH, SAMANTHA Total</b>					<b>30.28</b>
BRACK, MIA	FY2024.Senior.Refund	(blank)	261789	9/20/2024	26.15
<b>BRACK, MIA Total</b>					<b>26.15</b>
BRADFIELD'S COMPUTER SUPPLY	572553	2501481	262026	10/2/2024	760.00
<b>BRADFIELD'S COMPUTER SUPPLY Total</b>					<b>760.00</b>
BRADFORD SUPPLY COMPANY	2654954	2501706	262027	10/2/2024	281.42
	2654525	2501706	262027	10/2/2024	82.12
	2654276	2501706	262027	10/2/2024	6.46
<b>BRADFORD SUPPLY COMPANY Total</b>					<b>370.00</b>
BRADLEY UNIVERSITY JAZZ ENSEMBLES	2025 Jazz Fest-NCWHS	2501665	262028	10/2/2024	300.00
<b>BRADLEY UNIVERSITY JAZZ ENSEMBLES Total</b>					<b>300.00</b>
BRADY, RONNIE	FY2024.Senior.Refund	(blank)	261790	9/20/2024	37.29

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<b>BRADY, RONNIE Total</b>					<b>37.29</b>
BRAFFET BERRY FARM & ORCHARD, LLC.	V10791155	(blank)	9537	10/11/2024	605.00
	V42950026	(blank)	9530	9/25/2024	550.00
<b>BRAFFET BERRY FARM &amp; ORCHARD, LLC. Total</b>					<b>1,155.00</b>
BRAND U LLC		1730 (blank)	48314	10/11/2024	8,457.60
<b>BRAND U LLC Total</b>					<b>8,457.60</b>
BRANDT, ROBERT	FY2024.Senior.Refund	(blank)	261791	9/20/2024	56.95
<b>BRANDT, ROBERT Total</b>					<b>56.95</b>
BRIENEN, NICOLE E	V42897955	(blank)	15555	10/3/2024	15.00
<b>BRIENEN, NICOLE E Total</b>					<b>15.00</b>
BRIGGS, MARK	FY2024.Senior.Refund	(blank)	261792	9/20/2024	15.05
<b>BRIGGS, MARK Total</b>					<b>15.05</b>
BRIGHTLY SOFTWARE, INC	INV-249213	2501913	262112	10/2/2024	21,978.27
	INV-249214	2501913	262112	10/2/2024	5,220.91
<b>BRIGHTLY SOFTWARE, INC Total</b>					<b>27,199.18</b>
BRINKER, LINDA	FY2024.Senior.Refund	(blank)	261793	9/20/2024	49.65
<b>BRINKER, LINDA Total</b>					<b>49.65</b>
BROACH, JAMES C	V24487332	(blank)	25228	10/4/2024	8.00
	V73795898	(blank)	25224	9/27/2024	84.00
	V41939590	(blank)	25218	9/25/2024	54.75
<b>BROACH, JAMES C Total</b>					<b>146.75</b>
BROWN, BILLIE JO	MILES202408	(blank)	261910	10/2/2024	19.30
<b>BROWN, BILLIE JO Total</b>					<b>19.30</b>
BROWN, JESSIE	Reimbursement	2501642	262030	10/2/2024	129.00
<b>BROWN, JESSIE Total</b>					<b>129.00</b>
BROWN'S WRECKER SERVICE INC		410519 2501740	262029	10/2/2024	325.00
<b>BROWN'S WRECKER SERVICE INC Total</b>					<b>325.00</b>
BRUMMETT, COURTNEY	FY2024.Senior.Refund	(blank)	261794	9/20/2024	13.24
<b>BRUMMETT, COURTNEY Total</b>					<b>13.24</b>
BSN SPORTS	927244884	(blank)	48315	10/11/2024	495.35
	Inv no 927190576	(blank)	22487	10/11/2024	99.96
	927228070	(blank)	48315	10/11/2024	928.81
	927119101	(blank)	48819	10/7/2024	8,764.43
	927152932	(blank)	48288	10/7/2024	194.59
	925848421	(blank)	48802	10/3/2024	4,401.76
	V49822431	(blank)	22470	10/3/2024	325.50
	927046088	(blank)	48288	10/7/2024	529.38
	926133705	(blank)	48784	9/26/2024	13,189.72
	V20168540	(blank)	25222	9/26/2024	283.68
	V88813030	(blank)	25209	9/23/2024	296.32
	926747286	(blank)	48240	9/19/2024	244.34
	926218913	2501612	262031	10/2/2024	644.63
<b>BSN SPORTS Total</b>					<b>30,398.47</b>
BUDAK, HEATHER L	Reimbursement	2501742	262032	10/2/2024	24.00
	Iron Invite awards	(blank)	48785	9/26/2024	400.00

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<b>BUDAK, HEATHER L Total</b>					<b>424.00</b>
Buhrow, Emily	V12565166	(blank)	6922	10/8/2024	40.95
	V72372510	(blank)	6911	9/24/2024	42.35
<b>Buhrow, Emily Total</b>					<b>83.30</b>
BUHROW, STEPHANIE GRACE	V88477343	(blank)	6926	10/15/2024	234.17
	V66190692	(blank)	6923	10/10/2024	40.95
	V97022355	(blank)	6915	10/1/2024	453.86
<b>BUHROW, STEPHANIE GRACE Total</b>					<b>728.98</b>
BUILDING WINGS, LLC		603718 2501502	262033	10/2/2024	689.61
		603266 2500300	262033	10/2/2024	2,384.08
<b>BUILDING WINGS, LLC Total</b>					<b>3,073.69</b>
BURCHETT, CHRISTINA M	FY2024.Senior.Refund	(blank)	261795	9/20/2024	80.10
<b>BURCHETT, CHRISTINA M Total</b>					<b>80.10</b>
BURSACK, MATT	FY2024.Senior.Refund	(blank)	261796	9/20/2024	32.55
<b>BURSACK, MATT Total</b>					<b>32.55</b>
BUSHUE BACKGROUND SCREENING	McLean5-20240831	2501785	262034	10/2/2024	11,610.00
	McLean5EHR-20240831	2501785	262034	10/2/2024	2,912.00
	Mclean5vols-20240831	2501785	262034	10/2/2024	6,200.00
<b>BUSHUE BACKGROUND SCREENING Total</b>					<b>20,722.00</b>
CAMP, JENNIFER	FY2024.Senior.Refund	(blank)	261797	9/20/2024	148.65
<b>CAMP, JENNIFER Total</b>					<b>148.65</b>
CARDIFF, BENJAMIN R	MILES202408	(blank)	261911	10/2/2024	29.35
<b>CARDIFF, BENJAMIN R Total</b>					<b>29.35</b>
CAREY, KATHLEEN SUSAN	V74697482	(blank)	25246	10/9/2024	29.57
	V36831062	(blank)	25229	10/4/2024	-
	V93398209	(blank)	25210	9/23/2024	20.98
<b>CAREY, KATHLEEN SUSAN Total</b>					<b>50.55</b>
CARIBE RESORT	Room Deposits	(blank)	48760	9/24/2024	3,165.05
<b>CARIBE RESORT Total</b>					<b>3,165.05</b>
CARLE BROMENN TC		83024 2501619	262035	10/2/2024	10.00
<b>CARLE BROMENN TC Total</b>					<b>10.00</b>
CARLOCK PTO	Sk 24	(blank)	48838	10/10/2024	5.00
<b>CARLOCK PTO Total</b>					<b>5.00</b>
CARLSON, DARREN	FY2024.Senior.Refund	(blank)	261798	9/20/2024	13.35
<b>CARLSON, DARREN Total</b>					<b>13.35</b>
CARROLL SEATING COMPANY	INV-1021830	2501829	262036	10/2/2024	13,462.50
<b>CARROLL SEATING COMPANY Total</b>					<b>13,462.50</b>
CARTER, MATTHEW A	V21949808	(blank)	2922	9/23/2024	2.99
<b>CARTER, MATTHEW A Total</b>					<b>2.99</b>
CASEY'S GARDEN CENTER	V53045807	(blank)	25211	9/23/2024	60.00
		596660 (blank)	48246	9/23/2024	50.00
		594874 2501704	262037	10/2/2024	127.89
<b>CASEY'S GARDEN CENTER Total</b>					<b>237.89</b>

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CATTANEO, ALYSSA	yearbook	(blank)	22466	9/26/2024	-
<b>CATTANEO, ALYSSA Total</b>					<b>-</b>
CDW COMPUTER CENTERS, INC	AA59A2M	2501346	262038	10/2/2024	39,360.00
	AA5JB3S	2501015	262038	10/2/2024	85,500.00
	AA2ZR3K	2501015	262038	10/2/2024	15,500.00
	AA2SA5T	2501015	262038	10/2/2024	15,500.00
<b>CDW COMPUTER CENTERS, INC Total</b>					<b>155,860.00</b>
CELL ELECTRIC LLC	24-0671	2501830	262039	10/2/2024	16,124.00
	24-0675	2501832	262039	10/2/2024	24,499.00
	24-0656	2501831	262039	10/2/2024	1,054.00
	24-0615	2501831	262039	10/2/2024	17,967.00
	24-0438	2501830	262039	10/2/2024	12,640.00
<b>CELL ELECTRIC LLC Total</b>					<b>72,284.00</b>
CENTRAL ILLINOIS TRUCKS INC	101P68082	2501741	262040	10/2/2024	12.32
<b>CENTRAL ILLINOIS TRUCKS INC Total</b>					<b>12.32</b>
CENTRAL JUNIOR HIGH SCHOOL	Chiddix JHS	2500965	262113	10/2/2024	150.00
<b>CENTRAL JUNIOR HIGH SCHOOL Total</b>					<b>150.00</b>
CENTRAL STATES BUS SALES INC	SO994886	2501177	261776	9/19/2024	88,940.00
<b>CENTRAL STATES BUS SALES INC Total</b>					<b>88,940.00</b>
CHAMPAIGN CENTRAL HIGH SCHOOL	V1544050	(blank)	20875	10/2/2024	200.00
<b>CHAMPAIGN CENTRAL HIGH SCHOOL Total</b>					<b>200.00</b>
CHEDISTER, JENNIFER E	V11822115	(blank)	9536	10/9/2024	90.00
<b>CHEDISTER, JENNIFER E Total</b>					<b>90.00</b>
CHELI, SHARRI LOUISE	Brats	(blank)	48266	9/30/2024	31.10
<b>CHELI, SHARRI LOUISE Total</b>					<b>31.10</b>
CHERRY, KYLE	FY2024.Senior.Refund	(blank)	261799	9/20/2024	37.90
<b>CHERRY, KYLE Total</b>					<b>37.90</b>
CHICK-FIL-A	V235163	(blank)	5230	10/10/2024	140.85
<b>CHICK-FIL-A Total</b>					<b>140.85</b>
CHIDDIX JUNIOR HIGH SCHOOL	V33002731	(blank)	25216	9/25/2024	800.00
<b>CHIDDIX JUNIOR HIGH SCHOOL Total</b>					<b>800.00</b>
CHIDDIX JUNIOR HIGH SCHOOL PTO	V54591017	(blank)	25230	10/4/2024	312.00
<b>CHIDDIX JUNIOR HIGH SCHOOL PTO Total</b>					<b>312.00</b>
CHILDERS DOOR SERVICE, INC	306402	2501708	262041	10/2/2024	980.46
<b>CHILDERS DOOR SERVICE, INC Total</b>					<b>980.46</b>
CHILDREN'S DISCOVERY MUSEUM	14027983	(blank)	9529	9/24/2024	624.00
<b>CHILDREN'S DISCOVERY MUSEUM Total</b>					<b>624.00</b>
CHINTAMANENI, JHANSI L	FY2024.Senior.Refund	(blank)	261800	9/20/2024	54.40
<b>CHINTAMANENI, JHANSI L Total</b>					<b>54.40</b>
CHOYAN, REYSY	FY2024.Senior.Refund	(blank)	261801	9/20/2024	16.70
<b>CHOYAN, REYSY Total</b>					<b>16.70</b>

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CIP COMPANY	3612	2501875	262042	10/2/2024	375.00
	3322	2501853	262042	10/2/2024	819.43
<b>CIP COMPANY Total</b>					<b>1,194.43</b>
CIRBN, LLC	21625	2501793	262043	10/2/2024	4,389.90
<b>CIRBN, LLC Total</b>					<b>4,389.90</b>
CITY OF BLOOMINGTON - UTILITIES	1324527	2500073	261912	10/2/2024	1,584.54
	1326670	2500073	261912	10/2/2024	1,117.66
	1327210	2500073	261912	10/2/2024	1,172.75
	1327496	2500073	261912	10/2/2024	1,358.87
<b>CITY OF BLOOMINGTON - UTILITIES Total</b>					<b>5,233.82</b>
CLEAN THE UNIFORM COMPANY	32294673	2500225	262044	10/2/2024	76.02
	32293034	2500225	262044	10/2/2024	76.02
	32291449	2500225	262044	10/2/2024	76.02
	32288209	2500225	262044	10/2/2024	76.02
<b>CLEAN THE UNIFORM COMPANY Total</b>					<b>304.08</b>
COFFEY, CHRISTOPHER JOHN	Peoria-range balls	(blank)	48803	10/3/2024	33.00
<b>COFFEY, CHRISTOPHER JOHN Total</b>					<b>33.00</b>
COLON, KATRINA	FY2024.Senior.Refund	(blank)	261802	9/20/2024	31.15
<b>COLON, KATRINA Total</b>					<b>31.15</b>
COMMERCE BANK - COMMERCIAL CARDS	HICK-9710-20240916	2501731	0	10/7/2024	113.10
	OGRA-9211-20240916	2501934	0	10/7/2024	1,103.03
	FITZ-8864-20240916	2501940	0	10/7/2024	426.88
	STYC-1202-20240916	2501684	0	10/7/2024	1,185.55
	GIBL-9284-20240916	2501789	0	10/7/2024	523.49
	TENU-2922-20240916	2501841	0	10/7/2024	1,516.43
	CURB-3555-20240916	2501701	0	10/7/2024	543.97
	SPRI-7699-20240916	2501702	0	10/7/2024	12.99
	MART-9924-20240916	2501703	0	10/7/2024	2,106.41
	NICA-1228-20240916	2501728	0	10/7/2024	4,083.11
	CROW-9292-20240916	2501774	0	10/7/2024	3,636.04
	PALM-4404-20240916	2501825	0	10/7/2024	3,816.16
	KEAR-7294-20240916	2501729	0	10/7/2024	1,326.02
	ZBRO-7828-20240916	2501751	0	10/7/2024	8,570.41
	THOM-3811-20240916	2501770	0	10/7/2024	447.33
	BERG-3449-20240916	2501779	0	10/7/2024	533.44
	CODR-4075-20240916	2501657	0	10/7/2024	1,640.38
	FRAN-5999-20240916	2501750	0	10/7/2024	444.67
	YOUN-0504-20240916	2501979	0	10/7/2024	33.13
	LEHR-6634-20240916	2502058	0	10/7/2024	336.47
	KNEP-3795-20240916	2501656	0	10/7/2024	351.68
	TAYL-9219-20240916	2501773	0	10/7/2024	311.94
	VOGE-3494-20240916	2501749	0	10/7/2024	634.26
	PANE-9235-20240916	2501939	0	10/7/2024	185.22
	PETE-3753-20240916	2501725	0	10/7/2024	545.22
	DAVE-8038-20240916	2501790	0	10/7/2024	1,521.60
	EDWA-1551-20240916	2501794	0	10/7/2024	1,535.71
	ELLI-7313-20240916	2501678	0	10/7/2024	1,006.29
	HARR-3613-20240916	2501670	0	10/7/2024	91.56
	MABL-9243-20240916	2502051	0	10/7/2024	3,567.03
	BOZA-5117-20240916	2501668	0	10/7/2024	1,211.68
ADEL-7777-20240916	2501783	0	10/7/2024	1,121.48	
REWE-0094-20240916	2501836	0	10/7/2024	355.66	
STAN-7019-20240916	2501755	0	10/7/2024	29,914.26	

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COMMERCE BANK - COMMERCIAL CARDS	ROGE-2319-20240916	2501676	0	10/7/2024	1,784.00
	SARG-8482-20240916	2501713	0	10/7/2024	1,129.39
	BROW-5896-20240916	2501762	0	10/7/2024	24.00
	LAMB-1341-20240815.2	2501884	0	10/7/2024	1,488.03
	SHEL-8505-20240916	2501679	0	10/7/2024	292.50
	BACK-9856-20240916	2501721	0	10/7/2024	5,412.69
	CAFF-9300-20240916	2501768	0	10/7/2024	382.01
	LAMB-1341-20240916	2501842	0	10/7/2024	47.83
	COOP-2498-20240916	2501667	0	10/7/2024	216.23
	STAN-7019-20240916	2501724	0	10/7/2024	622.65
	RIPK-9227-20240916	2501754	0	10/7/2024	8,221.07
	CHAP-8793-20240916	2501888	0	10/7/2024	11,909.49
	LAMB-1341-20240916.1	2501889	0	10/7/2024	11,318.90
	WEBB-7756-20240916	2501669	0	10/7/2024	498.23
	PENN-4743-20240916	2501764	0	10/7/2024	2,156.75
	ROOP-7310-20240916	(blank)	0	10/7/2024	(3.96)
	TEMP-5124-20240916	2501712	0	10/7/2024	1,682.71
	MACK-1210-20240916	2501685	0	10/7/2024	2,935.33
	<b>COMMERCE BANK - COMMERCIAL CARDS Total</b>				
CONFIDENTIAL ON-SITE PAPER SHREDDIN	152372	2501606	262045	10/2/2024	153.05
<b>CONFIDENTIAL ON-SITE PAPER SHREDDIN Total</b>					<b>153.05</b>
CONNOR CO	S011047575.001	2501852	262046	10/2/2024	477.45
	S011055822.001	2501852	262046	10/2/2024	749.00
	S011054736.001	2501852	262046	10/2/2024	134.61
	SO11049662.001	2501707	262046	10/2/2024	71.98
	SO11032160.002	2501707	262046	10/2/2024	595.69
	SO11042328.001	2501707	262046	10/2/2024	964.00
	SO11047795.001	2501707	262046	10/2/2024	25.88
	SO11048519.001	2501707	262046	10/2/2024	107.07
<b>CONNOR CO Total</b>					<b>3,125.68</b>
CONRAD, KAREN	Bettendorf Hotel	(blank)	48303	10/8/2024	1,786.00
	Concessions 2 Oct 20	(blank)	48303	10/8/2024	62.39
<b>CONRAD, KAREN Total</b>					<b>1,848.39</b>
COOPER, JORI ELIZABETH	JV Vball Official 3	(blank)	48304	10/8/2024	70.00
	Intercity VB officia	(blank)	48761	9/24/2024	200.00
<b>COOPER, JORI ELIZABETH Total</b>					<b>270.00</b>
CORCORAN, JULIE	FY2024.Senior.Refund	(blank)	261803	9/20/2024	594.77
<b>CORCORAN, JULIE Total</b>					<b>594.77</b>
CORN BELT ENERGY CORPORATION	STMT09112024	2500072	262100	10/2/2024	140,518.54
<b>CORN BELT ENERGY CORPORATION Total</b>					<b>140,518.54</b>
CORSON, CARRIE ANNE	FY2024.Senior.Refund	(blank)	261804	9/20/2024	114.20
<b>CORSON, CARRIE ANNE Total</b>					<b>114.20</b>
CORWIN, LISA	FY2024.Senior.Refund	(blank)	261805	9/20/2024	32.20
<b>CORWIN, LISA Total</b>					<b>32.20</b>
COSGROVE DISTRIBUTORS	159795	(blank)	48820	10/7/2024	141.85
	V73812218	(blank)	15550	9/26/2024	569.58
<b>COSGROVE DISTRIBUTORS Total</b>					<b>711.43</b>
COYLE, CYNTHIA MARIE	T Team	(blank)	22479	10/10/2024	48.26
<b>COYLE, CYNTHIA MARIE Total</b>					<b>48.26</b>

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CPG PRINT & MARKETING LLC	c09092024	(blank)	48252	9/25/2024	212.50
<b>CPG PRINT &amp; MARKETING LLC Total</b>					<b>212.50</b>
CREAMEAN, ERIN D	V49800439	(blank)	9532	10/2/2024	74.86
<b>CREAMEAN, ERIN D Total</b>					<b>74.86</b>
CRESCENT ELECTRIC SUPPLY CO	S512704467.002	2501854	262047	10/2/2024	600.08
	S512704467.001	2501854	262047	10/2/2024	200.03
	S512658522.002	2501854	262047	10/2/2024	410.96
	S512692478.001	2501854	262047	10/2/2024	268.10
	S512687143.001	2501709	262047	10/2/2024	350.77
	S512658522.001	2501709	262047	10/2/2024	110.14
<b>CRESCENT ELECTRIC SUPPLY CO Total</b>					<b>1,940.08</b>
CULBERTSON, CHRISTINA MARIE	Reimbursement	2501781	262048	10/2/2024	7.00
<b>CULBERTSON, CHRISTINA MARIE Total</b>					<b>7.00</b>
CULLIGAN WATER CONDITIONING	V21378425	(blank)	6924	10/10/2024	79.50
<b>CULLIGAN WATER CONDITIONING Total</b>					<b>79.50</b>
CUNNINGHAM CHILDREN'S HOME		8/1/2024 2501680	262049	10/2/2024	4,836.78
<b>CUNNINGHAM CHILDREN'S HOME Total</b>					<b>4,836.78</b>
CUNNINGHAM, STEPHANIE LYNN	MILES202408	(blank)	261913	10/2/2024	15.95
<b>CUNNINGHAM, STEPHANIE LYNN Total</b>					<b>15.95</b>
CUPPLES, ELISA	FY2024.Senior.Refund	(blank)	261806	9/20/2024	17.20
<b>CUPPLES, ELISA Total</b>					<b>17.20</b>
DABLER, JAMES M	FY2024.Senior.Refund	(blank)	261807	9/20/2024	34.00
<b>DABLER, JAMES M Total</b>					<b>34.00</b>
DAKTRONICS		7108331 (blank)	48786	9/26/2024	210.00
<b>DAKTRONICS Total</b>					<b>210.00</b>
DANIELS, COLLEEN	Reimbursement	2501608	262050	10/2/2024	45.00
<b>DANIELS, COLLEEN Total</b>					<b>45.00</b>
DAVENPORT, LESLIE A	V80786037	(blank)	1931	10/4/2024	103.60
<b>DAVENPORT, LESLIE A Total</b>					<b>103.60</b>
DAVINGMAN, BRENT	FY2024.Senior.Refund	(blank)	261808	9/20/2024	40.15
<b>DAVINGMAN, BRENT Total</b>					<b>40.15</b>
DE HAAI, JEREMY	FY2024.Senior.Refund	(blank)	261809	9/20/2024	23.90
<b>DE HAAI, JEREMY Total</b>					<b>23.90</b>
DeAngelo, Megan G	Reimbursement	(blank)	22475	10/7/2024	67.20
<b>DeAngelo, Megan G Total</b>					<b>67.20</b>
DEARBORN NATIONAL LIFE INSURANCE CO	V74685970	(blank)	7275	10/1/2024	94,334.95
<b>DEARBORN NATIONAL LIFE INSURANCE CO Total</b>					<b>94,334.95</b>
DECKER, KATELYN N	Reimbursement	2501673	262051	10/2/2024	45.00
<b>DECKER, KATELYN N Total</b>					<b>45.00</b>
DEHNER, MEREDITH R	MILES202408	(blank)	261914	10/2/2024	29.21
<b>DEHNER, MEREDITH R Total</b>					<b>29.21</b>

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DELGADO, LAURA LYNN	FY2024.Senior.Refund	(blank)	261810	9/20/2024	38.30
<b>DELGADO, LAURA LYNN Total</b>					<b>38.30</b>
DEMCO, INC	7534629 & 7536298	(blank)	48762	9/24/2024	225.83
<b>DEMCO, INC Total</b>					<b>225.83</b>
DENNY'S DOUGHNUTS & BAKERY	V945583	(blank)	5231	10/10/2024	71.00
	1018977	(blank)	48289	10/7/2024	234.00
	1018848	(blank)	48253	9/25/2024	140.00
<b>DENNY'S DOUGHNUTS &amp; BAKERY Total</b>					<b>445.00</b>
DICKEN, JIM	FY2024.Senior.Refund	(blank)	261811	9/20/2024	361.45
<b>DICKEN, JIM Total</b>					<b>361.45</b>
Doeing, Daniel	Reimbursement	2501813	262052	10/2/2024	12.98
<b>Doeing, Daniel Total</b>					<b>12.98</b>
DON OWEN TIRE SERVICE, INC	336868	2501744	262053	10/2/2024	1,205.00
	336451	2501737	262053	10/2/2024	130.00
	336472	2501737	262053	10/2/2024	150.00
<b>DON OWEN TIRE SERVICE, INC Total</b>					<b>1,485.00</b>
DOWNEY, JESSICA	V45481364	(blank)	3108	10/2/2024	25.00
<b>DOWNEY, JESSICA Total</b>					<b>25.00</b>
DOYLE, LAMIYAH	Activity Fair Decor	(blank)	48787	9/26/2024	20.46
<b>DOYLE, LAMIYAH Total</b>					<b>20.46</b>
DRENGWITZ, JASON	Captains Dinner 2024	(blank)	48839	10/10/2024	194.68
	Player Food 9/2024	(blank)	48788	9/26/2024	196.90
<b>DRENGWITZ, JASON Total</b>					<b>391.58</b>
DUA, PUNEIT	FY2024.Senior.Refund	(blank)	261812	9/20/2024	10.35
<b>DUA, PUNEIT Total</b>					<b>10.35</b>
DURDAN, ASHLEY M	Start up cash-coffee	(blank)	48763	9/24/2024	50.00
<b>DURDAN, ASHLEY M Total</b>					<b>50.00</b>
DWINAL, MICHAEL B	FY2024.Senior.Refund	(blank)	261813	9/20/2024	55.80
<b>DWINAL, MICHAEL B Total</b>					<b>55.80</b>
EBERLE, JILL	FY2024.Senior.Refund	(blank)	261814	9/20/2024	77.00
<b>EBERLE, JILL Total</b>					<b>77.00</b>
ECOLAB	6347988561	2501839	262054	10/2/2024	3,476.70
<b>ECOLAB Total</b>					<b>3,476.70</b>
EDMENTUM	INV3244409	2501616	262055	10/2/2024	2,780.00
<b>EDMENTUM Total</b>					<b>2,780.00</b>
EHLERS, DANIEL	Intercity VB officia	(blank)	48764	9/24/2024	200.00
<b>EHLERS, DANIEL Total</b>					<b>200.00</b>
EKON-O-PAC LLC	202251	2501596	262056	10/2/2024	14,300.00
<b>EKON-O-PAC LLC Total</b>					<b>14,300.00</b>
ELPAYAA, LAUREN	MILES202408	(blank)	261915	10/2/2024	86.03
<b>ELPAYAA, LAUREN Total</b>					<b>86.03</b>

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ENGLER CALLAWAY BAASTEN & SRAGA, LLC	33920	2501614	262057	10/2/2024	245.00
<b>ENGLER CALLAWAY BAASTEN &amp; SRAGA, LLC Total</b>					<b>245.00</b>
ENTRE SOLUTIONS II	2024-3770.	2404932	262058	10/2/2024	-
<b>ENTRE SOLUTIONS II Total</b>					<b>-</b>
EUGENE FIELD SECONDARY SERVICE	V959560	(blank)	5232	10/10/2024	27.00
	Fairview-4 pad Notep	2501683	262059	10/2/2024	70.00
<b>EUGENE FIELD SECONDARY SERVICE Total</b>					<b>97.00</b>
EVANS JUNIOR HIGH SCHOOL	Sk 24	(blank)	48840	10/10/2024	52.00
<b>EVANS JUNIOR HIGH SCHOOL Total</b>					<b>52.00</b>
EVERGREEN FS	34001505	2501855	262060	10/2/2024	675.95
	34000868	2501855	262060	10/2/2024	40.70
	34001201	2501855	262060	10/2/2024	488.75
	34000462	2501855	262060	10/2/2024	514.94
	34000270	2501693	262060	10/2/2024	53.25
	46000054	2501693	262060	10/2/2024	228.40
<b>EVERGREEN FS Total</b>					<b>2,001.99</b>
EVERGREEN RACQUET CLUB	555547	(blank)	48841	10/10/2024	40.00
<b>EVERGREEN RACQUET CLUB Total</b>					<b>40.00</b>
FAGAN-NELSON, KATHARINE	UCO09242024	(blank)	261916	10/2/2024	51.90
<b>FAGAN-NELSON, KATHARINE Total</b>					<b>51.90</b>
FAIRVIEW ELEMENTARY SCHOOL	Sk 24	(blank)	48842	10/10/2024	14.00
	V15446445	(blank)	2811	9/23/2024	200.00
<b>FAIRVIEW ELEMENTARY SCHOOL Total</b>					<b>214.00</b>
FARM & FLEET OF BLOOMINGTON	140	2500206	262061	10/2/2024	35.82
	157	2500206	262061	10/2/2024	469.01
	164	2500206	262061	10/2/2024	47.28
	131	2500206	262061	10/2/2024	199.99
	32	2500206	262061	10/2/2024	155.90
	9945	2500206	262061	10/2/2024	151.54
	9947	2500206	262061	10/2/2024	337.74
	9708	2500206	262061	10/2/2024	244.97
<b>FARM &amp; FLEET OF BLOOMINGTON Total</b>					<b>1,642.25</b>
FASIG, CHAD	FY2024.Senior.Refund	(blank)	261815	9/20/2024	13.95
<b>FASIG, CHAD Total</b>					<b>13.95</b>
FASTENERS ETC.	207037	2501694	262062	10/2/2024	423.56
<b>FASTENERS ETC. Total</b>					<b>423.56</b>
FASTSIGNS	INV-43487	(blank)	22476	10/7/2024	100.00
	43571	(blank)	48241	9/19/2024	63.25
<b>FASTSIGNS Total</b>					<b>163.25</b>
FEARS JR, GREG	FY2024.Senior.Refund	(blank)	261816	9/20/2024	39.65
<b>FEARS JR, GREG Total</b>					<b>39.65</b>
FERRARINI, ARONI	FY2024.Senior.Refund	(blank)	261817	9/20/2024	29.30
<b>FERRARINI, ARONI Total</b>					<b>29.30</b>
FINCHAM, NATHAN C	Reimbursement..	2501812	262063	10/2/2024	23.75

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FINCHAM, NATHAN C	Reimbursement Bio	2501824	262063	10/2/2024	108.92
<b>FINCHAM, NATHAN C Total</b>					<b>132.67</b>
FIRST STUDENT	11990765	2501847	261908	9/26/2024	680,214.99
<b>FIRST STUDENT Total</b>					<b>680,214.99</b>
FIVE STAR WATER	V74113830	(blank)	6421	9/30/2024	62.80
<b>FIVE STAR WATER Total</b>					<b>62.80</b>
FORD, KAREN TERESE	Reimbursement	2501479	262064	10/2/2024	7.00
<b>FORD, KAREN TERESE Total</b>					<b>7.00</b>
FORGET ME NOT FLOWERS	V883541	(blank)	127089	10/8/2024	188.00
	1617 & 1616	(blank)	48821	10/7/2024	116.95
<b>FORGET ME NOT FLOWERS Total</b>					<b>304.95</b>
FOSTER, NATHAN C	Better Ball Regional	(blank)	48804	10/3/2024	681.37
	Pekin, Pontiac,Big12	(blank)	48804	10/3/2024	287.05
	Reimburse Trophy	(blank)	48276	10/3/2024	126.55
<b>FOSTER, NATHAN C Total</b>					<b>1,094.97</b>
FOX ANVICK, CAROLINE	IMC coffee supplies	(blank)	48789	9/26/2024	137.17
<b>FOX ANVICK, CAROLINE Total</b>					<b>137.17</b>
FRANK, MIRANDA	V77168981	(blank)	2927	10/14/2024	150.00
<b>FRANK, MIRANDA Total</b>					<b>150.00</b>
FREYMANN, MEGAN MARIE	MILES202408	(blank)	261917	10/2/2024	93.15
<b>FREYMANN, MEGAN MARIE Total</b>					<b>93.15</b>
Friend, Gracie	V21689722	(blank)	6425	10/3/2024	476.15
<b>Friend, Gracie Total</b>					<b>476.15</b>
FRIENDS OF IRONMEN FOOTBALL	Concession FB	(blank)	48790	9/26/2024	1,075.34
<b>FRIENDS OF IRONMEN FOOTBALL Total</b>					<b>1,075.34</b>
FRONTIER	V253998	2500075	262101	10/2/2024	441.19
	V424989	2500075	262101	10/2/2024	172.59
	V209556	2500075	262101	10/2/2024	4,272.68
<b>FRONTIER Total</b>					<b>4,886.46</b>
FULKERSON, CHARITY LYNN	V45389073	(blank)	6422	9/30/2024	6.97
<b>FULKERSON, CHARITY LYNN Total</b>					<b>6.97</b>
FULLING INTERPRETING SERVICES, LLC.	24182	2501610	262065	10/2/2024	100.00
<b>FULLING INTERPRETING SERVICES, LLC. Total</b>					<b>100.00</b>
FURTHER	41138690 (blank)		0	10/2/2024	12,135.89
	V18263798 (blank)		0	10/1/2024	4,101.75
	41131456 (blank)		0	9/25/2024	8,100.71
	17044942 (blank)		0	9/23/2024	2,602.50
<b>FURTHER Total</b>					<b>26,940.85</b>
GALVAN, TANIA	Reimbursement	2501716	262066	10/2/2024	17.99
<b>GALVAN, TANIA Total</b>					<b>17.99</b>
GAYDOS, JODY	FY2024.Senior.Refund	(blank)	261818	9/20/2024	13.10
<b>GAYDOS, JODY Total</b>					<b>13.10</b>

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GEIGER	5651890	2501786	262067	10/2/2024	210.11
	5644876	2501787	262067	10/2/2024	273.00
	5639879	2501787	262067	10/2/2024	513.72
	5638557	2501787	262067	10/2/2024	538.44
	5638558	2501787	262067	10/2/2024	386.39
	5638559	2501787	262067	10/2/2024	512.15
<b>GEIGER Total</b>					<b>2,433.81</b>
GERRIETTS, JENNIFER LEE	PBIS Store	(blank)	22477	10/7/2024	41.54
	Wellness 2	(blank)	22477	10/7/2024	48.60
<b>GERRIETTS, JENNIFER LEE Total</b>					<b>90.14</b>
GHERE, DEBBIE	JV Vball Official 1	(blank)	48285	10/4/2024	175.00
	Intercity VB officia	(blank)	48765	9/24/2024	200.00
<b>GHERE, DEBBIE Total</b>					<b>375.00</b>
GIBBONS, EVAN	FY2024.Senior.Refund	(blank)	261819	9/20/2024	42.70
<b>GIBBONS, EVAN Total</b>					<b>42.70</b>
GIERMANN, JENNIFER	GCU College Visist	(blank)	48805	10/3/2024	40.98
<b>GIERMANN, JENNIFER Total</b>					<b>40.98</b>
GLATT, MICHELLE L	Reimbursement ELA	2501814	262068	10/2/2024	78.10
<b>GLATT, MICHELLE L Total</b>					<b>78.10</b>
GLENBARD EAST HIGH SCHOOL	V317047	(blank)	127076	9/20/2024	375.00
<b>GLENBARD EAST HIGH SCHOOL Total</b>					<b>375.00</b>
GLENN PTO	Sk 24	(blank)	48843	10/10/2024	31.00
<b>GLENN PTO Total</b>					<b>31.00</b>
GLOBAL WATER TECHNOLOGY, INC.	126965	2501856	262069	10/2/2024	1,515.95
<b>GLOBAL WATER TECHNOLOGY, INC. Total</b>					<b>1,515.95</b>
GLOWINSKI, SHERI	FY2024.Senior.Refund	(blank)	261820	9/20/2024	51.75
<b>GLOWINSKI, SHERI Total</b>					<b>51.75</b>
GOLD MEDAL - CENTRAL ILLINOIS	31-95669	(blank)	15548	9/23/2024	592.85
<b>GOLD MEDAL - CENTRAL ILLINOIS Total</b>					<b>592.85</b>
GOMOLCHAK, EMILY	FY2024.Senior.Refund	(blank)	261821	9/20/2024	39.85
<b>GOMOLCHAK, EMILY Total</b>					<b>39.85</b>
GORDON FOOD SERVICE, INC	9014340875	2501844	262070	10/2/2024	2,653.12
	9014340877	2501844	262070	10/2/2024	186.60
	9014312306	2501843	262070	10/2/2024	2,286.92
	9014312307	2501843	262070	10/2/2024	277.11
	2001673619	2501845	262070	10/2/2024	(44.00)
	9014244870	2501844	262070	10/2/2024	1,300.27
	9014244873	2501844	262070	10/2/2024	139.20
	9014267956	2501845	262070	10/2/2024	1,116.79
	9014267958	2501845	262070	10/2/2024	2,086.28
	9014267959	2501845	262070	10/2/2024	22.46
	9014267960	2501845	262070	10/2/2024	1,796.00
	9014292013	2501845	262070	10/2/2024	162.12
	9014244857	2501843	262070	10/2/2024	2,225.78
	9014244859	2501843	262070	10/2/2024	647.55
	9014244860	2501843	262070	10/2/2024	139.20
	9014154190	2501844	262070	10/2/2024	3,749.57

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GORDON FOOD SERVICE, INC	9014154192	2501844	262070	10/2/2024	121.15
	9014154159	2501843	262070	10/2/2024	2,973.53
	9014154161	2501843	262070	10/2/2024	147.85
	2001658342	2501845	262070	10/2/2024	(30.68)
	9014098607	2501845	262070	10/2/2024	1,165.27
	9014098608	2501845	262070	10/2/2024	1,430.23
	2001653009	2501844	262070	10/2/2024	(533.16)
	9014079469	2501844	262070	10/2/2024	3,166.91
	9014079472	2501844	262070	10/2/2024	69.60
	9014053339	2501843	262070	10/2/2024	4,481.30
	9014010298	2501844	262070	10/2/2024	5,103.81
	9014010310	2501844	262070	10/2/2024	31.88
	9014010336	2501845	262070	10/2/2024	1,114.25
	9014033681	2501845	262070	10/2/2024	84.45
	9014017273	2501843	262070	10/2/2024	2,859.95
	9013941252	2501845	262070	10/2/2024	842.38
	9013941254	2501845	262070	10/2/2024	65.86
	2001637630	2501843	262070	10/2/2024	(18.54)
	2001637631	2501843	262070	10/2/2024	(40.17)
	9013898388	2501844	262070	10/2/2024	3,116.69
	9013898390	2501844	262070	10/2/2024	108.50
	9013898365	2501843	262070	10/2/2024	3,489.48
	9013898368	2501843	262070	10/2/2024	223.80
	9013898369	2501843	262070	10/2/2024	191.40
	9013848524	2501845	262070	10/2/2024	665.65
	9013848526	2501845	262070	10/2/2024	16.50
	9013848527	2501845	262070	10/2/2024	30.16
	9013820580	2501844	262070	10/2/2024	1,541.36
	9013820583	2501844	262070	10/2/2024	1,210.44
	9013820585	2501844	262070	10/2/2024	370.55
	2001624155	2501844	262070	10/2/2024	(0.68)
	9013737802	2501845	262070	10/2/2024	789.62
	9013737809	2501845	262070	10/2/2024	1,370.87
	9013737810	2501845	262070	10/2/2024	440.36
	9013744884	2501843	262070	10/2/2024	2,824.60
	9013744889	2501843	262070	10/2/2024	233.40
	2011595520	2501845	262070	10/2/2024	(49.04)
	9013392852	2501844	262070	10/2/2024	2,043.35
	164142	2501843	262070	10/2/2024	(498.14)
	165908	2501843	262070	10/2/2024	(2,490.68)
	164143	2501844	262070	10/2/2024	(569.51)
	165909	2501844	262070	10/2/2024	(2,847.56)
	164223	2501845	262070	10/2/2024	(1,522.01)
	175120	2501845	262070	10/2/2024	(315.07)
	176043	2501845	262070	10/2/2024	(33.24)
176864	2501845	262070	10/2/2024	(166.22)	
<b>GORDON FOOD SERVICE, INC Total</b>					<b>51,955.42</b>
GOTSCHALL, HEATHER L	Various items 10/24	(blank)	48844	10/10/2024	451.30
	Comp cheer music	(blank)	48791	9/26/2024	600.00
<b>GOTSCHALL, HEATHER L Total</b>					<b>1,051.30</b>
GRAINGER PARTS OPERATIONS WW GRAING	9257758889	2501858	262071	10/2/2024	101.60
	9249079774	2501858	262071	10/2/2024	70.29
	9249079790	2501858	262071	10/2/2024	400.67
	9248561657	2501696	262071	10/2/2024	44.32
<b>GRAINGER PARTS OPERATIONS WW GRAING Total</b>					<b>616.88</b>
GRANT, DANIEL J	FY2024.Senior.Refund	(blank)	261822	9/20/2024	26.60

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<b>GRANT, DANIEL J Total</b>					<b>26.60</b>
GRANT, SHANNON	V73751093	(blank)	5542	9/23/2024	76.08
<b>GRANT, SHANNON Total</b>					<b>76.08</b>
<b>GREAT LAKES ACE HARDWARE INC.</b>					
	640/15	2501297	262072	10/2/2024	76.45
	639/15	2501297	262072	10/2/2024	46.03
	643/15	2501297	262072	10/2/2024	62.24
	646/15	2501297	262072	10/2/2024	40.44
	649/15	2501297	262072	10/2/2024	33.07
	623/15	2501297	262072	10/2/2024	57.58
	629/15	2501297	262072	10/2/2024	45.71
	599/15	2501297	262072	10/2/2024	79.16
	601/15	2501297	262072	10/2/2024	190.75
	602/15	2501297	262072	10/2/2024	158.37
	609/15	2501297	262072	10/2/2024	31.47
	611/15	2501297	262072	10/2/2024	35.31
	555/15	2501297	262072	10/2/2024	10.79
	551/15	2501775	262072	10/2/2024	43.16
	540/15	2501297	262072	10/2/2024	37.38
	524/15	2501297	262072	10/2/2024	47.68
	509/15	2501297	262072	10/2/2024	52.14
	515/15	2501297	262072	10/2/2024	15.28
	490/15	2501297	262072	10/2/2024	77.37
	499/15	2501297	262072	10/2/2024	48.21
	501/15	2501297	262072	10/2/2024	64.91
	502/15	2501297	262072	10/2/2024	47.66
	480/15	2501297	262072	10/2/2024	6.29
	483/15	2501297	262072	10/2/2024	19.64
	488/15	2501297	262072	10/2/2024	53.98
	4058/15	2501297	262072	10/2/2024	89.05
	178/15	2501297	262072	10/2/2024	25.16
	17/15	2501297	262072	10/2/2024	56.99
<b>GREAT LAKES ACE HARDWARE INC. Total</b>					<b>1,552.27</b>
GROVE ELEMENTARY PTO	Sk 24	(blank)	48845	10/10/2024	68.00
<b>GROVE ELEMENTARY PTO Total</b>					<b>68.00</b>
<b>GROWING GROUNDS</b>					
	441059	2501777	262073	10/2/2024	880.44
	441062	2501777	262073	10/2/2024	66.19
	440690	2501777	262073	10/2/2024	490.09
	440692	2501777	262073	10/2/2024	268.29
	440606	2501777	262073	10/2/2024	422.05
	439077	2501756	262073	10/2/2024	205.57
	438962	2501756	262073	10/2/2024	51.39
	438616	2501756	262073	10/2/2024	237.99
	438506	2501756	262073	10/2/2024	707.09
	438508	2501756	262073	10/2/2024	237.10
	438520	2501756	262073	10/2/2024	201.31
	438547	2501756	262073	10/2/2024	1,037.76
	438427	2501756	262073	10/2/2024	45.88
	437087	2501756	262073	10/2/2024	421.55
	437111	2501756	262073	10/2/2024	229.96
	437021	2501756	262073	10/2/2024	229.46
	437025	2501756	262073	10/2/2024	80.69
	437026	2501756	262073	10/2/2024	575.22
	436936	2501756	262073	10/2/2024	183.47
	436937	2501756	262073	10/2/2024	278.95
	436959	2501756	262073	10/2/2024	831.87

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GROWING GROUNDS	436455	2501756	262073	10/2/2024	50.99
	436510	2501756	262073	10/2/2024	255.00
	435835	2501756	262073	10/2/2024	248.89
	435193	2501756	262073	10/2/2024	292.14
	435097	2501756	262073	10/2/2024	38.22
	435148	2501756	262073	10/2/2024	29.31
	434362	2501756	262073	10/2/2024	2,179.86
	434370	2501756	262073	10/2/2024	169.99
	433771	2501756	262073	10/2/2024	107.94
	433787	2501756	262073	10/2/2024	77.33
	433680	2501756	262073	10/2/2024	152.95
	433638	2501756	262073	10/2/2024	76.47
	433543	2501756	262073	10/2/2024	343.70
	432871	2501756	262073	10/2/2024	192.39
<b>GROWING GROUNDS Total</b>	<b>432056</b>	2501756	<b>262073</b>	10/2/2024	<b>409.95</b>
					<b>12,307.45</b>
GRUENLOH, AMBER C.	Intercity VB officia	(blank)	48766	9/24/2024	80.00
<b>GRUENLOH, AMBER C. Total</b>					<b>80.00</b>
GUY, KORTNEY	REIMBURSEMENT...	2501791	262074	10/2/2024	21.66
<b>GUY, KORTNEY Total</b>					<b>21.66</b>
HAFERMANN, EDUARD P	IBCA Lunch	(blank)	48254	9/25/2024	49.70
	Reimburse Clinic	(blank)	48254	9/25/2024	120.00
<b>HAFERMANN, EDUARD P Total</b>					<b>169.70</b>
HAFERMANN, TERA L	Reimburse IMC	(blank)	48290	10/7/2024	209.49
<b>HAFERMANN, TERA L Total</b>					<b>209.49</b>
HAGGERTY, CHRIS	FY2024.Senior.Refund	(blank)	261823	9/20/2024	16.00
<b>HAGGERTY, CHRIS Total</b>					<b>16.00</b>
HAGLER, JULIE	FY2024.Senior.Refund	(blank)	261824	9/20/2024	23.85
<b>HAGLER, JULIE Total</b>					<b>23.85</b>
HAILEY, MARISA GABRIELLE	V70696540	(blank)	3107	10/2/2024	25.00
<b>HAILEY, MARISA GABRIELLE Total</b>					<b>25.00</b>
HAMLER, NATHAN	FY2024.Senior.Refund	(blank)	261825	9/20/2024	10.15
<b>HAMLER, NATHAN Total</b>					<b>10.15</b>
HAMMEN, JENNIFER	FY2024.Senior.Refund	(blank)	261826	9/20/2024	41.30
<b>HAMMEN, JENNIFER Total</b>					<b>41.30</b>
HANNA, KRISTIN ELIZABETH	V58529	(blank)	5228	9/27/2024	103.22
<b>HANNA, KRISTIN ELIZABETH Total</b>					<b>103.22</b>
HARLAN, BRIGETTE	REFUND	(blank)	261918	10/2/2024	47.60
<b>HARLAN, BRIGETTE Total</b>					<b>47.60</b>
HARRIS, ELIZABETH RAE	Conv parking & Walma	(blank)	48806	10/3/2024	206.78
<b>HARRIS, ELIZABETH RAE Total</b>					<b>206.78</b>
HASTY AWARDS	8241608	301250002	48792	9/26/2024	60.80
<b>HASTY AWARDS Total</b>					<b>60.80</b>
HAWKINS, CHRISTOPHER	Postage	(blank)	48316	10/11/2024	116.80
	Reimburse ABCA	(blank)	48255	9/25/2024	75.00

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<b>HAWKINS, CHRISTOPHER Total</b>					<b>191.80</b>	
HAWKINS, KARRIN R	Hoco Parade Candy	(blank)	48767	9/24/2024	34.96	
<b>HAWKINS, KARRIN R Total</b>					<b>34.96</b>	
HAYS, CAITLIN D	Parade Candy	(blank)	48256	9/25/2024	55.96	
	FFA Airbnb	(blank)	48291	10/7/2024	1,564.82	
	Chapter Mtg Supplies	(blank)	48247	9/23/2024	192.84	
	Rodeo Tickets	(blank)	48247	9/23/2024	504.00	
<b>HAYS, CAITLIN D Total</b>					<b>2,317.62</b>	
HEARTSPRING		17480	2501634	262075	10/2/2024	30,494.67
<b>HEARTSPRING Total</b>					<b>30,494.67</b>	
HEINEMANN	956180926	2501767	262076	10/2/2024	1,404.90	
	956177852	2501660	262076	10/2/2024	3,512.25	
	956175417	2501662	262076	10/2/2024	234.15	
<b>HEINEMANN Total</b>					<b>5,151.30</b>	
HEINZ, CHARLES	Intercity VB officia	(blank)	48768	9/24/2024	200.00	
<b>HEINZ, CHARLES Total</b>					<b>200.00</b>	
HEINZ, HANNAH LEEANN	Intercity VB officia	(blank)	48769	9/24/2024	200.00	
<b>HEINZ, HANNAH LEEANN Total</b>					<b>200.00</b>	
HEMBERGER, EMALIE	Intercity VB officia	(blank)	48770	9/24/2024	120.00	
<b>HEMBERGER, EMALIE Total</b>					<b>120.00</b>	
HENDERSON, PATTY	FY2024.Senior.Refund	(blank)	261827	9/20/2024	18.35	
<b>HENDERSON, PATTY Total</b>					<b>18.35</b>	
HENRICHSMEYER, KRISTA ANN	MILES202408	(blank)	261919	10/2/2024	30.22	
<b>HENRICHSMEYER, KRISTA ANN Total</b>					<b>30.22</b>	
HERITAGE MACHINE & WELDING INC		53299	2501695	262077	10/2/2024	2,833.72
<b>HERITAGE MACHINE &amp; WELDING INC Total</b>					<b>2,833.72</b>	
HERTZNER, DANIEL C	Sept club snacks	(blank)	48807	10/3/2024	40.25	
<b>HERTZNER, DANIEL C Total</b>					<b>40.25</b>	
HESS, DARREN	UCP09242024	(blank)	261920	10/2/2024	50.00	
<b>HESS, DARREN Total</b>					<b>50.00</b>	
HESS, LATOYA RACQUEL	reimbursment	(blank)	22468	10/1/2024	28.25	
<b>HESS, LATOYA RACQUEL Total</b>					<b>28.25</b>	
HICKMAN, MARTIN S	MILES202409	(blank)	262102	10/2/2024	623.77	
<b>HICKMAN, MARTIN S Total</b>					<b>623.77</b>	
HODER, MATTHEW	V61819460	(blank)	20879	10/11/2024	40.00	
	Reimburse B Golf	(blank)	48277	10/3/2024	238.38	
	Golf Balls Sept	(blank)	48248	9/23/2024	113.22	
<b>HODER, MATTHEW Total</b>					<b>391.60</b>	
HOLLINGER METAL EDGE-, VA INC	H140813	302250020	48278	10/3/2024	40.98	
<b>HOLLINGER METAL EDGE-, VA INC Total</b>					<b>40.98</b>	
HOLLYWOOD, ALYSSA	Reimbursement	(blank)	22471	10/3/2024	11.99	
	N Team 3	(blank)	22488	10/15/2024	90.87	

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<b>HOLLYWOOD, ALYSSA Total</b>					<b>102.86</b>
HOLZBAUER, DANIELLE	FY2024.Senior.Refund	(blank)	261828	9/20/2024	26.45
<b>HOLZBAUER, DANIELLE Total</b>					<b>26.45</b>
HOOTEN, JESSICA	Reimbursement	2501650	262078	10/2/2024	218.63
<b>HOOTEN, JESSICA Total</b>					<b>218.63</b>
HOPE SCHOOL	SINV008159	2501633	262079	10/2/2024	8,523.30
<b>HOPE SCHOOL Total</b>					<b>8,523.30</b>
HOPPER, DANIELE A	Reimbursement	2501631	262080	10/2/2024	32.07
	Reimbursement.	2501815	262080	10/2/2024	55.96
	V74368337	(blank)	25212	9/23/2024	5.85
<b>HOPPER, DANIELE A Total</b>					<b>93.88</b>
HOSPITAL PURCHASING SERVICE		123018 2501593	262081	10/2/2024	502.59
		123056 2501593	262081	10/2/2024	1,217.66
		123019 2501598	262081	10/2/2024	3,565.45
		123022 2501598	262081	10/2/2024	2,082.14
<b>HOSPITAL PURCHASING SERVICE Total</b>					<b>7,367.84</b>
HOUCHIN, PATRICIA L	MILES202408	(blank)	261921	10/2/2024	39.73
<b>HOUCHIN, PATRICIA L Total</b>					<b>39.73</b>
HUDSON ELEMENTARY PTO	Sk 24	(blank)	48846	10/10/2024	27.00
<b>HUDSON ELEMENTARY PTO Total</b>					<b>27.00</b>
Hupp, Dana	Concession Oct 2024	(blank)	48305	10/8/2024	54.75
	Concessions Sept 23	(blank)	48257	9/25/2024	133.00
<b>Hupp, Dana Total</b>					<b>187.75</b>
IESA ILLINOIS ELEMENTARY SCHOOL ASN	V65195473	(blank)	15562	10/11/2024	20.00
	V34112250	(blank)	25227	10/2/2024	18,521.50
	V77601418	(blank)	15554	9/30/2024	25.00
	V50663434	(blank)	25223	9/27/2024	170.00
	24/25 Cheerleading	2501675	262114	10/2/2024	80.00
<b>IESA ILLINOIS ELEMENTARY SCHOOL ASN Total</b>					<b>18,816.50</b>
ILLINI SUPPLY INC		14995 2501859	262082	10/2/2024	194.00
<b>ILLINI SUPPLY INC Total</b>					<b>194.00</b>
ILLINOIS ASSOCIATION OF SCHOOL BOARDS		443891 2501715	262083	10/2/2024	30.00
<b>ILLINOIS ASSOCIATION OF SCHOOL BOARDS Total</b>					<b>30.00</b>
ILLINOIS HOSA	9/24/24 Conf	(blank)	48808	10/3/2024	280.00
<b>ILLINOIS HOSA Total</b>					<b>280.00</b>
ILLINOIS JOURNALISM EDUCATION ASSOCIATIO	Conference	(blank)	48244	9/19/2024	50.00
<b>ILLINOIS JOURNALISM EDUCATION ASSOCIATIO Total</b>					<b>50.00</b>
ILLINOIS OIL MARKETING EQUIPMENT, I		53420 2501736	262084	10/2/2024	322.20
<b>ILLINOIS OIL MARKETING EQUIPMENT, I Total</b>					<b>322.20</b>
ILLINOIS PORTABLE TOILETS	V36390700	(blank)	20870	9/23/2024	185.00
<b>ILLINOIS PORTABLE TOILETS Total</b>					<b>185.00</b>
ILLINOIS PRINCIPALS ASSOC	24/25 IPA Membership	2501602	262115	10/2/2024	365.50
<b>ILLINOIS PRINCIPALS ASSOC Total</b>					<b>365.50</b>

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ILLINOIS SCHOOL FOR THE DEAF	ISD08312024EH	2501882	262085	10/2/2024	1,743.93
<b>ILLINOIS SCHOOL FOR THE DEAF Total</b>					<b>1,743.93</b>
ILLINOIS WORKER'S COMPENSATION COMM	RAF/SIF 2024-1	2501674	261777	9/19/2024	1,493.47
<b>ILLINOIS WORKER'S COMPENSATION COMM Total</b>					<b>1,493.47</b>
ILMEA	Inv No 10528	(blank)	22489	10/15/2024	130.00
		85907 (blank)	22480	10/10/2024	60.00
<b>ILMEA Total</b>					<b>190.00</b>
INFINITE CAMPUS	V3684276	(blank)	0	9/30/2024	541.07
	V55225440	(blank)	0	9/27/2024	452.78
	V70195210	(blank)	0	9/26/2024	699.82
	V3233155	(blank)	0	9/25/2024	1,858.40
	V4929905	(blank)	0	9/20/2024	574.12
	V97388016	(blank)	0	9/20/2024	595.57
	V42211324	(blank)	0	9/19/2024	578.58
<b>INFINITE CAMPUS Total</b>					<b>5,300.34</b>
INTERCITY PROGRAM FUND	VB tourn gate	(blank)	48809	10/3/2024	703.54
	B Soccer Gate	(blank)	48292	10/7/2024	1,433.00
<b>INTERCITY PROGRAM FUND Total</b>					<b>2,136.54</b>
INTERSTATE ALL BATTERY CENTER	1.9004E+12	2501860	262086	10/2/2024	11.69
	1.9004E+12	2501697	262086	10/2/2024	222.49
<b>INTERSTATE ALL BATTERY CENTER Total</b>					<b>234.18</b>
INTERSTATE BILLING SERV, INC	3038805729	2501759	262087	10/2/2024	3,380.50
	3038726340	2501739	262087	10/2/2024	1,139.21
<b>INTERSTATE BILLING SERV, INC Total</b>					<b>4,519.71</b>
ISKRA, FRANK	FY2024.Senior.Refund	(blank)	261829	9/20/2024	10.55
<b>ISKRA, FRANK Total</b>					<b>10.55</b>
ISU STUDENT ACCOUNTS	1001203326 Fall 2024	2501788	262088	10/2/2024	1,038.97
	1001165078 - Fall	2501822	262088	10/2/2024	6,142.80
<b>ISU STUDENT ACCOUNTS Total</b>					<b>7,181.77</b>
ITSAVVY LLC	7036687	2501805	262089	10/2/2024	50.00
	7035471	2501672	262089	10/2/2024	50.00
<b>ITSAVVY LLC Total</b>					<b>100.00</b>
J W PEPPER & SONS INCORP	V64402884	(blank)	6910	9/23/2024	29.00
	366693565	2501635	262090	10/2/2024	42.50
	366668838	2501635	262090	10/2/2024	55.00
	366664226	2501635	262090	10/2/2024	132.99
	366663843	2501635	262090	10/2/2024	165.80
	366661896	2501635	262090	10/2/2024	65.00
<b>J W PEPPER &amp; SONS INCORP Total</b>					<b>490.29</b>
JACKSON, RON	FY2024.Senior.Refund	(blank)	261830	9/20/2024	44.00
<b>JACKSON, RON Total</b>					<b>44.00</b>
JACOBS HIGH SCHOOL	V403994	(blank)	127077	9/20/2024	375.00
<b>JACOBS HIGH SCHOOL Total</b>					<b>375.00</b>
JAKKA, MADHURI	FY2024.Senior.Refund	(blank)	261831	9/20/2024	30.60
<b>JAKKA, MADHURI Total</b>					<b>30.60</b>

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JC SCREENPRINTING	11858 (blank)		48317	10/11/2024	365.32
<b>JC SCREENPRINTING Total</b>					<b>365.32</b>
Jennings, Chad	V95428698	(blank)	6423	9/30/2024	128.00
<b>Jennings, Chad Total</b>					<b>128.00</b>
JES & SONS 2-WAY, LLC	92403	2501757	262091	10/2/2024	22,161.60
<b>JES &amp; SONS 2-WAY, LLC Total</b>					<b>22,161.60</b>
JOHNSON CONTROLS FIRE PROTECTION LP	24314814	2501692	262092	10/2/2024	689.79
	41758680	2501692	262092	10/2/2024	1,204.12
	41758681	2501692	262092	10/2/2024	2,106.85
	41751923	2501835	262092	10/2/2024	11,834.40
	41749997	2501835	262092	10/2/2024	95,401.08
<b>JOHNSON CONTROLS FIRE PROTECTION LP Total</b>					<b>111,236.24</b>
JOHNSON, CHANEL	Reimbursement.	2501765	262093	10/2/2024	105.52
<b>JOHNSON, CHANEL Total</b>					<b>105.52</b>
Johnston, Matt J	V47805796	(blank)	6914	9/27/2024	105.00
<b>Johnston, Matt J Total</b>					<b>105.00</b>
JOHNSTONE SUPPLY	7013049	2501861	262094	10/2/2024	25.97
<b>JOHNSTONE SUPPLY Total</b>					<b>25.97</b>
JONES, SUZANNE MARIE	V68480285	(blank)	6927	10/15/2024	957.34
<b>JONES, SUZANNE MARIE Total</b>					<b>957.34</b>
JUERS, ROGER ALAN	Tennis Reporting	(blank)	48822	10/7/2024	35.00
	Pizza & GC for coach	(blank)	48771	9/24/2024	291.80
	Uniforms & hotel roo	(blank)	48771	9/24/2024	2,849.47
<b>JUERS, ROGER ALAN Total</b>					<b>3,176.27</b>
KAEB SANITARY SUPPLY INC.	224163	2501733	262095	10/2/2024	1,074.80
<b>KAEB SANITARY SUPPLY INC. Total</b>					<b>1,074.80</b>
KAESER AND BLAIR INC.	40712065 (blank)		48793	9/26/2024	618.56
<b>KAESER AND BLAIR INC. Total</b>					<b>618.56</b>
KASTURI, HEMALATA	FY2024.Senior.Refund	(blank)	261832	9/20/2024	22.55
<b>KASTURI, HEMALATA Total</b>					<b>22.55</b>
KEARFOTT, NICOLAS	I-Club Mtg reimb	(blank)	48847	10/10/2024	46.20
	Indoor concess reimb	(blank)	48847	10/10/2024	215.70
	Hospitality 2024	(blank)	48810	10/3/2024	201.16
	VB Concessions	(blank)	48810	10/3/2024	115.50
	Concession Stand	(blank)	48794	9/26/2024	223.84
	I-club & FB Hosp	(blank)	48794	9/26/2024	110.29
	Outdoor Sponsor sign	(blank)	48794	9/26/2024	4,761.60
<b>KEARFOTT, NICOLAS Total</b>					<b>5,674.29</b>
KELLOGG GOLF COURSE	V592843	(blank)	127078	9/20/2024	120.00
<b>KELLOGG GOLF COURSE Total</b>					<b>120.00</b>
KELLY, JENNIFER LYNN	Reimbursement..	2501649	262096	10/2/2024	599.85
	Badges & tape	(blank)	48795	9/26/2024	34.58
	REIMBURSEMENT...	2501710	262096	10/2/2024	82.04
<b>KELLY, JENNIFER LYNN Total</b>					<b>716.47</b>

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KEN'S OIL SERVICE, INC.	508224123	2501753	262097	10/2/2024	21,411.75
	K550303	2501753	262097	10/2/2024	2,658.00
	K550244	2501753	262097	10/2/2024	2,689.00
	508222851	2501753	262097	10/2/2024	25,839.73
	K549953	2501753	262097	10/2/2024	2,651.30
	K549800	2501753	262097	10/2/2024	812.70
	K549900	2501753	262097	10/2/2024	1,697.01
	968094	2501753	262097	10/2/2024	22,897.56
<b>KEN'S OIL SERVICE, INC. Total</b>					<b>80,657.05</b>
KERNOSKY, JASON	FY2024.Senior.Refund	(blank)	261833	9/20/2024	12.00
<b>KERNOSKY, JASON Total</b>					<b>12.00</b>
KING, RICARDO D	Powder pff/bday	(blank)	48796	9/26/2024	209.68
<b>KING, RICARDO D Total</b>					<b>209.68</b>
KINGSLEY JUNIOR HIGH SCHOOL	Sk 24	(blank)	48848	10/10/2024	106.00
	V61728067	(blank)	25231	10/4/2024	546.00
<b>KINGSLEY JUNIOR HIGH SCHOOL Total</b>					<b>652.00</b>
KINTNER, JILL DIANE	Reimbursement	2501828	262098	10/2/2024	370.86
<b>KINTNER, JILL DIANE Total</b>					<b>370.86</b>
KINTNER, RACHAEL E	wellness	(blank)	22462	9/24/2024	25.00
<b>KINTNER, RACHAEL E Total</b>					<b>25.00</b>
Kline, Kristofer	V42971997	(blank)	6916	10/1/2024	254.71
<b>Kline, Kristofer Total</b>					<b>254.71</b>
KLOKKENGA, JASON	FMP Pizza HoCo	(blank)	48306	10/8/2024	399.84
	RWS Activity	(blank)	48293	10/7/2024	43.52
<b>KLOKKENGA, JASON Total</b>					<b>443.36</b>
KLOKKENGA, KATHRYN ELIZABETH	Reimbursement	2501811	262099	10/2/2024	45.80
<b>KLOKKENGA, KATHRYN ELIZABETH Total</b>					<b>45.80</b>
KNAUF, AMY LYNNE	FY2024.Senior.Refund	(blank)	261834	9/20/2024	58.15
<b>KNAUF, AMY LYNNE Total</b>					<b>58.15</b>
Konakanchi, Harshini	First club mtg	(blank)	48823	10/7/2024	55.13
<b>Konakanchi, Harshini Total</b>					<b>55.13</b>
KONOPASEK, CHRISTINE MARIE	Reimb Belleville 24	(blank)	48849	10/10/2024	1,182.34
	Sr gifts/outings/	(blank)	48824	10/7/2024	472.10
	T-shirt/pictures	(blank)	48811	10/3/2024	87.26
<b>KONOPASEK, CHRISTINE MARIE Total</b>					<b>1,741.70</b>
KOTARBA, JILL	REFUND	(blank)	261922	10/2/2024	5.35
<b>KOTARBA, JILL Total</b>					<b>5.35</b>
KRAFT, MACKENZIE	Class materials	(blank)	48825	10/7/2024	17.53
	Course Materials	(blank)	48825	10/7/2024	64.86
	Volunteer Thank You's	(blank)	48825	10/7/2024	60.00
	Materials	(blank)	48812	10/3/2024	47.73
	Tickets & insurance	(blank)	48812	10/3/2024	1,152.00
	Monday Mentor	(blank)	48772	9/24/2024	143.36
<b>KRAFT, MACKENZIE Total</b>					<b>1,485.48</b>

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KUETHE, MARISA	G Tennis Sr Night	(blank)	48318	10/11/2024	152.09
<b>KUETHE, MARISA Total</b>					<b>152.09</b>
KUPFERSCHMID, HANNAH I	MILES202408	(blank)	261923	10/2/2024	28.54
<b>KUPFERSCHMID, HANNAH I Total</b>					<b>28.54</b>
LABORERS INTERNATIONAL UNION OF NOR	V33430	2501919	262103	10/2/2024	1,042.20
<b>LABORERS INTERNATIONAL UNION OF NOR Total</b>					<b>1,042.20</b>
LASALLE-PERU HIGH SCHOOL	V150097	(blank)	127088	10/2/2024	220.00
<b>LASALLE-PERU HIGH SCHOOL Total</b>					<b>220.00</b>
LEARNWELL	INV206681	2501880	261924	10/2/2024	827.95
<b>LEARNWELL Total</b>					<b>827.95</b>
LEATHERY, DAVID	V37656767	(blank)	25244	10/9/2024	225.00
<b>LEATHERY, DAVID Total</b>					<b>225.00</b>
LEE, BENJAMIN	FY2024.Senior.Refund	(blank)	261835	9/20/2024	20.05
<b>LEE, BENJAMIN Total</b>					<b>20.05</b>
LEE, JIHYE	REFUND	(blank)	261925	10/2/2024	13.60
<b>LEE, JIHYE Total</b>					<b>13.60</b>
LELM, MISTY CHARLENE	MILES202408	(blank)	261926	10/2/2024	65.12
<b>LELM, MISTY CHARLENE Total</b>					<b>65.12</b>
LEVERTON, MELISSA R	FY2024.Senior.Refund	(blank)	261836	9/20/2024	24.45
<b>LEVERTON, MELISSA R Total</b>					<b>24.45</b>
LEWIS , JOSHUA	Intercity VB officia	(blank)	48773	9/24/2024	200.00
<b>LEWIS , JOSHUA Total</b>					<b>200.00</b>
LIGHTY, BERNADETTE PANGANIBAN	MILES20240708	(blank)	261927	10/2/2024	120.40
<b>LIGHTY, BERNADETTE PANGANIBAN Total</b>					<b>120.40</b>
LIMESTONE COMMUNITY H.S.	V5794	(blank)	127079	9/20/2024	250.00
<b>LIMESTONE COMMUNITY H.S. Total</b>					<b>250.00</b>
LINCOLN COMMUNITY HIGH SCHOOL 1	V151573	(blank)	127080	9/20/2024	150.00
<b>LINCOLN COMMUNITY HIGH SCHOOL 1 Total</b>					<b>150.00</b>
LINCOLN PRAIRIE BEHAVIORAL HEALTH C	2021-20176	2501883	261928	10/2/2024	375.00
<b>LINCOLN PRAIRIE BEHAVIORAL HEALTH C Total</b>					<b>375.00</b>
LINDE GAS & EQUIPMENT INC.	45320289	2501862	261929	10/2/2024	92.41
	45340986	2501862	261929	10/2/2024	268.33
	44160593	2501862	261929	10/2/2024	260.61
<b>LINDE GAS &amp; EQUIPMENT INC. Total</b>					<b>621.35</b>
LKM MOWING & LANDSCAPING	1631	2501863	261930	10/2/2024	62.00
	1525	2501863	261930	10/2/2024	62.00
	1527	2501863	261930	10/2/2024	207.00
	1528	2501863	261930	10/2/2024	692.00
	1529	2501863	261930	10/2/2024	181.00
	1426	2501719	261930	10/2/2024	836.00
	1416	2501719	261930	10/2/2024	525.00
	1417	2501719	261930	10/2/2024	214.00
	1418	2501719	261930	10/2/2024	2,561.00

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LKM MOWING & LANDSCAPING		1419	2501719	261930	10/2/2024	1,143.00
<b>LKM MOWING &amp; LANDSCAPING Total</b>						<b>6,483.00</b>
LONG, AMANDA DANIELLE	V280983	2501664	261931	10/2/2024	173.22	
<b>LONG, AMANDA DANIELLE Total</b>						<b>173.22</b>
LONG, MATTHEW	V17983793	(blank)	9533	10/2/2024	23.99	
	V60314172	(blank)	9528	9/20/2024	25.77	
<b>LONG, MATTHEW Total</b>						<b>49.76</b>
LOUDENBACK, KRIS	FY2024.Senior.Refund	(blank)	261837	9/20/2024	122.60	
<b>LOUDENBACK, KRIS Total</b>						<b>122.60</b>
LUDOLPH, BRENT M	FY2024.Senior.Refund	(blank)	261838	9/20/2024	53.64	
<b>LUDOLPH, BRENT M Total</b>						<b>53.64</b>
LUESCHEN, HEATHER LYNN	Classroom Supplies	(blank)	48307	10/8/2024	55.00	
<b>LUESCHEN, HEATHER LYNN Total</b>						<b>55.00</b>
LUGINBUHL, BENJAMIN	ILMEA fees	(blank)	48797	9/26/2024	1,050.00	
	Software/Music	(blank)	48797	9/26/2024	231.76	
<b>LUGINBUHL, BENJAMIN Total</b>						<b>1,281.76</b>
LYNCH, KIMBERLY M	V26285985	(blank)	2926	10/10/2024	498.28	
<b>LYNCH, KIMBERLY M Total</b>						<b>498.28</b>
LYONS TOWNSHIP HIGH SCHOOL	V4283	(blank)	127081	9/20/2024	100.00	
<b>LYONS TOWNSHIP HIGH SCHOOL Total</b>						<b>100.00</b>
Maggio, Skylar A	V19430903	(blank)	2924	10/8/2024	132.42	
<b>Maggio, Skylar A Total</b>						<b>132.42</b>
MAI, DUONG	FY2024.Senior.Refund	(blank)	261839	9/20/2024	10.60	
<b>MAI, DUONG Total</b>						<b>10.60</b>
MAKEMUSIC, INC	HMRZ-YQJC	2501726	261932	10/2/2024	419.93	
<b>MAKEMUSIC, INC Total</b>						<b>419.93</b>
MARATHON SPORTSWEAR		94044 (blank)	48267	9/30/2024	423.94	
<b>MARATHON SPORTSWEAR Total</b>						<b>423.94</b>
MARRY, CASSANDRA	V63950990	(blank)	20876	10/2/2024	120.00	
	Intercity VB officia	(blank)	48774	9/24/2024	200.00	
<b>MARRY, CASSANDRA Total</b>						<b>320.00</b>
MARVEL, MOLLIE	girls BB 3	(blank)	22490	10/15/2024	158.96	
<b>MARVEL, MOLLIE Total</b>						<b>158.96</b>
MARVEL, WILL	HoCo Reimburse 2	(blank)	48258	9/25/2024	60.96	
<b>MARVEL, WILL Total</b>						<b>60.96</b>
MATTSON, RACHEL	MILES202408	(blank)	261933	10/2/2024	28.81	
<b>MATTSON, RACHEL Total</b>						<b>28.81</b>
MATTSON, TIMOTHY R	FY2024.Senior.Refund	(blank)	261840	9/20/2024	11.75	
<b>MATTSON, TIMOTHY R Total</b>						<b>11.75</b>
MAYNERICH, SARA ANN	Amazon Card	(blank)	48268	9/30/2024	50.00	
	Reimburse Amazon	(blank)	48259	9/25/2024	22.99	

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<b>MAYNERICH, SARA ANN Total</b>					<b>72.99</b>
MC LEAN COUNTY GLASS & MIRROR, INC	58617	2501833	261934	10/2/2024	6,450.00
	58618	2501833	261934	10/2/2024	900.00
	58619	2501833	261934	10/2/2024	5,750.00
<b>MC LEAN COUNTY GLASS &amp; MIRROR, INC Total</b>					<b>13,100.00</b>
MC MASTER-CARR SUPPLY CO	33601159	2501864	261935	10/2/2024	391.86
<b>MC MASTER-CARR SUPPLY CO Total</b>					<b>391.86</b>
MCCARTHY, AMBER	FY2024.Senior.Refund	(blank)	261841	9/20/2024	10.65
<b>MCCARTHY, AMBER Total</b>					<b>10.65</b>
MCCOMBS, CHRISTOPHER	FY2024.Senior.Refund	(blank)	261842	9/20/2024	15.37
<b>MCCOMBS, CHRISTOPHER Total</b>					<b>15.37</b>
MCHUGH, COURTNEY	FY2024.Senior.Refund	(blank)	261843	9/20/2024	26.00
<b>MCHUGH, COURTNEY Total</b>					<b>26.00</b>
MCLEAN CO UNIT DIST NO 5	100800 thru 9/30/24	(blank)	0	10/7/2024	1,475.66
	V11332130	(blank)	0	10/3/2024	1,045.68
	NCV August 2024 Visa	(blank)	0	10/3/2024	1,220.34
	V63172211	(blank)	0	10/3/2024	4,019.99
	V34188251	(blank)	0	10/3/2024	2,033.39
	V8578221	(blank)	0	10/3/2024	778.82
	Sept 2024 100800	(blank)	0	10/8/2024	3,224.99
	V38833698	(blank)	0	10/3/2024	29.16
<b>MCLEAN CO UNIT DIST NO 5 Total</b>					<b>13,828.03</b>
MEADE, ROBERT R	V93288009	(blank)	25242	10/9/2024	1,035.00
<b>MEADE, ROBERT R Total</b>					<b>1,035.00</b>
MENARDS LUMBER	47397	2501730	261936	10/2/2024	68.71
	47278	2501730	261936	10/2/2024	56.33
	47188	2501730	261936	10/2/2024	128.84
	47054	2501730	261936	10/2/2024	101.83
<b>MENARDS LUMBER Total</b>					<b>355.71</b>
MERCER, KAREN JANE	V81659614	(blank)	9534	10/2/2024	117.02
<b>MERCER, KAREN JANE Total</b>					<b>117.02</b>
METAMORA HIGH SCHOOL	V191374	(blank)	127082	9/20/2024	200.00
<b>METAMORA HIGH SCHOOL Total</b>					<b>200.00</b>
METSKEK, CATHERINE JANE	XC Official 3	(blank)	48279	10/3/2024	75.00
	Intercity XC 9/24/24	(blank)	48775	9/24/2024	105.00
<b>METSKEK, CATHERINE JANE Total</b>					<b>180.00</b>
MEYER, DAMON	MILES202409	(blank)	262104	10/2/2024	84.42
<b>MEYER, DAMON Total</b>					<b>84.42</b>
MICHAELS, TIFFANY	Away game meals	(blank)	48813	10/3/2024	379.23
<b>MICHAELS, TIFFANY Total</b>					<b>379.23</b>
MIDLAND PAPER COMPANY	IN02303382	2501746	261937	10/2/2024	4,369.92
<b>MIDLAND PAPER COMPANY Total</b>					<b>4,369.92</b>
MIDWEST CONSTRUCTION RENTALS	209788-1	2501698	261938	10/2/2024	819.00
<b>MIDWEST CONSTRUCTION RENTALS Total</b>					<b>819.00</b>

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MIDWEST EQUIPMENT II	759230	2501865	261939	10/2/2024	165.16
	759150	2501663	261939	10/2/2024	31.02
<b>MIDWEST EQUIPMENT II Total</b>					<b>196.18</b>
MILLER JANITOR SUPPLY CO.	116360	2501760	261940	10/2/2024	551.25
<b>MILLER JANITOR SUPPLY CO. Total</b>					<b>551.25</b>
MILLER PARK ZOO	V59549663	(blank)	6426	10/9/2024	91.00
<b>MILLER PARK ZOO Total</b>					<b>91.00</b>
MINERVA PROMOTIONS	104393	(blank)	48850	10/10/2024	908.00
	104279	(blank)	48260	9/25/2024	306.05
<b>MINERVA PROMOTIONS Total</b>					<b>1,214.05</b>
MINOR, MICHELLE	V46002985	(blank)	4191	9/30/2024	123.61
<b>MINOR, MICHELLE Total</b>					<b>123.61</b>
MODGLIN, MARGARET KATHLEEN	Balloons Tablecloths	(blank)	48294	10/7/2024	165.00
	New Hire Social	(blank)	48280	10/3/2024	122.72
	V854668	2501881	261941	10/2/2024	14.00
	V246857	2501604	261941	10/2/2024	10.39
<b>MODGLIN, MARGARET KATHLEEN Total</b>					<b>312.11</b>
MOLINE, KARA	FY2024.Senior.Refund	(blank)	261844	9/20/2024	12.75
<b>MOLINE, KARA Total</b>					<b>12.75</b>
MOORE, ALFONSO	FY2024.Senior.Refund	(blank)	261845	9/20/2024	22.40
<b>MOORE, ALFONSO Total</b>					<b>22.40</b>
MOORE, BURLINDA	MILES202408	(blank)	261942	10/2/2024	50.92
<b>MOORE, BURLINDA Total</b>					<b>50.92</b>
MORGAN, KRIS	FY2024.Senior.Refund	(blank)	261846	9/20/2024	32.30
<b>MORGAN, KRIS Total</b>					<b>32.30</b>
MORSTATTER, STEPHANIE	FY2024.Senior.Refund	(blank)	261847	9/20/2024	21.05
<b>MORSTATTER, STEPHANIE Total</b>					<b>21.05</b>
MOSS, KEVIN	V69728688	(blank)	20877	10/4/2024	110.00
	V11368007	(blank)	20871	9/23/2024	80.00
<b>MOSS, KEVIN Total</b>					<b>190.00</b>
MVITA ILEBO, OCEANE	BSU Activity Fair	(blank)	48798	9/26/2024	31.38
<b>MVITA ILEBO, OCEANE Total</b>					<b>31.38</b>
MYERS, GABRIEL	MILES202408	(blank)	261943	10/2/2024	13.40
	MILES202409	(blank)	261943	10/2/2024	34.84
<b>MYERS, GABRIEL Total</b>					<b>48.24</b>
NANCE, CARRIE	FY2024.Senior.Refund	(blank)	261848	9/20/2024	43.80
<b>NANCE, CARRIE Total</b>					<b>43.80</b>
NATEGHPOUR, HOSSEIN	FY2024.Senior.Refund	(blank)	261849	9/20/2024	29.95
<b>NATEGHPOUR, HOSSEIN Total</b>					<b>29.95</b>
NATIONAL ENGLISH HONOR SOCIETY	31021	(blank)	48319	10/11/2024	495.00
<b>NATIONAL ENGLISH HONOR SOCIETY Total</b>					<b>495.00</b>

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NATIONAL FFA ORGANIZATION	FFA Jackets	(blank)	48826	10/7/2024	81.00	
	MDS339193	(blank)	48826	10/7/2024	647.00	
	CNR82706	(blank)	48308	10/8/2024	935.00	
<b>NATIONAL FFA ORGANIZATION Total</b>					<b>1,663.00</b>	
NATIONAL FOOD GROUP	IN0919287	2501846	261944	10/2/2024	5,600.00	
	IN09198862	2501592	261944	10/2/2024	3,456.00	
<b>NATIONAL FOOD GROUP Total</b>					<b>9,056.00</b>	
NATIONAL SCHOOL PUBLIC RELATIONS - NSPRA		26876	2501653	261945	10/2/2024	295.00
<b>NATIONAL SCHOOL PUBLIC RELATIONS - NSPRA Total</b>					<b>295.00</b>	
NCWHS BOOSTER CLUB	FB Workers	(blank)	48269	9/30/2024	100.00	
<b>NCWHS BOOSTER CLUB Total</b>					<b>100.00</b>	
NEGWER MATERIALS INC	NOR5111719-00	2501699	261946	10/2/2024	106.16	
<b>NEGWER MATERIALS INC Total</b>					<b>106.16</b>	
NICHOLS, LISA L'HOTE	HoCo Hallways	(blank)	48270	9/30/2024	22.63	
	Blanket Material	(blank)	48261	9/25/2024	120.00	
	Reimburse Pizza	(blank)	48261	9/25/2024	156.17	
<b>NICHOLS, LISA L'HOTE Total</b>					<b>298.80</b>	
NICOR GAS	V658504	2500063	262105	10/2/2024	235.17	
	V178796	2500063	262105	10/2/2024	686.25	
	V934383	2500063	262105	10/2/2024	418.84	
<b>NICOR GAS Total</b>					<b>1,340.26</b>	
NISEN, MICHAEL A.	State Golf 1	(blank)	48320	10/11/2024	100.00	
<b>NISEN, MICHAEL A. Total</b>					<b>100.00</b>	
NLANDU, ORTAVIE	HoCo Reimburse 1	(blank)	48262	9/25/2024	45.00	
<b>NLANDU, ORTAVIE Total</b>					<b>45.00</b>	
NOONAN, WILLIAM L	FY2024.Senior.Refund	(blank)	261850	9/20/2024	57.95	
<b>NOONAN, WILLIAM L Total</b>					<b>57.95</b>	
NORD, ALLISON K	MILES202408	(blank)	261947	10/2/2024	29.41	
<b>NORD, ALLISON K Total</b>					<b>29.41</b>	
NORD, GINA	FY2024.Senior.Refund	(blank)	261851	9/20/2024	19.90	
<b>NORD, GINA Total</b>					<b>19.90</b>	
NORD, SCOUT	UCP09262024	(blank)	261948	10/2/2024	33.40	
<b>NORD, SCOUT Total</b>					<b>33.40</b>	
NORMAL COMMUNITY HIGH SCHOOL	Soccer Athletic 23-2	(blank)	48799	9/26/2024	90.00	
<b>NORMAL COMMUNITY HIGH SCHOOL Total</b>					<b>90.00</b>	
NORMAL WEST HIGH SCHOOL	V96704715	(blank)	22482	10/11/2024	1,725.00	
	V898266	(blank)	127091	10/11/2024	175.00	
	V152231	(blank)	127083	9/20/2024	75.00	
	V234447	(blank)	127083	9/20/2024	150.00	
<b>NORMAL WEST HIGH SCHOOL Total</b>					<b>2,125.00</b>	
Norris, Nina Yoana	V47956238	(blank)	2923	9/26/2024	150.00	
<b>Norris, Nina Yoana Total</b>					<b>150.00</b>	
NORTON, ANDREA NICOLE	V39198031	(blank)	6424	9/30/2024	59.70	

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<b>NORTON, ANDREA NICOLE Total</b>					<b>59.70</b>	
NORTON, JEFF	XC Official 4	(blank)	48281	10/3/2024	75.00	
	Intercity XC 9/24/24	(blank)	48776	9/24/2024	105.00	
<b>NORTON, JEFF Total</b>					<b>180.00</b>	
NOTHING BUNDT CAKES	V12398159	(blank)	15551	9/26/2024	2,007.00	
<b>NOTHING BUNDT CAKES Total</b>					<b>2,007.00</b>	
NYBAKKE VACUUM SHOP, INC	091224-1	2501734	261949	10/2/2024	399.99	
	091424-2	2501734	261949	10/2/2024	46.48	
	090424-3	2501734	261949	10/2/2024	63.74	
<b>NYBAKKE VACUUM SHOP, INC Total</b>					<b>510.21</b>	
OGDON, SARAH	FY2024.Senior.Refund	(blank)	261852	9/20/2024	14.30	
<b>OGDON, SARAH Total</b>					<b>14.30</b>	
OLOFFSON, DAVID HARRY	V4194692	(blank)	25239	10/9/2024	120.00	
<b>OLOFFSON, DAVID HARRY Total</b>					<b>120.00</b>	
OLSON, KIMBERLY	FY2024.Senior.Refund	(blank)	261853	9/20/2024	268.35	
<b>OLSON, KIMBERLY Total</b>					<b>268.35</b>	
ORR, ELISE	FY2024.Senior.Refund	(blank)	261854	9/20/2024	27.75	
<b>ORR, ELISE Total</b>					<b>27.75</b>	
OSF OCCUPATIONAL HEALTH	00211794-00	2501748	261950	10/2/2024	1,785.00	
	00211795-00	2501637	261950	10/2/2024	1,110.00	
<b>OSF OCCUPATIONAL HEALTH Total</b>					<b>2,895.00</b>	
OSTLING, COREY MATTHEW	Parade Candy G Bball	(blank)	48282	10/3/2024	47.96	
<b>OSTLING, COREY MATTHEW Total</b>					<b>47.96</b>	
PABST, REBECCA J	N Team 2	(blank)	22483	10/11/2024	66.31	
	V26402312	(blank)	22463	9/24/2024	55.92	
<b>PABST, REBECCA J Total</b>					<b>122.23</b>	
PAGE, DEBRA R	FY2024.Senior.Refund	(blank)	261855	9/20/2024	12.10	
<b>PAGE, DEBRA R Total</b>					<b>12.10</b>	
PAPA JOHN'S PIZZA	V95136338	(blank)	15558	10/3/2024	(236.25)	
<b>PAPA JOHN'S PIZZA Total</b>					<b>(236.25)</b>	
PAPA JOHN'S PIZZA 1	V95136338	(blank)	15558	10/3/2024	236.25	
	V19517901	(blank)	15556	10/3/2024	281.20	
<b>PAPA JOHN'S PIZZA 1 Total</b>					<b>517.45</b>	
PAPA MURPHY'S		8/1/2024	2501600	261904	9/23/2024	5,400.50
<b>PAPA MURPHY'S Total</b>					<b>5,400.50</b>	
PAPOCCIA, BRETT MICHAEL	V15394316	(blank)	25243	10/9/2024	225.00	
<b>PAPOCCIA, BRETT MICHAEL Total</b>					<b>225.00</b>	
PARAMATMUNI, MEGHA	UCP09262024	(blank)	261951	10/2/2024	75.00	
<b>PARAMATMUNI, MEGHA Total</b>					<b>75.00</b>	
PARKSIDE ELEMENTARY PTO	Sk 24	(blank)	48851	10/10/2024	22.00	
<b>PARKSIDE ELEMENTARY PTO Total</b>					<b>22.00</b>	

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PARKSIDE JUNIOR HIGH SCHOOL	cash for state	(blank)	22491	10/15/2024	800.00	
	V29807185	(blank)	25232	10/4/2024	234.00	
	CHIDDIX JR HIGH 3/6/	2501817	261952	10/2/2024	100.00	
	V71568889	(blank)	6912	9/25/2024	125.00	
<b>PARKSIDE JUNIOR HIGH SCHOOL Total</b>					<b>1,259.00</b>	
PARSI, SUDHAKAR	HC Dance Decor	(blank)	48800	9/26/2024	70.00	
<b>PARSI, SUDHAKAR Total</b>					<b>70.00</b>	
PARTS DEPOT		285203	2501866	261953	10/2/2024	489.99
<b>PARTS DEPOT Total</b>					<b>489.99</b>	
PARTS TOWN, LLC		2103589097	2501868	261954	10/2/2024	576.75
		2103589098	2501868	261954	10/2/2024	339.75
<b>PARTS TOWN, LLC Total</b>					<b>916.50</b>	
PATTELLI, SHAUNA	XC Senior Gifts	(blank)	48263	9/25/2024	63.92	
<b>PATTELLI, SHAUNA Total</b>					<b>63.92</b>	
PATTON, JENNIFER	FY2024.Senior.Refund	(blank)	261856	9/20/2024	33.45	
<b>PATTON, JENNIFER Total</b>					<b>33.45</b>	
PAUL'S UPHOLSTERY		1961	(blank)	48777	9/24/2024	539.00
<b>PAUL'S UPHOLSTERY Total</b>					<b>539.00</b>	
PEARSON		26253445	2501228	261955	10/2/2024	4,632.00
<b>PEARSON Total</b>					<b>4,632.00</b>	
PECK, RYAN J	Reimburse Chess Bag	(blank)	48295	10/7/2024	127.99	
<b>PECK, RYAN J Total</b>					<b>127.99</b>	
PENDLETON, TARA D	Fall24 reimb	(blank)	48852	10/10/2024	3,708.12	
<b>PENDLETON, TARA D Total</b>					<b>3,708.12</b>	
PENLAND, SCOTT M.	V90587859	(blank)	20872	9/23/2024	80.00	
<b>PENLAND, SCOTT M. Total</b>					<b>80.00</b>	
PEOPLES, TERESA	V3175663	(blank)	25221	9/26/2024	330.25	
	V48111581	(blank)	25214	9/23/2024	177.96	
	V81969985	(blank)	25214	9/23/2024	196.79	
<b>PEOPLES, TERESA Total</b>					<b>705.00</b>	
PEORIA HIGH SCHOOL	V195870	(blank)	127084	9/20/2024	250.00	
<b>PEORIA HIGH SCHOOL Total</b>					<b>250.00</b>	
PEPSI COLA GENERAL BOT, INC	2 invoices 10/3/24	(blank)	48827	10/7/2024	797.66	
	V1545838	(blank)	25235	10/4/2024	787.69	
	V56113609	(blank)	25235	10/4/2024	190.20	
		51095002	(blank)	48814	10/3/2024	383.40
		43169001	(blank)	15552	9/26/2024	253.58
		49441004	(blank)	15552	9/26/2024	56.18
		44507002	(blank)	48778	9/24/2024	1,257.03
		35895008	2501638	261905	9/23/2024	296.40
		94176959	2501639	261905	9/23/2024	370.50
		8754404	2501651	261905	9/23/2024	2,472.80
		30456001	2501652	261905	9/23/2024	1,010.10
		25633452	2501651	261905	9/23/2024	954.45
		29338803	2501652	261905	9/23/2024	2,038.80
	26117602	2501638	261905	9/23/2024	304.70	

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PEPSI COLA GENERAL BOT, INC	23819902	2501639	261905	9/23/2024	346.25
	76058506	2501638	261905	9/23/2024	415.50
	25557608	2501639	261905	9/23/2024	277.00
	25271501	2501652	261905	9/23/2024	2,065.16
	21608952	2501651	261905	9/23/2024	2,816.75
<b>PEPSI COLA GENERAL BOT, INC Total</b>					<b>17,094.15</b>
PFISTER, DARELD T	FY2024.Senior.Refund	(blank)	261857	9/20/2024	10.65
<b>PFISTER, DARELD T Total</b>					<b>10.65</b>
PHIPPS, JEANIE	FY2024.Senior.Refund	(blank)	261858	9/20/2024	18.15
<b>PHIPPS, JEANIE Total</b>					<b>18.15</b>
PLAYSCRIPTS, INC.	2337060	(blank)	48853	10/10/2024	568.76
<b>PLAYSCRIPTS, INC. Total</b>					<b>568.76</b>
PLEASANT PLAINES HIGH SCHOOL	V263549	(blank)	127085	9/20/2024	175.00
<b>PLEASANT PLAINES HIGH SCHOOL Total</b>					<b>175.00</b>
PLS 3RD LEARNING	PS-INV002015	2501456	261956	10/2/2024	450.90
<b>PLS 3RD LEARNING Total</b>					<b>450.90</b>
POINDEXTER, LYNNE	3254	2501807	261957	10/2/2024	150.00
<b>POINDEXTER, LYNNE Total</b>					<b>150.00</b>
POMRENKE, DAVID J	FY2024.Senior.Refund	(blank)	261859	9/20/2024	16.50
<b>POMRENKE, DAVID J Total</b>					<b>16.50</b>
PRAIRIE LAND GOLF CARS	03 39230	(blank)	48321	10/11/2024	380.00
<b>PRAIRIE LAND GOLF CARS Total</b>					<b>380.00</b>
PRAIRIE VISTA GOLF COURSE	40051	(blank)	48779	9/24/2024	2,886.00
<b>PRAIRIE VISTA GOLF COURSE Total</b>					<b>2,886.00</b>
PREFERRED ED. SOFTWARE	Inv no 10062401	(blank)	22484	10/11/2024	69.95
<b>PREFERRED ED. SOFTWARE Total</b>					<b>69.95</b>
PRESIDIO	6.01352E+12	2500316	261958	10/2/2024	98,598.96
<b>PRESIDIO Total</b>					<b>98,598.96</b>
PROFESSIONAL ELECTRIC MOTOR REPAIR	75126	2501867	261959	10/2/2024	294.38
	75112	2501867	261959	10/2/2024	92.28
	75052	2501700	261959	10/2/2024	122.82
<b>PROFESSIONAL ELECTRIC MOTOR REPAIR Total</b>					<b>509.48</b>
PUMMILL, MELISSA E	coffee shop supplies	(blank)	48780	9/24/2024	693.66
<b>PUMMILL, MELISSA E Total</b>					<b>693.66</b>
PURITAN SPRINGS	V574717	(blank)	5226	9/19/2024	103.60
<b>PURITAN SPRINGS Total</b>					<b>103.60</b>
PUVVADA, KISHORE CHAND	FY2024.Senior.Refund	(blank)	261860	9/20/2024	29.45
<b>PUVVADA, KISHORE CHAND Total</b>					<b>29.45</b>
QUAKENBUSH, MAXINE J	V4413655	(blank)	15557	10/3/2024	49.99
<b>QUAKENBUSH, MAXINE J Total</b>					<b>49.99</b>
R & RS	68823	2501510	261960	10/2/2024	2,960.00
<b>R &amp; RS Total</b>					<b>2,960.00</b>

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RACKAUSKAS, JARROD ANTHONY	V358647	2501732	261961	10/2/2024	18.70
<b>RACKAUSKAS, JARROD ANTHONY Total</b>					<b>18.70</b>
RAGLAN, MELISSA N	MILES202409	(blank)	261962	10/2/2024	148.94
	V11018936	(blank)	2685	10/8/2024	98.67
<b>RAGLAN, MELISSA N Total</b>					<b>247.61</b>
RAWLINGS, STEPHEN	FY2024.Senior.Refund	(blank)	261861	9/20/2024	70.15
<b>RAWLINGS, STEPHEN Total</b>					<b>70.15</b>
READING READING BOOKS, LLC		42884 2500772	261963	10/2/2024	206.32
<b>READING READING BOOKS, LLC Total</b>					<b>206.32</b>
READ'S SPORTING GOODS	V17508372	(blank)	25236	10/4/2024	371.85
		4551 (blank)	48815	10/3/2024	126.00
	V88392072	(blank)	6913	9/25/2024	139.90
	V62574376	(blank)	15553	9/26/2024	161.00
	V6143003	(blank)	6909	9/20/2024	140.00
	B-4095	(blank)	22464	9/24/2024	345.00
<b>READ'S SPORTING GOODS Total</b>					<b>1,283.75</b>
REDNOUR, CONNIE	FY2024.Senior.Refund	(blank)	261862	9/20/2024	18.15
<b>REDNOUR, CONNIE Total</b>					<b>18.15</b>
REEDY, HELEN	FY2024.Senior.Refund	(blank)	261863	9/20/2024	50.60
<b>REEDY, HELEN Total</b>					<b>50.60</b>
REGIONAL OFFICE OF EDUCATION #17	1002500304	2501921	262106	10/2/2024	1,500.00
	4002500009	2501666	261964	10/2/2024	26,400.00
	4002500012	2501718	261964	10/2/2024	21,219.04
	1002500293	2501681	261964	10/2/2024	430.00
	1002500278	2501603	261964	10/2/2024	350.00
	1002500255	2501681	261964	10/2/2024	10.00
	1002500216..	2501629	261906	9/23/2024	4,000.00
	1002500217	2501607	261964	10/2/2024	2,509.59
	1002500207	2501899	261964	10/2/2024	3,325.00
	4002500000	2501613	261964	10/2/2024	685.97
	1002500181	2501654	261964	10/2/2024	115.75
	1002500199	2501611	261964	10/2/2024	20.00
<b>REGIONAL OFFICE OF EDUCATION #17 Total</b>					<b>60,565.35</b>
RENOLLET, MARY K	FY2024.Senior.Refund	(blank)	261864	9/20/2024	32.35
<b>RENOLLET, MARY K Total</b>					<b>32.35</b>
REPUBLIC SERVICES - #368	0368-001117546	2500002	261965	10/2/2024	7,489.32
<b>REPUBLIC SERVICES - #368 Total</b>					<b>7,489.32</b>
RICHWOODS HIGH SCHOOL	V527956	(blank)	127086	9/20/2024	150.00
<b>RICHWOODS HIGH SCHOOL Total</b>					<b>150.00</b>
RIEDNER, DANIEL A	FY2024.Senior.Refund	(blank)	261865	9/20/2024	57.05
<b>RIEDNER, DANIEL A Total</b>					<b>57.05</b>
RIGGS, JULIE	FY2024.Senior.Refund	(blank)	261866	9/20/2024	29.15
<b>RIGGS, JULIE Total</b>					<b>29.15</b>
ROGERS SUPPLY COMPANY INC	BL057206	2501686	261966	10/2/2024	619.05
<b>ROGERS SUPPLY COMPANY INC Total</b>					<b>619.05</b>

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Rolfs, Kylah Michelle	Reimburse Cheer	(blank)	48242	9/19/2024	284.58
<b>Rolfs, Kylah Michelle Total</b>					<b>284.58</b>
ROLLER, R MICHAEL	Reimb Garden	(blank)	48816	10/3/2024	176.57
<b>ROLLER, R MICHAEL Total</b>					<b>176.57</b>
ROMERO, LAUREN A	V78136669	(blank)	3109	10/7/2024	97.27
	V4664853	(blank)	3106	10/2/2024	40.00
	V14956672	(blank)	3103	9/23/2024	39.95
<b>ROMERO, LAUREN A Total</b>					<b>177.22</b>
ROOD, STACIE	FY2024.Senior.Refund	(blank)	261867	9/20/2024	30.55
<b>ROOD, STACIE Total</b>					<b>30.55</b>
ROSENBERGER, SHERYL L	FY2024.Senior.Refund	(blank)	261868	9/20/2024	11.20
<b>ROSENBERGER, SHERYL L Total</b>					<b>11.20</b>
RP LUMBER COMPANY, INC	2880429	2500204	261967	10/2/2024	12.99
<b>RP LUMBER COMPANY, INC Total</b>					<b>12.99</b>
RYAN, JULIE	V25246031	(blank)	15559	10/9/2024	105.00
<b>RYAN, JULIE Total</b>					<b>105.00</b>
S & S BUILDERS HARDWARE CO	583248	2501887	261968	10/2/2024	13,317.00
	583386	2501887	261968	10/2/2024	4,931.00
	583388	2501887	261968	10/2/2024	4,931.00
	583305	2501720	261968	10/2/2024	7,835.00
	583387	2501720	261968	10/2/2024	375.00
<b>S &amp; S BUILDERS HARDWARE CO Total</b>					<b>31,389.00</b>
SACRED HEART-GRIFFIN H.S.	V83110947	(blank)	20873	9/25/2024	100.00
<b>SACRED HEART-GRIFFIN H.S. Total</b>					<b>100.00</b>
Salmonson, Jessica	MILES202408	(blank)	261969	10/2/2024	65.12
<b>Salmonson, Jessica Total</b>					<b>65.12</b>
SALSANA LLC	NN-2848	2501819	261907	9/25/2024	3,000.00
<b>SALSANA LLC Total</b>					<b>3,000.00</b>
SAM'S CLUB MC/SYNCB	V89349956	(blank)	1653	10/4/2024	110.00
<b>SAM'S CLUB MC/SYNCB Total</b>					<b>110.00</b>
SCHLUETER, THOMAS	FY2024.Senior.Refund	(blank)	261869	9/20/2024	23.40
<b>SCHLUETER, THOMAS Total</b>					<b>23.40</b>
SCHNEIDER, KANDICE	V89377524	(blank)	2686	10/8/2024	10.98
<b>SCHNEIDER, KANDICE Total</b>					<b>10.98</b>
SCHOLASTIC BOOK FAIRS - 15	V93662337	(blank)	3112	10/15/2024	191.14
	V20894225	(blank)	2813	10/8/2024	595.98
<b>SCHOLASTIC BOOK FAIRS - 15 Total</b>					<b>787.12</b>
SCHOLASTIC INC.	V22045031	(blank)	9535	10/2/2024	6.25
<b>SCHOLASTIC INC. Total</b>					<b>6.25</b>
SCHOOL DATEBOOKS	V931148	(blank)	5227	9/19/2024	736.18
<b>SCHOOL DATEBOOKS Total</b>					<b>736.18</b>

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SCHOOL MATE	V28486831	(blank)	5543	9/23/2024	500.00
<b>SCHOOL MATE Total</b>					<b>500.00</b>
SCHOOL NURSE SUPPLY, INC	1020532-IN	2501381	261970	10/2/2024	344.55
	1015844-IN	2500820	261970	10/2/2024	231.23
<b>SCHOOL NURSE SUPPLY, INC Total</b>					<b>575.78</b>
SCHOOL SPECIALTY	3.08105E+11	2501475	261971	10/2/2024	184.59
	3.08105E+11	2501877	261971	10/2/2024	4,304.60
	2.08135E+11	2501624	261971	10/2/2024	863.05
<b>SCHOOL SPECIALTY Total</b>					<b>5,352.24</b>
SCHROEN, STACI NICOLE	MILES202408	(blank)	261972	10/2/2024	62.24
<b>SCHROEN, STACI NICOLE Total</b>					<b>62.24</b>
SECOR, DOUG	FY2024.Senior.Refund	(blank)	261870	9/20/2024	49.95
<b>SECOR, DOUG Total</b>					<b>49.95</b>
SEIFERT, SARA B	girls BB 2	(blank)	22492	10/15/2024	137.84
	V63552736	(blank)	22478	10/7/2024	77.91
<b>SEIFERT, SARA B Total</b>					<b>215.75</b>
SELECT SCREEN PRINTS	V69956624	(blank)	5180	10/10/2024	658.00
	V5345020	(blank)	25241	10/9/2024	1,236.00
	65010-NCHS	(blank)	48828	10/7/2024	1,204.00
	V54060401	(blank)	25234	10/4/2024	630.50
	V60353315	(blank)	25234	10/4/2024	45.00
	65010 (blank)	(blank)	48296	10/7/2024	410.00
	65123 (blank)	(blank)	48296	10/7/2024	490.00
	65127 (blank)	(blank)	48283	10/3/2024	40.00
	65071 (blank)	(blank)	48271	9/30/2024	3,030.00
	64783 (blank)	(blank)	22469	10/1/2024	322.00
	64829 (blank)	(blank)	22469	10/1/2024	1,040.00
	64681, 65022,64750	(blank)	48781	9/24/2024	-
	64884 (blank)	(blank)	48781	9/24/2024	-
	65009 (blank)	(blank)	48781	9/24/2024	-
	65057 2501826	(blank)	261973	10/2/2024	240.00
	V5174841	(blank)	15549	9/23/2024	117.00
	64443 (blank)	(blank)	48243	9/19/2024	248.00
<b>SELECT SCREEN PRINTS Total</b>					<b>9,710.50</b>
SENNETT, TIMOTHY E	Reimburse Ice Cream	(blank)	48272	9/30/2024	37.35
	V60679229	(blank)	20874	9/25/2024	125.00
<b>SENNETT, TIMOTHY E Total</b>					<b>162.35</b>
SERV-U RESTAURANT & BAR SUPPLY	877690	2501643	261974	10/2/2024	218.74
	835850-1	2501597	261974	10/2/2024	1,960.08
<b>SERV-U RESTAURANT &amp; BAR SUPPLY Total</b>					<b>2,178.82</b>
SHAZAM RACING	650 (blank)	(blank)	22465	9/24/2024	5,414.55
<b>SHAZAM RACING Total</b>					<b>5,414.55</b>
SHERMAN, ERIN	FY2024.Senior.Refund	(blank)	261871	9/20/2024	18.15
<b>SHERMAN, ERIN Total</b>					<b>18.15</b>
SHERWIN WILLIAMS COMPANY	3288-1	2500202	261975	10/2/2024	73.52
	4177-7	2500202	261975	10/2/2024	1,129.09
	4124-9	2500202	261975	10/2/2024	28.94
	56253CB	2500202	261975	10/2/2024	(340.20)

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<b>SHERWIN WILLIAMS COMPANY Total</b>					<b>891.35</b>
SHIRT TECH		1119 (blank)	48854	10/10/2024	911.00
		1106 (blank)	48273	9/30/2024	1,831.00
<b>SHIRT TECH Total</b>					<b>2,742.00</b>
SHOW ME DOUGH FUNDRAISING	V4598782	(blank)	25237	10/9/2024	98.60
<b>SHOW ME DOUGH FUNDRAISING Total</b>					<b>98.60</b>
SHOWALTER, KAREN R	MILES202408	(blank)	261976	10/2/2024	12.73
<b>SHOWALTER, KAREN R Total</b>					<b>12.73</b>
SHUMAKER, COLLEEN M	FY2024.Senior.Refund	(blank)	261872	9/20/2024	47.55
<b>SHUMAKER, COLLEEN M Total</b>					<b>47.55</b>
SIKORA, SCOTT	FY2024.Senior.Refund	(blank)	261873	9/20/2024	10.50
<b>SIKORA, SCOTT Total</b>					<b>10.50</b>
SINGARAJU, KUMARASAI	FY2024.Senior.Refund	(blank)	261874	9/20/2024	13.55
<b>SINGARAJU, KUMARASAI Total</b>					<b>13.55</b>
SITEONE LANDSCAPE SUPPLY, LLC	145893606-001	2501687	261977	10/2/2024	140.73
	145893848-001	2501687	261977	10/2/2024	194.19
<b>SITEONE LANDSCAPE SUPPLY, LLC Total</b>					<b>334.92</b>
SKELTON, ALISON	JV Vball Official 4	(blank)	48309	10/8/2024	105.00
<b>SKELTON, ALISON Total</b>					<b>105.00</b>
SMITH, MATTHEW TYLER	G Bball Camp Work	(blank)	48310	10/8/2024	500.00
<b>SMITH, MATTHEW TYLER Total</b>					<b>500.00</b>
SMITH, NATASHA	FY2024.Senior.Refund	(blank)	261875	9/20/2024	24.00
<b>SMITH, NATASHA Total</b>					<b>24.00</b>
SMITH, STACY R	CONFREMB09202024	(blank)	261978	10/2/2024	75.00
<b>SMITH, STACY R Total</b>					<b>75.00</b>
SNO SITES		53010 2501879	261979	10/2/2024	1,050.00
<b>SNO SITES Total</b>					<b>1,050.00</b>
SNOEYINK, TODD	FY2024.Senior.Refund	(blank)	261876	9/20/2024	64.80
<b>SNOEYINK, TODD Total</b>					<b>64.80</b>
SPATH, NATALIE	Journalism Pizza	(blank)	48297	10/7/2024	169.84
<b>SPATH, NATALIE Total</b>					<b>169.84</b>
SPORTDECALS, INC		19621 302250025	48274	9/30/2024	462.00
<b>SPORTDECALS, INC Total</b>					<b>462.00</b>
SPRINGFIELD ELECTRIC	S010972286 001	2501869	261980	10/2/2024	264.40
	S010965395.001	2501688	261980	10/2/2024	72.74
<b>SPRINGFIELD ELECTRIC Total</b>					<b>337.14</b>
SPURGIN, STACY	UCP09242024	(blank)	261981	10/2/2024	76.60
<b>SPURGIN, STACY Total</b>					<b>76.60</b>
ST. JOSEPH CCSD #169	V58475825	(blank)	22472	10/3/2024	250.00
<b>ST. JOSEPH CCSD #169 Total</b>					<b>250.00</b>

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
STAHMER, JEREMY	Attendance Reward	(blank)	22467	9/26/2024	13.29
<b>STAHMER, JEREMY Total</b>					<b>13.29</b>
STALTER, ANGELA S	orchestra 1	(blank)	22473	10/3/2024	29.92
<b>STALTER, ANGELA S Total</b>					<b>29.92</b>
STARR, DAVID E	V64543060	(blank)	6219	10/7/2024	395.36
	V89561114	(blank)	6218	9/20/2024	116.69
<b>STARR, DAVID E Total</b>					<b>512.05</b>
STATECRAFT SIMULATIONS, INC.	NC-24	2501617	261982	10/2/2024	400.00
<b>STATECRAFT SIMULATIONS, INC. Total</b>					<b>400.00</b>
STEELE, BRIAN	FY2024.Senior.Refund	(blank)	261877	9/20/2024	15.70
<b>STEELE, BRIAN Total</b>					<b>15.70</b>
STEGEMANN, ERIC S	V46452342	(blank)	15563	10/11/2024	72.00
<b>STEGEMANN, ERIC S Total</b>					<b>72.00</b>
STEIDINGER, ABBY	FY2024.Senior.Refund	(blank)	261878	9/20/2024	17.55
<b>STEIDINGER, ABBY Total</b>					<b>17.55</b>
STELMASZEK, ANABEL	V6983407	(blank)	3105	9/26/2024	25.00
<b>STELMASZEK, ANABEL Total</b>					<b>25.00</b>
STEVENS, LORI JOANN	V887949	2501766	261983	10/2/2024	177.10
	FY2024.Senior.Refund	(blank)	261879	9/20/2024	16.70
<b>STEVENS, LORI JOANN Total</b>					<b>193.80</b>
STOCK, JOHN L	State Golf 2	(blank)	48322	10/11/2024	100.00
<b>STOCK, JOHN L Total</b>					<b>100.00</b>
SUGAR CREEK ELEMENTARY SCHOOL	Sk 24	(blank)	48855	10/10/2024	12.00
<b>SUGAR CREEK ELEMENTARY SCHOOL Total</b>					<b>12.00</b>
SUMMERS, PHYLLIS	FY2024.Senior.Refund	(blank)	261880	9/20/2024	64.80
<b>SUMMERS, PHYLLIS Total</b>					<b>64.80</b>
SUMMIT FINANCIAL RESOURCES LP	S272332	2501837	261984	10/2/2024	190.08
<b>SUMMIT FINANCIAL RESOURCES LP Total</b>					<b>190.08</b>
SUNBELT RENTALS INC	158897016-0001	2501870	261985	10/2/2024	1,010.25
	158446279-0001	2501689	261985	10/2/2024	1,110.00
<b>SUNBELT RENTALS INC Total</b>					<b>2,120.25</b>
SWANN SPECIAL CARE CENTER	STMT08302024	2501632	261986	10/2/2024	8,424.02
<b>SWANN SPECIAL CARE CENTER Total</b>					<b>8,424.02</b>
SWEARINGEN, LORI	FY2024.Senior.Refund	(blank)	261881	9/20/2024	22.85
<b>SWEARINGEN, LORI Total</b>					<b>22.85</b>
TARAVELLA, ANNA	FY2024.Senior.Refund	(blank)	261882	9/20/2024	31.55
<b>TARAVELLA, ANNA Total</b>					<b>31.55</b>
TEAM AUTOMOTIVE AND TIRE	7834500	2501743	261987	10/2/2024	1,076.89
	7834496	2501743	261987	10/2/2024	1,296.02
	7834433	2501735	261987	10/2/2024	313.61
	306422	2501738	261987	10/2/2024	40.00
	306263	2501738	261987	10/2/2024	40.00

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TEAM AUTOMOTIVE AND TIRE	306264	2501738	261987	10/2/2024	40.00
	306268	2501738	261987	10/2/2024	40.00
	306251	2501738	261987	10/2/2024	40.00
	306161	2501738	261987	10/2/2024	40.00
	7834245	2501735	261987	10/2/2024	635.11
<b>TEAM AUTOMOTIVE AND TIRE Total</b>					<b>3,561.63</b>
TECHNIQUE TUMBLING & CHEER PREP, LLC	V96609387	(blank)	6917	10/1/2024	150.00
<b>TECHNIQUE TUMBLING &amp; CHEER PREP, LLC Total</b>					<b>150.00</b>
Teplitz-Crawford, Sheila T	FY2024.Senior.Refund	(blank)	261883	9/20/2024	12.10
<b>Teplitz-Crawford, Sheila T Total</b>					<b>12.10</b>
THAKRAL, TOM	FY2024.Senior.Refund	(blank)	261884	9/20/2024	18.95
<b>THAKRAL, TOM Total</b>					<b>18.95</b>
THE ABLE CENTER	STMT09052024	2501615	261988	10/2/2024	2,400.00
<b>THE ABLE CENTER Total</b>					<b>2,400.00</b>
THE BIRD NEST	1501	(blank)	9531	10/2/2024	278.00
<b>THE BIRD NEST Total</b>					<b>278.00</b>
THE COPY SHOP	1873	2501747	261989	10/2/2024	735.00
<b>THE COPY SHOP Total</b>					<b>735.00</b>
THE FULCRUM GUY	4686	2501849	261990	10/2/2024	1,347.00
<b>THE FULCRUM GUY Total</b>					<b>1,347.00</b>
THE LIFEGUARD STORE	1327020	(blank)	48298	10/7/2024	1,220.00
	1450364	(blank)	48298	10/7/2024	720.00
	1450446	(blank)	48801	9/26/2024	68.00
<b>THE LIFEGUARD STORE Total</b>					<b>2,008.00</b>
THE MUSIC SHOPPE, INC	V51803260	(blank)	6918	10/1/2024	253.07
	V76116059	(blank)	25225	9/27/2024	10.19
	V4968920	(blank)	25219	9/25/2024	20.99
	3790048	2501816	261991	10/2/2024	86.26
	V53772067	(blank)	3102	9/23/2024	572.00
	V8493254	(blank)	25213	9/23/2024	891.31
	3783939	2501782	261991	10/2/2024	1,448.99
3776162	2501705	261991	10/2/2024	52.50	
<b>THE MUSIC SHOPPE, INC Total</b>					<b>3,335.31</b>
THE NED SHOWS	V3623326	(blank)	2812	10/1/2024	74.00
<b>THE NED SHOWS Total</b>					<b>74.00</b>
THE OMNI GROUP	2408-7601	2501900	262108	10/2/2024	32.00
	2407-7601	2501900	262108	10/2/2024	32.00
	2405-7601	2501900	262108	10/2/2024	32.00
<b>THE OMNI GROUP Total</b>					<b>96.00</b>
THE TRAFFIC SIGN STORE	T24204	2501690	261992	10/2/2024	37.00
	T24201	2501690	261992	10/2/2024	121.50
	T24146	2501690	261992	10/2/2024	148.00
<b>THE TRAFFIC SIGN STORE Total</b>					<b>306.50</b>
THOMAS, MAUREEN T	V69048320	(blank)	3101	9/19/2024	69.37
<b>THOMAS, MAUREEN T Total</b>					<b>69.37</b>

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THOMPSON, KEO E	V411545	2501771	261993	10/2/2024	53.94
<b>THOMPSON, KEO E Total</b>					<b>53.94</b>
THOMSON, CLINT	FY2024.Senior.Refund	(blank)	261885	9/20/2024	36.75
<b>THOMSON, CLINT Total</b>					<b>36.75</b>
THORPE, ANDREA	FY2024.Senior.Refund	(blank)	261886	9/20/2024	17.70
<b>THORPE, ANDREA Total</b>					<b>17.70</b>
Thota, Sai Radha Hamsika	HOCO decor	(blank)	48829	10/7/2024	39.89
<b>Thota, Sai Radha Hamsika Total</b>					<b>39.89</b>
TIDABACK, DANNY P	FY2024.Senior.Refund	(blank)	261887	9/20/2024	28.15
<b>TIDABACK, DANNY P Total</b>					<b>28.15</b>
TITAN BUILDING SUPPLY INC.		1128 2501752	261994	10/2/2024	5,912.29
<b>TITAN BUILDING SUPPLY INC. Total</b>					<b>5,912.29</b>
T-MOBILE	STMT09212024-CUST	2500069	262107	10/2/2024	1,244.16
	STMT09212024	2500070	262107	10/2/2024	7,312.51
	STMT09212024-HS	2500067	262107	10/2/2024	2,579.10
<b>T-MOBILE Total</b>					<b>11,135.77</b>
TOUCHTONE COMMUNICATIONS		3460173 2500001	261995	10/2/2024	583.38
<b>TOUCHTONE COMMUNICATIONS Total</b>					<b>583.38</b>
TOWANDA WATER DEPARTMENT	STMT09262024	2500008	262109	10/2/2024	445.43
<b>TOWANDA WATER DEPARTMENT Total</b>					<b>445.43</b>
TOWN OF NORMAL - UTILITY BILLING	V516038	2500165	262110	10/2/2024	157.88
	V743055	2500165	262110	10/2/2024	90.20
<b>TOWN OF NORMAL - UTILITY BILLING Total</b>					<b>248.08</b>
TREMBLEY, SHEILA E	FY2024.Senior.Refund	(blank)	261888	9/20/2024	241.65
<b>TREMBLEY, SHEILA E Total</b>					<b>241.65</b>
TRIPP, DANIEL R	V94506345	(blank)	25245	10/9/2024	225.00
	V54319164	(blank)	25233	10/4/2024	448.00
<b>TRIPP, DANIEL R Total</b>					<b>673.00</b>
TRIPP, KRISTEN A	V959423	(blank)	9173696	9/27/2024	100.00
<b>TRIPP, KRISTEN A Total</b>					<b>100.00</b>
TURNER, CHRISTA	FY2024.Senior.Refund	(blank)	261889	9/20/2024	72.65
<b>TURNER, CHRISTA Total</b>					<b>72.65</b>
TUSING, ANGELA	V85720290	(blank)	25238	10/9/2024	33.94
	V50933375	(blank)	25226	9/27/2024	208.94
<b>TUSING, ANGELA Total</b>					<b>242.88</b>
TUTT, JODY	FY2024.Senior.Refund	(blank)	261890	9/20/2024	68.79
<b>TUTT, JODY Total</b>					<b>68.79</b>
TUTTLE, MICHAEL	FY2024.Senior.Refund	(blank)	261891	9/20/2024	12.95
<b>TUTTLE, MICHAEL Total</b>					<b>12.95</b>
TWIN CITY AWARDS	V82936056	(blank)	3104	9/24/2024	-
<b>TWIN CITY AWARDS Total</b>					<b>-</b>

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ULINE	182925988	2501691	261996	10/2/2024	462.53
	182657867	2501691	261996	10/2/2024	2,152.19
	182516626	2501691	261996	10/2/2024	706.33
	182222652	2501599	261996	10/2/2024	304.98
<b>ULINE Total</b>					<b>3,626.03</b>
UNIT 5 DECKER INDUSTRIES	V51137511	(blank)	3110	10/9/2024	6.50
	104	2501876	261997	10/2/2024	20.00
<b>UNIT 5 DECKER INDUSTRIES Total</b>					<b>26.50</b>
UNITED TOWNSHIP HS, EAST MOLINE, IL 005	V133226	(blank)	127087	9/20/2024	200.00
<b>UNITED TOWNSHIP HS, EAST MOLINE, IL 005 Total</b>					<b>200.00</b>
UNIVERSITY HIGH SCHOOL	V937069	(blank)	127090	10/8/2024	70.00
<b>UNIVERSITY HIGH SCHOOL Total</b>					<b>70.00</b>
VAN DE LOO, DARIA T	V4488507	(blank)	15560	10/9/2024	120.00
	V99887692	(blank)	15560	10/9/2024	25.49
	V692862	2501460	261998	10/2/2024	27.18
<b>VAN DE LOO, DARIA T Total</b>					<b>172.67</b>
VAN SCOYOC, JOHN P	FY2024.Senior.Refund	(blank)	261892	9/20/2024	27.95
<b>VAN SCOYOC, JOHN P Total</b>					<b>27.95</b>
VARSITY SPIRIT	Order No 12918078	(blank)	22485	10/11/2024	2,664.60
	order no 84403341	(blank)	22485	10/11/2024	4,759.40
<b>VARSITY SPIRIT Total</b>					<b>7,424.00</b>
VELUVOLU, MANJUSRI	FY2024.Senior.Refund	(blank)	261893	9/20/2024	10.85
<b>VELUVOLU, MANJUSRI Total</b>					<b>10.85</b>
VILLAGE OF CARLOCK	2024-06	2501827	261999	10/2/2024	637.98
<b>VILLAGE OF CARLOCK Total</b>					<b>637.98</b>
VINCENT, SUSAN ANNE	V38212386	(blank)	25240	10/9/2024	67.98
	V41503696	(blank)	25240	10/9/2024	41.94
	V46711688	(blank)	25240	10/9/2024	55.00
	V77251267	(blank)	25240	10/9/2024	132.59
	V13038165	(blank)	25220	9/25/2024	44.58
	V35512800	(blank)	25215	9/23/2024	30.10
	V52783006	(blank)	25215	9/23/2024	198.42
	V88447181	(blank)	25215	9/23/2024	69.43
	V91530132	(blank)	25215	9/23/2024	13.63
<b>VINCENT, SUSAN ANNE Total</b>					<b>653.67</b>
VOGLER, DEREK	FY2024.Senior.Refund	(blank)	261894	9/20/2024	60.20
<b>VOGLER, DEREK Total</b>					<b>60.20</b>
VOTOUPAL, KRISTY	FY2024.Senior.Refund	(blank)	261895	9/20/2024	15.45
<b>VOTOUPAL, KRISTY Total</b>					<b>15.45</b>
WALKER, VALENTINE S	IHSCCA	(blank)	48311	10/8/2024	36.38
<b>WALKER, VALENTINE S Total</b>					<b>36.38</b>
WARD, MAXWELL D	Snack for mtg	(blank)	48830	10/7/2024	27.93
<b>WARD, MAXWELL D Total</b>					<b>27.93</b>
WATTS COPY SYSTEMS, INC. - LEASING	37543714	2500066	262111	10/2/2024	18,766.37
	37557769	2500064	262111	10/2/2024	13,906.88

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WATTS COPY SYSTEMS, INC. - LEASING	37475870	2501727	262000	10/2/2024	1,852.95
	37438631	2500065	262000	10/2/2024	1,973.14
<b>WATTS COPY SYSTEMS, INC. - LEASING Total</b>					<b>36,499.34</b>
WAVE GRAPHICS, INC	77457 (blank)		48299	10/7/2024	235.00
<b>WAVE GRAPHICS, INC Total</b>					<b>235.00</b>
WEAVER, ERIN E	FY2024.Senior.Refund	(blank)	261896	9/20/2024	10.00
<b>WEAVER, ERIN E Total</b>					<b>10.00</b>
WEBB, LESLIE MARIE	MILES202409	(blank)	262001	10/2/2024	158.12
	V299199	2501821	262001	10/2/2024	15.00
<b>WEBB, LESLIE MARIE Total</b>					<b>173.12</b>
WEBER, DAVID JONATHAN	V727746	2501628	262002	10/2/2024	18.82
<b>WEBER, DAVID JONATHAN Total</b>					<b>18.82</b>
WENDLAND, CHERYL A	V13138600	(blank)	2925	10/8/2024	149.08
	V18938079	(blank)	2921	9/20/2024	23.94
<b>WENDLAND, CHERYL A Total</b>					<b>173.02</b>
WEVIDEO INC.	CINV10021	2501591	262003	10/2/2024	10,890.95
<b>WEVIDEO INC. Total</b>					<b>10,890.95</b>
WHEEL ART POTTERY STUDIO	1S2729710T612750J	2501622	262004	10/2/2024	500.00
<b>WHEEL ART POTTERY STUDIO Total</b>					<b>500.00</b>
WHEELER, SAMUEL JAMES	MILES202408	(blank)	262005	10/2/2024	73.97
<b>WHEELER, SAMUEL JAMES Total</b>					<b>73.97</b>
WHITNEY DANIELS DESIGNS	V222988	(blank)	5229	9/27/2024	432.00
	V817241	(blank)	5229	9/27/2024	502.00
<b>WHITNEY DANIELS DESIGNS Total</b>					<b>934.00</b>
WILCOX ELECTRIC & SERVICES INC.	240798	2501873	262006	10/2/2024	528.70
	240799	2501873	262006	10/2/2024	718.80
	240800	2501873	262006	10/2/2024	709.12
<b>WILCOX ELECTRIC &amp; SERVICES INC. Total</b>					<b>1,956.62</b>
WILCOX, HEATHER A	V470212	2501823	262007	10/2/2024	48.00
<b>WILCOX, HEATHER A Total</b>					<b>48.00</b>
WILLIAMS, SARA E	FY2024.Senior.Refund	(blank)	261897	9/20/2024	45.80
<b>WILLIAMS, SARA E Total</b>					<b>45.80</b>
WILLIAMS, SKIP	V5590421	(blank)	25217	9/25/2024	180.22
<b>WILLIAMS, SKIP Total</b>					<b>180.22</b>
WILSON, KERSTEN	FY2024.Senior.Refund	(blank)	261898	9/20/2024	14.03
<b>WILSON, KERSTEN Total</b>					<b>14.03</b>
WINSUPPLY	372442 01	2501874	262008	10/2/2024	81.96
	372443 01	2501874	262008	10/2/2024	41.80
	372435 01	2501874	262008	10/2/2024	22.15
	370960 02	2501874	262008	10/2/2024	(225.00)
	372341 01	2501874	262008	10/2/2024	67.33
	372345 01	2501874	262008	10/2/2024	310.43
<b>WINSUPPLY Total</b>					<b>298.67</b>

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WINTER, KELLY	V35418576	(blank)	6925	10/10/2024	32.14
<b>WINTER, KELLY Total</b>					<b>32.14</b>
WITZEMANN, BETH N	FY2024.Senior.Refund	(blank)	261899	9/20/2024	13.35
<b>WITZEMANN, BETH N Total</b>					<b>13.35</b>
WOLTERS, CHELSEA LAMAR	V927681	(blank)	5233	10/10/2024	344.29
<b>WOLTERS, CHELSEA LAMAR Total</b>					<b>344.29</b>
WRIGHT, LIMIN L	FY2024.Senior.Refund	(blank)	261900	9/20/2024	150.20
<b>WRIGHT, LIMIN L Total</b>					<b>150.20</b>
XPERIENCE CHEER, LLC.	2413832	(blank)	22486	10/11/2024	3,000.00
<b>XPERIENCE CHEER, LLC. Total</b>					<b>3,000.00</b>
YOUSUF, NAVEED	FY2024.Senior.Refund	(blank)	261901	9/20/2024	125.70
<b>YOUSUF, NAVEED Total</b>					<b>125.70</b>
ZBROZEK, ADAM W	Lunch-Building chair	(blank)	48856	10/10/2024	214.74
<b>ZBROZEK, ADAM W Total</b>					<b>214.74</b>
ZIMMER, KRISTEN	FY2024.Senior.Refund	(blank)	261902	9/20/2024	13.15
<b>ZIMMER, KRISTEN Total</b>					<b>13.15</b>
ZIMMERMAN, CLAIRE CHRISTINE	Vending and GC	(blank)	48300	10/7/2024	586.90
<b>ZIMMERMAN, CLAIRE CHRISTINE Total</b>					<b>586.90</b>
ZINK, LAURA SUSANNE	V81903251	(blank)	1654	10/4/2024	7.87
<b>ZINK, LAURA SUSANNE Total</b>					<b>7.87</b>
<b>Grand Total</b>					<b>4,061,182.67</b>

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Fund	Amount
07	20,236.60
08	1,544,910.76
10	865,152.82
20	352,911.73
30	10,009.10
40	880,271.08
80	55,155.88
90	127,133.48
99	205,401.22
<b>Grand Total</b>	<b>4,061,182.67</b>

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AMAZON CAPITAL SERVICES	1X3NF4443NWW	302250022	48231	9/18/2024	268.96
	1LLJXZMX469J	302250023	48231	9/18/2024	130.17
<b>AMAZON CAPITAL SERVICES Total</b>					<b>399.13</b>
BAUER CROPS & CATTLE		1119 (blank)	48739	9/18/2024	127.00
		1118 (blank)	48739	9/18/2024	191.00
<b>BAUER CROPS &amp; CATTLE Total</b>					<b>318.00</b>
BISHOP, JOHN	Swim invite 9/21/24	(blank)	48740	9/18/2024	125.00
<b>BISHOP, JOHN Total</b>					<b>125.00</b>
BLOOMINGTON HIGH SCHOOL	V52043280	(blank)	20855	9/18/2024	150.00
<b>BLOOMINGTON HIGH SCHOOL Total</b>					<b>150.00</b>
BOVENKERK, BRADLEY ALAN	Templates & Equipmen	(blank)	48741	9/18/2024	1,114.79
<b>BOVENKERK, BRADLEY ALAN Total</b>					<b>1,114.79</b>
BSN SPORTS		926807294 (blank)	48232	9/18/2024	1,310.65
<b>BSN SPORTS Total</b>					<b>1,310.65</b>
CASEY'S GARDEN CENTER	V92610440	(blank)	7307	9/18/2024	45.00
<b>CASEY'S GARDEN CENTER Total</b>					<b>45.00</b>
CENTRAL CATHOLIC HIGH SCHOOL	V42834569	(blank)	20856	9/18/2024	300.00
<b>CENTRAL CATHOLIC HIGH SCHOOL Total</b>					<b>300.00</b>
CHAMPAIGN CENTENNIAL HS	V22742277	(blank)	20867	9/18/2024	175.00
<b>CHAMPAIGN CENTENNIAL HS Total</b>					<b>175.00</b>
CHAMPAIGN CENTRAL HIGH SCHOOL	V74958447	(blank)	20857	9/18/2024	200.00
<b>CHAMPAIGN CENTRAL HIGH SCHOOL Total</b>					<b>200.00</b>
CLARK, KIMBERLY	BSU mtg cookies	(blank)	48742	9/18/2024	20.98
	Field trip-chicagoFB	(blank)	48742	9/18/2024	1,015.00
<b>CLARK, KIMBERLY Total</b>					<b>1,035.98</b>
COSGROVE DISTRIBUTORS		159210 (blank)	48743	9/18/2024	222.76
<b>COSGROVE DISTRIBUTORS Total</b>					<b>222.76</b>
DRENGWITZ, JASON	Food & Equip	(blank)	48744	9/18/2024	515.17
<b>DRENGWITZ, JASON Total</b>					<b>515.17</b>
DUNN, EMMA C	Reunion Fund 2024	(blank)	48745	9/18/2024	1,000.00
<b>DUNN, EMMA C Total</b>					<b>1,000.00</b>
EDUCATIONAL FURNITURE, LLC		3923 301250001	48746	9/18/2024	1,050.85
<b>EDUCATIONAL FURNITURE, LLC Total</b>					<b>1,050.85</b>
Ellinger, Nicole Lynee	V38001269	(blank)	6419	9/18/2024	872.00
<b>Ellinger, Nicole Lynee Total</b>					<b>872.00</b>
EMERICK, DREW MATHEW	Wire Reimbursement	(blank)	48233	9/18/2024	84.07
<b>EMERICK, DREW MATHEW Total</b>					<b>84.07</b>
FEENEY, DAVID GEORGE	V548336	(blank)	48747	9/18/2024	11.48
<b>FEENEY, DAVID GEORGE Total</b>					<b>11.48</b>
FIVE STAR WATER	V65396373	(blank)	7308	9/18/2024	41.00
<b>FIVE STAR WATER Total</b>					<b>41.00</b>

**Expenditure Summary Report**

From Date: 9/18/2024  
To Date: 9/18/2024

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
FOSTER, NATHAN C	Metamora, Peoria	(blank)	48748	9/18/2024	281.50
<b>FOSTER, NATHAN C Total</b>					<b>281.50</b>
FOX ANVICK, CAROLINE	IMC coffee Keriug	(blank)	48749	9/18/2024	109.98
<b>FOX ANVICK, CAROLINE Total</b>					<b>109.98</b>
GOMEZ-BANKS, MARIA CONCETTA	V963527	(blank)	5076	9/18/2024	30.48
<b>GOMEZ-BANKS, MARIA CONCETTA Total</b>					<b>30.48</b>
HAWKINS, CHRISTOPHER	NHSBCA Membership	(blank)	48234	9/18/2024	53.00
<b>HAWKINS, CHRISTOPHER Total</b>					<b>53.00</b>
ILMEA	62779	(blank)	6420	9/18/2024	140.00
<b>ILMEA Total</b>					<b>140.00</b>
INTERCITY PROGRAM FUND	V90758127	(blank)	20858	9/18/2024	150.00
<b>INTERCITY PROGRAM FUND Total</b>					<b>150.00</b>
KELLY, JENNIFER LYNN	Dance supplies	(blank)	48750	9/18/2024	490.13
	Planner/highlighters	(blank)	48750	9/18/2024	13.62
<b>KELLY, JENNIFER LYNN Total</b>					<b>503.75</b>
KINGSLEY JUNIOR HIGH SCHOOL	V50871439	(blank)	15547	9/18/2024	300.00
<b>KINGSLEY JUNIOR HIGH SCHOOL Total</b>					<b>300.00</b>
LINCOLN COMMUNITY HIGH SCHOOL 1	V38870891	(blank)	20859	9/18/2024	150.00
<b>LINCOLN COMMUNITY HIGH SCHOOL 1 Total</b>					<b>150.00</b>
LYONS TOWNSHIP HIGH SCHOOL	V63971230	(blank)	20868	9/18/2024	100.00
	V16733617	(blank)	20860	9/18/2024	375.00
<b>LYONS TOWNSHIP HIGH SCHOOL Total</b>					<b>475.00</b>
MCLEAN CO UNIT DIST NO 5	V33164	(blank)	0	9/18/2024	238.30
<b>MCLEAN CO UNIT DIST NO 5 Total</b>					<b>238.30</b>
MENARDS LUMBER	47111	(blank)	48235	9/18/2024	219.90
<b>MENARDS LUMBER Total</b>					<b>219.90</b>
MINERVA PROMOTIONS	I04142	(blank)	48751	9/18/2024	266.00
	S02100	(blank)	48236	9/18/2024	485.00
<b>MINERVA PROMOTIONS Total</b>					<b>751.00</b>
MINONK CHOCOLATE COMPANY	2420	(blank)	48752	9/18/2024	175.68
<b>MINONK CHOCOLATE COMPANY Total</b>					<b>175.68</b>
MOSS, KEVIN	Swim invite 9/21/24	(blank)	48753	9/18/2024	125.00
<b>MOSS, KEVIN Total</b>					<b>125.00</b>
MOUSTY, SCOTT M	Swim invite 9/21/24	(blank)	48754	9/18/2024	125.00
<b>MOUSTY, SCOTT M Total</b>					<b>125.00</b>
NASSP	9001776462	(blank)	48237	9/18/2024	385.00
<b>NASSP Total</b>					<b>385.00</b>
NORMAL COMMUNITY HIGH SCHOOL	V99841038	(blank)	20861	9/18/2024	210.00
<b>NORMAL COMMUNITY HIGH SCHOOL Total</b>					<b>210.00</b>
PEORIA HIGH SCHOOL	V53957088	(blank)	20862	9/18/2024	250.00

**Expenditure Summary Report**

From Date: 9/18/2024  
To Date: 9/18/2024

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
<b>PEORIA HIGH SCHOOL Total</b>					<b>250.00</b>
PEORIA NOTRE DAME HIGH SCHOOL	V8932074	(blank)	20863	9/18/2024	350.00
<b>PEORIA NOTRE DAME HIGH SCHOOL Total</b>					<b>350.00</b>
PEPSI COLA GENERAL BOT, INC	37736003	(blank)	48755	9/18/2024	469.78
<b>PEPSI COLA GENERAL BOT, INC Total</b>					<b>469.78</b>
PLEASANT PLAINES HIGH SCHOOL	V11746747	(blank)	20864	9/18/2024	175.00
<b>PLEASANT PLAINES HIGH SCHOOL Total</b>					<b>175.00</b>
PONTIAC TWP HSD #90	V67539756	(blank)	20869	9/18/2024	200.00
<b>PONTIAC TWP HSD #90 Total</b>					<b>200.00</b>
ROOP, JENNIFER L	V81041142	(blank)	2918	9/18/2024	20.00
<b>ROOP, JENNIFER L Total</b>					<b>20.00</b>
SHIRT TECH	Clothing	(blank)	48756	9/18/2024	3,411.00
<b>SHIRT TECH Total</b>					<b>3,411.00</b>
SOUNDSATIONS	8391	(blank)	48238	9/18/2024	900.00
<b>SOUNDSATIONS Total</b>					<b>900.00</b>
SPATH, NATALIE	Reimburse Food Party	(blank)	48239	9/18/2024	34.37
<b>SPATH, NATALIE Total</b>					<b>34.37</b>
ST CHARLES EAST HIGH SCHOOL	V92052686	(blank)	20865	9/18/2024	325.00
<b>ST CHARLES EAST HIGH SCHOOL Total</b>					<b>325.00</b>
STEVENS, CARRIE ANN	HC parade candy	(blank)	48757	9/18/2024	58.94
<b>STEVENS, CARRIE ANN Total</b>					<b>58.94</b>
THE COPY SHOP	V59968313	(blank)	2919	9/18/2024	488.00
<b>THE COPY SHOP Total</b>					<b>488.00</b>
UNIVERSITY HIGH SCHOOL	V99242890	(blank)	20866	9/18/2024	250.00
<b>UNIVERSITY HIGH SCHOOL Total</b>					<b>250.00</b>
ZBROZEK, ADAM W	GC for Interns	(blank)	48758	9/18/2024	245.85
	Pizza for Staff-HOCO	(blank)	48758	9/18/2024	137.05
<b>ZBROZEK, ADAM W Total</b>					<b>382.90</b>
<b>Grand Total</b>					<b>20,709.46</b>

**Expenditure Summary Report**

From Date: 9/18/2024  
To Date: 9/18/2024

Fund	Amount
99	20,709.46
<b>Grand Total</b>	<b>20,709.46</b>

# CUSD No. 5, McLean and Woodford Counties, Illinois

## Payroll Fund Totals

Fiscal Year: 2024-2025

Pay Cycle:	Pay Period:	Start Date:	End Date:	Pay Date:
Certified - Semi	6	09/01/2024	09/15/2024	09/30/2024
Certified - Semi	6.1	09/01/2024	09/15/2024	09/30/2024
Certified - Semi	6.2	09/01/2024	09/15/2024	09/30/2024
Certified - Semi	6.4	09/01/2024	09/15/2024	09/30/2024
Certified - Semi	7	09/16/2024	09/30/2024	10/15/2024
Certified - Semi	7.1	09/16/2024	09/30/2024	10/15/2024
Certified - Semi	7.2	09/16/2024	09/30/2024	10/15/2024
Classified - Semi	6	09/01/2024	09/15/2024	09/30/2024
Classified - Semi	6.1	09/01/2024	09/15/2024	09/30/2024
Classified - Semi	6.2	09/01/2024	09/15/2024	10/07/2024
Classified - Semi	7	09/16/2024	09/30/2024	10/15/2024
Classified - Semi	7.1	09/16/2024	09/30/2024	10/15/2024

FUND	GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
<b>Certified - Semi - Period Number: 6</b>					
10	3,443,834.70	0.00	198,544.74	445,459.00	4,087,838.44
50	0.00	47,731.86	0.00	0.00	47,731.86
80	4,260.41	0.00	502.41	600.00	5,362.82
<b>Period Total:</b>	<b>\$3,448,095.11</b>	<b>\$47,731.86</b>	<b>\$199,047.15</b>	<b>\$446,059.00</b>	<b>\$4,140,933.12</b>
<b>Certified - Semi - Period Number: 7</b>					
10	3,473,560.89	0.00	200,211.74	442,781.50	4,116,554.13
50	0.00	48,187.01	0.00	0.00	48,187.01
80	4,260.41	0.00	502.41	600.00	5,362.82
<b>Period Total:</b>	<b>\$3,477,821.30</b>	<b>\$48,187.01</b>	<b>\$200,714.15</b>	<b>\$443,381.50</b>	<b>\$4,170,103.96</b>
<b>Classified - Semi - Period Number: 6</b>					
10	907,276.47	0.00	2,368.51	240,372.05	1,150,017.03
20	274,118.44	0.00	1,031.51	44,319.45	319,469.40
40	9,989.56	0.00	0.00	2,295.00	12,284.56
50	0.00	87,074.10	0.00	0.00	87,074.10
51	0.00	0.00	79,312.16	0.00	79,312.16
80	7,961.67	0.00	378.93	1,372.00	9,712.60
<b>Period Total:</b>	<b>\$1,199,346.14</b>	<b>\$87,074.10</b>	<b>\$83,091.11</b>	<b>\$288,358.50</b>	<b>\$1,657,869.85</b>
<b>Classified - Semi - Period Number: 7</b>					
10	882,953.14	0.00	2,368.51	240,716.50	1,126,038.15
20	279,257.76	0.00	1,029.62	45,437.50	325,724.88
40	9,761.30	0.00	0.00	2,295.00	12,056.30
50	0.00	85,700.11	0.00	0.00	85,700.11
51	0.00	0.00	79,430.22	0.00	79,430.22
80	8,335.67	0.00	378.93	1,372.00	10,086.60
<b>Period Total:</b>	<b>\$1,180,307.87</b>	<b>\$85,700.11</b>	<b>\$83,207.28</b>	<b>\$289,821.00</b>	<b>\$1,639,036.26</b>
<b>Certified - Semi - Period Number: 6.1</b>					
10	74,667.81	0.00	624.63	382.50	75,674.94
50	0.00	1,082.58	0.00	0.00	1,082.58
<b>Period Total:</b>	<b>\$74,667.81</b>	<b>\$1,082.58</b>	<b>\$624.63</b>	<b>\$382.50</b>	<b>\$76,757.52</b>

FUND	GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
<b>Certified - Semi - Period Number: 7.1</b>					
10	95,287.50	0.00	851.26	382.50	96,521.26
50	0.00	1,381.53	0.00	0.00	1,381.53
<b>Period Total:</b>	<b>\$95,287.50</b>	<b>\$1,381.53</b>	<b>\$851.26</b>	<b>\$382.50</b>	<b>\$97,902.79</b>
<b>Certified - Semi - Period Number: 7.2</b>					
10	14,490.00	0.00	0.00	0.00	14,490.00
50	0.00	1,108.49	0.00	0.00	1,108.49
<b>Period Total:</b>	<b>\$14,490.00</b>	<b>\$1,108.49</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$15,598.49</b>
<b>Certified - Semi - Period Number: 6.2</b>					
10	10,952.00	0.00	0.00	0.00	10,952.00
50	0.00	837.80	0.00	0.00	837.80
<b>Period Total:</b>	<b>\$10,952.00</b>	<b>\$837.80</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$11,789.80</b>
<b>Classified - Semi - Period Number: 6.1</b>					
10	1,147.30	0.00	0.00	0.00	1,147.30
20	1,573.45	0.00	0.00	0.00	1,573.45
50	0.00	208.15	0.00	0.00	208.15
51	0.00	0.00	38.79	0.00	38.79
<b>Period Total:</b>	<b>\$2,720.75</b>	<b>\$208.15</b>	<b>\$38.79</b>	<b>\$0.00</b>	<b>\$2,967.69</b>
<b>Certified - Semi - Period Number: 6.4</b>					
10	255.67	0.00	7.26	0.00	262.93
50	0.00	3.73	0.00	0.00	3.73
<b>Period Total:</b>	<b>\$255.67</b>	<b>\$3.73</b>	<b>\$7.26</b>	<b>\$0.00</b>	<b>\$266.66</b>
<b>Classified - Semi - Period Number: 6.2</b>					
10	320.00	0.00	0.00	0.00	320.00
50	0.00	24.48	0.00	0.00	24.48
<b>Period Total:</b>	<b>\$320.00</b>	<b>\$24.48</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$344.48</b>
<b>Classified - Semi - Period Number: 7.1</b>					
10	1,727.60	0.00	0.00	0.00	1,727.60
50	0.00	132.18	0.00	0.00	132.18
<b>Period Total:</b>	<b>\$1,727.60</b>	<b>\$132.18</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,859.78</b>
<b>Grand Totals:</b>	<b>\$9,505,991.75</b>	<b>\$273,472.02</b>	<b>\$567,581.63</b>	<b>\$1,468,385.00</b>	<b>\$11,815,430.40</b>

End of Report

**MCLEAN COUNTY UNIT DISTRICT NO. 5**  
**Authorization for Payment of Bills and Payrolls**  
**September 19, 2024 through October 16, 2024**

**SUMMARY OF BILLS & PAYROLLS BY FUND**

<b>Fund</b>	<b><sup>1</sup> Prepaid Bills</b>	<b><sup>2</sup> Bills To Be Paid</b>	<b><sup>3</sup> Payrolls</b>	<b>Total</b>
07 Flexible Benefit Plan Trust Fund	20,236.60	0.00	0.00	20,236.60
08 Unit 5 Self-Funded Insurance	1,544,910.76	0.00	0.00	1,544,910.76
10 Educational	865,152.82	1,353,441.70	10,681,543.78	12,900,138.30
20 Operations & Maintenance	352,911.73	267,729.29	646,767.73	1,267,408.75
30 Debt Service	10,009.10	0.00	0.00	10,009.10
40 Transportation	880,271.08	1,080,702.47	24,340.86	1,985,314.41
50 Social Security	0.00	0.00	273,472.02	273,472.02
51 IMRF	0.00	0.00	158,781.17	158,781.17
60 Capital Projects	0.00	0.00	0.00	0.00
70 Working Cash	0.00	0.00	0.00	0.00
80 Tort Immunity	55,155.88	55,917.98	30,524.84	141,598.70
90 Life Safety	127,133.48	66,523.00	0.00	193,656.48
99 Student Activity Funds <sup>4</sup>	226,110.68	0.00	0.00	226,110.68
<b>Grand Total</b>	<b>\$4,081,892.13</b>	<b>\$2,824,314.44</b>	<b>\$11,815,430.40</b>	<b>\$18,721,636.97</b>

<sup>1</sup> For funds 8 through 90, these bills were paid on and between 9/19/24 and 10/15/24. Please see the "Vendor Bill Listing - PREPAID" report for details.

<sup>2</sup> These bills have not been paid yet. Please see the "Vendor Bill Listing - TO BE PAID" report for details.

<sup>3</sup> Please see the "Payroll Fund Totals" report for details.

<sup>4</sup> These bills will always be listed as "prepaid" and include bills paid on the date of the last Board meeting. This is to ensure that all payments are captured for reporting purposes. For this report, these bills were paid on and between 9/18/24 and 10/15/24. Please see the Student Activity Funds section of the "Vendor Bill Listing - PREPAID" and the "Vendor Bill Listing - PREPAID - SA" report for details. The Student Activity Funds totals on these reports will equal the Student Activity Funds total on this summary.

**ATTEST:**

**I certify that the Board of Education has reviewed and authorized the payment of bills and payrolls in the amount of \$18,721,636.97.**

\_\_\_\_\_  
 Jeremy DeHaai, President, Board of Education

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Alex Williams, Secretary, Board of Education

\_\_\_\_\_  
 Date

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report As of 08/31/2024

Fiscal Year: 2024-2025

ASSETS

Educational Fund		
Cash (+)	\$21,041,036.07	
Other Assets (+)	\$1,587.93	
Sub-total : Educational Fund	\$21,042,624.00	
Operations & Maintenance Fund		
Cash (+)	\$1,870,919.03	
Sub-total : Operations & Maintenance Fund	\$1,870,919.03	
Debt Service Fund		
Cash (+)	\$23,944,272.26	
Sub-total : Debt Service Fund	\$23,944,272.26	
Transportation Fund		
Cash (+)	\$2,400,902.77	
Sub-total : Transportation Fund	\$2,400,902.77	
Social Security Fund		
Cash (+)	\$1,570,985.58	
Sub-total : Social Security Fund	\$1,570,985.58	
Municiple Retirement Fund		
Cash (+)	\$2,844,353.98	
Sub-total : Municiple Retirement Fund	\$2,844,353.98	
Working Cash Fund		
Cash (+)	\$18,782,139.32	
Investments (+)	\$34,265,381.79	
Interfund Receivables (+)	\$1,800,000.00	
Sub-total : Working Cash Fund	\$54,847,521.11	
Tort Immunity Fund		
Cash (+)	\$904,262.63	
Sub-total : Tort Immunity Fund	\$904,262.63	
Life Safety Fund		
Cash (+)	\$543,632.62	
Sub-total : Life Safety Fund	\$543,632.62	
<b>Total : ASSETS</b>		<b>\$109,969,473.98</b>

LIABILITIES

Educational Fund		
Payroll Withholdings (+)	\$1,249,794.48	
Other Liabilities (+)	\$4,562.75	
Sub-total : Educational Fund	\$1,254,357.23	
Operations & Maintenance Fund		

**CUSD No. 5, McLean and Woodford Counties, Illinois**

**Unit 5 Treasurer's Report As of 08/31/2024**

Fiscal Year: 2024-2025

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Payroll Withholdings (+)	\$471,022.76
Sub-total : Operations & Maintenance Fund	<u>\$471,022.76</u>
Transportation Fund	
Payroll Withholdings (+)	\$7,715.68
Sub-total : Transportation Fund	<u>\$7,715.68</u>
Social Security Fund	
Payroll Withholdings (+)	\$128,258.30
Sub-total : Social Security Fund	<u>\$128,258.30</u>
Municiple Retirement Fund	
Payroll Withholdings (+)	\$1,022,701.26
Sub-total : Municiple Retirement Fund	<u>\$1,022,701.26</u>
Tort Immunity Fund	
Payroll Withholdings (+)	\$11,338.89
Other Liabilities (+)	\$3,052.26
Sub-total : Tort Immunity Fund	<u>\$14,391.15</u>
<b>Total : LIABILITIES</b>	<u>\$2,898,446.38</u>
<b>FUND BALANCE</b>	
Educational Fund	
Fund Balance (+)	\$21,086,958.65
Sub-total : Educational Fund	<u>\$21,086,958.65</u>
Operations & Maintenance Fund	
Fund Balance (+)	\$1,641,659.12
Sub-total : Operations & Maintenance Fund	<u>\$1,641,659.12</u>
Debt Service Fund	
Fund Balance (+)	\$18,563,916.57
Sub-total : Debt Service Fund	<u>\$18,563,916.57</u>
Transportation Fund	
Fund Balance (+)	\$2,263,171.77
Sub-total : Transportation Fund	<u>\$2,263,171.77</u>
Social Security Fund	
Fund Balance (+)	\$1,422,067.97
Sub-total : Social Security Fund	<u>\$1,422,067.97</u>
Municiple Retirement Fund	
Fund Balance (+)	\$1,811,098.84
Sub-total : Municiple Retirement Fund	<u>\$1,811,098.84</u>
Working Cash Fund	
Fund Balance (+)	\$54,478,129.28

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Balance Sheet

**CUSD No. 5, McLean and Woodford Counties, Illinois**

**Unit 5 Treasurer's Report As of 08/31/2024**

Fiscal Year: 2024-2025

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Sub-total : Working Cash Fund	\$54,478,129.28
Tort Immunity Fund	
Fund Balance (+)	\$476,951.96
Sub-total : Tort Immunity Fund	\$476,951.96
Life Safety Fund	
Fund Balance (+)	\$384,616.00
Sub-total : Life Safety Fund	\$384,616.00
NET CHANGE IN FUND BALANCE	
NET CHANGE IN FUND BALANCE (+)	\$4,942,457.44
Sub-total : NET CHANGE IN FUND BALANCE	\$4,942,457.44
<b>Total : FUND BALANCE</b>	<b>\$107,071,027.60</b>
<b>Total LIABILITIES + FUND BALANCE</b>	<b>\$109,969,473.98</b>

End of Report

**CUSD No. 5, McLean and Woodford Counties, Illinois**

**Unit 5 Treasurer's Report For the Period 08/01/2024 through 08/31/2024**

Fiscal Year: 2024-2025

	<u>08/01/2024 - 08/31/2024</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
<b>REVENUE COLLECTED</b>					
Educational Fund					
Local Sources (+)	\$13,872,105.41	\$14,786,387.65	\$103,001,123.00	\$88,214,735.35	14.4%
State Sources (+)	\$2,406,858.00	\$2,492,888.48	\$28,729,270.00	\$26,236,381.52	8.7%
Federal Sources (+)	\$239,481.94	\$4,126,333.12	\$15,878,187.00	\$11,751,853.88	26.0%
Sub-total : Educational Fund	\$16,518,445.35	\$21,405,609.25	\$147,608,580.00	\$126,202,970.75	14.5%
Operations & Maintenance Fund					
Local Sources (+)	\$2,323,815.20	\$2,477,218.98	\$15,312,619.00	\$12,835,400.02	16.2%
State Sources (+)	\$0.00	\$0.00	\$50,000.00	\$50,000.00	0.0%
Sub-total : Operations & Maintenance Fund	\$2,323,815.20	\$2,477,218.98	\$15,362,619.00	\$12,885,400.02	16.1%
Debt Service Fund					
Local Sources (+)	\$5,849,871.87	\$5,913,439.44	\$24,852,674.00	\$18,939,234.56	23.8%
Sub-total : Debt Service Fund	\$5,849,871.87	\$5,913,439.44	\$24,852,674.00	\$18,939,234.56	23.8%
Transportation Fund					
Local Sources (+)	\$892,094.15	\$899,515.43	\$5,840,157.00	\$4,940,641.57	15.4%
State Sources (+)	\$0.00	\$0.00	\$7,838,367.00	\$7,838,367.00	0.0%
Federal Sources (+)	\$0.00	\$0.00	\$863,000.00	\$863,000.00	0.0%
Sub-total : Transportation Fund	\$892,094.15	\$899,515.43	\$14,541,524.00	\$13,642,008.57	6.2%
Social Security Fund					
Local Sources (+)	\$469,121.27	\$531,338.08	\$3,179,361.00	\$2,648,022.92	16.7%
Sub-total : Social Security Fund	\$469,121.27	\$531,338.08	\$3,179,361.00	\$2,648,022.92	16.7%
Municiple Retirement Fund					
Local Sources (+)	\$305,454.11	\$312,993.33	\$1,935,592.00	\$1,622,598.67	16.2%
Sub-total : Municiple Retirement Fund	\$305,454.11	\$312,993.33	\$1,935,592.00	\$1,622,598.67	16.2%
Working Cash Fund					
Local Sources (+)	\$296,134.64	\$369,391.83	\$3,447,540.00	\$3,078,148.17	10.7%
Sub-total : Working Cash Fund	\$296,134.64	\$369,391.83	\$3,447,540.00	\$3,078,148.17	10.7%
Tort Immunity Fund					
Local Sources (+)	\$1,000,735.76	\$1,005,229.95	\$6,341,678.00	\$5,336,448.05	15.9%
Sub-total : Tort Immunity Fund	\$1,000,735.76	\$1,005,229.95	\$6,341,678.00	\$5,336,448.05	15.9%
Life Safety Fund					
Local Sources (+)	\$222,832.21	\$224,335.36	\$1,457,540.00	\$1,233,204.64	15.4%
Sub-total : Life Safety Fund	\$222,832.21	\$224,335.36	\$1,457,540.00	\$1,233,204.64	15.4%
<b>Total : REVENUE COLLECTED</b>	<b>\$27,878,504.56</b>	<b>\$33,139,071.65</b>	<b>\$218,727,108.00</b>	<b>\$185,588,036.35</b>	<b>15.2%</b>
<b>EXPENDITURES PAID</b>					
Educational Fund					
Salaries (-)	\$8,170,416.53	\$16,344,428.22	\$100,312,766.00	\$83,968,337.78	16.3%
Employee Benefits (-)	\$1,659,628.44	\$3,316,072.66	\$21,020,286.00	\$17,704,213.34	15.8%
Purchased Services (-)	\$443,024.79	\$699,855.25	\$2,901,272.00	\$2,201,416.75	24.1%
Supplies and Materials (-)	\$436,148.33	\$1,370,632.02	\$8,962,557.00	\$7,591,924.98	15.3%
Capital Outlay (-)	\$160,721.00	\$192,865.40	\$411,574.00	\$218,708.60	46.9%

Operating Statement with Budget

**CUSD No. 5, McLean and Woodford Counties, Illinois**

**Unit 5 Treasurer's Report For the Period 08/01/2024 through 08/31/2024**

Fiscal Year: 2024-2025

	<u>08/01/2024 - 08/31/2024</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
Other Objects (-)	\$316,404.68	\$532,073.02	\$5,309,271.00	\$4,777,197.98	10.0%
Non-Capitalized Equipment (-)	\$4,903.00	\$228,356.36	\$734,328.00	\$505,971.64	31.1%
Sub-total : Educational Fund	(\$11,191,246.77)	(\$22,684,282.93)	(\$139,652,054.00)	(\$116,967,771.07)	16.2%
<b>Operations &amp; Maintenance Fund</b>					
Salaries (-)	\$601,785.97	\$1,174,180.61	\$6,725,604.00	\$5,551,423.39	17.5%
Employee Benefits (-)	\$88,572.39	\$176,145.33	\$1,110,822.00	\$934,676.67	15.9%
Purchased Services (-)	\$146,492.24	\$258,060.29	\$1,649,670.00	\$1,391,609.71	15.6%
Supplies and Materials (-)	\$278,106.98	\$597,248.95	\$3,892,295.00	\$3,295,046.05	15.3%
Capital Outlay (-)	\$334,603.49	\$344,923.79	\$1,090,000.00	\$745,076.21	31.6%
Other Objects (-)	\$0.00	\$0.00	\$955.00	\$955.00	0.0%
Non-Capitalized Equipment (-)	\$0.00	\$0.00	\$25,547.00	\$25,547.00	0.0%
Sub-total : Operations & Maintenance Fund	(\$1,449,561.07)	(\$2,550,558.97)	(\$14,494,893.00)	(\$11,944,334.03)	17.6%
<b>Debt Service Fund</b>					
Other Objects (-)	\$105,867.10	\$721,524.81	\$38,326,902.00	\$37,605,377.19	1.9%
Sub-total : Debt Service Fund	(\$105,867.10)	(\$721,524.81)	(\$38,326,902.00)	(\$37,605,377.19)	1.9%
<b>Transportation Fund</b>					
Salaries (-)	\$16,896.12	\$36,159.70	\$212,587.00	\$176,427.30	17.0%
Employee Benefits (-)	\$4,590.00	\$9,180.00	\$48,746.00	\$39,566.00	18.8%
Purchased Services (-)	\$14,402.26	\$26,772.83	\$13,363,729.00	\$13,336,956.17	0.2%
Supplies and Materials (-)	\$17,972.41	\$94,383.40	\$1,634,192.00	\$1,539,808.60	5.8%
Capital Outlay (-)	\$44,982.00	\$556,780.18	\$1,045,170.00	\$488,389.82	53.3%
Other Objects (-)	\$0.00	\$46,224.00	\$48,225.00	\$2,001.00	95.9%
Non-Capitalized Equipment (-)	\$0.00	\$0.00	\$6,782.00	\$6,782.00	0.0%
Sub-total : Transportation Fund	(\$98,842.79)	(\$769,500.11)	(\$16,359,431.00)	(\$15,589,930.89)	4.7%
<b>Social Security Fund</b>					
Employee Benefits (-)	\$256,812.93	\$510,678.77	\$3,108,482.00	\$2,597,803.23	16.4%
Sub-total : Social Security Fund	(\$256,812.93)	(\$510,678.77)	(\$3,108,482.00)	(\$2,597,803.23)	16.4%
<b>Municiple Retirement Fund</b>					
Employee Benefits (-)	\$153,718.81	\$302,439.45	\$1,803,514.00	\$1,501,074.55	16.8%
Sub-total : Municiple Retirement Fund	(\$153,718.81)	(\$302,439.45)	(\$1,803,514.00)	(\$1,501,074.55)	16.8%
<b>Tort Immunity Fund</b>					
Salaries (-)	\$171,442.05	\$342,557.21	\$2,065,114.00	\$1,722,556.79	16.6%
Employee Benefits (-)	\$51,165.28	\$92,134.26	\$1,161,627.00	\$1,069,492.74	7.9%
Purchased Services (-)	\$64,005.03	\$142,503.07	\$2,713,802.00	\$2,571,298.93	5.3%
Supplies and Materials (-)	\$10,286.38	\$11,557.87	\$142,668.00	\$131,110.13	8.1%
Capital Outlay (-)	\$3,264.47	\$3,264.47	\$50,000.00	\$46,735.53	6.5%
Other Objects (-)	\$0.00	\$293.55	\$100,214.00	\$99,920.45	0.3%
Sub-total : Tort Immunity Fund	(\$300,163.21)	(\$592,310.43)	(\$6,233,425.00)	(\$5,641,114.57)	9.5%
<b>Life Safety Fund</b>					
Purchased Services (-)	\$0.00	\$0.00	\$250,000.00	\$250,000.00	0.0%
Capital Outlay (-)	\$0.00	\$65,318.74	\$1,387,540.00	\$1,322,221.26	4.7%
Sub-total : Life Safety Fund	\$0.00	(\$65,318.74)	(\$1,637,540.00)	(\$1,572,221.26)	4.0%

Operating Statement with Budget

**CUSD No. 5, McLean and Woodford Counties, Illinois**

**Unit 5 Treasurer's Report For the Period 08/01/2024 through 08/31/2024**

Fiscal Year: 2024-2025

	<u>08/01/2024 - 08/31/2024</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
<b>Total : EXPENDITURES PAID</b>	(\$13,556,212.68)	(\$28,196,614.21)	(\$221,616,241.00)	(\$193,419,626.79)	12.7%
<b>OTHER FINANCING SOURCES (USES)</b>					
Educational Fund					
Transfers Out (-)	\$9,567.10	\$20,018.20	\$892,509.00	\$872,490.80	2.2%
Sub-total : Educational Fund	(\$9,567.10)	(\$20,018.20)	(\$892,509.00)	(\$872,490.80)	2.2%
Operations & Maintenance Fund					
Transfers Out (-)	\$96,300.00	\$168,422.86	\$337,225.00	\$168,802.14	49.9%
Sub-total : Operations & Maintenance Fund	(\$96,300.00)	(\$168,422.86)	(\$337,225.00)	(\$168,802.14)	49.9%
Debt Service Fund					
Transfers In (+)	\$105,867.10	\$188,441.06	\$1,229,734.00	\$1,041,292.94	15.3%
Sub-total : Debt Service Fund	\$105,867.10	\$188,441.06	\$1,229,734.00	\$1,041,292.94	15.3%
<b>Total : OTHER FINANCING SOURCES (USES)</b>	\$0.00	\$0.00	\$0.00	\$0.00	0.0%
<b>NET CHANGE IN FUND BALANCE</b>	\$14,322,291.88	\$4,942,457.44	(\$2,889,133.00)	(\$7,831,590.44)	171.1%

End of Report

**CUSD No. 5, McLean and Woodford Counties, Illinois**

**Unit 5 Self-Funded Insurance As of 08/31/2024**

Fiscal Year: 2024-2025

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**ASSETS**

Current Assets

Cash In Bank (+) \$181,038.49

Accounts Receivable (+) \$4,684.68

Sub-total : Current Assets \$185,723.17

**Total : ASSETS**

\$185,723.17

**LIABILITIES**

Current Liabilities

Interfund Loans (+) \$1,800,000.00

Sub-total : Current Liabilities \$1,800,000.00

**Total : LIABILITIES**

\$1,800,000.00

**FUND BALANCE**

Fund Balance

Fund Balance (+) \$524,435.54

Sub-total : Fund Balance \$524,435.54

NET CHANGE IN FUND BALANCE

NET CHANGE IN FUND BALANCE (+) (\$2,138,712.37)

Sub-total : NET CHANGE IN FUND BALANCE (\$2,138,712.37)

**Total : FUND BALANCE**

(\$1,614,276.83)

**Total LIABILITIES + FUND BALANCE**

\$185,723.17

End of Report

**CUSD No. 5, McLean and Woodford Counties, Illinois**

**Unit 5 Self-Funded Insurance For the Period 08/01/2024 through 08/31/2024**

Fiscal Year: 2024-2025

	08/01/2024 - 08/31/2024	Year To Date
<b>REVENUE COLLECTED</b>		
Revenue From Payroll		
Board Contributions (+)	\$639,350.00	\$1,924,605.00
Employee Contributions (+)	\$165,815.98	\$543,856.01
Sub-total : Revenue From Payroll	<u>\$805,165.98</u>	<u>\$2,468,461.01</u>
Revenue From Other Sources		
Retiree Contributions (+)	(\$2,388.00)	\$119,062.96
Cobra Contributions (+)	\$4,094.00	\$9,680.00
Interest & Dividends (+)	\$1,030.49	\$1,648.48
Sub-total : Revenue From Other Sources	<u>\$2,736.49</u>	<u>\$130,391.44</u>
<b>Total : REVENUE COLLECTED</b>	<u>\$807,902.47</u>	<u>\$2,598,852.45</u>
<b>EXPENDITURES PAID</b>		
Operating Expenditures		
Heath Ins Claims (-)	\$2,089,509.60	\$4,540,158.68
HSA Contributions (-)	\$4,264.98	\$17,334.92
Health Ins Admin Fees (-)	\$73,889.17	\$172,365.76
Other Fees & Expense (-)	\$0.00	\$7,705.46
Sub-total : Operating Expenditures	<u>(\$2,167,663.75)</u>	<u>(\$4,737,564.82)</u>
<b>Total : EXPENDITURES PAID</b>	<u>(\$2,167,663.75)</u>	<u>(\$4,737,564.82)</u>
<b>NET CHANGE IN FUND BALANCE</b>	<u>(\$1,359,761.28)</u>	<u>(\$2,138,712.37)</u>

End of Report

## CERTIFICATE OF APPROVAL FOR THE EXPENDITURE OF FIRE PREVENTION AND SAFETY FUNDS

(Section 17-2.11 of the School Code)

COLENE HOOSE ELEM SCHOOL	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	
Amendment Number 26	

Total Previously Approved	
Approved to raise with this Amendment	\$91,200.00
Total Approved to Date	\$91,200.00
Existing District Funds Approved	\$0.00

I, \_\_\_\_\_, State Superintendent of Education, acknowledge receipt of the estimate of cost certified by the architect/engineer required:

1.	<input type="checkbox"/>	to bring this school building into compliance with the safety standards set forth in 23 Ill. Adm. Code Part 175, 23 Ill. Adm. Code Part 180, and or 23 Ill. Adm. Code Part 185 as promulgated by the State Board of Education.
2.	<input type="checkbox"/>	to bring the school building into compliance with the Asbestos Abatement Act 105 ILCS 105/1 et.seq, and the federal Asbestos Hazard Emergency Response Act of 1986 as amended (AHERA).
3.	<input type="checkbox"/>	to provide funds for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes pursuant to Section 17-2.11 of the School Code with funds not necessary for the completion of items under No. 1 or No. 2 above.

I further certify that the estimate of total approval to date, in the amount of \$91,200.00 has been examined and determined to be reasonable and is hereby approved.

Date	Signature of State Superintendent of Education

**EXPLANATORY NOTES:**

1.	<input checked="" type="checkbox"/>	No items in this amendment were disapproved nor were any of the estimated costs adjusted.
2.	<input type="checkbox"/>	One or more items in this amendment were disapproved and the estimated costs adjusted accordingly. The amount shown above as the total amount approved for this amendment reflects an aggregate cost adjustment of + / - \$0.00. Comments regarding this amendment and a list of the items disapproved and cost adjustments applied are attached to this certificate.

**COMMENTS:**

**ADJUSTED ITEMS:**

ITEM ID	DESCRIPTION	ESTIMATED AMOUNT	ADJUSTED AMOUNT	DIFFERENCE	REASON
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(35-22) (7/07) Prescribed for ISBE for ISBE Use

# REQUEST FOR AUTHORIZATION To use Fire Prevention and Safety Funds

**PART I. CERTIFICATION OF ESTIMATED COSTS**

**This is to certify that:**

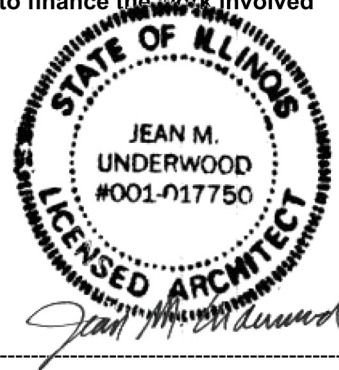
The COLENE HOOSE ELEM SCHOOL school, located at 600 Grandview Dr Normal, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on 10/3/2024.

All of the urgent or necessary work as indicated on the attached Form 35-48 is necessary to abate the violations of applicable code requirements and should result in effecting compliance with said requirements within prescribed timelines. No violations of applicable code requirements other than those cited in previously approved safety survey reports or amendments and those noted in this survey or amendment were noted.

All other work recommended in the attached Form 35-48, though not required to abate violations of applicable requirements of the Health/Life Safety Code for Public Schools, is recommended for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes provided in Section 17 2.11 of the School Code.

**The certified estimated cost figures were prepared by me and to the best of my knowledge are true and accurate estimates of the costs to execute the work as specified. The total estimated costs to finance the work involved is \$ 91,200.00.**

Name of Architect/Engineer Jean Underwood	Name of Firm Design Mavens Architecture
Phone Number 3093043048	Fax Number
License Number 001-017750	Expiration Date 11/30/2024
Email Address jean@design-mavens.com	
<i>[Seal and Signature]</i>	



**PART II. CERTIFICATION OF NEED (Provided by district through IWAS)**

The local Board of Education hereby certifies and assures the State Board of Education:

- a. Based upon the report of the architect referred to above, the district faces total estimated costs of \$ to finance the work involved.
- b. The district has \$ available in its operations and maintenance fund, fire prevention and safety fund, school facility occupation tax fund and/or other fund to finance the work.
- c. If Fire Prevention and Safety funds are to be used, the district certifies that it has levied the maximum authorized rate for its operations and maintenance fund for the most recent year for which tax rates are available.
- d. The district needs to raise \$ in additional revenue through the levy of the Fire Prevention and Safety Tax or issuance of Bonds to finance the recommended work.
- e. Plans and specifications for the work will be submitted to the Regional Superintendent for review and approval.
- f. The work to be financed with Fire Prevention and Safety funds will not commence until the Certificate of Approval of the State Superintendent is received, the detailed plans and specifications have been approved by the regional superintendent and the regional superintendent (or other lawful agency) has issued an appropriate Order to Effect Compliance with the Health/Life Safety Code for public schools (or other lawful order requiring the work to be done).
- g. All work authorized by the District will be executed in conformity with all applicable codes.
- h. In the case of work recommended to repair school sidewalks, playgrounds, parking lots, or school bus turnarounds the notice and hearing requirements of Section 17-2.11 of the School Code were complied with by publishing the required notice on and holding the required public hearing on .



**SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS**

1. COUNTY CODE <b>064, McLean</b>			2. DISTRICT CODE/NAME <b>0050, McLean County USD 5</b>			3. FACILITY CODE/NAME <b>COLENE HOOSE ELEM SCHOOL</b>					
4. Item I.D.	5. Action I.D.	6. Priority Code	7. Specification(s)	8. Units Of Measure	9. Quantity	10. Labor Code	11. Estimated Cost (Architect / Engineer)	12. ROE Adjustment	13. ISBE Adjustment	14. Estimated Completion Date	15. Funding Type
1	b	a.	Abate the wall base, carpet, flooring and mastic from the concrete slab on grade.	sf	2223	2	\$76,000.00			6/15/2025	F

	Original Subtotal	\$76,000.00	Adjusted Subtotal	\$76,000.00	
	Original 10.00% Contingency	\$7,600.00	Adjusted 10.00% Contingency	\$7,600.00	
	Original 10.00% A/E Fees	\$7,600.00	Adjusted 10.00% A/E Fees	\$7,600.00	
	Original Grand Total	\$91,200.00	Adjusted Grand Total	\$91,200.00	

Items with a Funding Type of 'O' are not included in the cost calculation.  
35-48 (7/07) (Prescribed by ISBE for Local Board Use)

## VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE <b>064, McLean</b>			2. DISTRICT CODE/NAME <b>0050, McLean County USD 5</b>			3. FACILITY CODE/NAME <b>COLENE HOOSE ELEM SCHOOL</b>		
4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation			
1	IMC/Library	a.	Asbestos Abatement Act 105 ILCS 105/1; AHERA	9x9 Asbestos tile is present under the existing carpet. renovation of this area is planned that will require the removal of the flooring for construction of a new wall.	Abate the wall base, carpet, flooring and mastic from the concrete slab on grade.			

Form 35-84 (7/07) (Prescribed by ISBE for local board use)

**ILLINOIS STATE BOARD OF EDUCATION**

100 North First Street, N-242  
Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

<b>School Name:</b>	Fairview Elementary School		
<b>RCDT:</b>	170640050262005		
<b>Principal:</b>	Amanda Styck		
<b>Address:</b>	416 Fairview Street		
<b>City, ZIP code:</b>	Normal, 61761		
<b>Telephone:</b>	(309)557-4415		
<b>Email address:</b>	stycka@unit5.org		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. approval date:</b>
Hello,	Hello,	Hello,	Hello,

**DISTRICT INFORMATION**

<b>District Name/Number:</b>	McLean County #5
<b>Superintendent:</b>	Dr. Kristen Weikle
<b>Telephone:</b>	(309)557-4000
<b>Email address:</b>	weiklek@unit5.org

*Kristen Weikle*  
Superintendent's Signature

133

Dat

10-8-24



School-wide reform strategies will provide opportunities for all children to meet the state's academic achievement. They are based on scientific research and the school will determine if such needs have been met.

Research has proven that in order for children to become successful readers they need:

- Explicit description of the reading strategy
- Direct instruction followed by guided practice
- Teacher and student modeling of the strategy
- Interactive use of the strategy
- Focus on a gradual release of responsibility for a strategy
- Authentic independent practice for reading strategies
- Immersion in a print-rich environment

A reading workshop approach has been implemented in order to improve our core reading instruction. All classroom teachers are working to strengthen the core curriculum with direct strategy instruction, guided and independent practice of reading, and opportunities to share their reading. Conferences during independent reading time are used to monitor student progress through running records, observations, small group, and comprehension conversations.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Fairview Elementary is a Full Scale Community School and has a full time Community Schools Coordinator to assist families and students with any needs that they might have. The FSCS Coordinator helps to link our school to families and resources in the community in an effort to reduce any barriers families might have. Free family activities are offered throughout the year at no cost in the hopes of engaging families in their child's education. The coordinator also collaborates with building leadership to plan enrichment activities and social emotional supports for students during the school day. Teachers have implemented SEL standards throughout the school day and start each day with morning circles with their students.

Fairview partners with the Center for Human Services for students who need counseling. The therapists are able to come and meet with students during their lunch and recess when needed. We are also able to offer individual counseling and small group counseling with ISU students this year with a partnership through the university. The FSCS we hope to also offer more in house counseling opportunities to our students at Fairview in the near future.

Fairview plans to offer tutoring services for struggling learners as well as after school enrichment opportunities through FSCS in the near future for students who are identified as needing extra reading or math support or more opportunities for learning outside of the school day.

Our social worker provides counseling with students, either individually or in small groups, that have individualized education plans to address their social emotional needs. The social worker also supports the classroom teachers by completing whole class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on an as needed basis for isolated incidences (divorce, bullying, etc.). There is also support for classroom teachers by providing resources to use with students when they have classroom wide issues.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

21<sup>st</sup> Century Learning Standards that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi model assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication- written, technology, and verbal. Students work independently on projects, as well as part of a team, to finish projects and meet deadlines.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Formal and informal assessments along with teacher recommendations are used to determine which students have the most need for reading intervention instruction. Interventionists, special ed staff, classroom teachers and support staff utilize academic data to determine which students qualify for intervention. Students who perform below text level will qualify for these supplemental services. School Psychologist completes progress monitoring throughout the intervention cycle. Parents/guardians will receive notification and timely assistance will be provided.

After identifying students who are experiencing the most difficulty in meeting standards, the Title I teachers, classroom teachers, and/or LBS1 teachers will conduct individual and small group instruction to assist students in developing skills and strategies needed to successfully meet state standards. In order to ensure progress with our most struggling readers, we will focus on need as opposed to equitable time for each student. Tier II support is provided outside of the core academics during a half hour per grade level intervention time that is scheduled throughout the day. Tier I support is provided in the core academics and the Tier II intervention time. In some cases, an additional Tier III support is provided.

Math Interventionist reviews benchmark data and progress monitoring data to determine placement in a tiered support. Students may be placed in Dream box or Do the Math as a intervention for math achievement.

The Fairview Elementary School community believes that classroom climate is integral to student success. Fairview will continue the Positive Behavior Intervention and Supports, as well as, incorporating Social Emotional learning standards throughout the day.

Students that show speech and language disorders under dyslexia will receive specified supports from an interventionist.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

High quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards. Teachers are to be included in the decisions regarding the use of academic assessments. Each year teachers review local benchmark assessment data as well as IAR data to develop strategies to increase student achievement.

PLC's are used to support continuous professional development for all teachers at Fairview. PLCs for most classroom teachers this year will focus on improved math instruction. Reading interventionists and LBS1s will collaborate in a PLC focused on implementation and reflection upon an SSI intervention for struggling readers. Teachers often take advantage of University courses as they work towards earning master degrees and to learn new educational practices.

Strategies are in place to attract highly qualified teachers to teach on our building. Pre-screening interviews are used district wide to identify highly-qualified candidates. Our district is involved in job fairs and works closely with our local universities and colleges, including Illinois State University, Illinois Wesleyan University, and Heartland Community College to seek exemplary teaching candidates. Students from all area universities have opportunities to complete clinical and student teaching requirements at our school.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Plans are in place to assist early learning children in the transition process from early childhood programs to kindergarten. Fairview holds a kindergarten registration each spring to meet families, allow them to tour the school and to get to know the teachers. Kindergarten teachers attend IEP meetings for incoming students. An open house is held the night before school starts so that students can meet their teacher in the hopes of easing the transition.

Careful consideration will be given to children transiting from early childhood programs. (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment.

Fairview hosts a Playground Pop Up in early August so incoming kindergarten students and families can meet and greet each other before the start of the school year.

**THE SCHOOLWIDE PLAN (section 1114)**

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Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

---

**(A) IN GENERAL**

## 1. USE OF FUNDS

## (A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

## (B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

## 2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

## (A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

## (B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

## 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

## (A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

## (B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or ~~138~~ distribution of funds to State educational

agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

**(B) PLAN DEVELOPMENT**

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

**(C) PRESCHOOL PROGRAMS**

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

#### **(D) DELIVERY OF SERVICES**

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

#### **(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS**

##### 1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

##### 2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

##### 3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

**ILLINOIS STATE BOARD OF EDUCATION**  
 100 North First Street, N-242  
 Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

School Name:	Oakdale Elementary School		
RCDT:	170640050262010		
Principal:	Lyn Taylor		
Address:	601 S. Adelaide Street		
City, ZIP code:	Normal, IL, 61761		
Telephone:	309-557-4421		
Email address:	taylorly@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2024	70.2%	N	October 16, 2024

**DISTRICT INFORMATION**

District Name/Number:	McLean County Unit 5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	weiklek@unit5.org

  
 Superintendent's Signature

10-8-24  
 Date

## Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Lyn Taylor	Principal
Trish Warner	Reading Specialist
Mary Renollet	Reading Specialist
Nicole Vandegraft	Reading Specialist
Katie Masla	Kindergarten
Hayley Harroun	1st Grade
Melissa Smith	2nd Grade
Emily Miller	3rd Grade
Amy Brigham	4th Grade
Michelle Hermann	5th Grade
Amanda Andres	LBS1
Amanda Hunt	Interventionist

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parent involvement.
  2. Mentoring and Induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.
  3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
  - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.
4. Describe schoolwide reform strategies in narrative form to include the following:
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
  - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
  - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.<sup>142</sup>

School wide reform strategies will provide opportunities for all children to meet the state's academic achievement. They are based on scientific research and the school will determine if such needs have been met.

One of the literacy/reading goals in our school improvement plan is to implement and improve Reader's Workshop in order to enhance our core reading instruction. Research has proven that in order for children to become successful readers they need:

- explicit instruction of the reading strategies
- direct instruction followed by guided practice
- teacher and student modeling of strategies
- interactive use of the strategies
- focus on a gradual release of responsibility for strategies
- authentic independent practice for reading strategies
- immersion in a print-rich environment

Reader's Workshop and Writer's Workshop provides opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Oakdale also implemented the Partnerships in Comprehensive Literacy Model (PCL). The PCL model is a balanced literacy approach which includes literacy team meetings, coaching, built-in assessments, supplemental support for struggling readers (Reading Recovery and Small Group Instruction), school plans, and spotlighting efforts. Our literacy goals within this model are to strengthen the core curriculum and to implement Reader's Workshop in grades K-5. Teachers will receive professional development throughout the school year by the literacy coach to strengthen their core curriculum and increase their knowledge of Reader's Workshop and best practices in reading instruction.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and Title 1 teachers will meet three times a year to analyze the student data. During these meetings, students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will receive support from our most qualified staff members. Administration, grade level teams, reading specialists, and LBS1s will meet on a regular basis to assess and discuss student progress.

#### Interventions

Students in need of reading intervention will receive one or more scientifically based interventions from the Partnership for Comprehensive Literacy Model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, Writing Aloud, and Comprehension Focus Groups. Data will be used to determine the appropriate intervention to meet the student's needs.

Each intervention type is explained and defined on the following page.

#### **Comprehension Focus Group for Literacy Intervention Groups**

Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading.

#### **Assisted Writing**

Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating

print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together.

### Reading Recovery

Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems.

Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Oakdale will also use a variety of formal and informal assessments to monitor growth and identify needs of their students. All students in grades K-5 will be assessed using MAP and the Fountas and Pinnell Benchmark Assessment (FPBA) as a diagnostic tool.

A data wall based on Fountas and Pinnell levels will be maintained and updated for the school year. This will be maintained by classroom teachers, Title 1 teachers, and LBS1s. Data meetings will be held and changes will be made to the wall.

Each grade level team will meet to discuss all students at their grade level. At this time student progress is investigated to ensure success and continuous improvement. Adjustments to intervention groups will take place at this time. Progress monitoring should be used to make decisions during these meetings. Title 1 teachers, the literacy coach, LBSIs and Principal will meet with each grade level team to discuss students' progress. Ideas, concerns, strategies, and changes may be shared at these meetings.

Students in grades 3-5 who fall below state standards and literacy benchmarks are invited to attend after school tutoring. This program is taught by certified classroom teachers, Title 1, and LBS1 teachers. During this time, students receive additional individual and small group instruction to improve in the areas in which they are weak.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
  - A social/emotional learning (SEL) pilot was completed at Oakdale in previous school years. This pilot provided a SEL interventionist/coach, available to staff and students as a resource for SEL instruction and learning. Although the interventionist/coach is no longer available directly in the building, the district has provided similar support through a local ROE SEL interventionist/coach, made available throughout the year.
  - SEL curriculum within the building continues to include daily circles within classrooms (Restorative Justice Practice), which provide classroom community opportunities where students can share out in a safe and empathetic space.
  - Calming Corners in each classroom are available as a space for students need that a place to regulate emotions and take a break as a means to prepare to be ready to learn.
  - A Sensory Room is an alternate space for students to go to complete academics, should there be a need for a small group setting/a place to regulate outside of the classroom.
  - School psychologist and social worker teach lessons to classrooms on topics in the social/emotional domain as needed throughout the school year, and likewise provide support through SAIG groups to students that flag on screeners in the area of extra social/emotional support.
  - Staff utilize Restorative Justice Practices within the classroom to build and maintain safe classroom communities and while facilitating problem solving among students.

- Students receive mentoring, behavior support, and positive adult connections through Check In Check Out (CICO). Students needing additional support participate in Individualized CICO and Social Academic Intervention Groups with the psychologist, social worker or ISU psychology students.
  - Students with increased needs receive individual counseling from our psychologist, social worker or therapists from the Center for Human Services who meet with students here at the school. Some students are also paired with a mentor from Big Brothers Big Sisters.
  - Oakdale has a Promise Council which aims to reduce barriers to student's education. The Promise Council packs and sends home approximately 100 food packs with students every Friday. Volunteers who meet with students to provide mentoring and academic support with students.
  - A One by One Program transports students off site to provide positive after school support, mentoring, and tutoring services for students in need. (pending COVID regulations)
  - Oakdale's Family Coordinator acts as a liaison between school and families. The Family Coordinator completes home visits and links families to resources in the community in an effort to reduce any barriers families may be facing that affect their ability to provide for themselves. The Family Coordinator also provides a community garden in which fresh produce is given to families. Different parent workshops are also provided. The Family Coordinator also meets with students on an individual basis and leads restorative justice circles when students are struggling with behavior or need extra social/emotional support. Likewise, the Family Coordinator facilitates the Sensory Room, providing an additional space for students to be supported outside of the classroom.
  - SEL Intervention: A building interventionist will provide social/emotional learning interventions to students at the Tier 2 level that are in need of small group support outside of SAIG group services
6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trained staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Oakdale Promise Council hosts a VISION program for 5<sup>th</sup> grade students. The Promise Council brings guest speakers to each of our 5th grade classes. This includes how the speaker has overcome adversity in their life, mentors and the role they have played, positive choices that led them to where they are and how education played a role in their career. The field trip to Illinois State University, ISU, is the culminating event to this program. At ISU, our students visit various areas of the campus and hear from different groups who speak to the same topics as our Vision speakers throughout the year. During our visit, we will be showing students the Bone Student Center Auditorium, Redbird Arena and hearing from workers that help run the campus. University employees will discuss their jobs that help run the school and the importance of education in each of their careers. Our students will hear from current ISU students about their experience and the path to college. (this is all still the plan within COVID regulations)

Normal Community West High School STEM students partner with 5th grade student to build relationships In addition, recipient of Normal Community West High School Million Books Program

State Farm volunteers teach financial literacy lessons to 4<sup>th</sup> and 5<sup>th</sup> grade students.

Past and potential future partnerships with the University of Illinois Extension including Ag in the Classroom, and the Miller Park Zoo.

Multiple partnerships with Illinois State University and Illinois Wesleyan students as both volunteers and tutors for all grade level

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

#### **School-Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)**

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- PBIS coaches and Behavioral Leadership Team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives, Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Class Dojo, Second Step

#### **PBIS Process**

**Step 1:** Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

**Step 2:** Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

#### **Internalizing and Externalizing Dimensions of the Universal Screener**

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

**Internalizing** refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

**Externalizing** refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

**Step 3:** After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

#### **PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency**

##### **10-15% of students**

- Same intervention for all
- Same CICO time

- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report )

**Step 4:** After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

**Step 5:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

**Step 5 Continued:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- *Individual CICO (ICICO) is necessary (\*Done with individual features such as place or person) See Above*

OR

- **Social Academic Instructional Group Key Features (SAIG)**
  - 1:3-5 student ratios for 2 – 4 weeks min.
  - Problem-Solving Group
  - Pro-social Skills Group
  - Academic Behaviors Group
- **SEL Intervention Group**
  - small group setting to provide SEL skill building through pre-determined curriculum
  - organized by PBIS Secondary Team
  - data collected and analyzed by LBS1 leading out groups

**Step 6:** If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

**Step 7:** If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

**Step 8:** The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

**Step 9:** Contact the parent to explain that a referral is being made and how the process will work.

**Step 10:** The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

**Step 11: CARES meeting**

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

**Process may include, but is not limited to:**

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

**Brief FBA/BIP Key Features\* (2 to 4 weeks min.):**

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

***\*Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

**Step 12:** An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

**Step 13:** Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

**Step 14: CARES Follow-Up meeting**

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the "other" box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- Complex FBA/BIP

Process includes:

- Standardized Screeners (i.e. BESS, etc.)
- Observations
- Set next Follow-Up meeting

**Complex FBA/BIP Key Features:**

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors

- Highly individualized interventions
- Must use SIMEO data tools

**Step 15: CARES Follow-Up meeting #2**

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

**Wraparound Features\*:**

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

*\*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

**Step 16:** If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

High-quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Oakdale Elementary School.

Graduate courses are offered through the local universities. Professional training is also provided through classes offered by the district and regional offices. The staff regularly participates in Late Start workshops, conferences, book study teams, and family literacy activities. Some staff members of Mid-State Reading Council and Illinois Reading Council. When available, the Title I staff, classroom teachers, and principal attend conferences related to best practices in literacy instruction and assessment.

Strategies are in place to attract highly qualified teachers to teach in high-need buildings.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Plans are in place to assist pre-school children in the transition process from early childhood programs to kindergarten.

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to Kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment.

## **THE SCHOOLWIDE PLAN (section 1114)**

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

### **(A) IN GENERAL**

#### **1. USE OF FUNDS**

##### **(A) ELIGIBILITY**

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

##### **(B) EXCEPTION**

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

#### **2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED**

##### **(A) GENERAL**

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

##### **(B) SUPPLEMENTAL FUNDS**

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

#### **3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS**

##### **(A) EXEMPTION**

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

##### **(B) REQUIREMENTS**

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

##### **(C) RECORDS**

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

## **(B) PLAN DEVELOPMENT**

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

## **(C) PRESCHOOL PROGRAMS**

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

## **(D) DELIVERY OF SERVICES**

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

## **(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS**

### **1. IN GENERAL**

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

## 2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

## 3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

**ILLINOIS STATE BOARD OF EDUCATION**  
 100 North First Street, N-242  
 Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

<b>School Name:</b>	Parkside Elementary		
<b>RCDT:</b>			
<b>Principal:</b>	Christina Ellis		
<b>Address:</b>	1900 W. College Avenue		
<b>City, ZIP code:</b>	Normal, IL 61761		
<b>Telephone:</b>	309-557-4422		
<b>Email address:</b>	ellis@unit5.org		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. approval date:</b>
2024-2025			

**DISTRICT INFORMATION**

<b>District Name/Number:</b>	Mclean County Unit District No. 5
<b>Superintendent:</b>	Dr. Kristen Weikle
<b>Telephone:</b>	
<b>Email address:</b>	

*Kristen Weikle*  
 \_\_\_\_\_  
 Superintendent's Signature

10-8-24  
 \_\_\_\_\_  
 Date

# Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Christina Ellis	PLT (Principal)
Kirsten Freeze	PLT (Assistant Principal)
Lisa Byrd	PLT (Second Grade Teacher)
George VanWinkle	PLT (Kindergarten Teacher)
Anne Atteberry	PLT (Title I Teacher)
Emily Volker	Title I Teacher

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. *Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.*
  2. *Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.*
  3. *Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.*
3. Conduct a comprehensive needs assessment of the entire school:
    - a. Include a copy of the document used to conduct the assessment.
    - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.
  4. Describe schoolwide reform strategies in narrative form to include the following:
    - a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
    - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
    - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Parkside's schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement expectations. They are based on scientific research and the school will determine if such needs have been met.

### *Core Literacy Instruction*

As a year 14 school in the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop approach in order to improve our core reading instruction. In addition, we will also continue implementing writing workshop in all classrooms. Every classroom teacher will work to strengthen the core curriculum. Research has proven that in order for children to become successful readers they need:

- explicit description of the reading strategy
- direct instruction followed by guided practice
- teacher and student modeling of the strategy
- interactive use of the strategy
- focus on a gradual release of responsibility for a strategy
- authentic independent practice for reading strategies
- immersion in a print-rich environment

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and Reading Interventionists will meet 3 times a year for data days. During data days, students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading specialists will meet on a regular basis to monitor student progress.

### *Interventions*

Students in need of reading intervention will receive one or more scientifically based interventions from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Below is a definition of each intervention:

#### *Reading Recovery*

Reading Recovery (RR) is an intense, 30 minute, daily, one-to-one form of instruction. RR provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships, comprehension, and problem solving with print in order for decoding to be purposeful and fluent.

*The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems.*

### *Assisted Writing*

*Assisted writing (AW) intervention is for students in kindergarten to fifth grades who are struggling with literacy processing. It helps children develop reading and writing strategies for operating on print. AW promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers where the teacher and students construct a story that will be transcribed together.*

### *Guided Reading Plus for Literacy Intervention Groups*

*Guided Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing.*

### *Comprehension Focus Group for Literacy Intervention Groups*

*Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM) and is based on research-based practices for promoting success in reading. It is a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study (2) Strategy Units and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008).*

*Structured Phonics Intervention (SPI) is part of the Comprehensive Intervention Model (CIM) and helps students acquire efficient word recognition, decoding, spelling, and writing skills along with flexible strategies that can be transferred to reading and writing tasks. This is typically used in grades 2-5.*

### *Assessments*

*A variety of scientifically based assessments, both formal and informal, will be used to monitor growth and identify needs of Parkside Elementary School students.*

- All students in grades K-5 will be assessed using the STAR LITERACY assessment (FB) as a universal screener. 1st-5th grade classroom teachers will administer the FB, which is a computer based assessment, three times a year; kindergarten will administer twice a year. The dates will be determined by the district.*
- Kindergarten, First Grade, and Second Grade: During dates determined by the school district, the Fountas and Pinnell Benchmark Assessment (FPBA) will be administered to all students who flag at the 16<sup>th</sup> percentile or less on the STAR Reading (SR) assessment at the beginning of the school year. Then the data from the FPBA, classroom running records, and (SR) will be compiled onto Educlimber to determine which students will receive intervention. Informal inventories, anecdotal conference notes, running records, and oral reading fluency scores will be used by Title I teachers, reading interventionists, and classroom teachers to monitor progress throughout the school year. In addition, at the beginning of the school year, students in kindergarten will be assessed on letters, sounds, and sight words. First grade students who are deemed at-risk in literacy acquisition compared to their peers will be assessed with the Reading Recovery Observation Survey (OS). This will determine which students will receive Reading Recovery. Students who participate in Reading Recovery will be given the OS upon exiting and at the end of the school year. The FPBA will be given midway through and at the end of the school year during dates determined by the district to determine if the needs of students receiving literacy interventions have been met.*

- *Third Grade, Fourth Grade, and Fifth Grade: During dates determined by the school district, the Fountas and Pinnell Benchmark Assessment (FPBA) will be administered to all students who flag at the 16<sup>th</sup> percentile or less on the SR assessment at the beginning of the school year. Then the data from the FPBA and the SR assessment will be compiled onto Educlimber to determine which students who are reading below grade level benchmarks and will receive intervention. Informal inventories, anecdotal conference notes, running records, and oral reading fluency scores, will be used by Title I teachers, reading interventionists, and classroom teachers to monitor progress throughout the year. The FPBA will be given midway through and at the end of the school year during dates determined by the district to determine if the needs of students receiving literacy interventions have been met. PARCC will also be given in the spring of the school year.*
- *Three times a year, following the STAR Reading assessment, FPBA, and IAR administration, we will have a Literacy Intervention Data Meeting. This meeting will include each grade level team along with the reading interventionists.*
- *One data form will be used for the building to track individual student's progress. Each teacher will keep a binder that tracks each student's growth, progress, and interventions. This will provide the documentation for interventions implemented on individual students. All students that are at the warning level on the data wall will have a fully developed Response to Intervention (RtI) plan. Progress monitoring data will be included in the cumulative file.*
- *A software program, called Educlimber, will be used to compile student assessment data and kept on file in a shared, secure electronic location. All certified staff will help maintain this information. Data meetings will be held three times a year as previously mentioned. STAR Reading assessment data, FPBA results, and teacher data will be used to determine where each student is placed on the wall.*
- *At various times throughout the year, grade level teams will meet to discuss all students at that grade level. At this time student progress is investigated to ensure success and continuous improvement. Progress monitoring data will be used to make decisions during these meetings.*
- *As often as necessary, reading interventionists will meet with grade level teams and LBS-1s to discuss student progress and the grouping of students in intervention groups.*
- *A school performance report regarding student progress will be developed at the end of the year through the school improvement plan.*

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

*Parkside has a Family Coordinator to assist families and students with any needs that they might have. The Family Coordinator completes home visits and links families to resources in the community in an effort to reduce any barriers families might have.*

*Parkside also partners with the Center for Human Services for students who receive counseling. The therapists are able to come and meet with students during their lunch and recess when needed,*

*Our social worker provides counseling with students, either individually or in small groups, that have Individualized Educational Plans to address their social/emotional goals. The social worker also supports classroom teachers by completing whole class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on a "touch-base" basis if he/she is having issues they need to discuss (parents' divorce, bullying, etc.) There is also support for classroom teachers by providing resources to use with students when they have classroom-wide issues such as bullying concerns.*

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

*P21 (21<sup>st</sup> Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open-ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.*

*Some teachers have STEM bins, which are bins with different materials in them. Pictures of something are presented - car, building, playground, slide, etc., and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.*

*Parkside has incorporated a STEM cart program that is provided by Teacher Geek and it is available to all students, K-5. Their website provides information and activities for students to explore various grade-level and interest-level appropriate STEM concepts with their peers from time to time throughout the school year.*

*Parkside Elementary has a student council. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body.*

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

**School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)**

- *Administrative and faculty buy-in*
- *Building-wide behavioral expectations that are taught to all*
- *Internal coach and PBIS team*
- *Behavior Matrix, T-Chart, data collection system*
- *Cool Tools, School Assemblies, PBIS Incentives (i.e.-Penguin Points), Out of the Blue Days, Anti-Bully*
- *Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2<sup>nd</sup> Step*

**PBIS Process**

**Step 1:** *Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.*

**Step 2:** *Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.*

**Internalizing and Externalizing Dimensions of the Universal Screener**

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

**Internalizing** refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

**Externalizing** refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

**Step 3:** After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identify students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

**PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency  
10-15% of students**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report )

**Step 4:** After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

**Step 5:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

**Step 5 (Continued):** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

a) Individual CICO (ICICO) is necessary (\*Done with individual features such as place or person) See Above

OR

b) Social Academic Instructional Group (SAIG) is necessary

- i. Problem-Solving Group
- ii. Pro-social Skills Group
- iii. Academic Behaviors Group

**Individualized CICO – Key Features**

- School-wide goals
- Same daily progress report
- Including-
  - Mentoring
  - Extra period
  - Change location
  - Change Adult
  - Parent signoff

**Social Academic Instructional Group Key Features (SAIG)**

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

**Step 6:** If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

**Step 7:** If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- o Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- o CARES case manager is assigned by administrator

**Step 8:** The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

**Step 9:** Contact the parent to explain that a referral is being made and how the process will work.

**Step 10:** The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

**Step 11:** CARES meeting

- o The CARES case manager and referring teacher will briefly share the case.
- o Complete the Brief FBA/BIP (Pathway form).
- o The CARES team will determine the next steps

**Process may include, but is not limited to:**

Parent Interview                      Student Interview                      Teacher Interview

Observations                          Strengths/Difficulty                      Interest Inventory

Other assessments as needed

**Brief FBA/BIP Key Features\* (2 to 4 weeks min.):**

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

**\*Monitored by BIP data Track and Daily Progress DPR Point Sheets.**

**Step 12:** An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

**Step 13:** Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

**Step 14:** CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the "other" box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

a) Complex FBA/BIP

Process includes:

- i. Standardized Screeners (i.e. BESS, etc.)
- ii. Observations

b) *Set next Follow-Up meeting*

**Complex FBA/BIP Key Features:**

- *Interventions designed based on function*
- *Direct instruction of behavior is provided*
- *Address multiple settings and behaviors*
- *Highly individualized interventions*
- *Must use SIMEO data tools*

**Step 15: CARES Follow-Up meeting #2**

*If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).*

**Wraparound Features\*:**

- *Highly individualized interventions*
- *Team includes family/school/ community/natural supports*
- *Frequent team meetings*
- *Must use SIMEO data tools*

*\*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

**Step 16:** *If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.*

*We use Zones of Regulation for students who are having difficulty with their emotions in a social setting. It is a way to help students be pro-active in recognizing their emotions and help them to adjust their emotions so that they can function successfully in all settings at school. This is our second year for implementing these strategies.*

8. *Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.*

*High quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.*

*Professional development opportunities are widely available for teachers and staff at Parkside Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in Professional Learning Communities (PLC). Time has been allotted on 8 early-out days by the school district for teachers to meet in their PLCs.*

*A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning.*

*In addition to these professional development opportunities, teachers have access to a variety of other invaluable resources provided by the literacy and math team including coaching meetings for lesson development and modeled instruction as well as a variety of professional books and other resources.*

*Parkside also utilizes the teacher leadership capacity of its staff by encouraging staff members to lead professional development during institute days and faculty meetings as well as encouraging staff members to visit each other's classrooms to learn from our own staff best practices and strategies.*

*While local opportunities are the most widely used form of professional development, staff members also attend workshops and conferences outside the district offerings. They also take graduate courses offered through various universities and the Regional Office of Education (ROE).*

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

*Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment. Whenever possible, a transition meeting is held in the spring with the early childhood staff, kindergarten staff, parents, and administration.*

## THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

### (A) IN GENERAL

#### 1. USE OF FUNDS

##### (A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

##### (B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

#### 2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

##### (A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

##### (B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

#### 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

##### (A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

##### (B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

##### (C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

### (B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

## **(C) PRESCHOOL PROGRAMS**

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

## **(D) DELIVERY OF SERVICES**

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

## **(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS**

### **1. IN GENERAL**

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

### **2. FLEXIBILITY OF FUNDS**

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;

- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

### 3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.



**ILLINOIS STATE BOARD OF EDUCATION**  
100 North First Street, N-242  
Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

<b>School Name:</b>	Sugar Creek Elementary	
<b>RCDT:</b>	170640050262002	
<b>Principal:</b>	Scott Vogel	
<b>Address:</b>	200 N. Towanda	
<b>City, ZIP code:</b>	Normal, IL 61761	
<b>Telephone:</b>	309-557-4425	
<b>Email address:</b>	vogels@unit5.org	
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N Local Board of Ed. approval date:</b>
2024-2025	59.9%	No

**DISTRICT INFORMATION**

<b>District Name/Number:</b>	McLean County Unit #5
<b>Superintendent:</b>	Dr. Kristen Weikle
<b>Telephone:</b>	309-557-4000
<b>Email address:</b>	weiklek@unit5.org

Kristen Weikle  
Superintendent's Signature

10-8-24  
Date

## Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Angie Funfar	Title I teacher
Ashley deFreese	Title I teacher
Scott Vogel	Principal

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program: 1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement. 2. Mentoring and Induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.

Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.

3. Conduct a comprehensive needs assessment of the entire school: 5EssentialsSurvey

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. Research has proven that in order for children to become successful

readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, Comprehension Focus Groups, Language and Literacy Intervention, Intensive Literacy Instruction Strategic Processing Intervention, and Lexia. Data will be used to determine which intervention will match each student's needs. Definition of each intervention:

Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Assisted Writing for Literacy Intervention Groups - Assisted writing(AR) is the umbrella term for: Interactive Writing (IW) and Writing Aloud (WA). The Interactive Writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. IW assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. The Writing Aloud intervention is for students who have knowledge of foundational writing concepts, but need guidance with the writing process. The goals for students who participate in WA are to understand the writing process and apply strategies for planning, organizing, composing, editing, and revising a meaningful message. The teacher is the main scribe and will think aloud while the students and teacher compose a meaningful message together using examples from a shared text. Students will apply problem solving strategies to the words. The teacher and students engage in a constructive dialogue around the text and the process. They re-read the piece many

times throughout the writing process, which may take several days to complete.

Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing.

Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading.

Language and Literacy Intervention (LLI) - A Supplemental intervention for students that is individualized and focused on the student's area(s) of primary difficulty. A modality approach to instruction is beneficial for students with Dyslexia. Components of effective literacy intervention may include instruction in phonemic awareness, graphophonemic (letter-sound) knowledge, language structure/ patterns and meaning, and strategies for decoding, encoding, word recognition, fluency, and comprehension. Instructional delivery considerations include individualization of the content and supports provided, extended time in small group instruction, explicit, direct, and systematic instruction. No one approach works for all students.

Intensive Literacy Instruction (ILI) is an intense, 30 minute/daily, one-to-one or one-to-two intervention that is individualized for the lowest-achieving students in grades 2-5. Lessons are designed based on what the child knows and are structured to provide opportunities for the child to develop strategic behaviors to use on texts in both reading and writing with a goal for the child to reach average levels of classroom performance. The objective of ILI is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Lessons include learning about letter/sound relationships, hearing and recording sounds in words, spelling patterns, phonemic awareness, journal writing, and decoding using multiple sources of information. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Strategic Processing Intervention (SPI) for Literacy Intervention Groups is an evidence-based intervention designed to help children acquire efficient word recognition and decoding skills along with flexible strategies that can be transferred to reading and writing tasks. SPI emphasizes phonological awareness, decoding and spelling, and sight recognition. SPI lessons target students' phonemic awareness, encoding, and decoding skills.

Lexia Core 5 is a computer based phonics/ phonemic awareness program. Students are expected to be on the program for anywhere from 20 minutes to 30 minutes daily. When students start the program, there is a placement assessment. Students complete levels based off of their initial placement.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students'

skills outside the academic subject areas.

Teachers are able to refer students to our school social worker for counseling services which includes zones of regulation, mindful movement, restorative practices, PBIS, weekly responsive circles, SAIG groups, LEGO groups (social-language groups) all support students' social emotional and language needs. In addition, we partner with ISU psychology department. They provide doctoral and graduate students to run groups related to social skills. Students are selected for these groups based on our PBIS data and SAEBRS data as well as teacher recommendation. Parental consent is required for any students selected for this program. In addition, we provide SAIG (See PBIS section for details) groups to those students receiving Tier 2 instruction in our PBIS program. We have a Family Coordinator that provides resources and services to families to level the playing field for all of our students. Families are referred by teachers or office staff and home visits are made. We have an active Promise Council which provides caring adults that remove barriers to learning to all children. There is a group of Promise Council women that run mentoring groups for girls within Sugar Creek (WOW). Also, we have a group for boys run by the Promise Council called GRIT. They provide self efficacy support and tutoring and support to all students under the guidance of the classroom teacher. The SEL committee meets monthly to discuss the monthly theme and supports the school needs. The SEL committee also supports staff with a curriculum and lesson ideas.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21<sup>st</sup> Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Stem projects and challenges include:

Teachers have STEM bins and access to Makerspace kits. We have a STEM room filled with bins of different materials in them. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

When fairy tales are presented, students design houses for the 3 little pigs with a set of guidelines, then they build it and the big bad blow dryer tries to blow it down. Discussion follows about why some were strong and some weren't.

Literature, math and cooking are tied together. Many books can be tied into food - food can be tied into plants, living and non-living, habitats, differences between vegetables and fruits etc and then students are taught how to read a recipe, measure dry ingredients and liquid ingredients to make the recipe.

Partnership with the Farm Bureau. We have grown plants, made butter and ice cream ( math and learning about matter - solids, liquids, gasses) and the adopt a cow program

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

The school is implementing an SEL program that follows the CASEL standards. Each month we have a targeted focus as a whole school but tailor our classroom lessons and discussions around developmentally appropriate priority targets. Students participate in daily circles with their peers. Throughout the day students are working on the SEL standards during academic instruction and specials. Finally, we have a SEL data wall and we meet 2-3 times per year as a grade level to look at students' social emotional needs and behavior performance in school to determine if intervention is needed. If intervention is needed students are referred to the tier 2 team or CARES team to implement and progress monitor the intervention.

### **School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)**

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- SEL monthly lessons, School Assemblies, PBIS Incentives (blue tickets), Out of the Blue Days, Anti-Bully Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2<sup>nd</sup> Step, Zone of Regulation, Mindfulness, CICO

### **PBIS Process**

**Step 1:** Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

**Step 2:** Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

#### **Internalizing and Externalizing Dimensions of the Universal Screener**

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

**Internalizing** refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

**Externalizing** refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

**Step 3:** After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria

on Gate 2 go into the first round of intervention (i.e. CICO).

### **PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency 10-15% of students**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report )

**Step 4:** After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child’s entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

**Step 5:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

**Step 5 Continued:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

a) *Individual CICO (ICICO) is necessary (\*Done with individual features such as place or person) See Above*

OR

b) Social Academic Instructional Group (SAIG) is necessary

i. Problem-Solving Group

ii. Pro-social Skills Group

iii. Academic Behaviors Group

### **Individualized CICO – Key Features**

- School-wide goals
- Same daily progress report
- Including
  - Mentoring
  - Extra period
  - Change location
  - Change Adult
  - Parent sign off

### **Social Academic Instructional Group Key Features (SAIG)**

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

**Step 6:** If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after the first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

**Step 7:** If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet

with the building administrator to discuss the need for a CARES referral

- o Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- o CARES case manager is assigned by administrator

**Step 8:** The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

**Step 9:** Contact the parent to explain that a referral is being made and how the process will work.

**Step 10:** The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

**Step 11:** CARES meeting

- o The CARES case manager and referring teacher will briefly share the case.
- o Complete the Brief FBA/BIP (Pathway form).
- o The CARES team will determine the next steps

**Process may include, but is not limited to:**

Parent Interview Student Interview Teacher Interview

Observations Strengths/Difficulty Interest Inventory

Other assessments as needed

**Brief FBA/BIP Key Features\* (2 to 4 weeks min.):**

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

***\*Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

**Step 12:** An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

**Step 13:** Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

**Step 14:** CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the "other" box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

a) Complex FBA/BIP

Process includes:

- i. Standardized Screeners (i.e. BESS, etc.)
- ii. Observations

b) Set next Follow-Up meeting

**Complex FBA/BIP Key Features:**

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

**Step 15: CARES Follow-Up meeting #2**

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate the need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

**Wraparound Features\*:**

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

*\*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

**Step 16:** If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Professional development opportunities are widely available for teachers and staff at Sugar Creek Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition the staff regularly participates in Professional Learning Communities (PLCs). Time has been allotted on the eight early release days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning. Paraprofessionals receive specific, intentional instruction on how to work with their students. Collaboration and

educational time is built into their schedules while having their own PLCs. In addition, staff received professional development during our monthly staff meetings, during District Professional Development Activities (PDA) and at Institute Days.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable professional books and resources provided by the district to be used to improve teacher practices and student growth.

The school and district are focused on Equity and Diversity training, The staff-participate in ongoing development with Ivette Dubriel and others from the community. The staff engage in learning new vocabulary, mirror checks, discussion and conversations around best practice and integrating in classroom lesson planning. Articles, books, podcasts and videos are being shared to deepen staff knowledge.

We are a Professional Development School (PDS) for students majoring in education at Illinois State University. The teachers become mentors and leaders with these college students. The teachers and college students learn and grow together while increasing student successes.

Strategies are also in place to attract highly qualified teachers to teach in high-need buildings. Pre-screening interviews are used district wide to identify highly-qualified candidates. Our district, more specifically Sugar Creek, is involved in job fairs and works closely with our local universities, Illinois State University and Illinois Wesleyan University, to seek exemplary teaching candidates. Students from both universities have opportunities to complete student teaching requirements at our school. Once they are recruited the district provides a mentor to the new teacher. The mentor and mentee spend the year completing recommended tasks as well as those that come up along the way.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

The early learning program is part of our building so for students who stay at Sugar for K-5 the transition is supported by teachers/staff and their exposure to joining our school right at 3 years old. For students who attend a different home school once they go to Kindergarten or need additional IEP services/programs they tour/visit the schools they will be going to with current staff and/or our Early Learning Family Coordinator and parents. All early learning students participate in our school-wide events.

## **THE SCHOOLWIDE PLAN (section 1114)**

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

### **(A) IN GENERAL**

#### **1. USE OF FUNDS**

##### **(A) ELIGIBILITY**

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

##### **(B) EXCEPTION**

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

#### **2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED**

##### **(A) GENERAL**

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

##### **(B) SUPPLEMENTAL FUNDS**

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

#### **3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS**

##### **(A) EXEMPTION**

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

##### **(B) REQUIREMENTS**

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described

in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

### (C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

## (B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such a plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

## (C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

**(D) DELIVERY OF SERVICES**

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement. .

**(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS****1. IN GENERAL**

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

**2. FLEXIBILITY OF FUNDS**

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

**3. RULE OF CONSTRUCTION**

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.



**ILLINOIS STATE BOARD OF EDUCATION**  
 100 North First Street, N-242  
 Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

School Name:	Fox Creek Elementary		
RCDT:	170640050262017		
Principal:	Leslie Davenport		
Address:	3910 Timberwolf Trail		
City, ZIP code:	Bloomington, IL 61705		
Telephone:	(309) 557-4416		
Email address:	davenportla@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
24-25	71.37%	N	April 17, 2024

**DISTRICT INFORMATION**

District Name/Number:	McLean County Unit 5
Superintendent:	Dr. Kristen Kendrick-Weikle
Telephone:	(309) 557-4000
Email address:	weiklek@unit5.org

*Kristen Weikle*  
 Superintendent's Signature

10-8-24  
 Date

# Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Sarah Egge	CORE (Title teacher)
Meghan Hillebrandt	CORE (4th Grade)
Taylor Martin	CORE (4th Grade)
Susan Felix	CORE (5th Grade)
Stephanie Banks	CORE (5th Grade)
Shannon Hedman	CORE (2nd Grade)
Susie Downing	CORE (1st Grade)
Kjersten Woodward	CORE (3rd Grade)
Kelly Reardon	CORE (Kindergarten)
Karrie Ruestman	CORE (LBS1)
Robin Taylor	Assistant Principal
Leslie Davenport	Principal

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
2. Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.
3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. The ESAIL survey will be used to monitor the implementation of Reader's Workshop in the core and address professional development needs. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Definition of each intervention: Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing. Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading. Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Fox Creek has a Family Coordinator to assist families and students with any needs that they might have. The Family Coordinator completes home visits and links families to resources in the community to reduce any barriers families might have. The Family Coordinator networks with community resources to provide snacks, booster seats, clothing, and transportation to support the families at Fox Creek. The Family Coordinator also meets with students individually when they struggle with behavior or need extra social/emotional support.

Our social worker provides counseling to students, individually or in small groups, with Individualized Educational Plans to address their social-emotional goals. The social worker also supports classroom teachers by completing whole class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on a "touch base" basis if he/she is having issues they need to discuss (parents' divorce, bullying, etc.) There is also support for classroom teachers by providing resources to use with students when they have classroom-wide issues such as bullying concerns.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21<sup>st</sup> Century Learning Standards) that are utilized include Student-driven assessments and a shift from a content focus to an application of learning. Open-ended and multi-modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the student's responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning. Tech coaches to train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play-based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Partnership with Illinois Nutrition Education Programs: SNAP -Education at Your School. This program is teaching youth about healthy eating and physical activity to help them to be better prepared for learning.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

**School-Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)**

Administrative and faculty buy-in  
Building-wide behavioral expectations that are taught to all  
Internal coach and PBIS team  
Behavior Matrix, T-Chart, data collection system  
Cool Tools, School Assemblies, PBIS Incentives, Out of the Blue Days, Unstoppable Week  
Classroom-wide Strategies – Dojo Dollars, Point System, Class Dojo, 2<sup>nd</sup> Step

**PBIS Process**

**Step 1:** Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

**Step 2:** Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

**Internalizing and Externalizing Dimensions of the Universal Screener**

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

**Internalizing** refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

**Externalizing** refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

**Step 3:** After the top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

**PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency**

**10-15% of students**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report )

**Step 4:** After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child’s entry into PBIS Check-In/Check-Out Intervention. CICO will begin with the assistance of the PBIS Tier 2 team.

**Step 5:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

**Step 5 Continued:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

*Individual CICO (ICICO) is necessary (\*Done with individual features such as place or person) See Above*

OR

Social Academic Instructional Group (SAIG) is necessary

- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

**Individualized CICO – Key Features**

- School-wide goals
- Same daily progress report
- Including-
  - Mentoring
  - Extra period
  - Change location
  - Change Adult
  - Parent signoff

**Social Academic Instructional Group Key Features (SAIG)**

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

**Step 6:** If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

**Step 7:** If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a CARES referral

Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.  
CARES case manager is assigned by the administrator

**Step 8:** The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

**Step 9:** Contact the parent to explain that a referral is being made and how the process will work.

**Step 10:** The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

**Step 11:** CARES meeting

The CARES case manager and referring teacher will briefly share the case.  
Complete the Brief FBA/BIP (Pathway form).  
The CARES team will determine the next steps

**Process may include, but is not limited to:**

Parent Interview                  Student Interview                  Teacher Interview  
Observations                          Strengths/Difficulty                  Interest Inventory  
Other assessments as needed

**Brief FBA/BIP Key Features\* (2 to 4 weeks min.):**

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

**\*Monitored by BIP data Track and Daily Progress DPR Point Sheets.**

**Step 12:** An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

**Step 13:** Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

**Step 14:** CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the "other" box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

Complex FBA/BIP

Process includes:

Standardized Screeners (i.e. BESS, etc.)  
Observations

Set next Follow-Up meeting

**Complex FBA/BIP Key Features:**

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

**Step 15: CARES Follow-Up meeting #2**

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

**Wraparound Features\*:**

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

*\*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

**Step 16:** If the student is not making sufficient progress, as defined by school-based decision-making rules, the CARES team and/or the PBIS problem-solving team may consult with the building administrator and proceed to a special education referral.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

High-quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Fox Creek Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in Professional Learning Communities (PLC). Time has been allotted on 7 early release days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning. In addition to these professional development opportunities, teachers have access to a variety of other invaluable resources provided by the literacy and math team including coaching meetings for lesson development and modeled instruction as well as a variety of professional books and other resources.

Fox Creek also utilizes the teacher leadership capacity of its staff by encouraging staff members to lead professional development during institute days and faculty meetings as well as encouraging staff members to visit each other's classrooms to learn from our own staff best practices and strategies.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment. Whenever possible, a transition meeting is held in the spring with the early childhood staff, kindergarten staff, parents, and administration.

## THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

### (A) IN GENERAL

#### 1. USE OF FUNDS

##### (A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

##### (B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

#### 2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

##### (A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

##### (B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

#### 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

##### (A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other non-competitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

##### (B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

##### (C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

## **(B) PLAN DEVELOPMENT**

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

## **(C) PRESCHOOL PROGRAMS**

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

## **(D) DELIVERY OF SERVICES**

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

## **(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS**

### 1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

### 2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such a program.

### 3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

**ILLINOIS STATE BOARD OF EDUCATION**

100 North First Street, N-242  
Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

<b>School Name:</b>	Glenn Elementary School		
<b>RCDT:</b>	170640050262007		
<b>Principal:</b>	Daniel Gibler		
<b>Address:</b>	306 Glenn Avenue		
<b>City, ZIP code:</b>	Normal, IL 61761		
<b>Telephone:</b>	309-557-4418		
<b>Email address:</b>	giblerd@unit5.org		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. approval date:</b>
2024-2025	48%	No	10/4/24

**DISTRICT INFORMATION**

<b>District Name/Number:</b>	McLean County Unit #5
<b>Superintendent:</b>	Dr. Kristin Kendrick Weikle
<b>Telephone:</b>	309-557-4400
<b>Email address:</b>	1809 W. Hovey Avenue, Normal, IL 61761

Kristin Weikle  
Superintendent's Signature

10-8-24

Date

**Schoolwide Plan Components**

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Daniel Gibler	Principal
Ashley deFreese	Title Teacher

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
2. Mentoring and Induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.
3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other training.

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. Administration monitors the implementation of Reader's Workshop in the core and addresses professional development needs through formal and informal observations. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, ESL and the Title 1 teacher(s) will meet three times this year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, Comprehension Focus Groups, Strategic Processing Intervention, Language and Literacy Intervention, and Lexia. Data will be used to determine which intervention will match each student's needs.

#### Definition of each intervention:

Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Assisted Writing for Literacy Intervention Groups - Assisted writing(AR) is the umbrella term for: Interactive Writing (IW) and Writing Aloud (WA). The Interactive Writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. IW assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. The Writing Aloud intervention is for students who have knowledge of foundational writing concepts, but need guidance with the writing process. The goals for students who participate in WA are to understand the writing process and apply strategies for planning, organizing, composing, editing, and revising a meaningful message. The teacher is the main scribe and will think aloud while the students and teacher compose a meaningful message together using examples from a shared text. Students will apply problem solving strategies to the words. The teacher and students engage in a constructive dialogue around the text and the process. They re-read the piece many times throughout the writing process, which may take several days to complete

Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing.

Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the

early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading.

Strategic Processing Intervention (SPI) for Literacy Intervention Groups is an evidence-based intervention designed to help children acquire efficient word recognition and decoding skills along with flexible strategies that can be transferred to reading and writing tasks. SPI emphasizes phonological awareness, decoding and spelling, and sight recognition. SPI lessons target students' phonemic awareness, encoding, and decoding skills.

Language and Literacy Intervention (LLI) - A Supplemental intervention for students that is individualized and focused on the student's area(s) of primary difficulty. A modality approach to instruction is beneficial for students with Dyslexia. Components of effective literacy intervention may include instruction in phonemic awareness, graphophonemic (letter-sound) knowledge, language structure/ patterns and meaning, and strategies for decoding, encoding, word recognition, fluency, and comprehension. Instructional delivery considerations include individualization of the content and supports provided, extended time in small group instruction, explicit, direct, and systematic instruction. No one approach works for all students.

Lexia Core 5 is a computer based phonics/ phonemic awareness program. Students are expected to be on the program for anywhere from 20 minutes to 30 minutes daily. When students start the program, there is a placement assessment. Students complete levels based off of their initial placement.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Teachers are able to refer students to our school social worker for counseling services. In addition, we partner with ISU psychology department. They provide doctoral and graduate students to run groups related to social skills. Students are selected for these groups based on our PBIS data and SAEBRS data as well as teacher recommendation. Parental consent is required for any students selected for this program. In addition, we provide SAIG (See PBIS section for details) groups to those students receiving Tier 2 instruction in our PBIS program. We have also partnered with a local men's business fraternity (Phi Beta Sigmas). They provide mentoring and tutoring within the school day to several of our students. Parent consent is also required for students to be a part of this mentoring program. We have a Family Coordinator that provides resources and services to families to level the playing field for all of our students. Families are referred by teachers or office staff and home visits are made. We have an active Promise Council which provides caring adults that remove barriers to learning to all children. There is a group of Promise Council women that run mentoring groups for girls within Glenn (WOW). They provide self efficacy support and tutoring and support to all students under the guidance of the classroom teacher. The SEL committee meets monthly to discuss the monthly theme and supports the school needs. The SEL committee also supports staff with a curriculum and lesson ideas.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21<sup>st</sup> Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is each student's responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the

feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on the Illustrative Math curriculum. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Stem projects and challenges include:

Teachers have STEM bins and we have a STEM Cart. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

**School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)**

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Pride Point), Out of the Blue Days, Anti-Bully Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2<sup>nd</sup> Step, School Store, Principal Lunch Groups, Positive Shoutout

**PBIS Process**

**Step 1:** Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

**Step 2:** Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

**Internalizing and Externalizing Dimensions of the Universal Screener**

This screener is completed by the teacher and students in grades 2nd through 5th grade and asks the teacher to consider each student against the definitions. The students are asked to rank themselves in a variety of areas.

**Internalizing** refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

**Externalizing** refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

**Step 3:** After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

**PBIS Check In Check Out (CICO) – Key Features - Minimum 40 school days of frequency - 10-15% of student population**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

**Step 4:** After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

**Step 5:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

**Step 5 Continued:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

a. *Individual CICO (ICICO) is necessary (\*Done with individual features such as place or person) See Above*

OR

- b. Social Academic Instructional Group (SAIG) is necessary
- i. Problem-Solving Group
  - ii. Pro-social Skills Group
  - iii. Academic Behaviors Group

**Individualized CICO – Key Features**

- School-wide goals
- Same daily progress report
- Including-
- Mentoring
- Change location
- Change Adult
- Parent signoff

**Social Academic Instructional Group Key Features (SAIG)**

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

**Step 6:** If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after the first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

**Step 7:** If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

**Step 8:** The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in Embrace.

**Step 9:** Contact the parent to explain that a referral is being made and how the process will work.

**Step 10:** The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

**Step 11:** CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

**Process may include, but is not limited to:**

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

**Brief FBA/BIP Key Features\* (2 to 4 weeks min.):**

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

***\*Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

**Step 12:** An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

**Step 13:** Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

**Step 14:** CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the "other" box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- a. Complex FBA/BIP  
Process includes:
  - i. Standardized Screeners (i.e. BESS, etc.)
  - ii. Observations
- b. Set next Follow-Up meeting

**Complex FBA/BIP Key Features:**

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

**Step 15: CARES Follow-Up meeting #2**

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

**Wraparound Features\*:**

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

*\*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

**Step 16:** If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

The SEL team presents monthly themes and supports the youngest learners in guiding their social emotional development. Each teacher is provided read aloud books to support learning and development of these targeted social emotional skills.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Professional development opportunities are widely available for teachers and staff at Glenn Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition the staff regularly participates in Professional Learning Communities (PLCs). Time has been allotted on seven early release days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning. Paraprofessionals receive specific, intentional instruction on how to work with their students. Collaboration and educational time is built into their schedules while having their own PLCs. In addition, staff received

professional development during our monthly staff meetings, during District Professional Development Activities (PDA) and at Institute Days.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable professional books and resources provided by the district to be used to improve teacher practices and student growth.

The school and district are focused on Equity and Diversity training, The staff participates in ongoing development with appointed district leaders and others from the community. The staff engage in learning new vocabulary, mirror checks, discussion and conversations around best practice and integrating in classroom lesson planning. Articles, books, and videos are being shared to deepen staff knowledge.

We are a Professional Development School (PDS) for students majoring in education at Illinois State University. The teachers become mentors and leaders with these college students. The teachers and college students learn and grow together while increasing student successes.

Strategies are also in place to attract highly qualified teachers to teach in high-need buildings. Pre-screening interviews are used district wide to identify highly-qualified candidates. Our district is involved in job fairs and works closely with our local universities, Illinois State University and Illinois Wesleyan University, to seek exemplary teaching candidates. Students from both universities have opportunities to complete student teaching requirements at our school. Once they are recruited the district provides a mentor to the new teacher. The mentor and mentee spend the year completing recommended tasks as well as those that come up along the way.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Plans are in place to assist preschool children in the transition process from early childhood programs to Kindergarten. Careful consideration will be given to children transitioning from early childhood programs such as Head Start, Pre-K, and Early Childhood Education to Kindergarten. These identified students will be given high priority regarding classroom placement and referrals for additional assessments. Each year during the Kindergarten round up all students are given a screener to help support the needs of the incoming students. This also includes English Language Learners. These students are screened to see what placement level they are at so services can be provided at their instructional level.

## THE SCHOOLWIDE PLAN (section 1114)

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Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

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### (A) IN GENERAL

#### 1. USE OF FUNDS

##### (A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

##### (B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

#### 2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

##### (A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

##### (B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

#### 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

##### (A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

##### (B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

### **(C) RECORDS**

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

### **(B) PLAN DEVELOPMENT**

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

### **(C) PRESCHOOL PROGRAMS**

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

### **(D) DELIVERY OF SERVICES**

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

### **(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS**

### 1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

### 2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

### 3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

**ILLINOIS STATE BOARD OF EDUCATION**  
 100 North First Street, N-242  
 Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

School Name:	Cedar Ridge Elementary School		
RCDT:	17-064-0050-26-2003		
Principal:	Christina Mables		
Address:	2808 Breezewood Blvd		
City, ZIP code:	Bloomington, 61704		
Telephone:	(309) 557-4413		
Email address:	mables@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2024 - 2025	68%	N	10/04/2024

**DISTRICT INFORMATION**

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4400
Email address:	<u>weikle@unit5.org</u>

  
 Superintendent's Signature

10-8-24  
 Date

## Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Christina Mables	Principal
Jenny Roop	Kindergarten
Lucas Miles	Third Grade
Brea Womack	First Grade
Ally Waughtel	Second Grade
Latavia Jordan	Fourth Grade
Kim Lynch	Fifth Grade
Leslie Kokotek	LBS1
Sara Johns	Title 1
Megan Yaklich	Title 1
Kayleigh Twork	Title 1
Lindsey Koestner	Title 1
Toni Freesen	Area

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
  2. Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.
  3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
  - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.
4. Describe schoolwide reform strategies in narrative form to include the following:
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
  - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

**Core Literacy Instruction:** Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. The ESAIL survey will be used to monitor the implementation of Reader's Workshop in the core and address professional development needs. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

**Interventions:** Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, Strategic Processing, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

**Definition of each intervention:** Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing. Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading. Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and

to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Direct social work instruction (individual, small group, and whole class lessons), zones of regulation, mindful movement, restorative practices, PBIS, weekly responsive circles, SAIG groups, LEGO groups (social-language groups) all support students' social-emotional and language needs.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21<sup>st</sup> Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Stem projects and challenges include:

Teachers have STEM bins. Bins with different materials in them. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

When fairy tales are presented, students design houses for the 3 little pigs with a set of guidelines, then they build it and the big bad blow dryer tries to blow it down. Discussion follows about why some were strong and some weren't.

Literature, math and cooking are tied together. Many books can be tied into food - food can be tied into plants, living and non-living, habitats, differences between vegetables and fruits etc and then students are taught how to read a recipe, measure dry ingredients and liquid ingredients to make the recipe.

Partnership with the Farm Bureau. We have grown plants, made butter and ice cream ( math and learning about matter - solids, liquids, gasses)

Interviewing leaders in the community- Midwest food bank representatives will be interviewed about the ways MWFB is supporting victims of Hurricane Harvey to better understand the impact of our food drive at Sugar Creek. (career opportunities-i.e. being of service and working for organizations that support people in need)

Open Source Classroom- owner will be coming to demonstrate 3D printing technology and computer science/engineering technology (STEM and career opportunities)

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

The school is implementing an SEL program that follows the CASEL standards. Each month we have a targeted focus as a whole school but tailor our classroom lessons and discussions around developmentally appropriate priority targets. Students participate in daily circles with their peers.

**School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)**

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Cheetah Spots), Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2<sup>nd</sup> Step

#### **PBIS Process**

**Step 1:** Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

**Step 2:** Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

#### Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

**Internalizing** refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

**Externalizing** refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

**Step 3:** After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

#### **PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency**

**10-15% of students**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report )

**Step 4:** After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out intervention. CICO will begin with the assistance of PBIS Tier 2 team.

**Step 5:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

**Step 5 Continued:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- a) *Individual CICO (ICICO) is necessary (\*Done with individual features such as place or person) See Above*

OR

- b) Social Academic Instructional Group (SAIG) is necessary
- i. Problem-Solving Group
  - ii. Pro-social Skills Group
  - iii. Academic Behaviors Group

#### **Individualized CICO – Key Features**

- School-wide goals
- Same daily progress report
- Including-
  - Mentoring
  - Extra period
  - Change location
  - Change Adult
  - Parent signoff

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

**Step 6:** If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – *OR* - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. If FBA and BIP are created – Go to CARES Process.

**Step 7:** If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

**Step 8:** The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

**Step 9:** Contact the parent to explain that a referral is being made and how the process will work.

**Step 10:** The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

**Step 11:** CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

**Process may include, but is not limited to:**

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

**Brief FBA/BIP Key Features\* (2 to 4 weeks min.):**

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

**\*Monitored by BIP data Track and Daily Progress DPR Point Sheets.**

**Step 12:** An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

**Step 13:** Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

**Step 14:** CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- a) Complex FBA/BIP  
Process includes:
  - i. Standardized Screeners (i.e. BESS, etc.)
  - ii. Observations
- b) Set next Follow-Up meeting

**Complex FBA/BIP Key Features:**

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

**Step 15: CARES Follow-Up meeting #2**

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

**Wraparound Features\*:**

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

*\*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

**Step 16:** If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

PLCs, SIP days, district provided optional pd, continue ed for reading recovery, new teacher mentoring program and check-in with principal

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Plans are in place to assist preschool children in the transition process from early childhood programs to Kindergarten. Careful consideration will be given to children transitioning from early childhood programs such as Head Start, Pre-K, and Early Childhood Education to Kindergarten. These identified students will be given high priority regarding classroom placement and referrals for additional assessments. Each year during the Kindergarten round up all students are given a screener to help support the needs of the incoming students. This also includes English Language Learners. These students are screened to see what placement level they are at so services can be provided at their instructional level.

## **THE SCHOOLWIDE PLAN (section 1114)**

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Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

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### **(A) IN GENERAL**

#### **1. USE OF FUNDS**

##### **(A) ELIGIBILITY**

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

##### **(B) EXCEPTION**

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

#### **2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED**

##### **(A) GENERAL**

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

##### **(B) SUPPLEMENTAL FUNDS**

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

### 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

#### (A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

#### (B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

#### (C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

## (B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

### **(C) PRESCHOOL PROGRAMS**

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

### **(D) DELIVERY OF SERVICES**

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

### **(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS**

#### **1. IN GENERAL**

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

#### **2. FLEXIBILITY OF FUNDS**

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

#### **3. RULE OF CONSTRUCTION**

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

**ILLINOIS STATE BOARD OF EDUCATION**  
100 North First Street, N-242  
Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

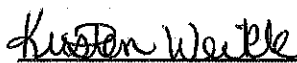
- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

### SCHOOL INFORMATION

School Name:	Pepper Ridge Elementary		
RCDT:	17064005026-2015		
Principal:	Shannon Panetta		
Address:	2602 Danbury Drive		
City, ZIP code:	Bloomington, IL 61705		
Telephone:	309-557-4423		
Email address:	panetts@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
24-25			

### DISTRICT INFORMATION

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	<u>weiklek@unit5.org</u>

  
Superintendent's Signature

10-8-24  
Date

## Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Shannon Panetta	Principal
Cami Williams	Assistant Principal
Shauna Gourley	Instructional Leadership Team (ILT) (Title teacher)
Anna Evans	Instructional Leadership Team (ILT) - LBS1/Special Services
Leza Kirshenbaum	Instructional Leadership Team (ILT) - LBS1
Eden Henrikson	Instructional Leadership Team (ILT) - 5th Grade
Jennifer Ficek	Instructional Leadership Team (ILT) - 4th Grade
Elizabeth Washkuhn	Instructional Leadership Team (ILT) - 4th Grade
Jennifer Corbly	Instructional Leadership Team (ILT) - 3rd Grade
Betsy Zimmerman	Instructional Leadership Team (ILT) - 2nd Grade
Brandy Roberts	Instructional Leadership Team (ILT) - 1st Grade
Suzie Morgan	Instructional Leadership Team (ILT) - 1st Grade
Brittney Arendt	Instructional Leadership Team (ILT) - Kindergarten

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
  2. Mentoring and Induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.
  3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other training.
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
  - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.
4. Describe schoolwide reform strategies in narrative form to include the following:
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
  - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
  - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

School wide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

**Core Literacy Instruction:** Following the Partnership for Comprehensive Literacy (PCL) model, we will continue to utilize a reading workshop and writing workshop format in order to improve our core reading instruction. Observations and teacher feedback will be used to monitor the implementation of Reader's Workshop in the core and address professional development needs. District instructional coaches are also available for coaching cycles to support implementation with fidelity. Research has proven that in order for children to become successful readers they need the following: explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Data includes: teacher observation, Fountas & Pinnell Benchmark Assessment, Unit 5 district writing assessment, Star Reading and/or Early Literacy testing, Words Their Way spelling assessment, and Observation Survey assessment (first grade only). Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days, students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as an additional layer of differentiated instruction. Each grade level will have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

**Interventions:** Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Writing Aloud, Interactive Writing, Guided Reading Plus, Strategic Processing, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

**Definition of each intervention:** Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing. Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading. Assisted Writing - Assisted writing intervention is for

students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing (including both interactive writing and writing aloud) assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. Strategic Processing Intervention - This intervention helps students acquire efficient word recognition, decoding, spelling, and writing skills along with strategies that can be transferred to reading and writing tasks. This is typically used in grades 2-5. Reading Recovery is an intensive, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

**5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.**

Our social worker provides counseling with students, either individually or in small groups, that have Individualized Educational Plans to address their social emotional goals. The social worker also supports classroom teachers by completing whole-class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on a regular basis if there are issues they need to discuss (parents' divorce, bullying, etc.) There is also support for classroom teachers by providing resources to use with students when they have classroom-wide issues such as bullying concerns.

Promise Council is a cooperative effort between school leaders and community contacts, designed to meet some of the unique needs of Pepper Ridge students. The initial focus is in meeting students' academic and physical needs. The goal is to increase mentoring opportunities and fill those spots with volunteers. Another goal is to provide additional opportunity for parental engagement at the school. The PRPC works with individual volunteers and partner organizations across all sectors: businesses, universities, service organizations, faith-based groups, retirees, and health care.

The Opening Doors Program is a college awareness program that is designed for our 5th grade students. This program's speakers, activities, and field trips are organized by Pepper Ridge's Promise Council. The PRPC believes that children deserve the opportunity to succeed. We know that every child has a better chance to succeed when the following promises are met: caring adults, safe places, healthy start, effective education and opportunities to help others.

**6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).**

P21 (21<sup>st</sup> Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open-ended and multi-modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to

show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play-based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Opening Doors Program is a college and career based program that is designed for our 5th grade students. This program, filled with speakers, activities, and field trips, is organized by Pepper Ridge's Promise Council. The PRPC believes that children deserve the opportunity to succeed. We know that every child has a better chance to succeed when the following promises are met: caring adults, safe places, healthy start, effective education and opportunities to help others.

Technology plays a significant role in our overall curriculum. Students in K-5th grade have a device readily available for them. To promote best practices in technology, students are taught Digital Citizenship. The purpose is to create a positive school culture that supports safe and responsible technology use. The program addresses real challenges for teachers and students to help navigate cyberbullying, internet safety, and other digital dilemmas. Students also learn and utilize Google Suite (G Suite). G Suite is a package of cloud-based services that provide a way to work together online using email, calendar, real-time document collaborations and more. In all grade levels, coding (programming) is taught in IMC class. With a demand for skilled coders and programmers, coding skills are career building skills. Coding also improves skills in reading and math, while promoting perseverance and problem solving. Resources utilized include CS First: Scratch & Made with Code, Tynker, and Hour of Code.

**7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).**

**School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, and Quarterly)**

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach Tier I and Tier II coaches and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Puma Paws), Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2<sup>nd</sup> Step

**PBIS Process**

**Step 1:** Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

**Step 2:** Universal Screener(SAEBRS) will be administered to students in 2nd-5th grades and K-5th Grade teachers will complete a screener on each student. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Screening data will be reviewed by Tier I PBIS Coach, Tier II PBIS Coach, administration and classroom staff.

**Internalizing and Externalizing Dimensions of the Universal Screener**

This screener is **completed by the teacher** and asks<sup>217</sup> the teacher to consider each student against the definitions.

**Internalizing** refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

**Externalizing** refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

**Step 3:** Students whose scores meet the internalizing or externalizing criteria will be in the first round of intervention (i.e. CICO).

**PBIS Check In Check Out (CICO) – Key Features - Minimum 20 school days of frequency 10-15% of students**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report )

**Step 4:** After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

**Step 5:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

**Step 5 Continued:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- *Individual CICO (ICICO) is necessary (\*Done with individual features such as place or person)*
- OR
- Social Academic Instructional Group (SAIG) is necessary
    - Problem-Solving Group
    - Pro-social Skills Group
    - Academic Behaviors Group

**Individualized CICO – Key Features**

- School-wide goals
- Same daily progress report
- Including-
  - Mentoring
  - Extra period
  - Change location
  - Change Adult
  - Parent signoff

**Social Academic Instructional Group Key Features (SAIG)**

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group

- Pro-social Skills Group
- Academic Behaviors Group

**Step 6:** If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – *OR* - If SAIG is not successful after the first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. If FBA and BIP are created – Go to CARES Process.

**Step 7:** If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

**Step 8:** The classroom teacher and/or the individual providing the intervention will meet with the CARES case manager to complete the CARES referral form in Embrace.

**Step 9:** Contact the parent to explain that a referral is being made and how the process will work.

**Step 10:** The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to the CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

**Step 11:** CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

**Process may include, but is not limited to:**

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

**Brief FBA/BIP Key Features\* (2 to 4 weeks min.):**

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

**\*Monitored by BIP data Track and Daily Progress DPR Point Sheets.**

**Step 12:** An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

**Step 13:** Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

**Step 14:** CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- a) Complex FBA/BIP
  - Process includes:
    - i. Standardized Screeners (i.e. BESS, etc.)
    - ii. Observations
- b) Set next Follow-Up meeting

**Complex FBA/BIP Key Features:**

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

**Step 15:** CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate the need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

**Wraparound Features\*:**

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

*\*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

**Step 16:** If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

**8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.**

High quality and on-going professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Pepper Ridge Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in Professional Learning Communities (PLC). Time has been allotted on the district's seven Early Releases dates.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable resources provided by the literacy and math team including coaching meetings for lesson development and modeled instruction as well as a variety of professional books and other resources.

Pepper Ridge also utilizes the teacher leadership capacity of its staff by encouraging staff members to lead professional development during institute days and faculty meetings as well as encouraging staff members to visit each other's classrooms to learn from our own staff best practices and strategies.

**9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.**

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment. Whenever possible, a transition meeting is held in the spring with the early childhood staff, kindergarten staff, parents, and administration.

## THE SCHOOLWIDE PLAN (section 1114)

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Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

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### (A) IN GENERAL

#### 1. USE OF FUNDS

##### (A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

##### (B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

#### 2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

##### (A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

##### (B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

#### 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

##### (A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

##### (B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

##### (C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were

consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

## **(B) PLAN DEVELOPMENT**

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

## **(C) PRESCHOOL PROGRAMS**

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

## **(D) DELIVERY OF SERVICES**

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

## **(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS**

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

**2. FLEXIBILITY OF FUNDS**

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

**3. RULE OF CONSTRUCTION**

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

Exhibit - Request for Establishment of Student Activity Fund

To be submitted to the Business Manager

Permission is hereby requested to establish a Student Activity Fund for the purposes below:

School Name Normal West High School  
Student Activity Fund Name ASL (American Sign Language)

<b>To be completed by Accounting Department:</b>	
Account Number - Revenue	_____
Account Number - Expenditure	_____

1. The purpose of the proposed Student Activity Fund is to have an account to fund club activities
2. Income in support of this Student Activity Fund will be obtained from the following sources: fundraisers and/or donations
3. Expenditures from this Student Activity Fund will be for these purposes: fund club activities

4. **Authorized Signatures:**

The following individuals are authorized to initiate expenditures from this fund:

\_\_\_\_\_  
Student Representative

ore vogel  
Faculty Advisor

5. Other Comments: \_\_\_\_\_

AKA  
Principal

This request was approved by the Board of Education on \_\_\_\_\_

\_\_\_\_\_  
Business Manager

\_\_\_\_\_  
Date

Exhibit - Name or Gender Identity Change Request

Is this request made pursuant to a legal name or gender identity change?  Yes  No  
(If yes, attach certified new or amended birth certificate or court order with change.)

This change is being initiated by (check all that apply):

Student  Student and Parent/Guardian

I, \_\_\_\_\_ (“Student”), \_\_\_\_\_, and  
*(Printed Legal Name of Student) (Date of Birth)*

\_\_\_\_\_  
*(Name of Parent/Guardian if Student is a Minor)* (if applicable), state that:

Student’s gender identity is (circle one): Male Female Nonconforming Nonbinary

Student’s preferred name is: \_\_\_\_\_

Student’s affirmed pronouns (circle all that apply): He/his/him She/hers/her They/theirs/them  
Ze/Zir/Zirs Other: \_\_\_\_\_

\_\_\_\_\_  
*(Date)*

\_\_\_\_\_  
*(Signature of Student)*

\_\_\_\_\_  
*(Date)*

\_\_\_\_\_  
*(Signature of Parent/Guardian required if Student is a Minor and requesting a change in the name<sup>1</sup> or gender used in Infinite Campus.)*

<sup>1</sup>Names in Google Classroom and nicknames in Infinite Campus can be changed based on student only request without a parent/guardian signature, but parent/guardian will be able to view change.

CROSS REF.: 7.10

ADMIN. PROC.: 7.10-AP1, 7.10-E1, 7.10-E2

Adopted: January 27, 2016  
Reviewed: ~~January 2022~~ October 2024  
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