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

Wednesday, May 20, 2026
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

1. **CALL TO ORDER AND ROLL CALL**
2. **ADJOURN TO CLOSED SESSION (5:30p.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)(8) Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property.
•2(c)(10) The placement of individual students in special education programs and other matters relating to individual students.

3. **RECESS**
4. **RETURN TO PUBLIC SESSION**
5. **PLEDGE OF ALLEGIANCE**
6. **FOCUS ON STUDENTS AND GOOD NEWS REPORTS**
   - A Good News - National Speech-Language-Hearing Month 3
   - B Good News - Beyond the Books Winners
   - C Good News - Carlock Elementary Illinois 5Essentials 12
   - D Good News - Glenn Elementary Literacy Celebration 13
   - E Good News - Illinois Junior High All-State Ensembles 14
   - F NCWHS Mock Trial-State Champion and National Qualifier 16
   - G Unit 5 Esports Team IHSA Activity State Championship 19
   - H Good News - NCHS Energy Star Certification 21
7. **SUPERINTENDENT COMMENTS**
8. **PUBLIC COMMENTS**
9. **REPORTS**
   - A **1st Reading of Board Policies, Administrative Procedures and Exhibits**
     - 1 **Section 2 - Board of Education**
       - a. Policy 2.200 Types of Board Meetings 30
       - b. Policy 2.220 Board Meeting Procedure 34
       - c. Policy 2.250 Access to District Public Records 39
       - d. Policy 2.260 Uniform Grievance Procedure 42
       - e. Policy 2.265 Title IX Sexual Harassment Grievance Procedure 47
     - 2 **Section 4 - Operational Services**
       - a. Policy 4.40 Incurring Debt 52
       - b. Policy 4.165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors 53
       - c. Administrative Procedure 4.190-AP3 Threats or Targeted School Violence Against Staff 55
       - d. Exhibit 4.190-AP3, E1 Resources for Staff Who Are Victims of Threats or Targeted School Violence 57
     - 3 **Section 5 - Personnel**

a. Policy 5.250 Leaves of Absence 58
b. Policy 5.330 Vacation, Holidays, and Leaves 66
4 **Section 6 - Instruction**
a. Policy 6.235 Access to Electronic Networks 75
b. Exhibit 6.60-AP1,E1 Notice to Parents-Guardians of Students 78
5 **Section 7 - Students**
a. Policy 7.190 Student Behavior 80
B **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 05.20.26 88
C **Field Trips/Overnight Trips**
1 5.20.26 Overnight Trip Request List 89
D **DELT End of Year Report** **90**
E **PTMA Presentation** **119**
F **FY26 Amended Budget Report** **127**
10. **ACTION**
A **Approve Contract with Parent Square** **138**
11. **CONSENT AGENDA**
A **Approval of Minutes**
Minutes are not released for public viewing until approved by the Board of Education
1 04.15.26 Closed Minutes
2 04.15.26 Regular Minutes
B **Personnel Matters** **140**
C **Payment of Bills and Payrolls**
1 Bills & Payrolls Reports 147
D **Approve Finance Department Reports**
1 March 2026 Financial Statements 227
E **Approve Board Policies, Administrative Procedures, and Exhibits**
1 **Section 2 - Board of Education**
a. Administrative Procedure 2.150-AP1 Superintendent Committees 230
b. Administrative Procedure 2.270-AP1 Prevention and Response Program for Complaints Based on Race, Color, and National Origin 239
2 **Section 4 - Operational Services**
a. Administrative Procedure 4.60-AP2 Third Party Non-Instructional Contracts 242
b. Exhibit 4.60-AP2, E1 Checklist for Third Party Non-Instructional Emergency Contracts 244
3 **Section 5 - Personnel**
a. Administrative Procedure 5.220-AP1 Substitute Teachers 246
F **Approve Requests for Authorization to Use Fire Prevention and Safety Funds**
1 Ten Year Survey - Normal Community High School 249
2 Ten Year Survey - Normal Community Press Box 257
3 Ten Year Survey - Normal Community Athletics Building 261
G **Approve Infinite Connections Inc. 2026-2027 Contract For Erate Consulting** **266**
H **Approved Consolidated District Plan** **270**
I **Approve BOE Committees and Representatives** **325**
J **Approve 4 Year Lease Agreement with American Capital for One to One Program Chromebooks and Elementary IMC Chromebooks** **326**
K **Approve Schedule B Recommendations** **327**
L **Student Activity Fund Establishments** **328**
12. **BOARD REPRESENTATIVE COMMITTEE MEETING REPORTS, ANNOUNCEMENTS AND COMMENTS**
13. **ADJOURNMENT**


NATIONAL
SPEECH-
LANGUAGE-
HEARING
MONTH



STATE OF ILLINOIS

EXECUTIVE DEPARTMENT

Proclamation

WHEREAS, *established in 1960, the Illinois Speech-Language-Hearing Association (ISHA) represents over 10,696 licensed professionals as a non-profit organization in the fields of speech-language pathology and audiology; and,*

WHEREAS, *these professionals, which include speech-language pathologists, speech-language pathology assistants, audiologists, and audiology assistants, are dedicated to the evaluation and treatment of both typical and disordered communication, hearing, and safe swallowing in individuals experiencing communicative disorders; and,*

WHEREAS, *speech-language pathologists and speech-language pathology assistants work with people of all ages, from infants to seniors, providing treatment to improve language, voice, stuttering, articulation, memory, literacy, and swallowing; and,*

WHEREAS, *audiologists and audiology assistants are engaged in the prevention, identification, and assessment of hearing and balance disorders, as well as the rehabilitation of individuals with hearing impairments; and,*

WHEREAS, *ISHA is committed to offering service, education, and advocacy as a resource concerning issues related to speech, language, hearing, feeding, and swallowing, while also promoting awareness and advocating for individuals with disabilities at multiple levels; and,*

WHEREAS, *speech-language pathologists, speech-language pathology assistants, audiologists, and audiology assistants are employed in a variety of settings, including hospitals, rehabilitation centers, private practices, educational institutions, and research facilities;*

THEREFORE, *I, JB Pritzker, Governor of the State of Illinois, do hereby declare May 2026 as* ***National Speech-Language-Hearing Month*** *in Illinois as we aim to elevate awareness regarding the significant contributions of speech-language pathologists and audiologists, as well as the support available to individuals facing challenges in speech, language, or hearing.*

In Witness Whereof, *I have hereunto set my hand and caused the Great Seal of the State of Illinois to be affixed.*

Done at the Capitol in the City of Springfield, this TWENTY-NINTH *day of* APRIL*, in the Year of Our Lord, two thousand and* TWENTY-SIX*, and of the State of Illinois, two hundred and* SEVENTH*.*

SECRETARY OF STATE

GOVERNOR

Governor Pritzker's Proclamation recognizing May as National Speech-Language-Hearing Month



MEET YOUR UNIT FIVE

Speech Language Pathologists

McLean County Unit 5 employs

52 Speech Language Pathologists

serving students from Early Learning through age 21

Certifications

- Bachelor’s Degree (4 years)
- Masters Degree (requires 50-60 credit hours -2 years)

- ISBE Professional Educators License

- Illinois Department of Finance and Professional Regulation License

- American Speech Language Hearing Association Certificate of Clinical Competence

- Expressive Language - written, verbal and non-verbal
- Augmentative Communication
- Receptive Language - reading, vocabulary, listening and processing
- Pragmatics/Social Communication
- Articulation/Phonological Processes
- Fluency (stuttering)
- Voice
- Literacy



Speech Language Pathologists serving students with Dyslexia.

Our DYSLEXIA Instruction

Sound-Symbol Association

Orthography. Letter Patterns, spelling

Phonology. Phonology is the study of sound structure of spoken words

Morphology. The study of base words, roots, prefixes, and suffixes

Syllable Instruction

Multi-Linguistic

We Choose


MAY IS BETTER
HEARING AND SPEECH
MONTH


Human Services
Career Fair
SLP
SLP

Good Evening Dr. Weikle and the Unit 5 Board of Education,

This year at Carlock Elementary School, our school community continued to demonstrate what is possible when students, staff, and families work together with a shared commitment to student success. While this year brought some challenging times, our school community remained focused on supporting students and continuing to move forward together.

While we are proud to have maintained strong achievement in both English Language Arts and Mathematics with over 90% of our students meeting/exceeding in both areas, the success of this school year goes far beyond test scores. Carlock also experienced growth across all areas of the Illinois 5Essentials Survey, reflecting positive progress in the overall health and culture of our school community.

One of the most powerful highlights from this year's survey data was that 99% of our students reported feeling safe at school. In addition, Student Peer Relationships increased by 48 points, demonstrating stronger connections and a greater sense of belonging among students. Academic Personalism increased by 46 points, reflecting that students feel known, supported, and cared for by the adults in our building.

Our staff also demonstrated tremendous growth in collaboration and trust. Teacher-Teacher Trust increased by 42 points, while Collaborative Practices increased by 37 points. These results reflect a staff committed to working together, supporting one another, and remaining focused on students each and every day.

Family partnership also remained a significant strength at Carlock. Teacher-Parent Trust increased by 37 points to a Very Strong rating, demonstrating the positive relationships and communication between home and school.

These accomplishments are a direct reflection of the dedication of our staff, the perseverance of our students, and the continued partnership and support from our families and community. At Carlock, we often say "One Team. One Mission." This year truly reflected that commitment in action.

As we reflect on this school year, we are proud not only of the outcomes, but of how we achieved them together. We look forward to continuing to build on this momentum and celebrating the strength of the Carlock community moving forward. Please help me in congratulating our staff on these accomplishments.

GLENN ELEMENTARY

DAN GIBLER
Principal

309 - 557 - 4418
306 Glenn Ave, Normal IL
giblerd@unit5.org

Monday, March 2nd, 2026

Dear Dr. Weikle and the Unit 5 Board of Education,

We are pleased to share some good news from Glenn Elementary. Throughout the 2025–26 school year, our staff and families have worked together to strengthen our school community and promote a love of reading among our students. Two recent initiatives highlight the power of collaboration between our staff, families, and PTO.

This February, Glenn Elementary hosted a Winter Reading Night with a Winter Olympics theme, bringing families together for an evening focused on literacy and fun. Students and their families participated in engaging reading activities and games inspired by winter sports while exploring ways to build strong reading habits at home. The evening also included opportunities for families to receive hats and gloves, enjoy food together, and win fun prizes. Our staff, lead by Mrs. Ashley deFreese (Title 1 specialist) dedicated a tremendous amount of time and energy to make this event successful, and it was wonderful to see so many Glenn families learning and celebrating together in our school.

In addition, our Glenn PTO, led by Mrs. Casey Kearfott, recently organized a schoolwide Read-a-thon, an event designed to encourage students to read at home while raising funds to support our school community. Through the enthusiasm of our students and the support of our families, the Read-a-thon raised nearly $6,000 for our PTO! Beyond the financial support it provides, the event reinforces the importance of daily reading at home and helps cultivate lifelong readers.

Both of these initiatives reflect the strong partnership between Glenn Elementary and our PTO, as well as the dedication of our staff and families to supporting student success. We are grateful for a community that values literacy, engagement, and opportunities for students to learn both inside and outside the classroom.

Thank you for the continued support of Glenn Elementary.

Sincerely,
Dan Gibler
Principal, Glenn Elementary School

Dr. Weikle and the Board of Education,

It is our pleasure to share good news from Unit 5's middle schools—Chiddix, Evans, Kingsley, and Parkside. We are proud to recognize a group of outstanding student musicians who have earned selection to the Illinois Junior High All-State Ensembles in choir, orchestra, and band.

These students were selected from thousands of applicants across the state and ranked among the highest performers. This accomplishment reflects not only their individual dedication and talent, but also the strength of our music programs. Their success is a testament to the high-quality instruction, aligned curriculum, and meaningful performance opportunities provided across all four buildings.

Student Honorees:

Chiddix Jr. High School

- Kenny Berna, Choir
- Nora O'Donnell, Choir
- Nolan O'Donnell, Choir
- Mia Mullenbach, Choir (7th Grade)
- Kai Lee, Band
- Joanne Jo, Band

Evans Jr. High School

- Eesha Kalikevaye, Choir
- Joanna Jibin, Choir
- Kavymithria Vasantharaman, Choir
- Kenisha Mundla, Choir
- Harry Hume, Choir
- Audrey Kirchner, Orchestra
- Eli Morris, Band
- Rogelio Rodas Padilla, Choir
- Viv Verner, Orchestra

Kingsley Jr. High School

- Charlie Aprahamian, Choir
- Alana Epsicokhan, Choir
- Joiya Green, Choir
- Natalie Hayes, Choir
- Oorja Hindurao, Choir
- Maddy Moore, Choir
- Gretchen Borst, Orchestra

Parkside Jr. High School

- Hawken Bragg, Band
- Andrew Jolley, Band
- Laniya Jordan, Band
- Annabel Snyder, Band
- Calvin Compton, Choir
- Lorelei Dominguez, Orchestra
- Lakkiah McDougald, Orchestra
- Michael Rose, Orchestra

We would also like to recognize our dedicated music educators and curriculum leaders, whose commitment to excellence continues to create opportunities for students to grow and succeed at the highest levels.

We are incredibly proud of these students for representing Unit 5 with such distinction and for showcasing the impact of a strong fine arts education. Thank you for allowing us to share and celebrate this accomplishment.

Sincerely,
Mariana Nicasio, Principal, Chiddix Jr. High School
Kimberly Martin-Boyd, Principal, Evans Jr. High School
Kelly Fitzgerald, Principal, Kingsley Jr. High School
Sarah Crowder, Principal, Parkside Jr. High School

NORMAL WEST HIGH SCHOOL
501 N Parkside Rd, Normal, IL 61761
309.557.4402
unit5.org/normalwest

To: Dr. Weikle & The Board of Education
From: Dr. Angie Codron, Normal West High School, Principal
Re: Normal West High School Mock Trial State Champions and National Qualifier
Date: May 20, 2026













TEAM MEMBERS:
Olive Blick
Anna Davitt
Hayden Kuchefski
Katherine Masters
Jacob McKinney
Kylie Pollett
Raya Radoslavova (*Rye - yah – Rado – sla - vova)*
Joey Smyder
Jordan Stovall
Jackson Wiegner

COACHES: Dr. John Bierbaum, Bob White, alumni Sophia Downes, Jolie Pressburger, and Lorelei Kuchefski

Mock Trial is a non-IHSA competitive team sponsored by the Illinois State Bar Association that both Normal Community and Normal West have been active in since the late 1990s. Each fall, nearly 50 teams from across the state get a case that has been written by the I.S.B.A to which they prepare for competition until the state tournament in March. During this preparation, teams come up with a theme, theory, and write all of the parts including their direct and cross examinations, witness presentations, and opening and closing statements.

During this year's state competition hosted at Lincoln Land Community College in March, Normal West High School took home the State Championship to send them to Nationals in Iowa in early May to compete. This is a significant achievement in representing Central IL Mock Trial, Unit 5 Mock Trial programs, and the Normal West program. To put this achievement in perspective, only (3) downstate teams have ever made the final round at the state competition and Normal West is one of these teams – having done it three times in the past (4) years. Coach John Bierbaum has been coaching the team for 20+ years and actually participated in the program as a high schooler. The team is also supported by their “secret sauce” Bob White, a retired attorney who has worked with the Normal West team since its inception in the late 1990s and the nearly (40) students who participated this year on one of the various competition teams.

We also had Mock Trial team and Normal West Alumni, Jolie Pressburger (Law student at The Ohio State), Loralei Kuchefski (U of I undergraduate and U of I Top Mock Trial team captain), and Sophia Downes (U of I Law School student), come back to support the team in their preparation. At Nationals in Iowa, the Mock Trial team did 4 rounds over two days with Montana, Idaho, Florida, and Iowa and completed 2 practice rounds against California and Texas. Coach John Bierbaum shares, “We learned a lot. Nationals uses a "power ranking" which is great but complicated (lots of factors -- strength of schedule, points, margin of victory). A highlight would be when the team went against the new National champion -- Florida-- they beat them on (1) of (3) ballots – so we really held our own.” OVERALL, NW Mock Trial is now **ranked #16 in the nation**. AND Jordan Stovall was recognized as a **Top 10 witness** in the nation out of (286) witnesses. Kylie, Raya (*Rye - yah)*, Anna, Jordan, and Olive won STAR Attorney and STAR Witness awards as well.

I know there is a long list of people that the Mock Trial has already thanked, but I also know that the team is especially grateful for the support from their families who traveled to competitions, made food arrangements, listened when things got challenging, and were able to follow all the communication flow from Dr. Bierbaum when he gets that “new great idea” for what is next to prepare for Nationals. To this end, “House Mom” Kesa Thurman-Stovall was pivotal in making all food logistics – from arriving at the team’s house at 6:45am to start making waffles to getting food delivered to their bus between trials. Connie Blick established fundraising efforts that were instrumental in making sure the team had the

financial means to fill in all of the necessary gaps. And to all of the parents – your support throughout and at Nationals was so positive, supportive, and helped to make this all happen.

I would also be remiss if I didn't share about Dr. Bierbaum who, unrelated to Mock Trial, won the Olive Foster "Teacher of the Year" award through the Illinois State Historical Society which was celebrated at a banquet in mid-April and was accompanied by a monetary stipend.

***If there are any family members and/or supporters specifically here with the Mario Kart 8 team members, please stand and be recognized.

NORMAL WEST HIGH SCHOOL
501 N Parkside Rd, Normal, IL 61761
309.557.4402
unit5.org/normalwest

To: Dr. Weikle & The Board of Education
From: Dr. Adam Zbrozek NCHS and Dr. Angie Codron NCWHS Principals
Re: Unit 5 ESports State Champion in Mario Kart 8
Date: May 20, 2026



U5 ESports teams excel at the IHSA State Finals on Saturday in Evergreen Park. The team displayed tremendous teamwork, focus, and the ability to stay calm under pressure. They dominated the IHSA Sectional level competition, finishing first in 5 of the 6 possible events to advance to the State Finals. For reference...this is the most by a single team in IHSA Esports history!

You may not know this already, but this is a co-op team where there are participants from both Normal Community and Normal West on the team. So both Dr. Zbrozek and I would like to recognize the following IHSA State Champion Mario Kart 8 Team members here tonight and their coaches:

👑**IHSA State Champions for Mario Kart 8**✔️
Mario Kart 8 - State Champions
NCHS
- Aaron Dillow NCHS (So.)
- Juan Cruz Urcino -NCHS (So.)
- Ryan Tamm-NCHS (Jr.)

NCHS COACHES
Levi Neiburger
Matt Emberson

WEST
- Jude Sivyer -WEST (Jr.)
- Dane Schlipmann -WEST (Sr.)
- Jackson Cherry -WEST (Sr.)
- Owen Lukow-WEST (So.)
- Peter Allen WEST (So.)
- Ava Rackauskas WEST (Fr.)
- Avery Gadbury WEST (Fr.)

WEST COACHES
-Head Coach Jarrod Rackauskas
-Assistant Coach Jeff Kroesch
-Volunteer Luke Sherman

Normal West school nurse, Ms Annette Cherry, is an Esports parent and she had shared her take on each of these games in a staff email describing each of the games to help them make more sense to us adults, so I will share those also as we talk about each accomplishment:

MarioKart 8 Deluxe-State Champions-She says…. The familiar racing game where you pick your characters, carts, race against each other and throw/use random items like shells/mushrooms, lightning bolts, etc...but seriously, who doesn't have at least some nostalgia for this game! 🥹

MK8 IHSA Postseason Record: 9-1
MK8 IHSA Historic Postseason Record: 40-7
Overall IHSA Historic Postseason Record: 200-59 (all games)

MK8 Fun Facts:

- MK8 Team has taken 2nd place for the 3 previous years which can prove to be a difficult feat. MK8 Championship match win against Lane Tech marks the program's 200th post season win! MK8 Team has proven to have an uphill battle at State as Chicago area teams tend to use strategies like sharing scouting reports to help keep titles in their area and out of our down-state area. - MK8 Seniors helped develop current rulesets used by most high school and college associations to become pioneers locally and nationally as our U5 Esports athletes continue to lead the way.

We also want to mention success in other Esports contests at State where Annette will help us again with our understanding our what our Esports teams are doing in these contests:
Rocket League-Runner Up "Imagine playing soccer in a big arena, except with fancy souped-up cars!"
Super Smash Bros Ultimate/SSBU Team-3rd Place-AKA- "Smash." Chaotic conglomeration of characters from various popular games. You put them on a platform, choose a character and push wild button combinations that can knock other players off of the platform to win!

Most Decorated IHSA Esports Athlete
Dane Schlipmann (Sr.) is now the most decorated esport athlete in IHSA history with 3- 2nd place and 1 championship medal. Dane was runner-up for his freshman through junior year and was the State Champion his senior year.

Scholarships
This is Esports 5th year in Unit 5. Once our few remaining seniors sign, we will have captured over $1,000,000 in college scholarships!

Thank you for letting us honor our Esports State Championship Mario Kart 8 team this evening.

***If there are any family members and/or supporters specifically here with the Mario Kart 8 team members, please stand and be recognized.

Unit 5 Energy Star Achievement

In 2023, Unit 5 operations set a goal to recertify **80% of buildings** to 2020 EPA standards — **we exceeded it.**



All schools across Unit 5 are EPA Energy Star certified. No district in Illinois has certified more buildings under the 2020 EPA standards.

28
Buildings Certified

Unit 5 leads Illinois school districts.

$6M
Costs Avoided

Nearly $6M in utility savings; NCHS accounts for $1.7M.

$1M
Incentives Earned

Approximately $1M in utility provider incentives.

Made with GAMMA



Normal Community High School: Score Progress

Initial Score
17/100

2015

Heating & Cooling Controls Replaced
57/100

22

2017

Campus Optimizer Installed
73/100

2025

Condensing boilers replaced
76/100 (2025) EPA certified)

Made with GAMMA

ENERGY STAR® K-12 Audit

Know your school. Improve performance. Save energy and money.



YOUR ENERGY STAR® SCORE

17 /100

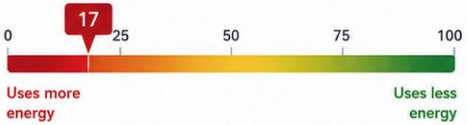
POOR

Your school uses much more energy than similar schools.

SCORE BREAKDOWN

Energy Use Intensity	10 /100
Building Systems	20 /100
Lighting	25 /100
Building Envelope	15 /100
Indoor Air Quality & Ventilation	15 /100

HOW YOUR SCORE COMPARES



The average school scores a 50.

WHAT THIS MEANS

Your school has significant energy waste and may be inefficient to operate. Improvements can help you save money and energy while creating a better learning environment.

RECOMMENDED NEXT STEPS

Focus on low-cost, high-impact improvements such as upgrading controls, improving HVAC efficiency, sealing air leaks, and improving lighting.

Start with the biggest opportunities to improve your score and performance.

For more information, visit energystar.gov

Made with GAMMA


SmartX Actuator
MS-SX7xxx-xxxx
Schneider Electric


TRANE
S-Flex
Variable Speed Drive Controller
SQUARE D

BUILDING AUTOMATION SCHEDULE

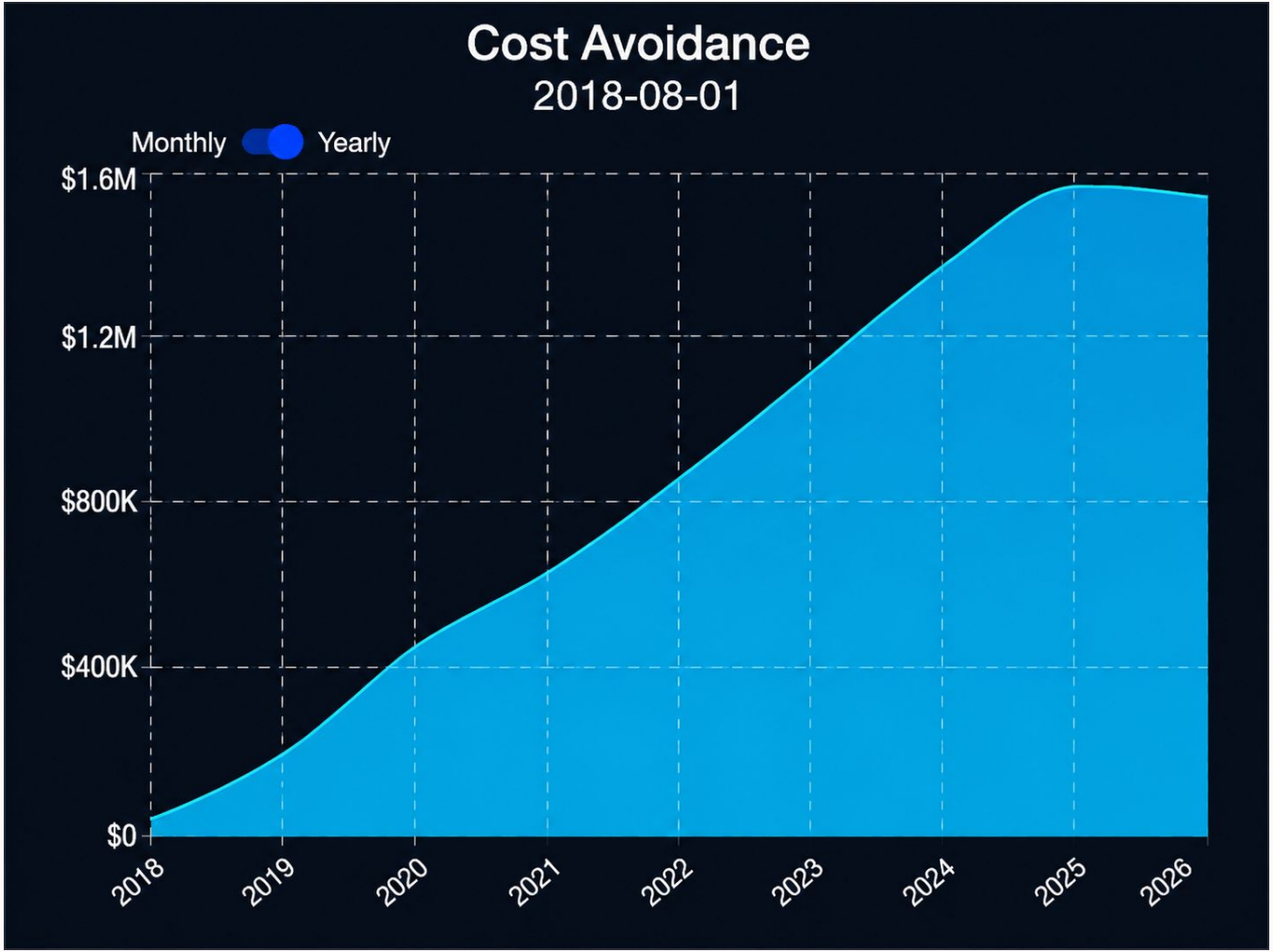
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LEGEND: SCHOOL – MIDDLE | SCHOOL – HIGH | EVENT / ACTIVITY | SPECIAL PROGRAM | FACILITY / LOCATION | 1 SEQUENCE / ORDER

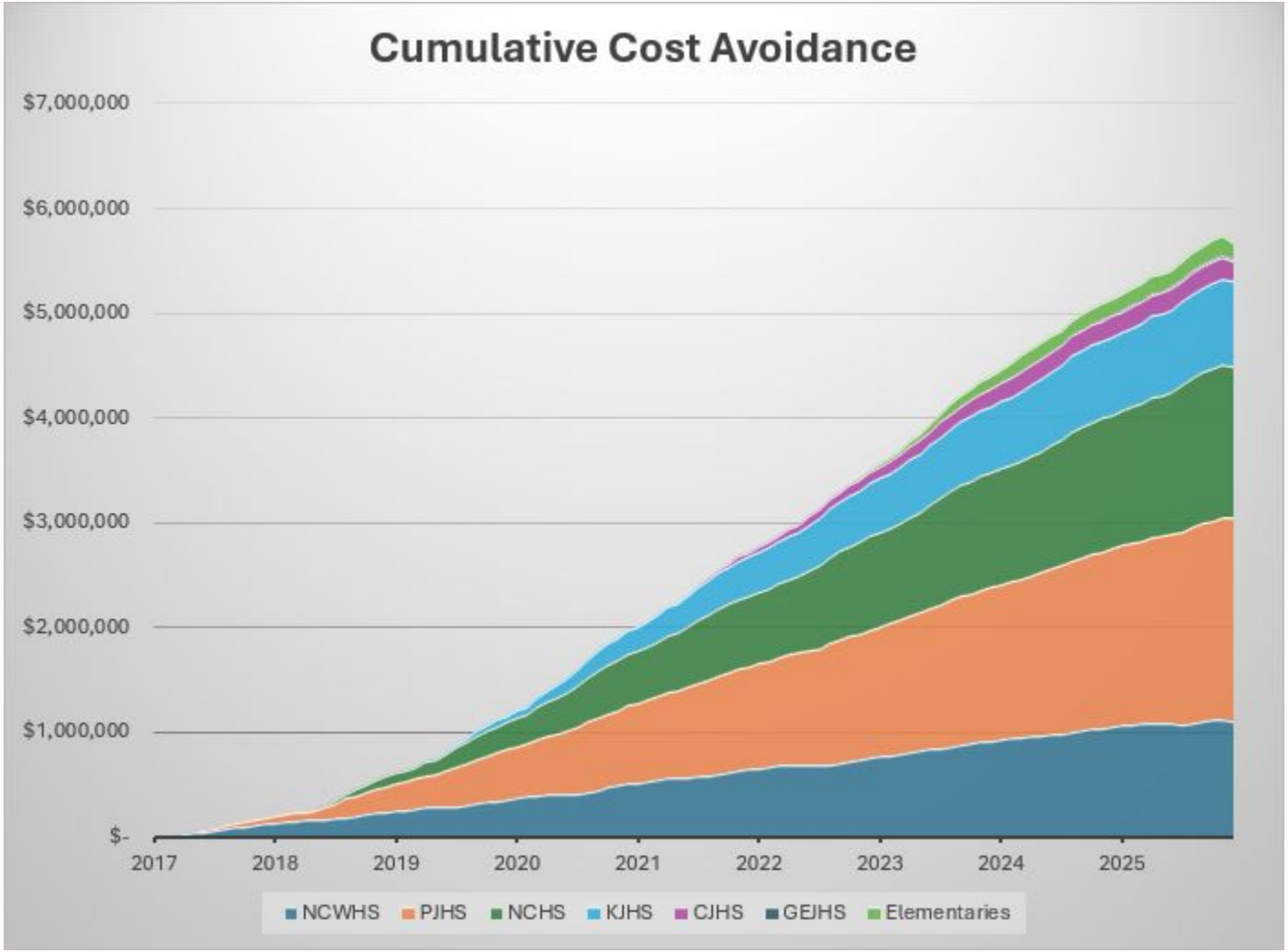
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energy
ENERGY STAR

Types of Board Meetings

General

For all meetings of the School Board and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act (OMA). This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are held at Normal Community West High School. Board Policy 2.220, *School Board Meeting Procedure*, governs meeting quorum requirements.

The Superintendent is designated on behalf of the Board and each Board committee to receive the training on compliance with the ~~Open Meetings Act~~OMA that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. In addition, each Board member must complete a course of training on ~~the Open Meetings Act~~OMA as required by Section 1.05(b) or (c) of that Act.

Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year. The Superintendent or designee shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and Normal Community West High School, or other location where the meeting is to be held, at least 48 hours before the meeting.

Closed Meetings

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with ~~the Open Meetings Act~~OMA. 5 ILCS 120/2(c)(1).

2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).

3. The selection of a person to fill a public office, as defined in ~~the Open Meetings Act~~OMA, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public

office, when the public body is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).

4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in ~~the Open Meetings Act~~OMA, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4).

5. Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5).

6. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).

7. The setting of a price for sale or lease of property owned by the public body. 5 ILCS 120/2(c)(6).

8. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).

9. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8).

10. Student disciplinary cases. 5 ILCS 120/2(c)(9).

11. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).

12. 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. 5 ILCS 120/2(c)(11).

13. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. 5 ILCS 120/2(c)(12).

14. Self-evaluation, practices and procedures, or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. 5 ILCS 120/2(c)(16).

15. Discussion of minutes of meetings lawfully closed under ~~the Open Meetings Act~~OMA, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).

16. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within three months of the vote.

No final Board action will be taken at a closed meeting.

Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and:- (1) is to be reconvened within 24 hours; or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

Special Meetings

Special meetings may be called by the Board President or by any three members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

Posting on the District Website

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website:

1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings;

2) a public notice of all Board meetings; and

3) the agenda for each meeting which shall remain posted until the meeting is concluded.

LEGAL REF.: 5 ILCS 120/, Open Meeting Act.
5 ILCS 140/, Freedom of Information Act.
105 ILCS 5/10-6 and 5/10-16.

CROSS REF.: 2.110 (Qualifications, Term, and Duties of Board Officers), 2.120 (Board Member Development), 2.210 (Organizational School Board Meetings), 2.220 (School Board Meeting Procedure), 2.230 (Public Comments at Board Meetings and Petitions to the Board), 6.235 (Access to Electronic Networks), 8:30 (Visitors to and Conduct on School Property)

Adopted: August 5, 1968
Reviewed: ~~December 2023~~May 2026
Amended: January 17, 2024

School Board Meeting Procedure

Agenda

The Board President is responsible for focusing the Board meeting agendas on appropriate content. Appropriate agenda content includes, without limitation: establishing Board processes, clarifying the district's purpose, delegating authority, defining operating limits, monitoring district progress, and taking legally required or permissible Board action.

The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require discussion or explanation before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration. Any withdrawn item will be the first item considered after action on the consent agenda.

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. Any Board member may submit suggested agenda items to the Board President for his or her consideration. Items submitted by a majority of Board members to the Superintendent or the Board President shall be placed on the agenda for an upcoming meeting. District residents may suggest inclusions for the agenda. The Board will take final action only on items contained in the posted agenda. Items not on the agenda may still be discussed.

The Superintendent or designee should provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with the Board policy 2.200, *Types of School Board Meetings*.

The order of business for regular, reconvened, rescheduled, special and emergency meetings shall be as follows:

- Call to Order and Roll Call *****
- Pledge of Allegiance
- Focus on Students and Good News Reports
- Superintendent Comments
- Public Comments *****
- Reports and Discussion
- Action Items
- Consent Agenda
    - Approval of Minutes
    - Personnel Matters
    - Payment of Bills and Payrolls
    - Financial Reports
    - Other Items
- Reports and Discussion
- Announcements and Comments *****
- Adjournment *****

Items marked with an asterisk shall be included in the agenda for all Board meetings. Upon request of the Board President or consent of a majority of members present, the order of business at any meeting may be changed.

Voting Method

All votes shall be by roll call. The sequence for casting votes by all Board members shall be alphabetical by last name, with the Board President voting last.

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of “abstain” or “present,” or a vote other than “yea” or “nay,” or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of "abstain" or "present," or a vote other than “yea” or “nay,” or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board unless otherwise stated in law. On a tie vote the motion is defeated.

Statutory exceptions include the following:

1. Dismissing a teacher for any reason other than reduction of staff or elimination of that position requires approval by the majority of all members. (105 ILCS 5/24-12)

2. Directing the sale of district real property or buildings thereon must be approved by at least two-thirds of the Board members. (105 ILCS 5/5-22)

3. Making or renewing a lease of school property to another school district or municipality or body politic and corporate for a term longer than ten years, or to alter the terms of such a lease whose unexpired term exceeds ten years, requires approval by at least two-thirds of the Board's full membership. (105 ILCS 5/10-22.11)

4. Leasing any building, rooms, grounds and appurtenances to be used by the District for school or administration purposes for a term longer than ten years, or to alter the terms of such a lease whose unexpired term exceeds ten years, requires approval by at least two-thirds of the Board's full membership. (105 ILCS 5/10-22.12)

5. Obtaining personal property by lease or installment contract requires approval by an affirmative vote of at least two-thirds of the Board's full membership. "Personal property" includes computer hardware and software and all equipment, fixtures, and improvements to existing district facilities to accommodate computers. (105 ILCS 5/10-22.25a)

6. Adopting a supplemental budget after a successful referendum requires approval by a majority of the full Board. (105 ILCS 5/17-3.2)

7. Petitioning the circuit court for an emergency election requires approval by a majority of the members. (10 ILCS 5/2A-1.4)

8. Expending funds in emergency situation in the absence of required bidding requires approval by at least three-quarters of the Board. (105 ILCS 5/10-20.21(a)(xiv))

9. Exchanging school building sites requires approval by at least a two-thirds majority of the Board. (105 ILCS 5/5-23)

10. Waiving the administrative cost cap requires approval by an affirmative vote of at least two-thirds of the Board. (105 ILCS 5/17-1.5)

11. Authorizing an advisory question of public policy to be placed on the ballot at the next regularly scheduled election requires approval by a majority of the Board. (105 ILCS 5/9-1.5).

Minutes

The Board Secretary shall keep written minutes of all Board meetings, whether open or closed, which shall be signed by the Board President and the Board Secretary.

The minutes include:

1. The meeting's date, time and place;

2. Board members recorded as either present or absent and whether the members were physically present or present by means of video or audio conference~~; and if participating by audio or visual means, the reason a member is taking part in that manner~~;

3. A summary of discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;

4. On all matters requiring a vote, each member shall be recorded as voting "yea", "nay", "present", or "abstain";

5. If the meeting is adjourned to another date, the time and place of the reconvened meeting;

6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;

7. A record of all motions, including individuals making and seconding motions; and

8. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at the next regularly scheduled open Board meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

Every six months, or as soon after as is practicable, in an open meeting, the Board: ~~-~~(1) reviews minutes from closed meetings that are currently unavailable for public release, and (2) determines which, if any, no longer require confidential treatment and are available for public inspection. This is also referred to as a *semi-annual review*. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release, but it reports its determination in open session.

The Board's meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within ten days after the Board's approval; they may be inspected in the District Office, in the presence of the Board Secretary, the Superintendent or designated administrator, or any elected Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District Office, and (2) in the presence of the Board Secretary, the Superintendent or designated administrator, or any elected Board member.

The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District Office except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within ten days after the Board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained within the District Office.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: ~~–~~(1) its destruction, and (2) minutes of thea~~a~~ particular closed meeting.

Individual Board members may access verbatim recordings in the presence of the Board Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District Office. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District Office, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in Board ~~p~~Policy 2.80, *Board Member Oath and Conduc*t and Exhibit 2.7~~8~~0-E1, *Checklist for Filing Board Vacancy by Appointment*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

Quorum and Participation by Audio or Video Means

Except as provided below during a disaster declaration, a quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: ~~-~~(1) personal illness or disability, (2) employment or District business, ~~or~~ (3) a family or other emergency, (4) unexpected

childcare obligations, or (5) performance of *active military duty as a service member*. If a member wishes to attend a meeting by video or audio means, he or she must notify the Board Secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The Board Secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

No Physical Presence of Quorum and Participation by Audio or Video; Disaster Declaration

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. The Board President or, if the office is vacant or the Board President is absent or unable to perform the office's duties, the Board Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration; if neither the Board President nor Board Vice President are present or able to perform this determination, the Superintendent shall serve as the duly authorized designee for purposes of making this determination.

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes, and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum.

Rules of Order

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use the most recent edition of *Robert's Rules of Order, Newly Revised,* as a guide when a question arises concerning procedure.

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent or designee at least ~~two~~ 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.: 5 ILCS 120/2a, 120/2.02, 120/2.05, 120/2.06~~,(c)~~ and 120/7, Open Meetings Act.
105 ILCS 5/10-6, 5/10-7, 5/10-12, and 5/10-16.

CROSS REF.: 2.80 (Board Member Oath and Conduct), 2.110 (Qualifications, Term, and Duties of Board Officers), 2.150 (Committees), 2.200 (Types of Board Meetings), 2.210 (Organizational Board Meetings), 2.230 (Public Comments at School Board Meetings and Petitions to the Board)

Adopted: August 5, 1968
Reviewed: ~~December 2023~~May 2026
Amended: January 17, 2024

Access to District Public Records

Full access to the District's *public records* is available to any person as provided In the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response.

Freedom of Information Officer

The Superintendent shall serve as the District's Freedom of Information Officer and assume~~s~~ all the duties and powers of that office as provided in FOIA and this policy. The Superintendent may delegate these duties and powers to one or more designees, but the delegation shall not relieve the Superintendent of ~~the~~ responsibility for the delegated action ~~that was delegated~~.

Definition

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary material pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the ~~School~~ District. The District's public records do not include *junk mail*.

Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. As a cybersecurity measure, email requests must include the entirety of the request within the body of the email and not as an attachment or hyperlink. The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying of a public record to the District's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;

2. The requested material is exempt from inspection and copying by the Freedom of Information Act; ~~or~~

3. Complying with the request would be unduly burdensome; ~~.~~

4. The request would require the District to open electronically attached files or hyperlinks to view or access details of a request. In that case, the requester shall be notified within five business days that the entirety of the electronic request must appear within the body of the electronic submission; or

~~3.~~5. The District has a reasonable belief that the request was not submitted by a person, and the requester fails to verify orally or in writing that they are a person within 30 days of the District's request for such verification.

Within five business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to five business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period.

The time periods are extended for responding to requests for a *commercial purpose,* requests by a *recurrent requester*, *or voluminous requests,* as those terms are defined in Section 2 of FOIA. The time periods for responding to those requests are governed by Sections 3.1, 3.2, and 3.6 of FOIA.

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

Fees

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a *commercial purpose* and fees, costs, and personnel hours in connection with responding to a *voluminous request.*

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a *voluminous request,* as defined in FOIA.

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material request and the cost of copying it.

Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record. The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable

to reasonably access the record online, the requester may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy.

Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if:

(1) they are evidence of the District's organization, function, policies, procedures, or activities;

(2) they contain informational data appropriate for preservation;

(3) their retention is required by State or federal law; or

(4) they are subject to a retention request by the Attorney for the District (e.g. a litigation hold), District auditor, or other individual authorized by the Board or State or federal law to make such a request.

Unless its retention is required as described in items numbered 3 or 4 above, a *public record*, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

LEGAL REF.: 5 ILCS 140/1, Illinois Freedom of Information Act.
50 ILCS 205/, Local Records Act.
105 ILCS 5/10-16, and 5/24A-7.1.
820 ILCS 40/11, Personnel Record Review Act.
820 ILCS 130/5, Prevailing Wage Act.

CROSS REF.: 2.140 (Communications To and From the Board), 5.150 (Personnel Records), 7.340 (Student Records)

ADMIN. PROC.: 2.140-E1 (Guidance for Board Member Communications, Including Email Use), 2.220-E8 (School Board Records Maintenance Requirements and FAQs), 2.250-AP1 (Access To and Copying of District Public Records), 2.250-AP2 (Protocols for Record Preservation and Development of Retention Schedules), 2.250-E1 (Written Request for District public Records), 2.250-E2 (Immediately Available District Public Records and Web-Posted Reports and Records), 2.250-E3 (Recurrent Requester Notification), 5.150-AP1 (Personnel Records), 7.340-AP1 (School Student Records)

Adopted: September 5, 1984
Reviewed: ~~March 2023~~May 2026
Amended: April 26, 2023

Title IX Sexual Harassment Grievance Procedure

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

Title IX Sexual Harassment Prohibited

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

1. A District employee conditions the provision of an aid, benefit, or service on a person's participation in unwelcome sexual conduct; or

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or

3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(11), *domestic violence* as defined in 34 U.S.C. §12291(a)(12), or *stalking* as defined in 34 U.S.C. §12291(a)(36).

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

Definitions from 34 C.F.R. §106.30

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

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

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

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

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

Title IX Sexual Harassment Prevention and Response

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

1. Ensures that the District's comprehensive health education program in Board Policy 6.60, *Curriculum Content,* incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board Policy 6.65, *Student Social and Emotional Development*.

2. Incorporates education and training for school staff as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, or a Complaint Manager.

3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

Making a Report

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender.

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

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator.

Title IX Coordinator, Nondiscrimination Coordinator, and Complaint Manager	Name: Address: Email: Telephone:	M. Curt Richardson 1809 West Hovey Ave. Normal, IL 61761 richardmc@unit5.org (309) 557-4082
Complaint Managers:	Name: Address: Email:	Heather Rogers 1809 West Hovey Ave. Normal, IL 61761 rogersh@unit5.org

Telephone: (309) 557-4026

Name: Dr. Kristal Shelvin
Address: 1809 West Hovey Ave.
Normal, IL 61761
Email: shelvik@unit5.org
Telephone: (309) 557-4035

Name: Dr. Brandon Caffey
Address: 1809 West Hovey Ave.
Normal, IL 61761
Email: caffeyb@unit5.org
Telephone: (309) 557-4027

Processing and Reviewing a Report or Complaint

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

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board Policies 2.260, *Uniform Grievance Procedure*; 5.20, *Workplace Harassment Prohibited*; 5.90, *Abused and Neglected Child Reporting*; 5.120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 7.20, *Harassment of Students Prohibited*; 7.180*, Prevention of and Response to Bullying, Intimidation, and Harassment*; 7.185, *Teen Dating Violence Prohibited*; and 7.190, *Student Behavior*, to determine if the allegations in the report require further action ~~under those policies~~.

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

Formal Title IX Sexual Harassment Complaint Grievance Process

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

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

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.

2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
    a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
    b. Receive training on the definition of sexual harassment, the scope of the District's *education program or activity*, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the District as an investigator receiv~~e~~ing training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard.
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

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

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

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using this Board Policy 2.260, *Uniform Grievance Procedure*.

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

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

CROSS REF.: 2.260 (Uniform Grievance Procedure), 5.10 (Equal Employment Opportunity), 5.20 (Workplace Harassment Prohibited), 5.90 (Abused and Neglected Child Reporting), 5.100 (Staff Development Program), 5.120 (Employee Ethics; Conduct, and Conflict of Interest), 5.200 (Terms and Conditions of Employment and Dismissal), 5.240 (Suspension), 5.290 (Employment Termination and Suspension), 6.60 (Curriculum Content), 6.65 (Student Social and Emotional Development), 7.10 (Equal Educational Opportunities), 7.20 (Harassment of Students Prohibited), 7.180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7.185 (Teen Dating Violence Prohibited), 7.190 (Student Behavior), 7.255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if the individual believes that the Board, its employees, or its agents have violated the individual's rights guaranteed by the State or federal constitution, State or federal statute, or Board policy, or has a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX complaints governed by Board Policy 2.265, *Title IX Grievance Procedure*.
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq. seq.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see Board Policy 2.270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)
5. Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under Board Policy 2.265, *Title IX Grievance Procedure*)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
16. Employee Credit Privacy Act, 820 ILCS 70/

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parent(s)/guardian(s)); this includes mediation.

Right to Pursue Other Remedies Not Impaired

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

remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

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

Filing a Complaint

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

For any complaint alleging bullying and/or cyber-bullying of students, the Complaint Manager or designee shall process and review the complaint under Board Policy 7.180*, Prevention of and Response to Bullying, Intimidation, and Harassment,* in addition to any response required by this policy.

For any complaint alleging sex discrimination that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or designee shall process and review the complaint under Board Policy 2.265, *Title IX Grievance Procedure*.

For any complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint under Board Policy 2.270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, in addition to any response required by this policy.

For any complaint alleging sexual harassment or other violation of Board Policy 5.20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5.120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on the Complaint Manager's behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. The complaint and identity of the Complainant will not be disclosed except:

1) as required by law, this policy, or any collective bargaining agreement;
2) as necessary to fully investigate the complaint; or
3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except:

1) as required by law, this policy, or any collective bargaining agreement;
2) as necessary to fully investigate the complaint; or
3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

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

The Superintendent will keep the Board informed of all complaints.

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

Decision and Appeal

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

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

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

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

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

Appointing Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers

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

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

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

Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Manager:	Name:	M. Curt Richardson
	Address:	1809 W. Hovey Ave. Normal, IL 61761
	Email:	richardmc@unit5.org
	Telephone:	(309) 557-4082
Complaint Managers:	Name:	Heather Rogers
	Address:	1809 W. Hovey Ave. Normal, IL 61761
	Email:	rogersh@unit5.org
	Telephone:	(309) 557-4041
	Name:	Dr. Kristal Shelvin
	Address:	1809 W. Hovey Ave. Normal, IL 61761
	Email:	shelvik@unit5.org
	Telephone:	(309) 557-4035
	Name:	Dr. Brandon Caffey
	Address:	1809 W. Hovey Ave. Normal, IL 61761
	Email:	caffeyb@unit5.org
	Telephone:	(309) 557-4027

LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
20 U.S.C. §1232g, Family Education Rights Privacy Act.
20 U.S.C. §1400, The Individuals with Disabilities Education Act.
20 U.S.C. §1681 et seq., Title IX of the Education Amendments; 34 C.F.R. Part 106.
29 U.S.C. §206(d), Equal Pay Act.
29 U.S.C. §621 et seq., Age Discrimination in Employment Act.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973.
29 U.S.C. §2612, Family and Medical Leave Act.
42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act.
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964.
42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act.
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
42 U.S.C. §12101 et seq., Americans With Disabilities Act; 28 C.F.R. Part 35.
105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69 5/10-20.75, 5/10-22.5, 5/22-19, 5/22-95~~ (final citation pending)~~, 5/22-110, 5/24-4, and 5/27-1~~, 5/27-23.7, and 45/1-15~~.
105 ILCS 45/, Education for Homeless Children Act.

Adopted: April 15, 1985
Reviewed: ~~May 2025~~May 2026
Amended: June 18, 2025

5 ILCS 415/10(a)(2), Government Severance Pay Act.
5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.
410 ILCS 513/, Ill. Genetic Information Privacy Act.
740 ILCS 174/, Whistleblower Act.
740 ILCS 175/, Ill. False Claims Act.
775 ILCS 5/, Ill. Human Rights Act.
820 ILCS 70/, Employee Credit Privacy Act.
820 ILCS 112/, Equal Pay Act of 2003.
820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill. Admin. Code Part 280.
23 Ill. Admin. Code §§1.240, 200.40, 226.50, and 226.570.

CROSS REF.: 2.105 (Ethics and Gift Ban), 2.265 (Title IX Grievance Procedure), 2.270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5.10 (Equal Employment Opportunity), 5.20 (Workplace Harassment Prohibited), 5.30 (Hiring Process and Criteria), 5.90 (Abused and Neglected Child Reporting), 6.120 (Education of Children with Disabilities), 6.140 (Education of Homeless Children), 6.170 (Title I Programs), 6.260 (Complaints About Curriculum, Instructional Materials, and Programs), 7.10 (Equal Educational Opportunities), 7.15 (Student and Family Privacy Rights), 7.20 (Harassment of Students Prohibited), 7.180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7.185 (Teen Dating Violence Prohibited), 7.310 (Restrictions on Publications; Elementary Schools), 7.315 (Restrictions on Publications; High Schools), 8.70 (Accommodating Individuals with Disabilities), 8.95 (Parental Involvement), 8.110 (Public Suggestions and Concerns

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 Ill. 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.: 15 U.S.C. 77a et seq., Securities Act of 1933.
15 U.S.C. 78a et seq., Securities Exchange Act of 1934.
17 C.F.R. §240.15c2-12.
30 ILCS 305/2, Bond Authorization Act.
30 ILCS 352/~~1~~, Bond Issue Notification Act.
30 ILCS 350/, Local Government Debt Reform 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)

Adopted: September 25, 1996
Reviewed: ~~October 2024~~May 2026
Amended: November 20, 2024

Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of: ~~-~~(1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) ~~grooming~~ behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:

    a. An age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities, through Board P~~p~~olicy 6.~~:~~60, *Curriculum Content*;

    b. Information in Board P~~p~~olicy 7.~~:~~250, *Student Support Services*, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District.

2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:

    a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to Board P~~p~~olicy 5.~~:~~120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*;

    b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to Board P~~policies~~ 2.~~:~~260, *Uniform Grievance Procedure*; 2.~~:~~265, *Title IX Grievance Procedure*; 5.~~:~~90, *Abused and Neglected Child Reporting*; 5.~~:~~100, *Staff Development Program*; and 5.~~:~~120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and

    c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to Board P~~p~~olicies 2.~~:~~260, *Uniform Grievance Procedure*; 2.~~:~~265, *Title IX Grievance Procedure*; and 5.~~:~~90, *Abused and Neglected Child Reporting*.

3. Provide information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and boundary violations with evidence-informed educational information that also includes:

    a. Assistance, referral, or resource information, including how to recognize grooming behaviors, appropriate relationships between District employees and students based

upon Board Ppolicy 5.:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and how to prevent child sexual abuse from happening;

b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and

c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to Board Ppolicy 7.:250, *Student Support Services*.

4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.

LEGAL REF.: 105 ILCS 5/10-23.13, 5/22-85.5, and 5/27-10159.1a, and 5/27-13.2.
105 ILCS 5/27-215110/3, Critical Health Problems and Comprehensive Health Education Act.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2.:260 (Uniform Grievance Procedure), 2.:265 (Title IX Grievance Procedure), 4.:175 (Convicted Child Sex Offender; Screening; Notifications), 5.:90 (Abused and Neglected Child Reporting), 5.:100 (Staff Development Program), 5.:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6.:60 (Curriculum Content), 7.:20 (Harassment of Students Prohibited), 7.:250 (Student Support Services)

Adopted: February 9, 2022
Reviewed: May 2024May 2026
Amended: June 12, 2024

Administrative Procedure – Threats or Targeted School Violence Against Staff (NEW)

Threats and acts of targeted school violence against school staff harm the school environment and may diminish staff's ability to work. Staff should report any expressed threats or acts of targeted school violence to themselves or other staff to their Building Administration as soon as possible. The Building Administration will then triage the threat in accordance with Administrative Procedure 4.190-AP2, *School Threat Assessment Teams*.

The following steps will be taken when a staff member has been the target of a threat or school violence.

Actor	Action
Staff Member	Report threats or acts of targeted school violence to the Building Administration. Request any accommodations desired to Building Administration. Cooperate with Building Administration to complete Exhibit 4.170-AP1, E1, *Incident Report Form*, if there has been an injury.
Building Administration	Check in with the staff member immediately and schedule a follow-up conversation again in a few days. Complete Exhibit 4.170-AP1, E1, *Incident Report Form*, if the staff member is injured. Complete a work comp claim if the staff member received medical treatment for the injury. Provide the staff member with a copy of Administrative Procedure 4.190-AP2, *School Threat Assessment Teams*, and Exhibit 4.190-AP2, E4, *Responding to Types of Threats*. Explain the process for assessing and classifying threats, responding to and managing threats, and reporting threats to outside agencies. Discuss with the staff member the roles of the school threat assessment team, the building administration, and the District administration including making referrals, creating safety plans, and issuing disciplinary consequences when there is a school nexus. Provide the staff member with Exhibit 4.190-AP3, E1, *Resources for Staff Who Are Victims of Threats or Targeted School Violence*. Receive any accommodation requests from staff member and communicate them to Human Resources.

	Ask the staff member about the desire for a restorative conversation with the Individual of Concern or other individuals and determine who is willing to attend.
Human Resources	Check in with the staff member 1-2 weeks after the incident. Review any accommodation requests by staff member and determine whether they should be granted.

Exhibit – Resources for Staff Who Are Victims of Threats or Targeted School Violence (NEW)

Employee Assistance Program (EAP) – TELUS Health

Incident Report Form – Contact your Building Administration

Employee Work Injury Guideline

Questions for Human Resources – HRstaff@unit5.org

Stalking/No Contact Order

Normal Police Department – Contact your School Resource Officer

Bloomington Police Department – Contact your School Resource Officer

Community-Based Resources

Professional Personnel – Vacation, Holidays, and Leaves of Absence

This policy applies to all professional personnel (e.g. employees with a Professional Educator License ("PEL")) to the extent it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable collective bargaining agreement or individual agreement will control.

Professional Non-Administrative Personnel

All professional personnel represented by the Unit Five Education Association-IEA/NEA (the "Association") shall be entitled to the leaves provided in the Negotiated Contract between the Association and the Board and the holidays and, if eligible, leaves listed below under heading "All Professional Personnel".

Professional Administrative Personnel

Vacation

Professional administrative personnel shall be entitled to the vacation, if applicable, provided in their individual employment contracts.

Leaves

All professional administrative personnel shall be entitled to the following leaves:

Personal Leave

All professional administrative personnel are granted two (2) days annually for personal leave. Personal leave may be taken in full or half-day increments. Unused personal days may accumulate up to a total of four (4) personal days. Any additional unused personal days will not roll over into sick or vacation days.

Sick Leave

Each full-time 9 ½-month or 10-month professional administrative employee is granted 14 paid sick leave days per school year which shall entitle the employee to be absent for reasons as defined below without loss of pay. Each full-time 11-month professional administrative employee is granted 15 paid sick leave days per school year which shall entitle the employee to be absent for reasons as defined below without loss of pay. Each full-time 12-month professional administrative employee is granted 16 paid sick leave days per school year which shall entitle the employee to be absent for reasons as defined below without loss of pay. Each full-time professional administrative employee who has completed at least 10 years of consecutive full-time employment with the District shall receive two additional sick leave days per year. Unused sick leave days shall accumulate and may be used as needed up to the accumulated amount.

Sick leave is defined in State law as personal illness, mental or behavioral health complications, quarantine at home, or serious illness or death in the immediate family or household, or birth, adoption, placement for adoption, or the acceptance of a child in need of foster care. The immediate family shall include parents, legal guardians, children, spouse, partner in a civil union, brothers, sisters, grandparents, great grandparents, grandchildren, parents-in-law, daughters-in-law, sons-in-law, brothers-in-law, sisters-in-law, grandparents-in-law, great-grandparents-in-law, aunts, uncles, and all step relatives in the aforementioned relationships.

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the employee provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member, (3) a chiropractic physician licensed under the Medical Practice Act, (4) a licensed advanced practice registered nurse, (5) a licensed physician assistant who has been delegated the authority to perform health examinations by their supervising physician, or (6) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate as a basis for pay during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee in obtaining the certificate (e.g. if the employee has already seen a medical provider listed above, the Board will not be required to pay for the services provided to the employee solely by requesting a certificate).

Employees are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Medical Leave

Each full-time 9 ½-month or 10-month professional administrative employee is granted 12 days unpaid medical leave annually. Each full-time 11-month professional administrative employee is granted 13 days unpaid medical leave annually. Each full-time 12-month professional administrative employee is granted 14 days unpaid medical leave annually.

Unused days of medical leave shall accumulate up to a maximum of 132 days for 9 ½-month and 10-month professional administrative employees, 144 days for 11-month professional administrative employees, and 156 days for 12-month professional administrative employees.

Medical leave may only be used for personal illness and only after accumulated sick leave has been exhausted.

As proof of illness or fitness to resume duties after any absence, the Board may require a certificate from a physician licensed in Illinois to practice medicine and surgery in all its branches.

Use of allotted medical leave days in a 12-month professional administrative employee's contract year will not affect the vacation days to which the employee would otherwise be entitled.

During a leave for personal illness in any employee's contract year, the medical leave days the employee would otherwise be entitled to for that year will not be affected.

During that period of time an employee is utilizing medical leave benefits, the Board will maintain the health insurance coverage for the employee, if allowable by the insurer.

Leave for Personal Illness

The decision to grant a leave for personal illness for any length of time shall only be made by the Board.

Leave for personal illness may only be used at such time as accumulated sick leave and accumulated medical leave has been exhausted.

Requests for leave for personal illness should be made of the Board prior to such time as accumulated medical leave has been exhausted and accompanied by a doctor's certificate as proof of disability.

When granted a leave for personal illness, the Board will maintain the health insurance coverage for an employee through the month following the date of the beginning of such leave and/or according to provisions set forth in the Family and Medical Leave Act of 1993. Coverage beyond the Board's contribution will be an option of the employee by remitting the premium on a monthly basis; however, the last day of coverage will not be extended beyond the last day the employee is considered employed by the District unless the employee is eligible for coverage as a retiree.

Leave for personal illness is terminated on the last day of an employee's contract year.

Permission Absence

"Permission absence" is a term denoting an excused absence from job duties, with pay. It is not a right, but a privilege. A professional administrative employee may request an excused absence be granted by the Superintendent or designee on rare occasions for significant lifetime events or for other reasons. The circumstances may differ with each case and the length of time granted for a permission absence may vary.

Bereavement Leave

A bereavement leave will be granted to allow a professional administrative employee to be absent for up to three days to deal with funeral matters of the immediate family as defined in this policy. These days will not be charged against the employee's sick leave allotment. In addition, employees may use paid sick leave for death in the immediate family or household and, if eligible, unpaid Family Bereavement Leave or Child Extended Bereavement Leave listed below under heading “All Professional Personnel”.

Emergency Leave

Professional administrative personnel may request up to fifteen (15) days of paid emergency leave to accommodate extreme situations when other paid leaves do not apply and all other paid leaves have been exhausted. A member must give a reason for the request, and such leave will be approved or denied by the Superintendent or designee.

Professional Leave

Professional administrative personnel may request professional leave day(s) for professional development activities. The employee shall request professional leave in writing at least one (1)

week prior to the day of the requested absence. The Superintendent or designee will approve or deny such requests.

Family Hardship Leave

The Board may grant a professional administrative employee a family hardship leave of absence without pay for a specific period of time up to six months. In no instance shall this leave be granted unless the Board determines that a suitable replacement can be hired.

1. The employee shall not be eligible for sick leave pay during the period of a family hardship leave, nor will the employee be eligible for family hardship leave if the employee has applied for or used sick leave, medical leave and/or personal illness leave in reference to the reason the family hardship leave is being requested.
2. All benefits available to the employee shall be suspended during a family hardship leave. The employee may maintain membership in the group health insurance program during the leave, according to provisions of the Family and Medical Leave Act of 1993. The employee may maintain the group health insurance after the benefit from FMLA has expired by remitting in advance payments of all premiums due. These payments shall be made to the District Office.
3. Professional administrative employees will retain their tenure status during a family hardship leave of absence.
4. An employee on leave for a full school year shall not receive a salary increase while on leave.

At the expiration of the leave period, the employee will be placed in an administrative or non-administrative position for which the employee is qualified.

All Professional Personnel

Holidays

Except as provided in Board Policy 6.20, all professional personnel, whether represented by the Association or administrative personnel, will not be required to work on the legal school holidays listed in Board Policy 6.20 School Year Calendar and Day.

Leaves

In addition to the leaves provided above, all professional personnel, whether represented by the Association or administrative personnel, shall be entitled to the following leaves:

Family and Medical Leave

An eligible employee may use unpaid family and medical leave (FMLA leave), guaranteed by the federal Family and Medical Leave Act as provided in Board policy 5.185, *Family and Medical Leave*.

Family Neonatal Intensive Care Leave

An unpaid leave from work is available to any staff member whose child is a patient in a neonatal intensive care unit (NICU) in accordance with the requirements of the Family Neonatal Intensive Care Leave Act. An employee is entitled to a total of 20 days of unpaid leave while a child of the

employee is a patient in a NICU. The District may require reasonable verification of the employee's child's length of stay in a NICU.

Family Bereavement Leave

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 et seq.) to take family bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Family Bereavement Leave Act. Family bereavement leave allows for: (1) attendance by the bereaved employee at the funeral or alternative to a funeral of a covered family member, which includes an employee's child, stepchild, spouse, domestic partner, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent, (2) making arrangements necessitated by the death of the covered family member, or (3) grieving the death of the covered family member, or (4) absence from work due to a (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth, without any adverse employment action.

The family bereavement leave must be completed within 60 days after the date on which the employee received notice of the death of the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Bereavement Leave Act. This policy does not create any right for an employee to take family bereavement leave that is inconsistent with the Family Bereavement Leave Act.

Child Extended Bereavement Leave

Unpaid leave from work is available to employees who experience the loss of a child by suicide or homicide. The Child Extended Bereavement Leave Act governs the duration, scheduling, continuity of benefits, and all other terms of the leave. Accordingly, since the District employs 250 or more employees on a full-time basis, an employee is entitled to a total of 12 weeks of unpaid leave within one year after the employee notifies the District of the loss. An employee may elect to substitute other forms of leave to which the employee is entitled for the leave provided under the Child Extended Bereavement Leave Act.

Military Leave

The District will comply with the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), the Illinois Service Member Employment and Reemployment Rights Act ("ISERRA"), 330 ILCS 61/1-1 et seq., and Section 10-20.7b of the Illinois School Code (105 ILCS 5/10-20.7b), as amended from time to time.

A professional employee who is a "service member" as defined in ISERRA, is entitled to military leave while performing "active service".

During such leaves, the employee's seniority, tenure track, and other benefits shall continue to accrue. An employee who is absent on military leave shall, minimally, for the period of military leave, be credited with the average of the performance ratings or evaluations received for the three years immediately before the absence for military leave. Additionally, the rating shall not be less than the rating that he or she received for the rated period immediately prior to his or her absence

on military leave. The contractual continued service status of a teacher or other professional employee shall not be affected because of absence while in the military service of the United States.

During periods of military leave for annual training, the employee shall continue to receive full compensation (i.e. concurrent compensation) for up to 30 days per calendar year.

During periods of military leave for active service, the employee shall receive differential compensation subject to the following:

1. Differential compensation for voluntary active service is limited to 60 work days in a calendar year.
2. Differential compensation shall not be paid for active service without pay.

Employees who have exhausted concurrent compensation for annual training in a calendar year shall receive differential compensation when authorized in the same calendar year.

School Visitation Leave

An eligible professional employee is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the employee's child, if the conference or meeting cannot be scheduled during non-work hours. Professional employees must first use all accrued vacation leave, personal leave, and any other leave that may be granted to the professional employee, except sick and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leave to Serve as an Election Judge

Any professional employee who has been appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The employee is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

General Assembly Leave

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional employee hired to replace one in the General Assembly does not acquire tenure.

Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any employee who: (1) is a victim of domestic violence, sexual violence, gender violence, or any other crime of violence, or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance, and to grieve and attend to matters necessitated by the death of a family or household member who is killed in a crime of violence, without suffering adverse employment action.

The Victims' Economic Security and Safety Act (VESSA) governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, since the District employs at least 50 employees, and subject to any exceptions in VESSA, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 (29 U.S.C. §2601 et seq.).

Leave Without Pay

The Board recognizes that a leave without pay is sometimes necessary due to circumstances beyond an individual's control. Therefore, requests for absences from work beyond an individual's control and that do not fall under any other leave policy may be granted by the building administrator or a District Office administrator without pay on a day for day basis. A leave without pay shall not be granted for vacation. Personnel assigned to a specific building or homebased at a specific building shall submit their request to the building administrator. Other personnel shall submit their request to the District Office administrator responsible for their performance.

Unless circumstances warrant, leave without pay shall not be granted immediately prior to or immediately following holidays or vacations.

Employees who are granted a leave without pay shall have their pay reduced at a per diem rate based on the number of days paid in the current contract year.

Leave to Serve as an Officer, Trustee or Representative of a Specific Organization

The Board provides for Association Leave in the Negotiated Contract with the Association. In addition, upon request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, and (2) up to ~~twenty~~ 20 days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with 105 ILCS 5/24-6.3, (3) up to 10 days of paid leave per school term for teachers elected to represent a statewide teacher association in federal advocacy work in accordance with 105 ILCS 5/24-3.5.

COVID-19 Paid Administrative Leave

When applicable, paid administrative leave related to COVID-19 will be granted to eligible employees in accordance with State law.

Injury During Performance of Duties

An employee injured during the performance of duties shall be entitled to a maximum of three consecutive days absence with pay provided a licensed physician certifies the employee is unable to perform the duties of the position. If after three days the employee is still unable to perform the duties of the position, accumulated sick leave may be used. A licensed physician must certify at the end of each pay period that the employee is unable to perform the duties of the position. The employee, in addition, shall be entitled to benefits pursuant to the Worker's Compensation Act but in no event shall the employee receive more than a regular day's pay. Sick leave pay shall be utilized, if needed, to supplement worker's compensation benefits so as to ensure a regular day's pay.

LEGAL REF.: 105 ILCS 5/10-20.83, 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.
10 ILCS 5/13-2.5, Election Code.
330 ILCS 61/, Service Member Employment and Reemployment Rights Act.
820 ILCS 147/, School Visitation Rights Act.
820 ILCS 154/, Family Bereavement Leave Act.
820 ILCS 156/, Child Extended Bereavement Leave Act.
820 ILCS 157/, Family Neonatal Intensive Care Leave Act.
820 ILCS 180/, Victims' Economic Security and Safety Act.

CROSS REF.: 5.180 (Temporary Illness or Temporary Incapacity), 5.185 (Family and Medical Leave), 5.330 (Vacation, Holidays, and Leaves)

Adopted: September 16, 1968
Reviewed: ~~December 2023~~May 2026
Amended: January 17, 2024

Educational Support Personnel – Vacation, Holidays, and Leaves

This policy applies to all educational support personnel (e.g. employees without a Professional Educator License ("PEL")) to the extent it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable collective bargaining agreement or individual agreement will control.

Represented Educational Support Personnel

All educational support personnel represented by the Unit Five Support Professionals Association ("UFSPA") shall be entitled to the vacation, holidays, and leaves, if applicable, provided in the Negotiated Contract between UFSPA and the Board. All educational support personnel represented by the Laborer's International Union of North America, Local 362 ("LIUNA Local 362") shall be entitled to the vacation, holidays, and leaves, if applicable, provided in the Negotiated Contract between LIUNA Local 362 and the Board. In addition, all represented educational support personnel shall be entitled to the holidays and, if eligible, the leaves listed below under the heading "All Educational Support Personnel".

Unrepresented Non-Administrative Educational Support Personnel

Personal Leave

Full-time non-administrative educational support personnel shall be granted two (2) paid personal leave days per school year to be used at the convenience of the employee. For purposes of determining eligibility for personal leave under this Policy only, food service employees whose work day is six (6) hours or longer shall be considered full-time and a personal leave day shall be equal to their regular work day. Requests to use personal leave must be approved in advance by the administrative supervisor. A request for personal leave may be denied if approval would adversely impact operations or the provision of services due to absence of too many employees. Unused personal leave will be added to an employee's accumulated personal leave and/or sick leave at the end of each school year. Unrepresented non-administrative educational support employees may not accumulate a total of more than four (4) personal days.

Vacation

Full-time exempt educational office personnel who work at least 240 days per school year shall be granted 15 paid vacation days per school year. Full-time technology employees who work at least 240 days per school year shall be granted 10 paid vacation days per school year. Beginning with their fifth year of consecutive employment, full-time technology employees who work at least 240 days per school year shall be granted 15 paid vacation days per school year. Full-time special warehouse/transportation employees who work at least 260 days per school year shall be granted the following paid vacation days per school year:

After One (1) Full Year of Service	10 vacation days
After Eight (8) Full Years of Service	15 vacation days
After Twenty (20) Full Years of Service	20 vacation days

Requests to use vacation days must be approved in advance by the employee's administrative supervisor. Vacation days cannot be accumulated and must be used prior to July 31st following the

school year in which they are accrued. The employee and administrative supervisor must work together to ensure that vacation time is taken at a mutually agreeable time.

Maternity Leave

The Board may grant an unrepresented educational support employee a maternity leave without pay for a specified period of time with a 1-year maximum.

All benefits available to an employee shall be suspended during a maternity leave unless otherwise allowed according to provisions set forth in the Family and Medical Leave Act of 1993, and the employee shall not advance on a salary schedule or receive a salary increase for the year in which the leave is taken. The employee may maintain membership in the group health insurance program during the leave by remitting in advance payments of all premiums due. These payments shall be made to the District Office.

An employee who is granted a maternity leave of absence shall be required to notify the secretary of the Board in writing stating whether or not said employee requests to return to his or her position. For an employee on a leave during the second semester, the request to return must be received by the secretary of the Board on or before March 1. Failure of the employee to make proper notification by March 1 will terminate that person's further employment in the District.

At the expiration of the leave period, the employee will return to the same position as that which was held prior to the leave of absence.

Administrative Educational Support Personnel

Personal Leave

All administrative educational support personnel are granted two (2) days annually for personal leave. Personal leave may be taken in full or half-day increments. Unused personal days may accumulate up to a total of four (4) personal days. Any additional unused personal days will not roll over into sick or vacation days.

Permission Absence

"Permission absence" is a term denoting an excused absence from job duties with pay. It is not a right, but a privilege. Administrative educational support employee may request a permission absence be granted by the Superintendent or designee on rare occasions for significant lifetime events or for other reasons. The circumstances may differ with each case and the length of time granted for a permission absence may vary.

Vacation

Full-time administrative educational support personnel who work at least 240 days per school year shall be entitled to 15 paid vacation days per school year. Vacation days cannot be accumulated and must be used prior to July 31st following the school year in which they are accrued.

Professional Leave

Administrative educational support personnel may request paid professional leave days for professional development activities. The employee shall request professional leave in writing at least one (1) week prior to the day of the requested absence. The Superintendent or designee will approve or deny such requests.

All Unrepresented Educational Support Personnel

In addition to the leaves provided above, all unrepresented educational support personnel shall be entitled to the following leaves:

Sick Leave

Annually, each unrepresented full-time or part-time educational support employee who works at least 600 hours per year shall be granted the following paid sick leave days per school year equal to the hours worked per day:

Position	Work Year	#Paid Sick Leave Days
Admin. Educ. Support Personnel	240 days	15 days/Negotiated
Exempt EOP	250 days	15 days
Food Service	173 days	11 days
Food Service Manager	174 days	11 days
Healthcare Assistant	180 days	12 days
Occupational Therapist	180 days	12 days
Physical Therapist	180 days	12 days
RN	180 days	12 days
Safety Monitor	180 days	12 days
School Community Representative	180 days	12 days
Special Transportation	173 days	11 days
Special Warehouse/Trans.	260 or 261 days	14 days
Technology	240 days	14 days

Unused sick leave days shall accumulate and may be used as needed up to the accumulated amount.

Sick leave is defined as personal illness, mental or behavioral complications, quarantine at home, or serious illness or death in the immediate family or household, or birth, adoption, placement for adoption, or the acceptance of a child in need of foster care. The immediate family shall include parents, legal guardians, children, spouse, partner in a civil union, brothers, sisters, grandparents, great grandparents, grandchildren, parents-in-law, daughters-in-law, sons-in-law, brothers-in-law, sisters-in-law, grandparents-in-law, great-grandparents-in-law, aunts, uncles, and all step relatives in the aforementioned relationships.

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the employee provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member (3) a chiropractic physician licensed under the Medical Practice Act, (4) a licensed advanced practice registered nurse, (5) a licensed physician assistant, or (6) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate as a basis for pay during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee in obtaining the required certificate (e.g. if the employee has already seen a medical provider listed above, the Board will not be required to pay for the services provided to the employee solely by requesting a certificate).

Employees are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or

school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For purpose of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Medical Leave

Each unrepresented educational support employee shall be granted the following unpaid medical leave annually:

Position	Work Year	#Unpaid Medical Leave Days	Cap on Medical Leave Days
Admin. Educ. Support Personnel	240 days	13 days	156 days
Exempt EOP	250 days	13 days	156 days
Food Service	173 days	10 days	120 days
Food Service Manager	174 days	10 days	120 days
Healthcare Assistant	180 days	10 days	120 days
Occupational Therapist	180 days	10 days	120 days
Physical Therapist	180 days	10 days	120 days
RN	180 days	10 days	120 days
Safety Monitor	180 days	10 days	120 days
School Community Representative	180 days	10 days	120 days
Special Transportation	173 days	10 days	120 days
Special Warehouse/Trans.	260 or 261 days	13 days	156 days
Technology	240 days	13 days	156 days

Unused days of medical leave shall accumulate up to the maximum listed in the table above, usable in any one year.

Medical leave may only be used for personal illness and only after accumulated sick leave has been exhausted.

As proof of illness or fitness to resume duties after any absence, the Board may require a certificate from a physician licensed in Illinois to practice medicine and surgery in all its branches.

Use of allotted medical leave days in any one contract year will not affect the vacation days to which the employee would otherwise be entitled.

During a leave for personal illness in any employee's contract year, the medical leave days the employee would otherwise be entitled to for that year will not be affected.

During that period of time an employee is utilizing medical leave benefits, the Board will maintain the health insurance coverage for the employee, if allowable by the insurer.

Leave for Personal Illness

The decision to grant an unpaid leave for personal illness for any length of time shall only be made by the Board.

Leave for personal illness may only be used at such time as accumulated sick leave and accumulated medical leave has been exhausted.

Requests for leave for personal illness should be made of the Board prior to such time as accumulated medical leave has expired and the request should be accompanied by a doctor's certificate as proof of disability.

When granted a personal illness leave, the Board will maintain the health insurance coverage for said employee through the month following the date of the beginning of such leave and/or according to provisions set forth in the Family and Medical Leave Act of 1993. The employee can continue coverage by remitting the insurance premium on a monthly basis; however, the last day of coverage will not be extended beyond the last day the employee is considered employed by the District unless the employee is eligible for coverage as a retiree.

Leave for personal illness is terminated on the last day of an employee's contract year.

Paid Bereavement Leave

A bereavement leave shall be granted to allow an unrepresented educational support employee to be absent for up to three days with pay to attend to funeral matters of the immediate family as defined in this policy. These days will not be charged against the employee's sick leave allotment. In addition, employees may use paid sick leave for death in the immediate family or household.

Family Bereavement Leave

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 et seq.) to take family bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Family Bereavement Leave Act. Eligible employees may use family bereavement leave, without any adverse employment action, for: (1) attendance by the bereaved employee at the funeral or alternative to a funeral of a covered family member, which includes an employee's child, stepchild, domestic partner, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent, (2) making arrangements necessitated by the death of the employee's covered family member, or (3) grieving the death of the covered family member, or (4) absence from work due to a Significant Event, which includes: (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify which specific reason applies to the employee's request.

The family bereavement leave must be completed within 60 days after the date on which the employee received notice of the death of the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Bereavement Leave

Act. This policy does not create any right for an employee to take family bereavement leave that is inconsistent with the Family Bereavement Leave Act

Child Extended Bereavement Leave

Unpaid leave from work is available to employees who experience the loss of a child by suicide or homicide. The Child Extended Bereavement Leave Act governs the duration, scheduling, continuity of benefits, and all other terms of the leave. Accordingly, since the District employs 250 or more employees on a full-time basis, an employee is entitled to a total of 12 weeks of unpaid leave within one year after the employee notifies the District of the loss. An employee may elect to substitute other forms of leave to which the employee is entitled for the leave provided under the Child Extended Bereavement Leave Act.

Emergency Leave

Unrepresented educational support employees may request up to fifteen (15) days of paid emergency leave to accommodate extreme situations when other paid leaves do not apply and all other paid leaves have been exhausted. A member must give a reason for the request, and such leave will be approved or denied by the Superintendent or designee.

Family Hardship Leave

The Board may grant an unrepresented educational support employee a family hardship leave of absence without pay for a specified period of time with a one-year maximum for non-administrative employees and up to six months for administrative employees. In no instance shall this leave be granted unless the Board determines that a suitable replacement can be hired.

1. An employee shall not be eligible for sick leave pay during the period of a family hardship leave, nor will an employee be eligible for hardship leave if the employee has applied for or used sick leave, medical leave and/or personal illness leave in reference to the reason that hardship leave is being requested.

2. All benefits available to an employee shall be suspended during a family hardship leave. The employee may maintain membership in the group health insurance program during the leave, according to provisions of the Family and Medical Leave Act of 1993. The employee may maintain the group health insurance after the benefit from FMLA has expired by remitting the advance payments to all premiums due. These payments shall be made to the District Office.

3. An employee granted a family hardship leave shall be required to notify the secretary of the Board in writing stating whether or not said employee requests to return to his/her position. For employees on a leave during the second semester, the request to return must be received by the secretary of the Board on or before March 1. Failure of the employee to make proper notification by March 1 will terminate that person's further employment in the District.

4. An employee on leave for a full school year shall not advance on a salary schedule or receive a salary increase for the year in which the leave is taken.

At the expiration of the leave period, the employee will return to the same position held prior to the leave of absence.

All Educational Support Personnel

Holidays

Except as provided in Board Policy 6.20, all educational support personnel, whether represented or unrepresented, will not be required to work on the legal school holidays listed in Board Policy 6.20 School Year Calendar and Day.

A legal school holiday on which an employee is not required to work will not cause a deduction from an employee's time or compensation nor entitle an employee to compensation where not otherwise contractual. The District may require educational support personnel to work on a non-waived holiday during an emergency or for the continued operation and maintenance of facilities or property.

Leaves

In addition to the leaves provided above, all educational support personnel, whether represented or unrepresented, shall be entitled to the following leaves:

Family and Medical Leave

An eligible employee may use unpaid family and medical leave (FMLA leave), guaranteed by the federal Family and Medical Leave Act as provided in Board policy 5.185, *Family and Medical Leave*.

Family Neonatal Intensive Care Leave

An unpaid leave from work is available to any staff member whose child is a patient in a neonatal intensive care unit (NICU) in accordance with the requirements of the Family Neonatal Intensive Care Leave Act. An employee is entitled to a total of 20 days of unpaid leave while a child of the employee is a patient in a NICU. The District may require reasonable verification of the employee's child's length of stay in a NICU.

Military Leave

The District will comply with the Uniformed Services Employment and Reemployment Rights Act ("USERRA"), the Illinois Service Member Employment and Reemployment Rights Act ("ISERRA"), 330 ILCS 61/1-1 et seq., and Section 10-20.7b of the Illinois School Code (105 ILCS 5/10-20.7b), as amended from time to time.

An educational support employee who is a "service member" as defined in ISERRA, is entitled to military leave while performing "active service".

During such leaves, the employee's seniority and other benefits shall continue to accrue. An employee who is absent on military leave shall, minimally, for the period of military leave, be credited with the average of the performance ratings or evaluations received for the three years immediately before the absence for military leave. Additionally, the rating shall not be less than the rating that the employee received for the rated period immediately prior to his or her absence on military leave.

During periods of military leave for annual training, the employee shall continue to receive full compensation (i.e. concurrent compensation) for up to 30 days per calendar year.

During periods of military leave for active service, the employee shall receive differential compensation subject to the following:

1. Differential compensation for voluntary active service is limited to 60 work days in a calendar year.

2. Differential compensation shall not be paid for active service without pay.

Employees who have exhausted concurrent compensation for annual training in a calendar year shall receive differential compensation when authorized in the same calendar year.

School Visitation Leave

An eligible educational support employee is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the employee's child, if the conference or meeting cannot be scheduled during non-work hours. Educational support employees must first use all accrued vacation leave, personal leave, and any other leave that may be granted to the employee, except sick and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leave to Serve as an Election Judge

Any educational support employee who has been appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The employee is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

General Assembly Leave

Educational support personnel shall receive leave for service in the General Assembly on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*.

Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any employee who: (1) is a victim of domestic violence, sexual violence, gender violence, or other crime of violence, or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance, and to grieve and attend to matters necessitated by the death of a family or household member who is killed in a crime of violence, without suffering adverse employment action.

The Victims' Economic Security and Safety Act (VESSA) governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, since the District employs at least 50 employees, and subject to any exceptions in VESSA, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave

time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 (29 U.S.C. §2601 et seq.).

Leave Without Pay

The Board recognizes that a leave without pay is sometimes necessary due to circumstances beyond an individual's control. Therefore, a building administrator or District Office administrator may grant an unpaid absence from work when the request does not fall under any other leave policy. A leave without pay shall not be granted for vacation. Personnel assigned to a specific building or homebased at a specific building shall submit their request to the building administrator. Other personnel shall submit their request to the District Office administrator responsible for their performance.

Unless circumstances warrant, leave without pay shall not be granted immediately prior to or immediately following holidays or vacations.

An employee granted a leave without pay shall have his or her pay reduced at a per diem rate based on the number of days paid in the current contract year.

COVID-19 Paid Administrative Leave

When applicable, paid administrative leave related to COVID-19 will be granted to eligible employees in accordance with State law.

Injury During Performance of Duties

Any employee injured during the performance of duties shall be entitled to a maximum of three consecutive days absence with pay provided a licensed physician certifies that the employee is unable to perform the duties of the position. If after three days the employee is still unable to perform the duties of the position, accumulated sick leave may then be used. A licensed physician must certify at the end of each pay period that the employee is unable to perform the duties of the position. The employee, in addition, shall be entitled to benefits pursuant to the Worker's Compensation Act but in no event shall the employee receive more than a regular day's pay. Sick leave pay shall be utilized, if needed, to supplement worker's compensation benefits so as to ensure a regular day's pay.

LEGAL REF.: 105 ILCS 5/10-20.7b, 5/10-20.83, 5/24-2, 5/24-6, and 5/24-6.3.
10 ILCS 5/13-2.5, Election Code.
330 ILCS 61/, Service Member Employment and Reemployment Rights Act.
820 ILCS 147/, School Visitation Rights Act.
820 ILCS 154/, Family Bereavement Leave Act.
820 ILCS 156/, Child Extended Bereavement Leave Act.
820 ILCS 157/, Family Neonatal Intensive Care Leave Act.
820 ILCS 180/, Victims' Economic Security and Safety Act.
School Dist. 151 v. ISBE, 154 Ill. App. 3d 375 (1st Dist. 1987); Elder v. Sch. Dist. No. 127 1/2, 60 Ill. App. 2d 56 (1st Dist. 1965).

CROSS REF.: 5.180 (Temporary Illness or Temporary Incapacity), 5.185 (Family and Medical Leave), 5.250 (Leaves of Absence)

Adopted: October 21, 1968
Reviewed: ~~May 2025~~May 2026
Amended: June 18, 2025

Access to Electronic Networks and Instructional Technology

Electronic networks and instructional technology, including the Internet, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication.

The District's *electronic networks and instructional technology* includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-issued Wi-Fi hotspots, and any other District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networks or to any District-issued online account from any computer or device, regardless of location;
3. District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

–The Superintendent shall develop an implementation plan for this policy and appoint a system administrator(s).

The District is not responsible for any information that may be lost or , –damaged, or become unavailable when using the District's electronic networks and Instructional technology, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of District's electronic networks and instructional technology shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students; and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board ~~p~~Policy 6.60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms; and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network and instructional technology are part of the curriculum and are not a public forum for general use.

Acceptable Use ~~of Electronic Network and Instructional Technology~~

All use of the District's electronic networks and instructional technology must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein; or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored on, transmitted, or received via the District's electronic networks or instructional technology ~~or District computers~~. General rules for behavior and communications apply when using electronic networks and instructional technology. The District's ~~a~~Administrative ~~p~~Procedure, *Acceptable Use of the District's Electronic Networks and Instructional Technology,* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Adopted: May 28, 1997
Reviewed: ~~February 2021~~May 2026
Amended: February 24, 2021

Internet Safety ~~and CIPA Compliance Statement~~

Technology protection measures shall be used on each District computer or device with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices.

An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person received prior permission from the Superintendent or system administrator.

The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security ~~of minors and students~~ when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personally identifiable information, such as, names and addresses.

Use of Artificial Intelligence (AI)-Enabled Tools

The Board recognizes that AI-enabled tools are important to enhance student learning, educator effectiveness, and school operations. The use of AI-enabled tools in the District shall be implemented in a safe, ethical, and equitable manner and in accordance with Board Policies 1.30, *District Mission Statement, Vision Statement, and Commitments*, and 7.345, *Operator Use of Student Data; Privacy and Security*.

To implement the use of AI-enabled tools in the District, the Superintendent or designee shall:

1. Develop a District-wide AI Plan that addresses the District's approach to the integration of AI;
2. Based on the District-wide AI Plan, establish AI Responsible Use Guidelines to address the responsible use of AI in the District by students and staff;
3. Ensure that AI-enabled tools comply with State and federal law;
4. Ensure that staff receive training and students receive instruction on the use of AI, as appropriate; and
5. Review the District's AI Plan and AI Responsible Use Guidelines on an annual basis and update them as needed.

Authorization for Electronic Networks and Instructional Technology Access

Each student and staff member must agree to the *Authorization for Access to the District's Electronic Networks and Instructional Technology* as a condition for using the District's electronic networks and instructional technology.

Confidentiality

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential information is loaded onto the network.

Violations

The failure of any user ~~student or staff member~~ to follow the terms of the District's ~~a~~Administrative ~~p~~Procedure, *Acceptable Use of the District's Electronic Network*s *and Instructional Technology*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action. ~~Students may be disciplined for off-campus conduct, including on-line "speech", if the conduct materially disrupts the school environment or can be reasonably expected to do so.~~

LEGAL REF.: 20 U.S.C. §7131, Elementary and Secondary Education Act.~~No Child Left Behind Act, 20 U.S.C. §6777.~~
~~Children's Internet Protection Act,~~ 47 U.S.C. §254(h) and (l), Children's Internet Protection Act.
47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.
115 ILCS 5/14(c-5), Ill. Educational Labor Relations Act.
~~Enhancing Education Through Technology, 20 U.S.C. §6751 et seq.~~
~~47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.~~
720 ILCS 5/26.5.

CROSS REF.: 5.100 (Staff Development Program), 5.170 (Copyright), 6.40 (Curriculum Development), 6.60 (Curriculum Content), 6.210 (Instructional Materials), 6.220 (Bring Your Own Technology (BYOT) Program), 6.230 (Library Media Program), 6.260 (Complaints About Curriculum, Instructional Materials, and Programs), 7.130 (Student Rights and Responsibilities), 7.190 (Student Behavior), 7.310 (Restrictions on Publications; Elementary Schools), 7.315 (Restrictions on Publications; High Schools), 7.345 (Operator Use of Student Data; Privacy and Security)

ADMIN.PROC.: 6.235-AP1 (Acceptable Use of the District's Electronic Networks and Instructional Technology), 6.235-AP1, E1 (Student Authorization for Access to the District's Electronic Networks and Instructional Technology), 6.235-AP1, E2 (Staff Authorization for Access to the District's Electronic Networks and Instructional Technology)

Adopted: May 28, 1997
Reviewed: ~~February 2021~~May 2026
Amended: February 24, 2021

Exhibit - ~~Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education;~~ Requests to Examine Materials~~; Written Objection(s) and/or~~ and Statutory Opt-outs

Date _____

Class and Time _____

Teacher _____

~~Notice of Sexual Abuse and Assault Awareness and Prevention Education~~

~~In grades pre-kindergarten through 12, State law requires the District to provide age-appropriate sexual abuse and assault awareness and prevention education (105 ILCS 110/3). No student in grades K through 8 shall be required to take or participate in any instruction for recognizing and avoiding sexual abuse if the student's parent/guardian submits written objection and refusal to participate in the instruction (105 ILCS 5/27-13.2).~~

~~This is your minimum five-day notice that this instruction will begin for your child.~~

Request to Examine 105 ILCS 5/27-215~~10/3~~ (*Family Life ~~and/or Abstinence and Contraception~~*) and/or 105 ILCS 5/27-1015~~9.1a~~ (*National Sex Ed Standards (NSES)*) Materials

A sample of the District's instructional materials and course outline for family life ~~and/or abstinence and contraception~~ instructional materials are available from the classroom teacher for your inspection. If you are requesting to examine this material, please check the box below and return it to your child's classroom teacher within calendar five days.

The scope and sequence of instructional materials for NSES is posted on the District's Internet website, along with the name and contact information, including an email address, of staff members who can respond to your inquiries. You may request to see NSES instructional materials in person by checking the box below.

☐ **I request to examine the instructional materials and course outline for Family Life classes.**

☐ **I request to examine, in person, the instructional materials to be used for *NSES*.**

Parent/Guardian~~Written Objection(s) and/or~~ Opt-outs

No student is required to take or participate in the following classes or courses, and no penalty exists for refusing to take or participate in such a course or program. However, students whose parents choose not to have them take or participate in one or more of the following classes will be provided an alternative assignment.

If you do not want your child to participate in these classes or courses, please complete the following request and return it to your child's classroom teacher within five school days.

I request that the District opt-out my child for ~~and/or object in writing to~~ class attendance about:

(*Check the ~~main~~ box(es) ~~and any or all sub-category boxes~~ that apply to your ~~objection or~~ opt-out*)

Adopted: February 24, 2010
Reviewed: ~~April 2022~~May 2026
Amended: May 25, 2022

~~☐ 105 ILCS 5/27-13.2 allows me to object to my child, who is in grades K through 8, from learning age-appropriate instruction for recognizing and avoiding sexual abuse; I understand once my child enters grades 9 through 12, I may no longer object~~

~~☐ 105 ILCS 5/10-23.13, amended by P.A. 102-610 (*Erin's Law*), and see policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*~~

~~☐ 105 ILCS 5/27-9.1a(b)(6), (8), (9), and (12), added by P.A. 102-522 (NSES includes sexual abuse education under the term sexual violence)~~

~~☐ 105 ILCS 110/3 (age-appropriate sexual abuse and assault awareness and prevention)~~

☐ Family life (psychological, physiological, hygienic and social responsibilities, including evidence-based and medically accurate information regarding sexual abstinence ~~until marriage~~) (105 ILCS 5/27-215(a)(2))~~110/3~~)

~~☐ Evidence-based and medically accurate information regarding sexual abstinence (105 ILCS 110/3)~~

☐ AIDS, including in grades 6 through 12, its prevention, transmission and spread (105 ILCS 5/27-215(a)(3)~~110/3~~)

☐ *NSES* (See 6.~~:~~60-AP2, *Comprehensive Sexual Health Education Program (Grades 8 & 9) (National Sex Education Standards (NSES)*) (105 ILCS 5/27-1015~~9.1a(d), added by P.A. 102-522~~)

☐ Donations and transplants of organs/tissue and blood organ/tissue transplantation, in grades 9 and/or 10 (105 ILCS 5/27-1045~~23.5~~)

☐ CPR ~~and the Heimlich maneuver~~, including training on how to properly administer CPR in accordance with standards of the American Red Cross, the American Heart Association, or another nationally recognized certifying organization (105 ILCS 5/27-215(d) and 5/27-250~~110/3~~)

☐ How to use an AED (105 ILCS 5/27-215(d) and 5/27-250~~110/3~~)

Student (*please print*)

Parent/Guardian (*please print*)

Parent/Guardian Signature Date

Adopted: February 24, 2010
Reviewed: ~~April 2022~~May 2026
Amended: May 25, 2022

Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that:

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

When and *Where* Conduct Rules Apply

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

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

Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, bartering, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes, vaping devices, or nicotine pouches.
2. Using, possessing, distributing, purchasing, bartering, selling, or offering for sale, alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, bartering, selling, or offering for sale:
    a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).

b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.

c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.

d. Any prescription medication when not prescribed for the student by a physician licensed practitioner, when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions or without following *Board policy 7.270* and its implementing procedures including without limitation failing to have a completed and signed "School Medication Authorization Form" on file, failing to keep medication in the original container, giving other students medication, or taking improper doses of medication. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.

e. Any non-prescription medication without following *Board policy 7.270* and its implementing procedures.

f. Any inhalant, regardless of whether it contains an illegal drug or controlled substance (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

g. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.

h. "*Look-alike*" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.

i. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

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

4. Using, possessing, controlling, or transferring a knife, a "*weapon*" as that term is defined in the ***Weapons*** section of this policy, or a look-alike weapon, or violating the ***Weapons*** section of this policy.

5. Using or possessing an electronic mobile device including but not limited to a cellular phone or watch, video or audio recording device, personal digital assistant (PDA), digital or mp3 player, laptop, netbook, iPad, tablet, smart watch, smart or AI glasses (e.g. Meta or XReal One Pro), or other similar electronic devices in any manner that disrupts the educational environment or violates the rights of others, including, but not limited to, using the device

to: take photographs or video in locker rooms or bathrooms~~,~~; create, possess, share, or distribute AI-generated content that is inappropriate, harmful, pornographic, or sexually explicit, whether real or fabricated; cheat~~,~~; eavesdrop (e.g. surreptitiously record a conversation~~),~~); or otherwise violate student conduct rules.

Students are allowed to possess and use electronic mobile devices in school, provided they do not cause a disruption, and are not used, seen or heard during instructional time unless:

a. the supervising teacher grants permission to use them for educational purposes;

b. use of the device is provided in a student's 504 plan or individualized education program (IEP); or

c. it is needed in an emergency that threatens the safety of students, staff, or other individuals.

6. *Sexting*, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law.

7. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.

8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.

9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or emerging technologies such as generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, or wrongfully obtaining test copies or scores.

10. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.

11. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault.

12. Teen dating violence, as described in Board policy 7.185, *Teen Dating Violence Prohibited*.

13. Causing or attempting to cause damage to, or stealing or attempting to steal, or relocating personal or school property or another person's personal property.

14. Entering school property or a school facility without proper authorization.

15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the

presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.

16. Being absent without a recognized excuse; State law and Board policy regarding truancy control will be used with chronic and habitual truants.
17. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
18. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
20. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
21. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
22. Engaging in any activity, on or off campus, that, interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

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

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

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

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School

personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures may include, without limitation, any of the following:

1. Notifying parents/guardians.
2. Disciplinary conference.
3. Withholding privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. Detention provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration may use this option as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board Policy 7.220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board Policy 7.200, *Suspension Procedures*. A student who has been suspended is prohibited from being on school grounds and at school activities during the period of the suspension.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board Policy 7.210, *Expulsion Procedures*. A student who has been expelled is prohibited from being on school grounds and at school activities during the period of expulsion.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and/or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension and/or expulsion. In addition to the above list of disciplinary measures, juvenile authorities or other law enforcement may be notified whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes," alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the

student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others. It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Isolated Time Out, Time Out, and Physical Restraint

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

Weapons

A student who uses, possesses, controls, or transfers one of the following weapons at school, on school grounds, on a school bus, at any school-sponsored activity or event, or at any activity or event that bears a reasonable relationship to school shall be expelled for at least one (1) calendar year but not more than two (2) calendar years:

1. A firearm, meaning any gun, rifle, shotgun, a weapon as defined by Section 921 of Title 18, of the United States Code (18 U.S.C. § 921),firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 2012 (720 ILCS 5/24-1);
2. Ammunition;
3. A knife with a blade of at least 3 inches, switchblade knife, ballistic knife, billy club, brass knuckles, other knuckle weapon regardless of its composition, or any object listed in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1);
4. A look-alike firearm; or
5. Any other object if used or attempted to be used to cause bodily harm.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent or designee, and the Superintendent or designee's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

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

Students should report suspected possession or use of such items to any counselor, teacher, or administrator.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in

school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that the staff member:

1. observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision;
2. observes, or has reason to suspect that, any person on school grounds is or was involved in a drug-related incident; or
3. observes a battery committed against any staff member or is subject to a battery.

"*School grounds*" includes modes of transportation to school activities and any public way within 1,000 feet of the school, as well as school property itself.

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

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

Delegation of Authority

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

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

Student Handbook

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

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

Incorporated
by Reference: 7.190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.: 20 U.S.C. §7971, Pro-Children Act of 2004.
20 U.S.C. §7151 et seq., Gun Free Schools Act

105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/22-100, 5/24-24, 5/26-12, 5/27-23.7 and 5/31-3.
105 ILCS 110/3.10, Critical Health Problems and Comprehensive Health Education Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.
410 ILCS 647/, Powdered Caffeine Control and Education Act.
430 ILCS 66/, Firearm Concealed Carry Act.
23 Ill. Admin. Code §§1.280, 1.285.

CROSS REF.: 2.150 (Committees), 2.240 (Board Policy Development), 5.230 (Maintaining Student Discipline), 6.110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7.70 (Attendance and Truancy), 7.130 (Student Rights and Responsibilities), 7.140 (Search and Seizure), 7.150 (Agency and Police Interviews), 7.160 (Student Appearance), 7.170 (Vandalism), 7.180 (Prevention and Response to Bullying, Intimidation, and Harassment), 7.185 (Teen Dating Violence Prohibited), 7.200 (Suspension Procedures), 7.210 (Expulsion Procedures), 7.220 (Bus Conduct), 7.230 (Misconduct by Students with Disabilities), 7.240 (Conduct Code for Participants in Co-Curricular Activities), 7.270 (Administering Medicines to Students), 7.310 (Restrictions on Publications; Elementary and Junior High Schools), 7.315 (Restrictions on Publications; High Schools), 8.30 (Visitors to and Conduct on School Property)

Adopted: December 12, 1989
Reviewed: ~~May 2025~~May 2026
Amended: June 18, 2025

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

1. Carla Carlos - Employee Research Data LLC, responded 4.10.26
2. SmartProcure - Jomer Genite, responded 4.10.26
3. North America Procurement Council, Inc. PBC, responded 4.10.26
4. Justin Wenig - Starbridge Byte, responded 4.15.26
5. Michael Henry, responded 4.20.26
6. Owen Wang - McLean County Times, responded 4.22.26
7. SmartProcure - Sheri Reid, responded 4.24.26
8. Michael J. Lavazza, responded 4.28.26
9. Imran Muftee, responded 5.15.26

School	Location	Event	Start Date of Event	End Date of Event	Students/Grades/ Groups Participating	Organizer
NCHS	San Antonio, CA	FBLA National Level Competition	6/28/2026	7/3/2026	FBLA	Tara Pendleton and Nicole Nordman
NCHS	Springfield, IL	FBLA Summer Leadership Experience	7/28/2026	8/1/2026	FBLA	Tara Pendleton and Nicole Nordman

McLean Equity Action Plan School Year 2026 Review

District Equity Leadership Team
May 20, 2026

Unit 5 BOE Statement

The Unit 5 Board of Education is committed to dismantling systemic barriers to learning and educational success for every student. In doing so, Board Members pledge to pursue educational equity and excellence for all and empower a climate and culture of respect for students, families, and staff. This commitment advances Unit 5's mission, philosophy, and equity action plan.

DELT Equity Statement

McLean County Unit 5 recognizes that "educating each student to achieve personal excellence" requires a commitment to diversity, equity and inclusion. The district will work proactively to create a safe and welcoming environment for all regardless of identity including, but not limited to: race, ethnicity, sex, nationality, ability/differently-abled, immigration status, religion, sexual orientation, gender identity, gender expression, socioeconomic status, and language. This includes ensuring systemic and continuous development toward advancing equity within all policies and practices while removing institutional barriers that affect student learning and achievement.

District Commitments

COMMITMENTS				
				
INTEGRITY	***BELONGING***	***ENGAGEMENT***	***TEAMWORK***	***EXCELLENCE***
We are committed to challenging what we do and how we do it. Therefore, we build trust and earn respect through honesty, fair process, and transparency in our decision-making.	*We are committed to fostering a safe, courageous, and inclusive environment for all. Therefore, we develop relationships that are accepting, validating, and appreciative of differences.*	*We are committed to igniting inspiration and supporting innovation. Therefore, we optimize learning experiences that foster curiosity and develop a passion for learning among all students and staff.*	*We are committed to making a collective and collaborative impact. Therefore, we are intentional about being open to all ideas and solutions toward accomplishing our goals.*	*We are committed to high expectations with high support. Therefore, we elevate our community by embracing change through continuous improvement, individually and collectively.*

District Equity Leadership Team: Strands

01	Systems
02	Student Voice Climate & Culture
03	Teaching & Learning
04	Families and Community as Agency
05	Professional Learning

Systems

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibilities.

Strand Members: Emily Castrejon, Christina Mables, Dr. Nicasio, Zarina Plath, Heather Rogers, Jason Salrin, Latysha Watson, Dr. Weikle, Cameo Williams

Unit 5 Equity Action Plan

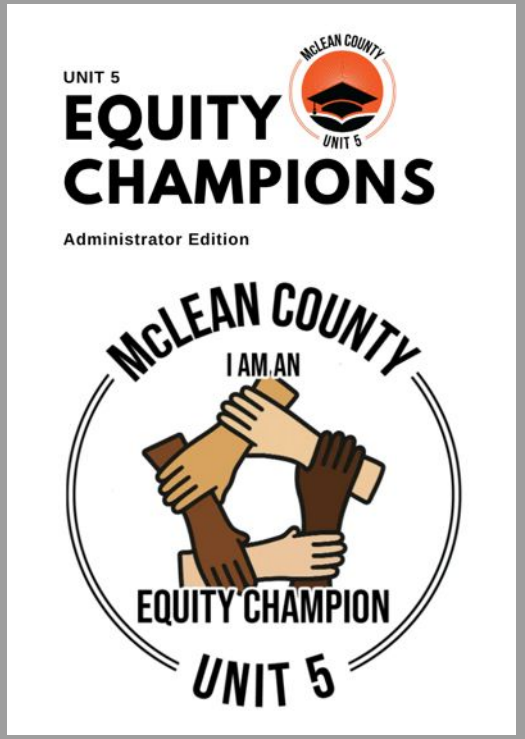
Systems

	Objective	Measure	Timeline
# 1.2	Review BOE policies and procedures through an equity lens.	Policy Committee, P/T Advisory Committee	Ongoing
# 1.3	Communicate and promote DELT and BOE statements regarding diversity, equity, and inclusion	Equity Champion Sticker, Equity Champion Recognition	Aug 2025 -Ongoing

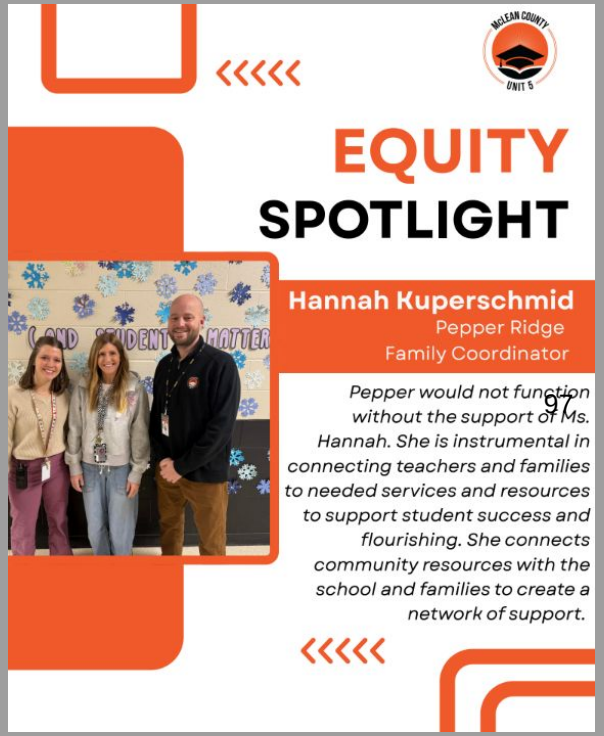
Unit 5 Equity Action Plan

Systems

	Objective	Measure	Timeline
# 1.4	Develop short term and long term plans to recruit a highly qualified and diverse staff.	Student Job Fairs, Stay Interviews, Educ Marketing to Sts	July 2024 - Ongoing
# 1.5	Develop a retention plan of diverse Unit 5 staff.	Stay Interviews, New Teacher Testimonials	July 2024 - Ongoing







Equity Champions - February through April

Our Survey

109 Responses

82% Female

Ages **26–68**
(Median Age: 46)

87% White

Diverse School Community:

- 4% African American
- 5% Hispanic / Latino
- 2% Asian
- 1% Other

Voices from Our School

> *We celebrate and embrace all cultures.*

> *Our teachers go above and beyond for our students.*

Impact of Our Team

> I feel valued and supported here.

> The team made us feel welcome and understood.

> After working with the teams in my buildings, almost all of those parents feel comfortable, connected, and valued.

Belonging 🐾 **Excellence** 🐾 **Integrity**

Student Voice, Climate & Culture

To consistently seek students' feedback and experiences on organizational culture and climate.

Strand Members: Dr. Brandon Caffey, Sylvester Davis, Darrin Cooper, Liz Tomera, Courtney Knowles, Megan Peterson, Amy Reiman, Kim Mackinson, Jason Drengwitz, Melissa Teagarden, Leslie Kokotek, Kelly Winter

Unit 5 Equity Action Plan

Student Voice, Climate, & Culture

Objective	Measure	Timeline
3.1 Continue to grow and develop the district level Student Equity Advisory and Action Team (SEAAT) to address diversity, equity, and inclusion in our district.	3.1a Assist in identifying diverse voices from middle and high school. Increase SEAAT membership from 20 to 40 students.	100 Fall 2025

Unit 5 Equity Action Plan

Student Voice, Climate, & Culture

Objective	Measure	Timeline
3.2 The district will decrease its racial and student disproportionality and develop proactive strategies to nurture a positive, meaningful relationship with each student.	3.2a Reviews of racial and student group discipline among each school leadership team.	101
	3.2b Transparent communication with school staff about racial and student group	Ongoing

Unit 5 Equity Action Plan

Student Voice, Climate, & Culture

Objective	Measure	Timeline
3.5 Responding to issues and implementing responses proposed by SEAAT	3.5a Focus on making SEAAT known in each building to be the voice and action of change in buildings	Ongoing

Unit 5 Equity Action Plan

Student Voice, Climate, & Culture

Objective	Measure	Timeline
3.6 provide students with targeted trainings and development opportunities to strengthen their leadership, communication, and advocacy skills	3.6a Include SEAAT in district-wide institute trainings and school improvement planning days	103
	3.6b Engage local community agencies to provide trainings	Ongoing

BRANDING S.E.A.A.T

In the spring of 2025, members of S.E.A.A.T designed and selected their official logo. The logo has since been incorporated into various branding initiatives, including T-shirts, posters, and stickers, to increase awareness of S.E.A.A.T among all students.

S.E.A.A.T members are currently exploring ways with the district's communication department to use social media and other platforms to connect with students across the district and raise awareness about key student issues.



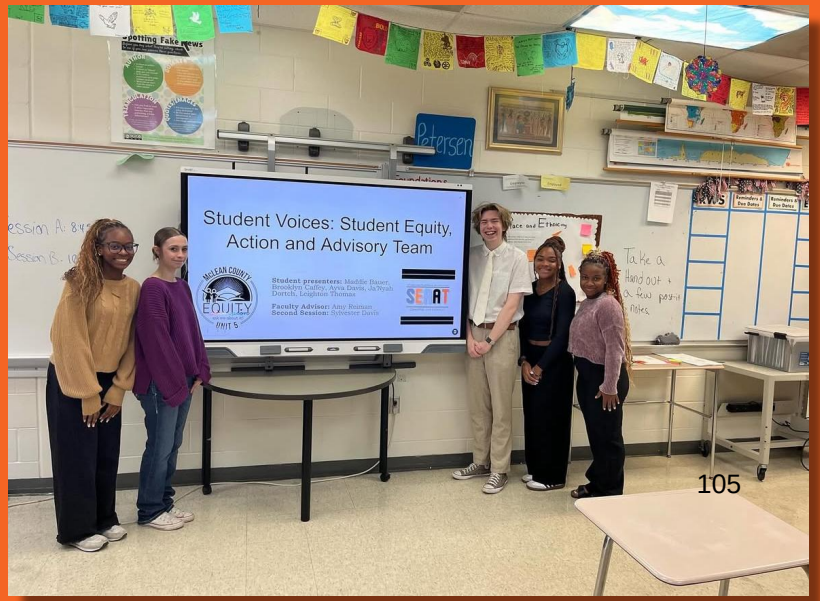




EXCELLENCE IN EDUCATION SUMMIT PRESENTATION

Normal West SEAAT members delivered two presentations at the Fall Excellence in Education Summit focused on how identity shapes students' experiences in school. Students shared personal perspectives on culture, race, background, and belonging, highlighting the impact these factors have on relationships, academics, and overall school climate.

Future presentations will foster meaningful conversations between students and educators, reinforcing the district's commitment to equity and positive school culture.



COMMUNITY ENGAGEMENT

In January, members of SEAAT and members of the Normal West Black Student Union attended the ISU Cultural Dinner as an opportunity to engage with the broader Bloomington-Normal community, celebrate cultural diversity, and strengthen connections with community leaders.

Students were able to network with peers, educators, and local and state political leaders while gaining valuable insight into leadership & civic engagement.

The experience also provided students with meaningful exposure to diverse perspectives and encouraged them to continue developing their voices as future leaders within their schools and communities.







Teaching & Learning

To intentionally embed equity-driven pedagogy in curriculum, resources, instructional approaches, use and consideration of assessments, and academic programming for the purpose of advancing equity among all students.

Strand Members: Maggie Lakebrink, Deidre Ripka, Moe Backe, Julie Hagler, Carrie Chapman, Jenny Miller, Laura Fleri, Bianca Clark, Chasity Leddell

Unit 5 Equity Action Plan

Teaching & Learning

Objective	Measure	Timeline
2.2a Review the results of the survey provided by UFEA on previous years of equity trainings	Qualitative and quantitative review of results	Winter 2026

Listening to Our Educators: 2025 Equity Training Feedback

Following the Fall 2025 equity sessions, staff across all school levels provided candid feedback. Educators are invested but calling for a shift from theoretical understanding to practical, classroom-ready application.

WHAT IS WORKING WELL

Authentic & Relatable Delivery



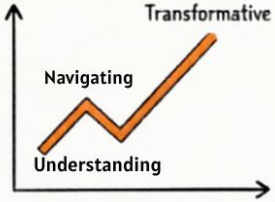
Staff value presenters who use personal stories and create nonjudgmental, psychologically safe environments.

Peer-Led Learning



Hearing from colleagues within their own buildings makes the training feel relevant and grounded.

Capacity is Building



Most staff describe their current growth as "navigating" or "understanding," with several reporting transformative progress.

THE FUTURE OF TRAINING

Demand for Active Learning



Passive Listening

Educators want less "passive listening" and more time to plan, practice, and apply strategies.

Priority: De-escalation & Trauma



Concrete techniques for behavior and regulation are the most frequently requested future topics.

Modeling Best Practices



Future sessions should mirror classroom instruction: active, differentiated, and highly collaborative.

@NotebookLM

Unit 5 Equity Action Plan

Teaching & Learning

Objective	Measure	Timeline
2.3d Develop recommendations of next steps related to data on honors/AP/dual-credit enrollment related to root cause of any disproportionalities	Recommended Action Plan shared with high schools	Spring 2026

Family & Community as Agency

To partner with all families and the community for authentic opportunities to serve the students, the school, and district.

Strand Members: Dayna Brown, Leslie Webb, Amanda Styck, Gina Tenuta, Gabriella Rogers, DT Thornton, Bryan Thomas, Jen Sikes, Jennifer Chlebowski, Claye Vogelsang

Unit 5 Equity Action Plan

Family & Community as Agency

Objective	Measure	Timeline
5.1-Continue to develop effective and inclusive communication.	Expansion of report card translation, Talking Points usage, adopt Translate Live	Ongoing
5.3 Continue collaboration with community	Continue to find opportunities to spotlight activities happening in district	Ongoing
5.4 Continue to build meaningful relationships through family engagement	Develop a toolkit for family engagement, plan for a future family summit	Ongoing









Events from 2025-2026

Professional Learning

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of educational equity.

Strand Members: Michelle Lamboley, Courtney McClure, Madyson Hepner, Dr. Angie Codron, Monique Hall, Jennifer Chedister, Anabel Stelmaszek, Leslie Davenport, Jennifer Kuebrich

Unit 5 Equity Action Plan

Professional Learning

Objective	Measure	Timeline
4.1 Review feedback and begin planning Plan for 26-27 Excellence in Education Summit (ENGAGEMENT, TEAMWORK, EXCELLENCE)	*Qualitative: Review of feedback to plan for future all district Summit for professional development with Excellence in Education*	*-May/June/July-develop/practice presentations* *-Aug-sign ups for sessions* *-Sept Institute Summit (calendar committee)*
4.2 Train admin on use of template for an infographic for the district, district branches, and schools to use to guide the SIP/equity data metrics	*Quantitative: number of admin trained* *Qualitative: review of infographics for each school during Feb admin training focus*	**June Admin Council-ready for public facing infographic district-wide* **Admin update yearly at SIP time at Admin Council*

Unit 5 Equity Action Plan

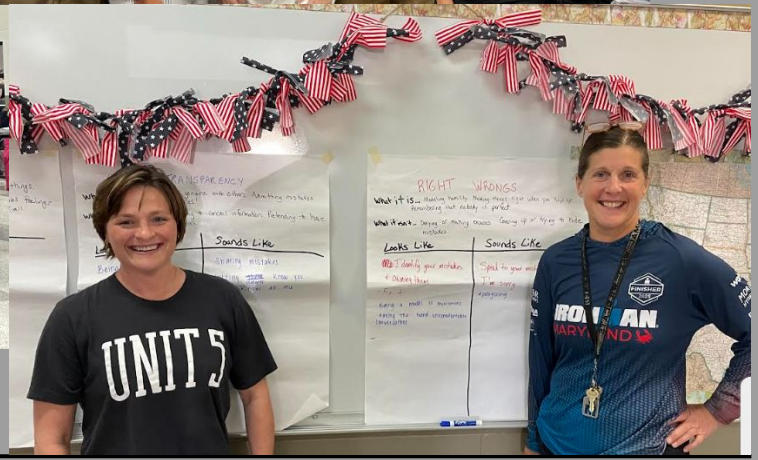
Professional Learning

Objective	Measure	Timeline
4.3 Review the HUB regularly to add in additional trainings, requests for resources, materials, etc (ENGAGEMENT)	*Qualitative: Connect with T&L branch to add in time to review Hub in yearly training* *Qualitative: Add question on the evaluation from the trainings to ask for additional topics/resources to be added to HUB*	*Quarterly at each DELT meeting* *February yearly*
4.4 Using and analyzing the risk ratio to develop resources and a behavior matrix tied to individual school data. Addressing continuity across buildings and grade level transitions.	*Qualitative: Connect with Dr. Caffey to begin planning for systematic AP PD focused on risk ratio data that is specific to school PBIS data, behavior matrix leveled system, restorative structures, and supportive family resources*	*-July- develop backwards planning for the whole year for U5 time on Institute days* *-Consider Institute Days/Summit dates/time: Create dedicated time on the Institute.half-days dates if availability:*





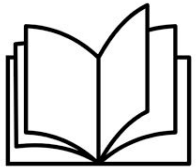
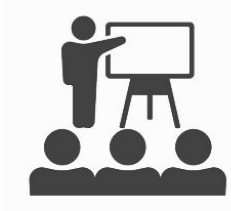
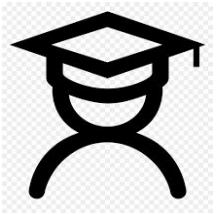




UNIT 5
MCLEAN COUNTY

25-26 Excellence in Education Summit

Action Planning

Systems	Teaching & Learning	Professional Learning	Student Voice, Climate & Culture	Families & Communities as Agency
				

Thank you for supporting our school communities and this work.

PMA Securities part of:

PTMA FINANCIAL SOLUTIONS

MCLEAN UNIT SCHOOL DISTRICT 5
Review of IL School Debt Finance and Alternate Revenue Bonds

Robert Lewis
Senior Vice President, Managing Director
Public Finance Team | PMA Securities, LLC

Jennifer Currier
Vice President, Senior Quantitative Analyst
Public Finance Team | PMA Securities, LLC

May 20, 2026

PMA Securities part of:

PTMA FINANCIAL SOLUTIONS

PARTIAL OVERVIEW OF ILLINOIS SCHOOL DISTRICT BONDING AUTHORITY

SCHOOL BORROWING OPTIONS

- Types of General Obligation (GO) School Bonds
  - Paid from a separate property levy
  - GO School Building Bonds
    - Authorized via referendum
  - Non-referendum GO Bonds
    - Working cash bonds, life safety bonds and funding bonds
- Other borrowing options mechanisms
  - Alternate revenue bonds ***(see next slide)***
  - Debt or lease certificates
  - Capital leases
  - ***These three types of obligations are payable from operating dollars and/or School Sales Tax and and not from a separate tax levy like a GO bond***

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ALTERNATE REVENUE BONDS – PAYABLE FROM OPERATING FUNDS OR SALES TAX

Alternate Revenue Bonds

- A revenue source must be identified and pledged to repayment of bonds
  - Must demonstrate 1.25 times coverage which is revenue divided by debt service
- Alternate Bonds are “Double-barreled” because the Bond & Interest levy serves as a backup revenue source if the pledged revenue source does not materialize
- Typical pledged revenues include:
  - O&M Levy
  - General State Aid / EBF
  - CPPRT
  - **School Sales Tax**

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$1 MILLION RULE OF THUMB

- For every $1 million pledged to repayment of debt service, the estimated amount that the District could borrow for building projects is as follows:[123]
  - 15 Years: $11.1 million
  - 20 Years: $13.6 million
  - 25 Years: $15.2 million

- Based on current market conditions on May 14, 2026

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SAMPLE TIMELINE OF KEY EVENTS FOR ALTERNATE REVENUE BONDS

T	Board adopts Notice of Intent Resolution and President signs an order calling for BINA hearing
T+ 1-5 Days	Resolution and Order are published in paper
T+ 7-30 Days	BINA Hearing
T+ 30-35 Days	30 Day Petition Period Ends
T+ 35-50 Days	Board approves parameter resolution authorizing the sale; Administration delivers credit rating presentation
T+ 40-55 Days	District receives credit rating
T+ 50-65 Days	Bonds sold; delegates approve final results
T+ 70-85 Days	Bonds close
Start to End	Document drafting including Official Statements etc

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SUMMARY OF OUTSTANDING DEBT SERVICE

		General Obligation Debt Service								
Levy Year	Fiscal Year	$10 Million Life Safety Bonds, Series 2018	$5,100,000 GO School Bonds, Series 2021	$9,910,000 GO School Bonds, Series 2025	Total	EAV	Growth Rate	B&I Tax Rate	Abatement	125 B&I Tax Rate After Abatement
2025	2027	$ 3,422,100	$ 2,596,550	$ 495,500	$ 6,514,150	$ 3,440,123,277	7.28%	0.19	$ (6,514,150)	0.00
2026	2028	-	-	2,795,500	2,795,500	3,440,123,277	0.00%	0.08	(2,795,500)	0.00
2027	2029	-	-	2,795,500	2,795,500	3,440,123,277	0.00%	0.08	(2,795,500)	0.00
2028	2030	-	-	2,794,750	2,794,750	3,440,123,277	0.00%	0.08	(2,794,750)	0.00
2029	2031	-	-	2,793,000	2,793,000	3,440,123,277	0.00%	0.08	(2,793,000)	0.00
2030	2032	-	-	-	-	3,440,123,277	0.00%	0.00		0.00
2031	2033	-	-	-	-	3,440,123,277	0.00%	0.00		0.00
Total DS From Current FY:		$ 3,422,100	$ 2,596,550	$ 11,674,250	$ 17,692,900					

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DISCLOSURE

The information contained herein is solely intended to suggest/discuss potentially applicable financing applications and is not intended to be a specific buy/sell recommendation, nor is it an official confirmation of terms. Any terms discussed herein are preliminary until confirmed in a definitive written agreement.

The analysis or information presented herein is based upon hypothetical projections and/or past performance that have certain limitations. No representation is made that it is accurate or complete or that any results indicated will be achieved. In no way is past performance indicative of future results. Changes to any prices, levels, or assumptions contained herein may have a material impact on results. Any estimates or assumptions contained herein represent our best judgment as of the date indicated and are subject to change without notice. Examples are merely representative and are not meant to be all-inclusive.

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Approved

McLean County Unit District No. 5

FY 2026 Proposed Amended Budget

May 20, 2026

Budget Milestones

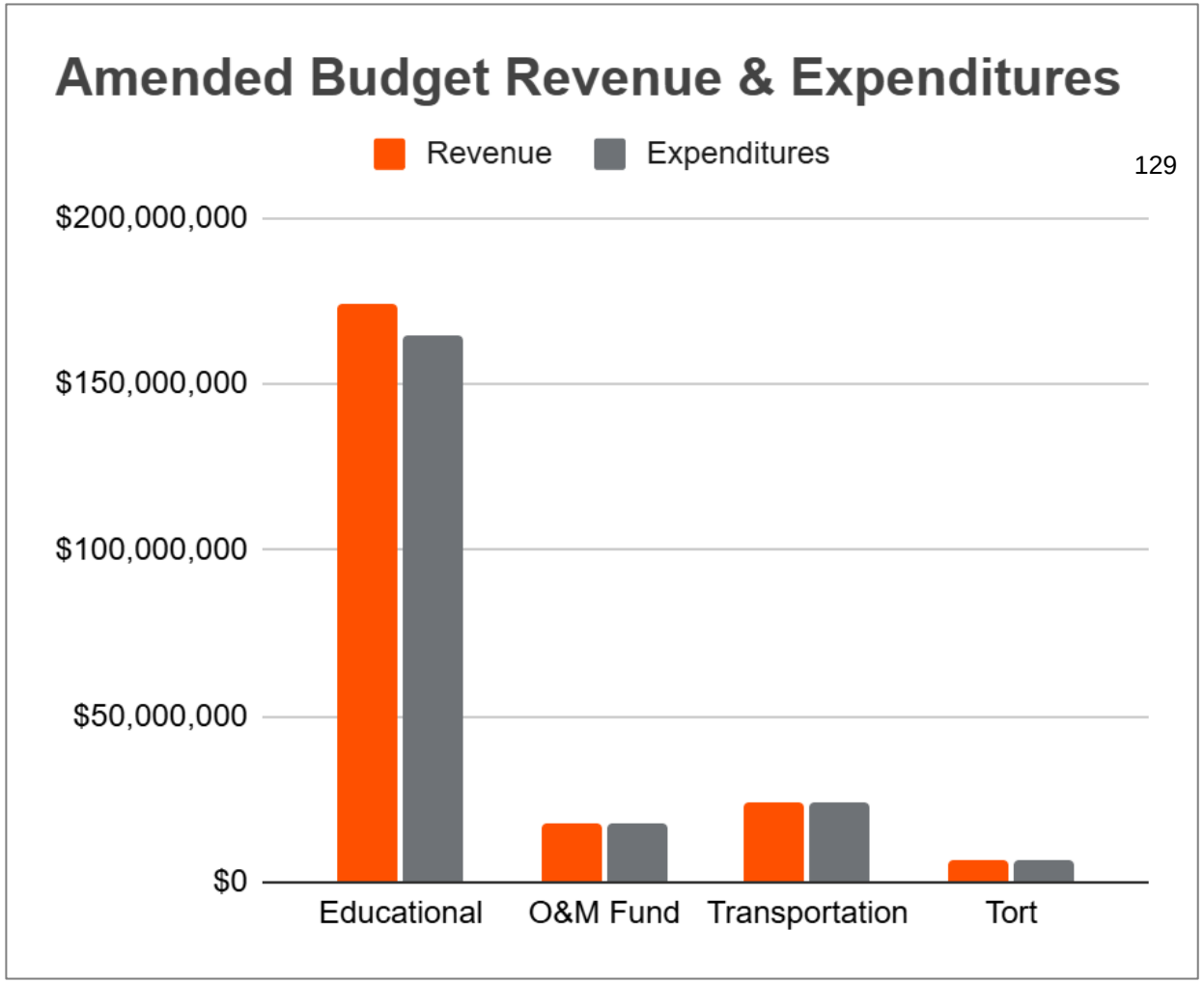
November 2025	December 2025	January 2026	March 2026	May/June 2026
• Present proposed 2025 Tax Levy to the Board	• Board action to approve the 2025 tax levy which includes revenue for current year budget	• District administration meets with each building Principal to begin planning for the following year budget	• Receive confirmation of actual tax extension	• Receive first half of the 2025 levy year taxes

FY26 Amended Budget Highlights

Executive Summary

Key Points

- Amended Budget adjustments are calculated relative to the Original Budget.
- The Amended Budget assumes all District department budgets will be spent.



FY26 Amended Budget Highlights

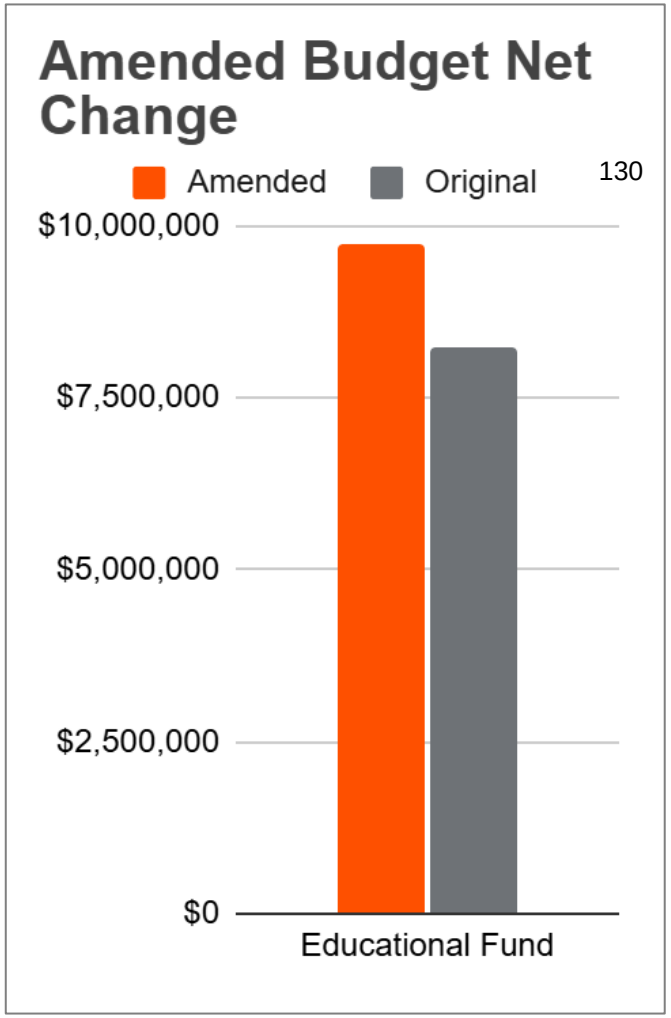
Educational Fund

Revenue

- **Local Revenue:** Reduced by $386K (2025 Levy EAV increase 7.28% rather than 9%)
- **State Revenue:** Increased by $843K (driven by increased Pre-K funding and Special Ed Private/Public Facility Tuition reimbursements)
- **Federal Revenue:** Increased by $815K (about $1 million in IDEA carryover funds from 2025 spent in this fiscal year)

Expenditures

- Reduced total expenditures by $300K



FY26 Amended Budget Highlights

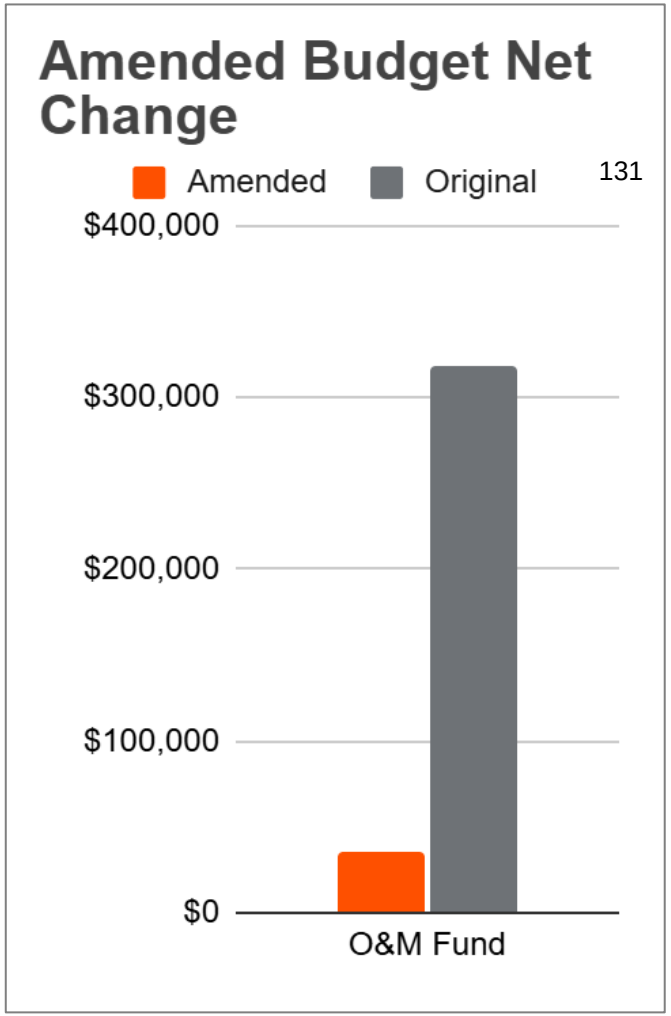
Operations & Maintenance Fund

Revenue

- **Local Revenue:** Increased by $89K (driven by a variety of sources- donations, workers comp revenue, energy efficiency rebates, building rental revenue)
- **State Revenue:** Reduced by $70K (Hoose IMC renovation didn't cost as much as anticipated)

Expenditures

- **Salaries & Benefits:** Increased by $150K
- **Non-payroll Expenditures:** Increased by $150K



FY26 Amended Budget Highlights

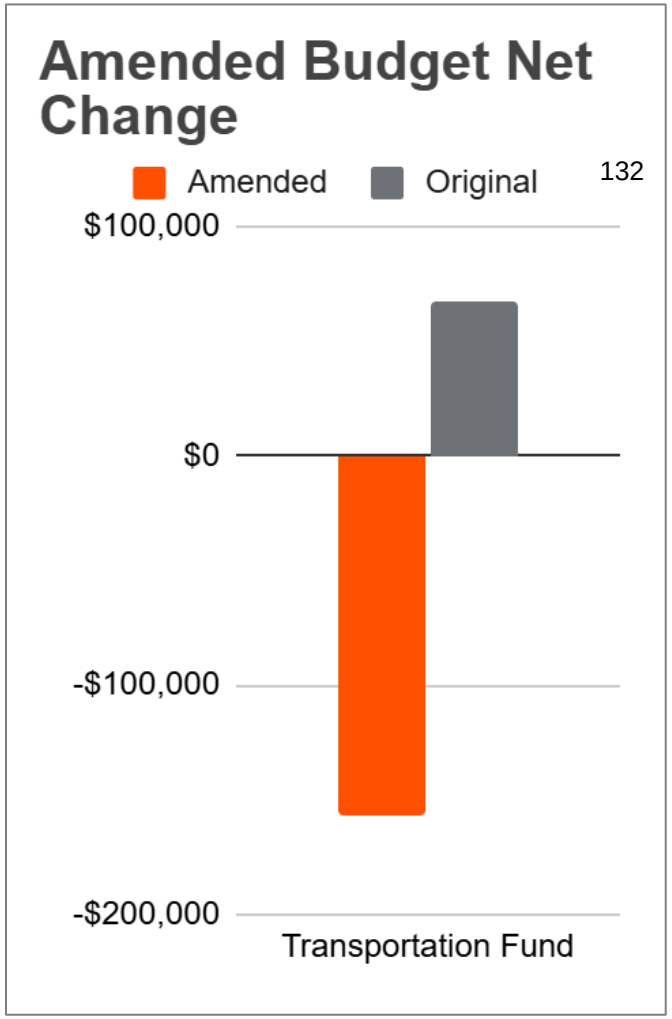
Transportation Fund

Revenue

- **Local Revenue:** Reduced by $39K (2025 Levy EAV increase projected to be 7.28% rather than 9%; lower interest revenue)
- **State Revenue:** Projected over budget by $270K (Transportation Claim proration lower than last fiscal year however not as much as anticipated)

Expenditures

- **First Student:** Increased by $980K
- **Fuel/Utilities/Bus routing software:** Increased by $176K
- **Capital Expenditures:** Increased by $4.3M (new bus purchase in January 2026)

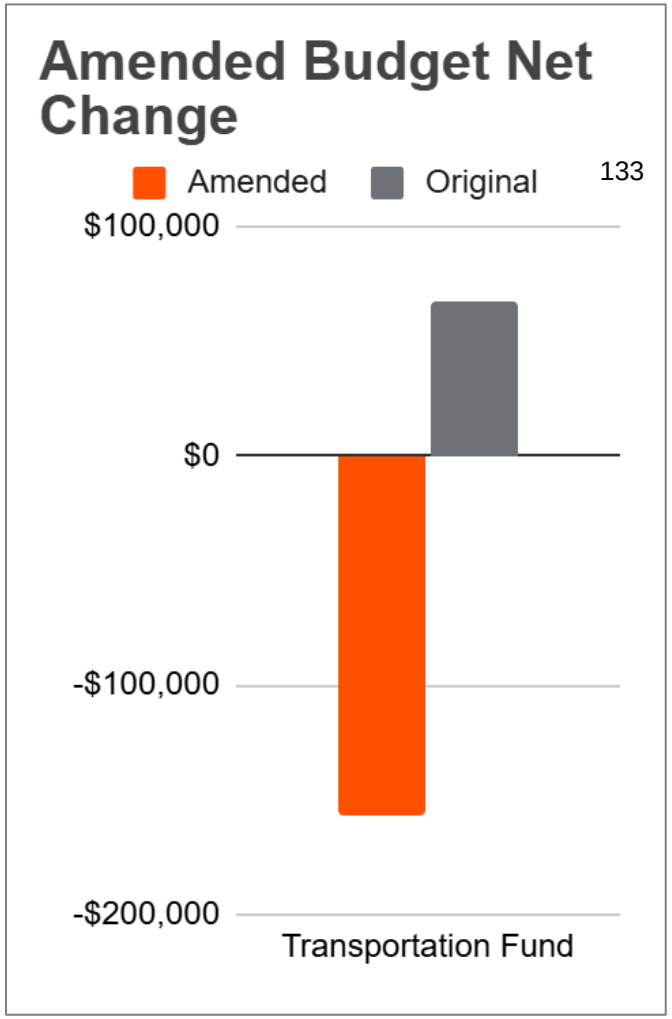


FY26 Amended Budget Highlights

Transportation Fund (cont'd)

Working Cash Transfer

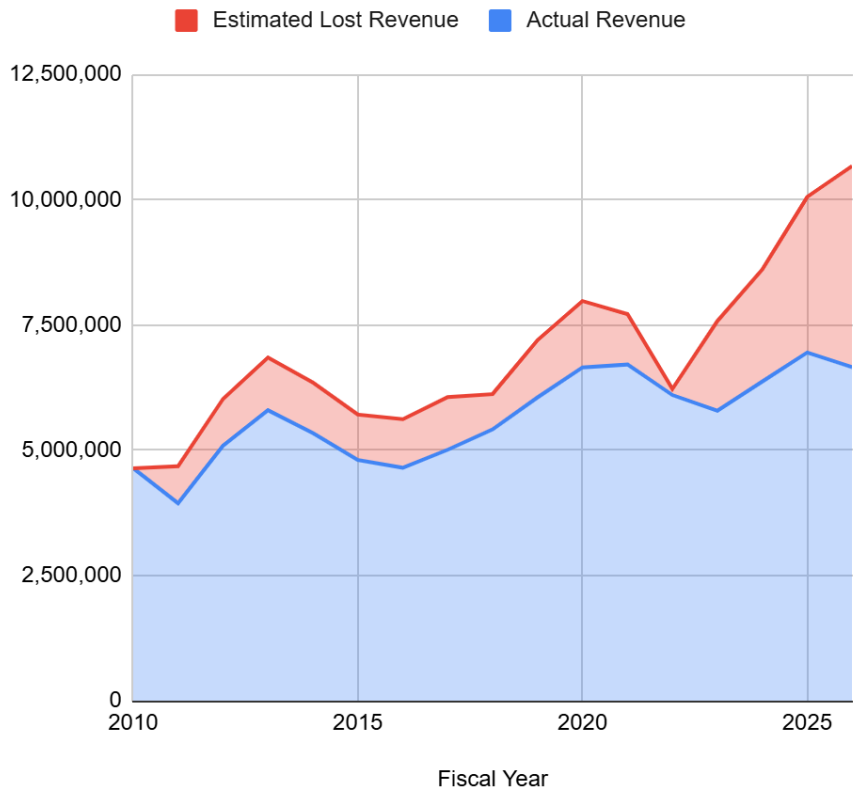
- Ongoing Operations - $4.1M (Original Budget)
- Used Bus Purchase (Jul-Aug 2025) - $1.4M (Original Budget)
- **Increase:** New Bus Purchase (Jan-Feb 2026) - $4.2M
- **Increase:** Ongoing Operations - $800K
- **Total Transfer - $10.5 million**



FY26 Amended Budget Highlights

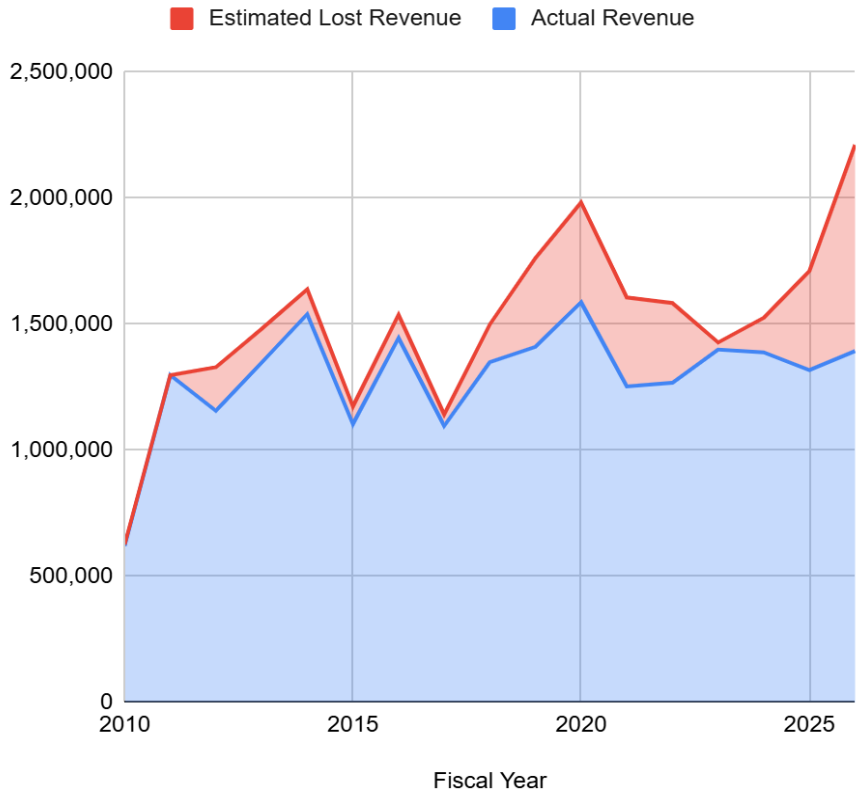
State Proration History

Estimated Lost Transportation Claim Dollars Due to Proration Since FY 2010



Total Estimated Lost Revenue: $22,095,620

Estimated Lost Sp Ed Public/Private Tuition Dollars Due to Proration Since FY 2010



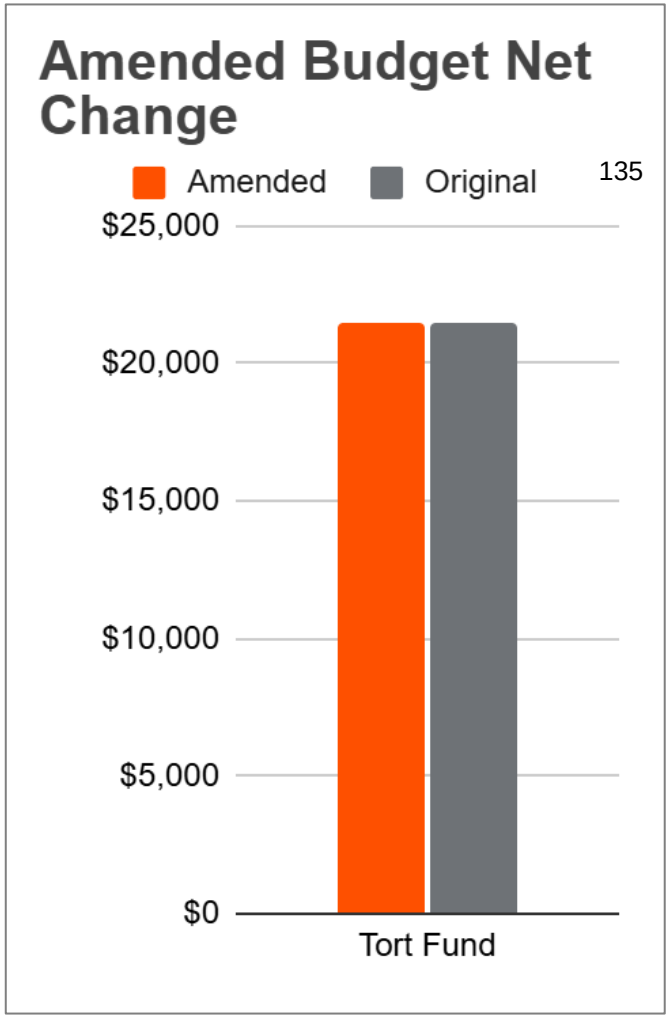
Total Estimated Lost Revenue: $3,563,119

FY26 Amended Budget Highlights

Tort Fund

Revenues & Expenditures

- Offsetting revenue and expense for the PJHS gym floor and Brigham mold remediation.



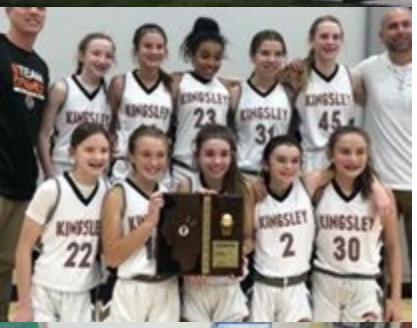
FY 26 Original & Amended

Fund	Original Budget			Amended Budget		
	Total Revenue	Total Expenditures	Net Change	Total Revenue	Total Expenditures	Net Change
Education	172,947,204	164,724,250	8,222,954	174,216,804	164,479,048	9,737,756
Operations & Maintenance	17,544,084	17,225,472	318,612	17,564,488	17,528,340	36,148
Transportation	18,537,334	18,469,760	67,574	23,774,978	23,932,325	-157,347
Tort	6,298,508	6,277,005	21,503	6,641,512	6,620,009	21,503
Debt Service	15,976,178	16,914,044	-937,866	16,289,787	16,969,044	-679,257
Municipal Retirement / SS	4,871,196	5,657,868	-786,672	5,125,484	5,687,868	-562,384
Capital Projects	1,000,000	0	1,000,000	3,500,000	3,260,569	239,431
Working Cash	3,652,133	5,500,000	-1,847,867	3,652,133	10,500,000	-6,847,867
Fire Prevention & Safety	874,926	10,000,000	-9,125,074	1,862,158	11,650,000	-9,787,842

*** Major Operating funds are highlighted in gray.**

















McLEAN COUNTY UNIT 5

Questions?

www.unit5.org

#unit5pride

To: Unit 5 Board of Education
From: Dayna Brown, Director of Communications and Community Relations
CC: Dr. Kristen Weikle, Superintendent
Date: May 20, 2026
RE: Communications Tool Adoption

The Administration recommends approval of a three year contract with ParentSquare as the District's universal communications platform.

Following multiple surveys and focus group conversations with families, including members of the Community Advisory Council (CAC), the District began a comprehensive review of communication tools to identify a more streamlined and unified approach for family engagement and communications.

A committee of approximately 25 individuals was formed and included District administration, technology staff, school leadership, instructional staff, and representatives from both UFEA and UFSPA. The committee met several times with the goal of identifying a communications solution that could meet districtwide and building-level needs, while creating a more consistent experience for families. Committee members determined that if one universal platform could not meet all needs, the goal would be to reduce district communication tools and create greater cohesion across grade levels.

The committee reviewed seven platforms through presentations, demonstrations, and follow-up surveys. ParentSquare emerged as the strongest overall option for Unit 5.

ParentSquare Highlights

- Reaches families through their preferred method — text, email, app notifications, voice, and/or web
- Automatic translation supports communication in more than 190 languages
- Two way communication allows families and staff (classroom and co-curricular) to interact directly within one system
- Provides district-level oversight and consistency while allowing school and classroom level communication
- Includes digital forms, sign ups, RSVPs, permission slips, and document delivery tools
- Integrates with student information systems to keep contact information updated automatically
- Allows district to communicate with audiences outside the student information system, such as alumni, community members, and newsletter subscribers
- Supports emergency notifications and mass alerts from a single platform

The plan is for ParentSquare to become the primary platform for district and building level communications. All teachers and many staff members will receive ParentSquare training in August. During the 2026–2027 school year, elementary teachers will be encouraged to utilize ParentSquare; however, ClassDojo will remain available at the elementary level due to

committee feedback regarding its popularity and effectiveness with younger students and families.

The proposed agreement includes annual costs of $58,787.63 in Year One, $57,280.25 in Year Two, and $60,295.00 in Year Three. Adoption of ParentSquare will also allow the District to discontinue contracts with SchoolMessenger and TalkingPoints, resulting in an estimated savings of $28,212.37 compared to projected costs next year, when TalkingPoints would no longer be at its introductory pricing rate and annual costs for the two were expected to increase to approximately $87,000.

Personnel Matters - 5/20/2026

New Hires

Administrators

Homebase	First Name	Last Name	Position		FTE	Effective
CJHS	Courtney	Eddleman	Assistant Principal		1.0	8/3/2026

Certified

Homebase	First Name	Last Name	Position	Salary Placement: Lane / Step	FTE	Effective
Benjamin	Kira	Fuoss	Certified Teacher	B+0, New Teacher	1.0	8/17/2026
Brigham	Willow	Anders	Certified Teacher	B+0, Step 3	1.0	8/17/2026
Carlock	Jessica	Johnson	Certified Teacher - LR	M+0, Step 5	1.0	TBD
Cedar Ridge	Morena	Cancela	Certified Teacher	B+0, New Teacher	1.0	8/17/2026
Cedar Ridge	Norma	Carrillo Gomez	Certified Teacher	B+0, Step 4	1.0	8/17/2026
Cedar Ridge	Loren	Christie	Certified Teacher	M+0, Step 5	1.0	8/17/2026
CJHS	Amber	Hartsfield	Certified Teacher	B+0, Step 3	1.0	8/17/2026
CJHS	Melissa	Helenthal	Certified Teacher - LBS1	M+0, Step 5	1.0	8/17/2026
CJHS	Nicole	Kohlbeckr	Certified Teacher	M+0, Step 10	1.0	8/17/2026
CJHS	Joseph	Zeman	Certified Teacher	B+0, New Teacher	1.0	8/17/2026
EJHS	Jordan	Anderson	Certified Teacher	B+0, New Teacher	1.0	8/17/2026
EJHS	Natalie	Blum	Certified Teacher	B+0, New Teacher	1.0	8/17/2026
EJHS	Blake	Lishka	Certified Teacher - PE	M+0, Step 7	1.0	8/17/2026
EJHS	Piper	Thibeault	Certified Teacher	B+0, New Teacher	1.0	8/17/2026
Fairview	Isabelle	McCormick	Certified Teacher	B+0, New Teacher	1.0	8/17/2026
Fairview	Andrew	Thompson	Certified Teacher	B+0, New Teacher	1.0	8/17/2026
Fairview	Michaela	Verheyen	Full-Time Certified Substitute	N/A	1.0	8/17/2026
Field	Alison	Eckart	Certified Teacher - LBS1	M+32, Step 17	1.0	8/17/2026
Fox Creek	Morgan	Latko	Certified Teacher	B+0, New Teacher	1.0	8/17/2026
Fox Creek	Megan	Vaughn	Certified Nurse	B+8, Step 7	1.0	8/17/2026
Grove	Maegan	Stone	Certified Teacher - LBS1	M+0 Step 6	1.0	8/17/2026
Grove	Addison	Turner	Certified Teacher - LBSI		1.0	8/17/2026
Hoose	Elizabeth	Barenfanger	Certified Teacher	Step 1	1.0	8/17/2026
Hoose	Clara	Barnes	Certified Teacher - LBS1	B+0, Step 4	1.0	8/17/2026
Hoose	Hannah	Martin	Certified Teacher - PE	B+0, New Teacher	1.0	8/17/2026
KJHS	Hannah	Hogue	Certified Speech Language Pathologist (SLP)	M+16, New Grad	1.0	8/17/2026
KJHS	Sabrina	Jerome	Certified Teacher - LBS 1	M+0, Step 10	1.0	8/17/2026
PJHS	Raeghan	Morefield	Social Work Intern PJHS/Northpoint	N/A	0.8	8/17/2026
NCHS	Lauren	Derleth	School Counselor Intern	N/A	1.0	8/17/2026
NCHS	Kylie	Krahn	Certified Teacher	B+0, Step 2	1.0	8/17/2026
NCHS	Trisha	McKendry	Certified School Counselor	M+0, Step 14	1.0	8/17/2026
NCHS	Tyre	Shambee	Certified School Counselor	N/A	1.0	8/17/2026
NCWHS	Abby	Boesenberg	Certified Teacher	B+0, New Teacher	1.0	8/17/2026
NCWHS	Jamillah	Gilbert	Certified Teacher - LBS1	M+48, Step 19	1.0	8/17/2026
NCWHS	Sydney	Lishka	Certified Teacher	M+0, Step 10	1.0	8/17/2026
NCWHS	Samantha	Manthei	Certified Teacher - LBS1	B+0, New Grad	1.0	8/17/2026
NCWHS	Margaret	Noe	Certified Teacher - LBS1	B+0, Step 2	1.0	8/17/2026
NCWHS	Joseph	Zeller	Certified Teacher	B+0, Step 11	1.0	8/17/2026
NCWHS	Dani	Ward	Certified Teacher	M+0, Step 5	1.0	8/17/2026
Northpoint	Holly	Ratts	Certified Teacher - LBS1	B+0, Step 3	1.0	8/17/2026
Oakdale	Kennedy	Cobb	Certified Teacher	B+0, New Teacher	1.0	8/17/2026

Personnel Matters - 5/20/2026

Oakdale	Ellie	Hill	Certified Teacher	B+0, New Teacher	1.0	8/17/2026
Oakdale	Emma	Lamboley	Certified Speech Language Pathologist (SLP)	M+16, New Grad	1.0	8/17/2026
Parkside E.	Ryan	Ferguson	Certified Teacher	B+0, Step 9	1.0	8/17/2026
Parkside E.	Dustin	Sears	Certified Teacher - LBS1	M+16, Step 4	1.0	8/17/2026
Parkside E.	Alyssa	Queen	Certified Teacher - LBS1	B+0, Step 2	1.0	8/17/2026
Pepper Ridge	Ayako	Kato	Certified Teacher	B+0, New Teacher	1.0	8/17/2026
Pepper Ridge	Jaycey	Vedder	Certified Teacher - LBS1	M+0, Step 11	1.0	8/17/2026
PJHS	Sydney	Alcaraz	Certified Teacher	B+24, Step 8	1.0	8/17/2026
PJHS	Andy	Costello	Certified Teacher	M+0, Step 11	1.0	8/17/2026
PJHS	Bailey	Gilley	Certified Teacher	B+0, New Teacher	1.0	8/17/2026
Prairieland	Emily	Allen	Certified Teacher - Leave Replacement	B+0, Step 2	1.0	8/17/2026
TBD	Emma	LaMotte	Certified Social Worker	M+32, Step 13	1.0	8/17/2026
TBD	Kerrigan	Link	Certified Social Worker	M+16, New Teacher	1.0	8/17/2026
TBD	Audrey	Weber	Certified Social Worker	M+32, New Teacher	1.0	8/17/2026
Unit Office	Levi	Molenhour	Certified Teacher	M+0, Step 11	1.0	8/17/2026
Unit Office	Moiria	Scott	Certified Teacher - PBS1 Success Coach	M+32, Step 17	1.0	8/17/2026

Educational Support Personnel

Homebase	First Name	Last Name	Position	Salary Placement: Step	FTE	Effective
EJHS	Michelle	Starkey	Administrative Assistant/EOP - 11 month	Step 7	1.0	TBD
Fox Creek	Shawna	Standley	Administrative Assistant/EOP - 10 month	Step 8	1.0	08/03/2026
KJHS	Rachael	Lockett	Administrative Assistant/EOP - 11 month	Step 7	1.0	TBD
NCWHS	Katelynn	Vigars	Nurse - RN		1.0	8/17/2026
Pepper Ridge	Mark	Nevius	Custodian - Night	Step 0	1.0	4/16/2026
Unit Office	Jacqulyn	Beyer	Administrative Assistant/EOP - 12 month	Step 3	1.0	5/18/2026

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

Resignations/Retirements/Releases/Terminations

Administrators

Homebase	First Name	Last Name	Position	Action		Effective
Benjamin	Megan	Bozarth	Principal	Resignation		6/11/2026
CJHS	Aimee	Pettit	Assistant Principal	Resignation		6/11/2026
Fox Creek	Robyn	Taylor	Assistant Principal	Resignation		6/11/2026
Unit Office	Megan	Peterson	HR Generalist	Resignation		5/12/2026

Certified

Homebase	First Name	Last Name	Position	Action		Effective
Benjamin	Mary	Current	Teacher - Grade 1	Retirement		5/28/2026
Brigham	Lindsey	Yount	Speech Langauge Pathologist	Resignation		5/28/2026
CJHS	Jeffrey	Porter	Teacher - Social Studies	Retirement		5/28/2026
CJHS	Brandon	Knapp	Teacher - Social Studies	Resignation		5/28/2026
EJHS	Katherine	Olson	Teacher - Art & Digital Media	Retirement		End of 28-29
Fairview	Mary	Walker	Title 1 Reading Specialist	Retirement		End of 28-29
Hoose	Kate	Fagan-Nelson	Social Worker	Resignation		5/28/2026
KJHS	Amy	Dabler	Teacher - Grade 6 SS	Retirement		End of 28-29
KJHS	Diana	Vissering	Teacher - Grade 7 ELA	Retirement		End of 28-29

Personnel Matters - 5/20/2026

NCHS	Nathan	Foster	Teacher - Physical Education & Driver's Ed	Retirement		End of 28-29
NCHS	Kristen	Rhodes	Homebound Teacher	Retirement		5/28/2026
NCWHS	Shawn	Beaty	Teacher - Math	Retirement		End of 28-29
NCWHS	Nina	Fabrizius	Teacher - Orientation to FACS	Resignation		5/28/2026
NCWHS	Jackson	Suddarth	Teacher - Orientation to FACS	Resignation		5/28/2026
Northpoint	Jill	Copenhaver	Teacher - Kindergarten	Retirement		End of 27-28
Northpoint	Emily	Eckert	Teacher - LBS1	Resignation		5/28/2026
Oakdale	Simona	Hofer	School Psychologist	Resignation		5/28/2026
PJHS	Megan	DeAngelo	Teacher - LBS1	Resignation		5/28/2026
PJHS	Daniel	Stephenson	Teacher - LBS1	Retirement		End of 28-29
Prairieland	Michelle	Minor	Teacher - Grade 4	Retirement		End of 28-29
Prairieland	Suzanne	Schertz	Teacher - Grade 3	Retirement		End of 28-29
Prairieland	Kristi	Williams	Teacher - Kindergarten	Retirement		End of 28-29

Educational Support Personnel

Homebase	First Name	Last Name	Position	Action		Effective
Benjamin	Melissa	Hawkey	Paraprofessional	Resignation		5/28/2026
Benjamin	Drue	Van Meter	Paraprofessional	Resignation		5/28/2026
CJHS	Tyler	Stone	Paraprofessional	Resignation		5/8/2026
EJHS	Swetha	Perumandla	Paraprofessional	Resignation		5/3/2026
Fairview	Joesph	Pulliam	Custodian - Night	Resignation		5/28/2026
Field	Glenda	Gangler	Paraprofessional	Resignation		5/28/2026
Hoose	Amanda	Stringer	Paraprofessional	Resignation		5/8/2026
Hoose	Nalini	Senthilkumar	Paraprofessional	Resignation		5/15/2026
Hoose	Joshua	Dahmm	Paraprofessional	Resignation		5/28/2026
Hudson	Chloe	Knowlton	Paraprofessional	Resignation		5/28/2026
NCHS	Mireia	Martinez	Paraprofessional	Resignation		5/28/2026
NCHS	Noah	Newmister	Paraprofessional	Resignation		3/13/2026
NCWHS	Linda	Bach	Administrative Assistant - 10 month	Retirement		8/3/2026
Northpoint	Madyson	Hepner	Paraprofessional	Resignation		5/28/2026
Northpoint	Susan	Hughes	Food Service	Resignation		5/28/2026
Oakdale	Orion	Berardi	Paraprofessional	Resignation		5/28/2026
Oakdale	Audra	Mitchell	Paraprofessional	Resignation		5/28/2026
Oakdale	Maxwell	Silkaitis	Noon Hour Supervisor	Resignation		5/15/2026
Sugar Creek	Alyssa	Ross	Paraprofessional	Resignation		5/28/2026
Unit Office	Vesta	Jacobs	HR Administrative Assistant - 12 month	Resignation		5/28/2026

Contract Revisions

Certified

Homebase	First Name	Last Name	Position	Previous Placement	Revision	Effective
Brigham	Shannon	Panetta	Principal	Multilingual Services Instructional Coach/Admin Float		8/3/2026
CJHS	Emily	Stevens	Certified Teacher - LBS1	Paraprofessional		8/17/2026
EJHS	Emily	Lombardi	Certified Teacher	Full Time Sub		8/17/2026
EJHS	Alyssa	Miller	Certified Teacher - LBS1	Paraprofessional - Special Education		8/17/2026
Fox Creek	Anabel	Stelmaszek	Assistant Principal	Certified Teacher - ESL		8/3/2026
Glenn	Joe	Blumenshine	Head Custodian	Custodian		6/1/2026
NCHS	Addie	Ince	Certified College/Career Counselor	Guidance Counselor		8/17/2026
NCHS	Eric	Ritter	Certified Teacher - LBS1	Paraprofessional		8/17/2026

Personnel Matters - 5/20/2026

NCWHS	Denise	Geelhart	Administrative Assistant/EOP - 10 month	Administrative Assistant/EOP - 9.5 month		TBD
Oakdale	Stephanie	Lee	Certified Teacher - 3rd Grade	Full Time Sub		8/17/2026
Parkside E.	Travis	Lindsay	Certified Teacher - LBS1	Paraprofessional		8/17/2026
Parkside E.	Jennifer	Stewart-Rice	Certified Teacher - LBS1 SS	Paraprofessional		8/17/2026
Pepper Ridge	Dekyia	Brown	Certified Teacher - LBS1	Paraprofessional - Special Education		8/17/2026
Towanda	Jessica	Downey	Principal	Assistant Principal		8/3/2026
Towanda	Dylan	Merritt	1st Shift Head Custodian	Custodian		6/1/2026

Educational Support Personnel

Homebase	First Name	Last Name	Position	Previous Placement	Revision	Effective
PJHS	Amy	Roe	Administrative Assistant/EOP - 10 month	Sub		8/17/2026

Leave Requests

Certified

Homebase	First Name	Last Name	Position	Leave Requested		Effective
Benjamin	Kristen	Dixon	Paraprofessional	Planned Extended Leave - 1st Semester Only		SY 26-27
Cedar Ridge	Julia	Huezo	Paraprofessional	Planned Extended Leave		SY 26-27
NCHS	Amy	Tague	Teacher - Orientation to Business	Planned Extended Leave		TBD
Parkside E.	Miranda	Henson	Teacher - SS3	Parental Leave		SY 26-27
Prairieland	Kelli	Johnson	Teacher - Grade 2	Planned Extended Leave		SY 26-27
Towanda	Sarah	Mosby	Teacher - Grade 2	Parental Leave		SY 26-27

Educational Support Personnel

Homebase	First Name	Last Name	Position	Leave Requested		Effective

Schedule B

Homebase	First Name	Last Name	Revision			Effective
CJHS	James	Broach	ADD - Building Chair - 1-3 FTE in Department			5/11/2026
CJHS	Mike	Donnelly	Add - 8th Grade Basketball JH Coach			3/16/2026
CJHS	Niya	Farley	ADD- JH Dance Coach			4/27/2026
CJHS	Jasmine	Hughes	ADD - 7th Grade Basketball JH Coach	Second year coaching basketball team		SY 26-27
CJHS	William	Reidy	ADD - 7th & 8th JH Wrestling Coach			4/27/2026
EJHS	Blake	Lishka	Add - 7th & 8th Grade JH Baseball			5/4/2026
EJHS	Victoria	Outlaw	ADD - JH Cheerleading Coach 7th & 8th Grade			5/18/2026
Grove	Katie	Matthews	DROP - PBIS Coach - Elementary 300+			5/28/2026
Grove	Laura	Williamson	ADD - PBIS Coach - Elementary 300+			8/17/2026
Grove	Klaire	BUrris	ADD - CARES Case Manager			8/17/2026
NCWHS	Reid	Basting	ADD - Assistant Track Coach			5/11/2026
NCWHS	Aimee	Biles	ADD - HS Volleyball Coach			8/1/2026
Pepper Ridge	Elizabeth	Washkuhn	DROP - PBIS Coach - Elementary 300+			5/28/2026
Pepper Ridge	Jennifer	Corbley	ADD - PBIS Coach - Elementary 300+			8/17/2026
PJHS	Joshua	Klokkenga	DROP - JH Golf 7th and 8th grade golf			5/28/2026
PJHS	Joshua	Klokkenga	DROP - JH Web Master			5/28/2026
PJHS	Amber	Marzec	Add - Junior High - Dance & Junior High - Webmaster			5/25/2026
KJHS	Addison	Ahart	ADD - 7th Grade Basketball JH Coach			4/20/2026
KJHS	Aaron	Blanks	ADD - 8th Grade Basketball JH Coach			4/20/2026

Personnel Matters - 5/20/2026

PJHS	Jillian	Brody	ADD - 7th/8th Grade - Softball Coach			6/1/2026
Prairieland	Ashley	Miller	DROP - Elementary - Student Council (a.k.a. Student Senate)			5/28/2026
Prairieland	Stephanie	Mook	DROP - Building Technology Coach			5/28/2026

Information Only Changes

Homebase	First Name	Last Name	Position	Change		Effective
Benjamin	Yesica	Jones	Assistant Principal	Moving from Parkside E/Brigham to Benjamin/Pepper Ridge		8/3/2026
Benjamin	Laura	Nelson	Certified Teacher	Moving from Fox Creek, Pepper Ridge and Benjamin split to 1.0 at Benjamin		8/17/2026
Benjamin	Natalie	Zears	Certified Teacher	Moving from Fairview to Benjamin		8/17/2026
Brigham	Audrey	Hensley	Certified ESL Teacher	Moving from Oakdale to Brigham		8/17/2026
Brigham	Heidi	Dodds	Certified Teacher	Moving from Teacher - Preschool for All (Gen Ed) to Full Day Pre-K Blended		8/17/2026
Cedar Ridge	Lindsey	Baaske	Certified Teacher - LBS1	Moving from Kindergarten to LBS1		8/17/2026
Cedar Ridge	Ali	Kohler	Principal	Moving from Brigham to Cedar Ridge		8/3/2026
Cedar Ridge	Lyndra	Webb	Certified Teacher	Moving from 1st grade Dual Language to MTSS Spanish		8/17/2026
Cedar Ridge	Molli	Wey	Certified Teacher - LBS1	Moving from Oakdale to Cedar Ridge LBS1		8/17/2026
CJHS	Nathan	Gallucci	Certified Teacher	Moving from KJHS to CJHS 8th Grade SS		8/17/2026
CJHS	Ryan	Hoke	Certified Teacher	Moving from 8th grade Social Studies to 7th grade Social Studies		8/17/2026
CJHS	Rajshree	Keisham	Paraprofessional - Special Education	Moving from NCHS to CJHS		8/17/2026
CJHS	Swapnaa	Raghavalu	Paraprofessional - Special Education	Moving from Towanda to CJHS		8/17/2026
EJHS	Grace	Alcozar	Certified Teacher	Moving from 6th grade Language Arts to Future Readiness		8/17/2026
EJHS	Carly	Franks	Certified Teacher	Moving from 6th grade Language Arts to 6th grade Language Arts/Social Studies		8/17/2026
EJHS	Diana	Janssen	Certified Teacher ELA Grade 6	Certified Teacher Science Grade 6		8/17/2026
EJHS	Matt	Johnston	Certified Teacher	Moving from 8th grade Language Arts to 8th grade Language Arts/Social Studies		8/17/2026
EJHS	Angela	Luecke	Certified Teacher	Moving from 7th grade Language Arts to 7th grade Language Arts/Social Studies		8/17/2026
EJHS	Grace	Marcopulous	Certified Teacher	Moving from 6th grade Science to 6th grade Math/Science		8/17/2026
EJHS	Melissa	Teagarden	Certified Teacher	Moving from ESL to LBS1 - Resource		8/17/2026
Fairview	Jaidyn	Sowa	Certified Teacher - LBS 1	Moving from Prairieland & Farview split to Fairvew		8/17/2026
Grove	Ryleigh	Patnode	Certified Teacher - Grade 5	Certified Teacher - Grade 4		8/17/2026
Hoose	Susan	Langford	Paraprofessional - Special Education	Moving from Carlock ES to Hoose ES		8/17/2026
Hoose	Kate	Matthews	Certified Teacher - LBS1	Moving from Grove to Hoose		8/17/2026
Hoose	Madison	McCraw	Certified Teacher	Moving from 3rd grade to 4th grade		8/17/2026
Hudson	Crystal	Ayco	Paraprofessional - Special Education	Moving from Grove to Hudson		8/17/2026
KJHS	Tiffany	Borne	Certified Teacher	Moving from 6th grade Language Arts to Future Readiness		8/17/2026
KJHS	Anna	Trimpe	Certiifed Teacher	Moving from 7th grade Language Arts to 7th grade Language Arts/Social Studies		8/17/2026
CJHS	Austin	Peters	Certified Teacher	Moving from .8 EJHS & 0.2 PJHS to 1.0 CJHS		8/17/2026
KJHS	Eric	Stegeman	Certified Teacher - Instructional Technology Coach	Moving 7th grade Science at KJHS to Instructional Technology Coach for Junior Highs		8/17/2026
Brigham	Wendy	Young	Certified Teacher - LBS1	Moving from Brighan to 0.8 Brigham & 0.4 Sugar		8/17/2026
NCHS	Sara	Conway	Teacher - LBS1	Moving from CJHS to NCHS		8/17/2026
NCHS	Josh	Klokkenga	Certified Teacher	Moving from PJHS to NCHS		8/17/2026
NCWHS	Kristyn	Fairfield	Certified Teacher	Moving from LBS1 to K-12 SS Coordinator		8/17/2026
NCWHS	Sarah	Becker	Certified Teacher - LBS1 Level 1	Certified Teacher-LBSI Level 2/3		8/17/2026
Oakdale	Angela	Boline	Certified Teacher	Moving from 3rd grade to MTSS Interventionist		8/17/2026
Oakdale	Emily	Miller	Certified Teacher	Moving from Grade 3 to ESL		8/17/2026
Oakdale	Marcy	Richarson	Certified Teacher	Moving from Oakdale 1st grade to Art at Glenn		8/17/2026
Parkside E.	Denise	Carlson	Certified Teacher-4th grade	Certified Teacher-3rd grade		8/17/2026
Parkside E.	Holly	Cox	Certified Teacher	Moving from Kindergarten to 5th grade		8/17/2026
Parkside E.	Rebekka	Schwartz	Certified Teacher	Moving from 4th grade to Kindergarten		8/17/2026
Parkside E.	Madeline	Tomlinson	Certified Teacher	Moving from 5th grade to 4th grade		8/17/2026
Parkside E.	Mckenzie	Wakeman	Certified Teacher	Moving from 4th grade LR to 4th grade		8/17/2026

Personnel Matters - 5/20/2026

Parkside E.	Kari	Wuthrich	Assistant Principal	Moving from Oakdale to Parkside E./Glenn		8/17/2026
PJHS	Martin	Cruzan	Certified Teacher	Moving from NWCHS PJHS		8/17/2026
PJHS	Jackson	Frosch	Certified Teacher - LBS1	Certified Teacher - MTSS		8/17/2026
PJHS	Sandra	Mosher	Certified Teacher	Moving from Prairieland to PJHS 6th Grade SS		8/17/2026
PJHS	Kandice	Reeves	Certfied Teacher - LBS1	Moving from SS2/3 to SS1		8/17/2026
Prairieland	Lily	Alferink	Certfied Teacher - LBS1	Moving from Fairview to Prairieland		8/17/2026
Prairieland	Staci	Mandros	Certified Teacher	Moving from LBS1 - Instructional to LBS 1		8/17/2026
Sugar Creek	Sarah	Heisel	Certified Teacher	Moving from Grove to Sugar Creek 3rd Grade		8/17/2026
Sugar Creek	Brenna	Land	Custodian - Night	Moved from Pepper Ridge ES to Sugar Creek ES		4/7/2026
Sugar Creek	Raymond	Powell	Paraprofessional - Special Education	Moving from Glenn to Sugar Creek EL		8/17/2026
Sugar Creek	Vanessa	Schraufnagel	Paraprofessional - Special Education	Moving from NCHS to Sugar Creek K-5		8/17/2026
Towanda	Ryan	Cowe	Certified Teacher	Moving from 4th grade to 5th grade		8/17/2026
Towanda	Erica	Raycraft	Certified Teacher	Moving from 2nd grade to 1st grade		8/17/2026
Towanda	MaryEllen	Schupbach	Certified Teacher	Moving from CJHS to Towanda Elementary		8/17/2026
Unit Office	Betsy Anne	Williams	Certified Teacher - Elementary	Moving from Glenn to Unit Office for Math Coach role		8/17/2026
Warehouse	James	Keller	Custodian	Moving to Wed-Sun Special Maintenance		6/1/2026

New Substitutes

Substitute Type	First Name	Last Name
Sub Custodian	Marissa	Barry
Sub Custodian	Michael	Buchanon
Sub Custodian	Antowann	Carter
Sub Custodian	Nikole	Runyon
Sub EOP	Shifa	Nazeer
Sub EOP	Jessica	Smith
Sub EOP	June	Thomas-Bossingham
Sub TA	Christopher	Kelly
Sub TA	Mohana Divya	Lalitha Gunasekaran
Sub TA	Dhanashree	Manjrekar
Sub TA	Meghan	McConaughy
Sub Teacher	Sierra	Barnett
Sub Teacher	Yulia	Barrera Suarez
Sub Teacher	Megg	Beverage
Sub Teacher	Abigail	Cuffan
Sub Teacher	Sara	Hathaway
Sub Teacher	Austin	HIllan-Piper
Sub Teacher	Bobby	Jolley Jr
Sub Teacher	Elisia	Leonard
Sub Teacher	Melissa	Luedtke
Sub Teacher	Kyle	Molitor
Sub Teacher	Susan	Sanders
Sub Teacher	Suganya	Shanmugavel
Sub Teacher/TA	Vimitha	Vamalanathan

Summer School

Homebase	First Name	Last Name	Position
Fairview	Isabelle	McCormick	Summer School
CJHS	Ricardo	King	Summer School
CJHS	Christina	Nutter	Summer School

Personnel Matters - 5/20/2026						
CJHS	Bethany	Schlipf	Summer School			
Warehouse	Charles	Battey	Summer Help -Sub Custodian			
Warehouse	Anthony	Clark	Summer Help -Sub Custodian			
Warehouse	Chenzo	Cottone	Summer Help -Sub Custodian			
Warehouse	Christina	Duvall	Summer Help -Sub Custodian			
Warehouse	Hailey	Eddington	Summer Help -Sub Custodian			
Warehouse	Frank	Ellis	Summer Help -Sub Custodian			
Warehouse	Daniel	Estabrook	Summer Help -Sub Custodian			
Warehouse	Avery	Gadbury	Summer Help -Sub Custodian			
Warehouse	Alyson	Garnhart	Summer Help -Sub Custodian			
Warehouse	Alex	Ince	Summer Help -Sub Custodian			
Warehouse	Nicholas	Killian	Summer Help -Sub Custodian			
Warehouse	Antonio	Kinsey	Summer Help -Sub Custodian			
Warehouse	Jared	Kitner	Summer Help -Sub Custodian			
Warehouse	Caden	Koehler	Summer Help -Sub Custodian			
Warehouse	David	McMorris	Summer Help -Sub Custodian			
Warehouse	Natalie	Nenne	Summer Help -Sub Custodian			
Warehouse	Austin	Pacha	Summer Help -Sub Custodian			
Warehouse	Asante	Pridgen	Summer Help -Sub Custodian			
Warehouse	Aidan	Richardson	Summer Help -Sub Custodian			
Warehouse	Greg	Rogers	Summer Help -Sub Custodian			
Warehouse	Kevin	Suess	Summer Help -Sub Custodian			
Warehouse	Nathan	Witzig	Summer Help -Sub Custodian			
Warehouse	Eli	Barlow	Summer Tech			
Warehouse	Maria	Battey	Summer Tech			
Warehouse	Brody	Goff	Summer Tech			
Warehouse	Bryce	Hickman	Summer Tech			
Warehouse	Reis	Kendrick	Summer Tech			
Warehouse	Isaiah	Kerr	Summer Tech			
Warehouse	Cole	Luginbuhl	Summer Tech			
Warehouse	Wyatt	Olson	Summer Tech			
Warehouse	Dane	Schlipmann	Summer Tech			

CUSD No. 5, McLean and Woodford Counties, Illinois
Payroll Fund Totals Report

Payroll Fund Totals

From Date: 04/16/2026
To Date: 05/20/2026

Fund	Gross Pay	FICA	Retirement	Benefits	Total
Certified - Semi - Period Number: 20					
10	3,534,160.99	-	236,293.78	483,374.50	4,253,829.27
50	-	48,568.37	-	-	48,568.37
80	4,439.17	-	528.17	727.50	5,694.84
Certified - Semi - Period Number: 20 Total	**3,538,600.16**	**48,568.37**	**236,821.95**	**484,102.00**	**4,308,092.48**
Certified - Semi - Period Number: 21					
10	3,589,376.83	-	245,868.54	483,374.50	4,318,619.87
50	-	49,386.41	-	-	49,386.41
80	4,439.17	-	528.17	727.50	5,694.84
Certified - Semi - Period Number: 21 Total	**3,593,816.00**	**49,386.41**	**246,396.71**	**484,102.00**	**4,373,701.12**
Classified - Semi - Period Number: 20					
10	992,082.79	-	2,980.39	290,330.50	1,285,393.68
20	292,618.02	-	1,025.73	48,959.00	342,602.75
40	8,876.33	-	-	2,012.50	10,888.83
50	-	94,607.31	-	-	94,607.31
51	-	-	90,853.93	-	90,853.93
80	11,383.34	-	562.30	3,131.50	15,077.14
Classified - Semi - Period Number: 20 Total	**1,304,960.48**	**94,607.31**	**95,422.35**	**344,433.50**	**1,839,423.64**
Classified - Semi - Period Number: 21					
10	1,006,094.20	-	3,095.66	290,555.50	1,299,745.36
20	295,662.57	-	1,025.73	48,959.00	345,647.30
40	8,099.69	-	-	2,012.50	10,112.19
50	-	95,668.68	-	-	95,668.68
51	-	-	91,572.05	-	91,572.05
80	11,383.34	-	562.30	3,131.50	15,077.14
Classified - Semi - Period Number: 21 Total	**1,321,239.80**	**95,668.68**	**96,255.74**	**344,658.50**	**1,857,822.72**
Certified - Semi - Period Number: 20.1					
10	116,150.00	-	1,110.43	402.50	117,662.93
50	-	1,681.74	-	-	1,681.74
Certified - Semi - Period Number: 20.1 Total	**116,150.00**	**1,681.74**	**1,110.43**	**402.50**	**119,344.67**
Certified - Semi - Period Number: 20.2					
10	28,144.50	-	-	-	28,144.50
50	-	2,152.94	-	-	2,152.94
Certified - Semi - Period Number: 20.2 Total	**28,144.50**	**2,152.94**	**-**	**-**	**30,297.44**
Certified - Semi - Period Number: 21.1					
10	116,801.25	-	1,127.10	402.50	118,330.85
50	-	1,691.15	-	-	1,691.15
Certified - Semi - Period Number: 21.1 Total	**116,801.25**	**1,691.15**	**1,127.10**	**402.50**	**120,022.00**
Certified - Semi - Period Number: 21.2					
10	23,962.50	-	-	-	23,962.50
50	-	1,833.09	-	-	1,833.09
Certified - Semi - Period Number: 21.2 Total	**23,962.50**	**1,833.09**	**-**	**-**	**25,795.59**
Certified - Semi - Period Number: 20.3					
10	1,870.00	-	23.43	-	1,893.43
50	-	27.12	-	-	27.12
Certified - Semi - Period Number: 20.3 Total	**1,870.00**	**27.12**	**23.43**	**-**	**1,920.55**
Certified - Semi - Period Number: 21.3					
10	2,438.55	-	146.83	402.50	2,987.88

Payroll Fund Totals

From Date: 04/16/2026
To Date: 05/20/2026

Fund	Gross Pay	FICA	Retirement	Benefits	Total
50	-	28.99	-	-	28.99
Certified - Semi - Period Number: 21.3 Total	**2,438.55**	**28.99**	**146.83**	**402.50**	**3,016.87**
Classified - Semi - Period Number: 21.1					
20	1,357.42	-	-	-	1,357.42
50	-	103.84	-	-	103.84
51	-	-	98.01	-	98.01
Classified - Semi - Period Number: 21.1 Total	**1,357.42**	**103.84**	**98.01**	**-**	**1,559.27**
Certified - Semi - Period Number: 21.4					
10	130.00	-	1.64	-	131.64
50	-	1.89	-	-	1.89
Certified - Semi - Period Number: 21.4 Total	**130.00**	**1.89**	**1.64**	**-**	**133.53**
Grand Total	**10,049,470.66**	**295,751.53**	**677,404.19**	**1,658,503.50**	**12,681,129.88**

Payroll Fund Totals

From Date: 04/16/2026
To Date: 05/20/2026

Fund	Total
10	11,450,701.91
20	689,607.47
40	21,001.02
50	295,751.53
51	182,523.99
80	41,543.96
Grand Total	**12,681,129.88**

CUSD No. 5, McLean and Woodford Counties, Illinois
Disbursement Detail Report

Vendor Bill Listing - TO BE PAID

From Da 05/20/2026
To Date 05/20/2026

Vendor/Payee	Voucher	Check No	Check Date	Invoice	Total
ALL SMALL ENGINES N MORE	**3048**	271257	**5/20/2026**	8499	117.00
ALL SMALL ENGINES N MORE Total					**117.00**
AMAZON CAPITAL SERVICES	**3048**	271259	**5/20/2026**	11DM-3JFV-KTMR	92.63
	3048	271259	**5/20/2026**	133W-41CW-KYMC	(137.00)
	3048	271259	**5/20/2026**	13FT-T7FF-FR1D	1,998.66
	3048	271259	**5/20/2026**	13KJ-WKRW-DPXN	357.39
	3048	271259	**5/20/2026**	13NK-YGRG-F6RM	13.34
	3048	271259	**5/20/2026**	14V1-PXXJ-NV93	352.34
	3048	271259	**5/20/2026**	14V1-PXXJ-PH4N	115.14
	3048	271259	**5/20/2026**	169R-449F-T4CK	357.39
	3048	271259	**5/20/2026**	16FD-JCMF-NTTK	346.49
	3048	271259	**5/20/2026**	16KN-WDF6-KV3G	134.95
	3048	271259	**5/20/2026**	1714-MDYW-6F3R	1,700.06
	3048	271259	**5/20/2026**	17HN-3XPX-G3YF	25.64
	3048	271259	**5/20/2026**	1937-HQ9K-DTNH	99.90
	3048	271259	**5/20/2026**	193N-MVR7-Y1HL	78.84
	3048	271259	**5/20/2026**	19XY-PCRN-1HXW	772.19
	3048	271259	**5/20/2026**	1C4W-TQRT-6KKC	979.86
	3048	271259	**5/20/2026**	1C4W-TQRT-G31C	154.90
	3048	271259	**5/20/2026**	1C79-KPQR-T3C6	207.57
	3048	271259	**5/20/2026**	1CF7-VJ1J-4QRW	31.80
	3048	271259	**5/20/2026**	1CWC-VD4H-F3RW	741.18
	3048	271259	**5/20/2026**	1CWC-VD4H-KX7V	2,124.98
	3048	271259	**5/20/2026**	1CWC-VD4H-QP3X	151.80
	3048	271259	**5/20/2026**	1FD1-M4RJ-PMV6	273.48
	3048	271259	**5/20/2026**	1FVT-NKGX-GVCN	357.39
	3048	271259	**5/20/2026**	1GDW-R93K-GJ99	17.59
	3048	271259	**5/20/2026**	1GDW-R93K-HVHF	542.70
	3048	271259	**5/20/2026**	1GNJ-4YLQ-DWKH	1,274.19
	3048	271259	**5/20/2026**	1GWP-3JD6-HTDQ	212.99
	3048	271259	**5/20/2026**	1H6L-TPN4-9GJH	341.44
	3048	271259	**5/20/2026**	1HQ9-J3NK-6LDT	502.20
	3048	271259	**5/20/2026**	1J6V-MKPD-TF9Q	100.86
	3048	271259	**5/20/2026**	1K37-JG3Y-7PLT	150.48
	3048	271259	**5/20/2026**	1K4D-7C1T-TTQT	357.39
	3048	271259	**5/20/2026**	1KCW-NP9Q-1KXP	75.92
	3048	271259	**5/20/2026**	1KXD-MYLQ-C3G3	49.98
	3048	271259	**5/20/2026**	1L39-TQKX-6GPW	(25.16)
	3048	271259	**5/20/2026**	1L39-TQKX-HCF6	55.58
	3048	271259	**5/20/2026**	1LKV-KC4K-9JF4	877.80
	3048	271259	**5/20/2026**	1M4C-6QLV-MWGC	258.39
	3048	271259	**5/20/2026**	1MCV-M7KY-3DM6	351.26
	3048	271259	**5/20/2026**	1MV1-66KR-FXY1	362.04
	3048	271259	**5/20/2026**	1NG1-GHTR-T3KG	831.59
	3048	271259	**5/20/2026**	1P1G-TXTL-LXPV	605.38
	3048	271259	**5/20/2026**	1P1Q-JG66-CFVH	1,906.56
	3048	271259	**5/20/2026**	1P7R-N3DH-LQ31	3,671.40
	3048	271259	**5/20/2026**	1QVJ-JFKY-T7WD	109.99
	3048	271259	**5/20/2026**	1R9R-RD17-WY64	169.94
	3048	271259	**5/20/2026**	1RHY-QLQJ-DV9Q	40.84
	3048	271259	**5/20/2026**	1RHY-QLQJ-NFDF	31.56
	3048	271259	**5/20/2026**	1RVV-Q9GN-DJYP	81.03
	3048	271259	**5/20/2026**	1T3G-PTQ7-C3KG	83.28
	3048	271259	**5/20/2026**	1T9P-1KRC-NPJY	534.30
	3048	271259	**5/20/2026**	1T9T-LV9V-6DWJ	1,051.17
	3048	271259	**5/20/2026**	1TM4-VW4Y-PF77	18.99

Vendor Bill Listing - TO BE PAID

From Da 05/20/2026
To Date 05/20/2026

Vendor/Payee	Voucher	Check No	Check Date	Invoice	Total
AMAZON CAPITAL SERVICES	**3048**	271259	**5/20/2026**	1TMF-9WNW-9DFV	38.78
	3048	271259	**5/20/2026**	1TQ7-VY9W-RV44	230.98
	3048	271259	**5/20/2026**	1V4Q-CCY3-CC6L	856.21
	3048	271259	**5/20/2026**	1V4Q-CCY3-XCM9	23.99
	3048	271259	**5/20/2026**	1VRP-4FGW-WNDV	1,884.53
	3048	271259	**5/20/2026**	1XDG-GFHX-MDD9	200.00
	3048	271259	**5/20/2026**	1XKL-3LWF-KCP4	278.08
	3048	271259	**5/20/2026**	1Y6T-RKPD-TL16	433.85
	3048	271259	**5/20/2026**	1Y6T-RKPD-W7CV	802.05
	3048	271259	**5/20/2026**	1YM4-XR1X-DXYR	56.44
	3048	271259	**5/20/2026**	1YTR-FG1K-1QGP	113.36
	3048	271259	**5/20/2026**	1YYC-RJG4-T4GL	113.33
	3048	271259	**5/20/2026**	1YYH-HTVH-PFRP	431.20
AMAZON CAPITAL SERVICES Total					**31,435.40**
BENNETT ELECTRONICS	**3048**	271262	**5/20/2026**	39066	256.00
	3048	271262	**5/20/2026**	39086	411.00
	3048	271262	**5/20/2026**	39087	1,649.00
BENNETT ELECTRONICS Total					**2,316.00**
BEST ONE OF CENTRAL ILLINOIS	**3048**	271263	**5/20/2026**	50-678287	32.18
BEST ONE OF CENTRAL ILLINOIS Total					**32.18**
BLAND, RACHEL L	**3048**	271265	**5/20/2026**	MILES2026 April	43.50
	3048	271265	**5/20/2026**	MILES2026 May	20.30
BLAND, RACHEL L Total					**63.80**
BLUE SPRINGS, INC.	**3048**	271266	**5/20/2026**	51646	460.00
	3048	271266	**5/20/2026**	51660	450.00
BLUE SPRINGS, INC. Total					**910.00**
BSN SPORTS	**3048**	271268	**5/20/2026**	934138425	1,800.00
BSN SPORTS Total					**1,800.00**
BUSHUE BACKGROUND SCREENING	**3048**	271271	**5/20/2026**	McLean5-20260430	2,552.00
	3048	271271	**5/20/2026**	McLean5EHR-20260430	1,536.00
	3048	271271	**5/20/2026**	McLean5vols-20260430	2,096.00
BUSHUE BACKGROUND SCREENING Total					**6,184.00**
CASEY'S GARDEN CENTER	**3048**	271273	**5/20/2026**	677713	225.00
	3048	271273	**5/20/2026**	680020	362.78
CASEY'S GARDEN CENTER Total					**587.78**
CDW COMPUTER CENTERS, INC	**3048**	271274	**5/20/2026**	AJ3QB6L	50,187.16
CDW COMPUTER CENTERS, INC Total					**50,187.16**
Childers, Leonard	**3048**	271277	**5/20/2026**	Hours4/2726-5/8/26	2,400.00
Childers, Leonard Total					**2,400.00**
CIP COMPANY	**3048**	271279	**5/20/2026**	12759	512.04
CIP COMPANY Total					**512.04**
CONFIDENTIAL ON-SITE PAPER SHREDDIN	**3048**	271282	**5/20/2026**	0008365	592.08
CONFIDENTIAL ON-SITE PAPER SHREDDIN Total					**592.08**
CONNOR CO	**3048**	271283	**5/20/2026**	S011751347.001	299.66
	3048	271283	**5/20/2026**	S011761478.001	296.43

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CONNOR CO Total					**596.09**
DIAZ, MARIANELA	**3048**	271285	**5/20/2026**	ReimburseBloomingCaf	94.32
DIAZ, MARIANELA Total					**94.32**
ENGLER CALLAWAY BAASTEN & SRAGA, LLC	**3048**	271287	**5/20/2026**	36952	2,573.50
ENGLER CALLAWAY BAASTEN & SRAGA, LLC Total					**2,573.50**
FOLLETT CONTENT SOLUTIONS, LLC	**3048**	271292	**5/20/2026**	740306F	898.79
FOLLETT CONTENT SOLUTIONS, LLC Total					**898.79**
FS CUSTOM TURF	**3048**	271295	**5/20/2026**	34271516	300.00
	3048	271295	**5/20/2026**	34272022	180.00
	3048	271295	**5/20/2026**	35034482	300.00
FS CUSTOM TURF Total					**780.00**
GORDON FOOD SERVICE, INC	**3048**	271299	**5/20/2026**	2003362719	(31.65)
	3048	271299	**5/20/2026**	2003362723	(29.85)
	3048	271299	**5/20/2026**	2003363128	(21.10)
	3048	271299	**5/20/2026**	2003367858	(29.13)
	3048	271299	**5/20/2026**	2003369433	(13.13)
	3048	271299	**5/20/2026**	2003375191	(13.13)
	3048	271299	**5/20/2026**	2003387667	(13.13)
	3048	271299	**5/20/2026**	2003389636	(54.44)
	3048	271299	**5/20/2026**	9033256882	38.93
	3048	271299	**5/20/2026**	9034872793	40.62
	3048	271299	**5/20/2026**	9034872795	3,493.49
	3048	271299	**5/20/2026**	9034902005	4,794.26
	3048	271299	**5/20/2026**	9034920316	4,351.78
	3048	271299	**5/20/2026**	9034920339	71.69
	3048	271299	**5/20/2026**	9034920342	58.03
	3048	271299	**5/20/2026**	9034920708	2,035.50
	3048	271299	**5/20/2026**	9034920712	629.21
	3048	271299	**5/20/2026**	9034920713	58.03
	3048	271299	**5/20/2026**	9034971022	1,177.99
	3048	271299	**5/20/2026**	9034975072	1,458.40
	3048	271299	**5/20/2026**	9034975085	2,688.12
	3048	271299	**5/20/2026**	9034975086	35.04
	3048	271299	**5/20/2026**	9034975093	1,070.93
	3048	271299	**5/20/2026**	9034975097	214.75
	3048	271299	**5/20/2026**	9034975100	4,058.74
	3048	271299	**5/20/2026**	9034975101	2,146.78
	3048	271299	**5/20/2026**	9034975105	131.95
	3048	271299	**5/20/2026**	9034975106	79.74
	3048	271299	**5/20/2026**	9035002776	1,566.80
	3048	271299	**5/20/2026**	9035002803	1,042.06
	3048	271299	**5/20/2026**	9035002834	1,294.59
	3048	271299	**5/20/2026**	9035002846	1,640.76
	3048	271299	**5/20/2026**	9035023042	905.12
	3048	271299	**5/20/2026**	9035023043	883.09
	3048	271299	**5/20/2026**	9035023046	33.04
	3048	271299	**5/20/2026**	9035023064	932.10
	3048	271299	**5/20/2026**	9035023070	1,652.29
	3048	271299	**5/20/2026**	9035023088	689.12
	3048	271299	**5/20/2026**	9035023093	1,855.84
	3048	271299	**5/20/2026**	9035023095	914.71
	3048	271299	**5/20/2026**	9035023120	624.08

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GORDON FOOD SERVICE, INC	**3048**	271299	**5/20/2026**	9035023132	75.47
	3048	271299	**5/20/2026**	9035023157	5,406.93
	3048	271299	**5/20/2026**	9035024366	542.80
	3048	271299	**5/20/2026**	9035069994	2,676.63
	3048	271299	**5/20/2026**	9035070020	1,577.49
	3048	271299	**5/20/2026**	9035094215	975.14
	3048	271299	**5/20/2026**	9035094217	54.28
	3048	271299	**5/20/2026**	9035094218	45.21
	3048	271299	**5/20/2026**	9035143462	299.31
	3048	271299	**5/20/2026**	9035143463	3,176.12
	3048	271299	**5/20/2026**	9035143465	96.16
	3048	271299	**5/20/2026**	9035174019	5,032.34
	3048	271299	**5/20/2026**	9035174037	1,367.78
	3048	271299	**5/20/2026**	9035174045	121.80
	3048	271299	**5/20/2026**	9035191748	739.86
	3048	271299	**5/20/2026**	9035191750	118.55
	3048	271299	**5/20/2026**	9035192689	125.69
	3048	271299	**5/20/2026**	9035192700	3,967.73
	3048	271299	**5/20/2026**	9035192745	103.48
	3048	271299	**5/20/2026**	9035192760	4,667.53
	3048	271299	**5/20/2026**	9035192777	107.22
	3048	271299	**5/20/2026**	9035192780	113.87
	3048	271299	**5/20/2026**	9035244952	1,470.83
	3048	271299	**5/20/2026**	9035244959	48.50
	3048	271299	**5/20/2026**	9035248426	1,608.85
	3048	271299	**5/20/2026**	9035248427	48.50
	3048	271299	**5/20/2026**	9035248430	2,632.64
	3048	271299	**5/20/2026**	9035248431	1,247.42
	3048	271299	**5/20/2026**	9035248432	207.74
	3048	271299	**5/20/2026**	9035248438	1,989.60
	3048	271299	**5/20/2026**	9035248440	550.83
	3048	271299	**5/20/2026**	9035248441	18.70
	3048	271299	**5/20/2026**	9035248442	272.82
	3048	271299	**5/20/2026**	9035248447	4,742.95
	3048	271299	**5/20/2026**	9035274035	1,105.83
	3048	271299	**5/20/2026**	9035274037	97.00
	3048	271299	**5/20/2026**	9035274053	2,252.45
	3048	271299	**5/20/2026**	9035274063	48.50
	3048	271299	**5/20/2026**	9035274075	1,586.62
	3048	271299	**5/20/2026**	9035274099	1,415.77
	3048	271299	**5/20/2026**	9035274103	48.50
	3048	271299	**5/20/2026**	9035297390	1,426.08
	3048	271299	**5/20/2026**	9035297391	891.25
	3048	271299	**5/20/2026**	9035297393	120.18
	3048	271299	**5/20/2026**	9035297396	1,217.94
	3048	271299	**5/20/2026**	9035297397	97.00
	3048	271299	**5/20/2026**	9035297403	918.10
	3048	271299	**5/20/2026**	9035297406	48.50
	3048	271299	**5/20/2026**	9035297415	1,139.39
	3048	271299	**5/20/2026**	9035297416	1,997.78
	3048	271299	**5/20/2026**	9035297417	48.50
	3048	271299	**5/20/2026**	9035297418	392.04
	3048	271299	**5/20/2026**	9035297420	48.50
	3048	271299	**5/20/2026**	9035297423	4,817.63
	3048	271299	**5/20/2026**	9035297434	1,168.64
	3048	271299	**5/20/2026**	9035297436	51.34
	3048	271299	**5/20/2026**	9035297438	48.50

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GORDON FOOD SERVICE, INC	**3048**	271299	**5/20/2026**	9035345426	2,018.09
	3048	271299	**5/20/2026**	9035345431	215.09
	3048	271299	**5/20/2026**	9035345520	1,490.43
	3048	271299	**5/20/2026**	9035345525	87.70
	3048	271299	**5/20/2026**	9035370725	653.73
	3048	271299	**5/20/2026**	9035370732	1,555.88
GORDON FOOD SERVICE, INC Total					**115,699.75**
GRAINGER PARTS OPERATIONS WW GRAING	**3048**	271300	**5/20/2026**	9894624718	133.04
	3048	271300	**5/20/2026**	9907820881	142.51
GRAINGER PARTS OPERATIONS WW GRAING Total					**275.55**
GREAT LAKES ACE HARDWARE INC.	**3048**	271301	**5/20/2026**	7237	32.39
	3048	271301	**5/20/2026**	7242	23.39
	3048	271301	**5/20/2026**	7295	179.99
	3048	271301	**5/20/2026**	7308	19.77
GREAT LAKES ACE HARDWARE INC. Total					**255.54**
HAFERMANN, EDUARD P	**3048**	271306	**5/20/2026**	MILES2026 March	24.36
	3048	271306	**5/20/2026**	MILES2026 April	31.54
HAFERMANN, EDUARD P Total					**55.90**
HEINEMANN	**3048**	271307	**5/20/2026**	956480422	1,654.77
	3048	271307	**5/20/2026**	956480423	1,654.77
	3048	271307	**5/20/2026**	956480424	1,654.77
	3048	271307	**5/20/2026**	956480425	1,654.77
	3048	271307	**5/20/2026**	956480426	1,654.77
	3048	271307	**5/20/2026**	956480427	1,654.77
	3048	271307	**5/20/2026**	956480428	1,654.77
	3048	271307	**5/20/2026**	956480429	1,654.77
HEINEMANN Total					**13,238.16**
HOPE SCHOOL	**3048**	271310	**5/20/2026**	SINV014018	11,004.42
HOPE SCHOOL Total					**11,004.42**
JOHNSTONE SUPPLY	**3048**	271315	**5/20/2026**	7037865	38.32
JOHNSTONE SUPPLY Total					**38.32**
KEN'S OIL SERVICE, INC.	**3048**	271321	**5/20/2026**	1041163	33,095.63
	3048	271321	**5/20/2026**	508307542	45,895.01
	3048	271321	**5/20/2026**	747175	37,638.00
	3048	271321	**5/20/2026**	K584929	4,896.00
	3048	271321	**5/20/2026**	K585045	4,159.12
	3048	271321	**5/20/2026**	K585349	6,186.20
	3048	271321	**5/20/2026**	K585600	4,277.00
	3048	271321	**5/20/2026**	K585868	6,588.02
	3048	271321	**5/20/2026**	K585894	1,086.40
	3048	271321	**5/20/2026**	K586014	5,598.78
KEN'S OIL SERVICE, INC. Total					**149,420.16**
MC MASTER-CARR SUPPLY CO	**3048**	271329	**5/20/2026**	64627232	300.66
MC MASTER-CARR SUPPLY CO Total					**300.66**
MENARDS LUMBER	**3048**	271330	**5/20/2026**	93627	67.36
	3048	271330	**5/20/2026**	93639	30.97
	3048	271330	**5/20/2026**	93688	22.56
	3048	271330	**5/20/2026**	93728	4.99

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MENARDS LUMBER	3048	271330	5/20/2026	93924	8.58
	3048	271330	5/20/2026	93970	17.64
	3048	271330	5/20/2026	94193	53.94
MENARDS LUMBER Total					206.04
MIDWEST EQUIPMENT II	3048	271332	5/20/2026	858297	286.11
	3048	271332	5/20/2026	858298	142.17
	3048	271332	5/20/2026	859307	10.07
	3048	271332	5/20/2026	859898	191.67
MIDWEST EQUIPMENT II Total					630.02
NYBAKKE VACUUM SHOP, INC	3048	271334	5/20/2026	50826-6	221.28
	3048	271334	5/20/2026	50826-7	52.39
NYBAKKE VACUUM SHOP, INC Total					273.67
PARTS TOWN, LLC	3048	271336	5/20/2026	2109035074	382.32
	3048	271336	5/20/2026	2109076949	221.04
PARTS TOWN, LLC Total					603.36
PROFESSIONAL ELECTRIC MOTOR REPAIR	3048	271339	5/20/2026	77257	47.50
	3048	271339	5/20/2026	77261	119.60
	3048	271339	5/20/2026	77262	66.75
PROFESSIONAL ELECTRIC MOTOR REPAIR Total					233.85
QUALITY TRUCK EQUIPMENT	3048	271341	5/20/2026	102P73399	66.00
	3048	271341	5/20/2026	104S4293	136.38
	3048	271341	5/20/2026	104S4442	306.18
QUALITY TRUCK EQUIPMENT Total					508.56
RIPKA, DEIDRE D	3049	271370	5/20/2026	REIM ART/CURR 050826	40.86
RIPKA, DEIDRE D Total					40.86
Roach, Heidi Louise	3048	271342	5/20/2026	MILES 2026 APR	68.00
Roach, Heidi Louise Total					68.00
ROGERS SUPPLY COMPANY INC	3048	271343	5/20/2026	BL077116	124.68
	3048	271343	5/20/2026	BL077208	60.31
ROGERS SUPPLY COMPANY INC Total					184.99
RON SMITH PRINTING COMPANY	3048	271344	5/20/2026	161679	585.00
RON SMITH PRINTING COMPANY Total					585.00
ROOKER, BETH A	3048	271345	5/20/2026	MILES 2026 APR	98.31
ROOKER, BETH A Total					98.31
SCHOOL SPECIALTY	3048	271346	5/20/2026	208133979082	(57.48)
	3048	271346	5/20/2026	208137028630	343.80
SCHOOL SPECIALTY Total					286.32
SHERWIN WILLIAMS COMPANY	3048	271348	5/20/2026	39010108650426	411.75
	3048	271348	5/20/2026	41610108650526	172.05
	3048	271348	5/20/2026	42790108650526	75.53
SHERWIN WILLIAMS COMPANY Total					659.33
TEAM AUTOMOTIVE AND TIRE	3048	271350	5/20/2026	313770	40.00
	3048	271350	5/20/2026	313837	40.00
	3048	271350	5/20/2026	314127	40.00

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TEAM AUTOMOTIVE AND TIRE	3048	271350	5/20/2026	7838431	3,666.94
TEAM AUTOMOTIVE AND TIRE Total					3,786.94
ULINE	3048	271354	5/20/2026	207688423	554.38
	3048	271354	5/20/2026	207761156	1,062.66
	3048	271354	5/20/2026	207940244	1,510.75
ULINE Total					3,127.79
US MECHANICAL SERVICES, INC	3048	271355	5/20/2026	33235	5,254.28
	3048	271355	5/20/2026	33236	1,049.00
	3048	271355	5/20/2026	33237	910.42
US MECHANICAL SERVICES, INC Total					7,213.70
VEX ROBOTICS, INC.	3048	271357	5/20/2026	874201	2,901.82
VEX ROBOTICS, INC. Total					2,901.82
WEBSTER, SHELLEY C	3048	271358	5/20/2026	MILES 2026 MAY	28.71
WEBSTER, SHELLEY C Total					28.71
ZOBEL, DANIEL B	3048	271360	5/20/2026	MILES 2026 APR	38.50
ZOBEL, DANIEL B Total					38.50
A-FRAME PIANO SERVICES LLC	3048	271255	5/20/2026	PJHS0526	135.00
A-FRAME PIANO SERVICES LLC Total					135.00
BIERBAUM, JOHN	3048	271264	5/20/2026	GasReimburse	97.79
BIERBAUM, JOHN Total					97.79
CAROLINA BIOLOGICAL SUPPLY CO	3048	271272	5/20/2026	53432796 RI	743.54
CAROLINA BIOLOGICAL SUPPLY CO Total					743.54
CENGAGE LEARNING, INC.	3048	271275	5/20/2026	999102686892	47,850.00
CENGAGE LEARNING, INC. Total					47,850.00
EVERGREEN FS	3048	271289	5/20/2026	35034752	180.00
EVERGREEN FS Total					180.00
GRIFFIN, JADE MARIE	3048	271302	5/20/2026	EggsForEggDrop	7.13
GRIFFIN, JADE MARIE Total					7.13
GROWING GROUNDS	3048	271303	5/20/2026	501043	76.50
	3048	271303	5/20/2026	501204	372.27
	3048	271303	5/20/2026	501510	287.18
	3048	271303	5/20/2026	501548	75.00
	3048	271303	5/20/2026	501908	739.46
	3048	271303	5/20/2026	501986	441.95
	3048	271303	5/20/2026	502015	467.46
	3048	271303	5/20/2026	502018	1,172.95
	3048	271303	5/20/2026	502061	108.67
	3048	271303	5/20/2026	502499	2,022.89
	3048	271303	5/20/2026	505852	229.99
	3048	271303	5/20/2026	505855	359.97
	3048	271303	5/20/2026	505856	249.99
	3048	271303	5/20/2026	507494	197.98
	3048	271303	5/20/2026	507502	297.49
	3048	271303	5/20/2026	508937	91.75
	3048	271303	5/20/2026	509807	434.79

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GROWING GROUNDS	**3048**	271303	**5/20/2026**	510874	114.75
GROWING GROUNDS Total					**7,741.04**
JONES, AMY L	**3048**	271316	**5/20/2026**	MILES2026 April	11.31
JONES, AMY L Total					**11.31**
KARDAS, GABRIELLE J	**3048**	271319	**5/20/2026**	MILES2026 April	163.92
KARDAS, GABRIELLE J Total					**163.92**
OSF OCCUPATIONAL HEALTH	**3048**	271335	**5/20/2026**	254603-00	765.00
	3048	271335	**5/20/2026**	254604-00	515.00
OSF OCCUPATIONAL HEALTH Total					**1,280.00**
PETERS, AUSTIN CHARLES	**3048**	271337	**5/20/2026**	MILES 2026 MAR	92.37
	3048	271337	**5/20/2026**	MILES 2026 APR	138.77
PETERS, AUSTIN CHARLES Total					**231.14**
THE MUSIC SHOPPE, INC	**3048**	271352	**5/20/2026**	4186882	2,471.21
	3048	271352	**5/20/2026**	4187843	239.98
THE MUSIC SHOPPE, INC Total					**2,711.19**
VESTIS SERVICES, LLC	**3048**	271356	**5/20/2026**	6130764547	35.64
	3048	271356	**5/20/2026**	6130764608	13.18
	3048	271356	**5/20/2026**	6130765249	2.88
	3048	271356	**5/20/2026**	6130765266	10.09
	3048	271356	**5/20/2026**	6130765818	18.95
	3048	271356	**5/20/2026**	6130765819	13.80
	3048	271356	**5/20/2026**	6130766307	12.98
	3048	271356	**5/20/2026**	6130766349	23.18
	3048	271356	**5/20/2026**	6130766372	21.84
	3048	271356	**5/20/2026**	6130766373	3.09
	3048	271356	**5/20/2026**	6130767082	45.11
	3048	271356	**5/20/2026**	6130767083	21.84
	3048	271356	**5/20/2026**	6130767086	9.06
	3048	271356	**5/20/2026**	6130767760	18.13
	3048	271356	**5/20/2026**	6130767761	35.64
	3048	271356	**5/20/2026**	6130768504	14.01
	3048	271356	**5/20/2026**	6130768518	6.39
	3048	271356	**5/20/2026**	6130768544	18.95
	3048	271356	**5/20/2026**	6130769611	23.18
	3048	271356	**5/20/2026**	6130770321	45.11
	3048	271356	**5/20/2026**	6130770322	21.42
	3048	271356	**5/20/2026**	6130770324	21.84
	3048	271356	**5/20/2026**	6130770366	10.51
	3048	271356	**5/20/2026**	6130771018	35.64
	3048	271356	**5/20/2026**	6130771079	13.18
VESTIS SERVICES, LLC Total					**495.64**
BLOOMINGTON HIGH SCHOOL	**3049**	271361	**5/20/2026**	BoysTrackBig12Conf	96.00
BLOOMINGTON HIGH SCHOOL Total					**96.00**
CITY OF BLOOMINGTON - UTILITIES	**3049**	271362	**5/20/2026**	1951021	1,445.31
	3049	271362	**5/20/2026**	1951076	2,313.11
CITY OF BLOOMINGTON - UTILITIES Total					**3,758.42**
SUNBELT RENTALS INC	**3048**	271349	**5/20/2026**	183049386-0001	730.00
SUNBELT RENTALS INC Total					**730.00**

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CENTRAL ILLINOIS AG, INC.	3048	271276	5/20/2026	G01101	10,000.00
	3048	271276	5/20/2026	G01102	2,500.00
CENTRAL ILLINOIS AG, INC. Total					12,500.00
FILLINGHAM, KARI LYN	3048	271290	5/20/2026	MILES2026 May	69.60
FILLINGHAM, KARI LYN Total					69.60
GRUBIC, ANGELA MARIE	3048	271304	5/20/2026	MILES2026 March	111.22
	3048	271304	5/20/2026	MILES2026 April	68.80
GRUBIC, ANGELA MARIE Total					180.02
SCHROEN, STACI NICOLE	3048	271347	5/20/2026	MILES 2026 APR	34.22
SCHROEN, STACI NICOLE Total					34.22
KAEB SANITARY SUPPLY INC.	3048	271318	5/20/2026	236842	185.50
KAEB SANITARY SUPPLY INC. Total					185.50
DONALDSON, DEVON	3049	271366	5/20/2026	MILES2026 April	175.74
	3049	271366	5/20/2026	ReimburseParking	26.00
DONALDSON, DEVON Total					201.74
TRIPP, DANIEL R	3048	271353	5/20/2026	REIM TEACHAPP 050426	300.36
TRIPP, DANIEL R Total					300.36
EUGENE FIELD SECONDARY SERVICE	3048	271288	5/20/2026	197	75.00
EUGENE FIELD SECONDARY SERVICE Total					75.00
DENNY'S DOUGHNUTS & BAKERY	3048	271284	5/20/2026	1077590	95.00
DENNY'S DOUGHNUTS & BAKERY Total					95.00
KELLY, JENNIFER LYNN	3048	271320	5/20/2026	ReimburseArtSupplies	34.65
KELLY, JENNIFER LYNN Total					34.65
ADKINS TRAK TIMING ASSOCIATES	3048	271256	5/20/2026	11351	1,115.00
ADKINS TRAK TIMING ASSOCIATES Total					1,115.00
ALTORFER	3048	271258	5/20/2026	WO020158131	2,082.42
ALTORFER Total					2,082.42
Gutierrez, Nataly	3048	271305	5/20/2026	MILES2026 February	101.50
Gutierrez, Nataly Total					101.50
B&H PHOTO-VIDEO	3048	271260	5/20/2026	243341326	17.28
B&H PHOTO-VIDEO Total					17.28
KENDALL HUNT PUBLISHING	3048	271322	5/20/2026	14072370	3,032.40
	3048	271322	5/20/2026	14072371	351.12
	3048	271322	5/20/2026	14072372	2,097.20
	3048	271322	5/20/2026	14072373	1,117.20
	3048	271322	5/20/2026	14072374	989.52
	3048	271322	5/20/2026	14072375	1,340.64
	3048	271322	5/20/2026	14072376	2,394.00
	3048	271322	5/20/2026	14072377	2,074.80
	3048	271322	5/20/2026	14072378	893.76
	3048	271322	5/20/2026	14072379	2,106.72
	3048	271322	5/20/2026	14072380	2,010.96

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KENDALL HUNT PUBLISHING	3048	271322	5/20/2026	14072382	1,564.08
	3048	271322	5/20/2026	14072383	1,947.12
	3048	271322	5/20/2026	14072384	1,500.24
	3048	271322	5/20/2026	14072385	1,053.36
KENDALL HUNT PUBLISHING Total					24,473.12
WITTRIG, HALEY KYLENE	3048	271359	5/20/2026	MILES 2026 JAN	76.12
	3048	271359	5/20/2026	MILES 2026 FEB	53.29
	3048	271359	5/20/2026	MILES 2026 MAR	72.06
	3048	271359	5/20/2026	MILES 2026 APR	77.86
WITTRIG, HALEY KYLENE Total					279.33
IADA	3049	271367	5/20/2026	27614528	150.00
IADA Total					150.00
FLINN SCIENTIFIC INC	3048	271291	5/20/2026	3272548	492.38
FLINN SCIENTIFIC INC Total					492.38
GERMAN BLISS EQUIPMENT INC.	3048	271297	5/20/2026	BLN-301865	615.98
GERMAN BLISS EQUIPMENT INC. Total					615.98
JOSTENS, INC	3048	271317	5/20/2026	39760051	54.75
	3048	271317	5/20/2026	39805788	437.59
	3048	271317	5/20/2026	39849638	17.70
	3048	271317	5/20/2026	39849639	4.75
	3048	271317	5/20/2026	39890636	23.10
JOSTENS, INC Total					537.89
COLORADO TIME SYSTEMS, LLC.	3048	271280	5/20/2026	2024840-IN	40,924.00
COLORADO TIME SYSTEMS, LLC. Total					40,924.00
LKM MOWING & LANDSCAPING	3048	271327	5/20/2026	12145	153.83
	3048	271327	5/20/2026	13402	136.86
	3048	271327	5/20/2026	13549	65.78
LKM MOWING & LANDSCAPING Total					356.47
PETERS, FERAH	3048	271338	5/20/2026	REIM COOKIES 051126	39.86
PETERS, FERAH Total					39.86
DEARBORN NATIONAL LIFE INSURANCE CO	3049	271365	5/20/2026	April 2026	35,093.58
	3049	271365	5/20/2026	May 2026	35,150.34
DEARBORN NATIONAL LIFE INSURANCE CO Total					70,243.92
MILLER, HALL & TRIGGS LAW OFFICES	3048	271333	5/20/2026	254	59.80
MILLER, HALL & TRIGGS LAW OFFICES Total					59.80
COLUMN SOFTWARE, PBC	3048	271281	5/20/2026	7B9C7088-0017	132.46
	3048	271281	5/20/2026	7B9C7088-0018	139.72
COLUMN SOFTWARE, PBC Total					272.18
LITERACY RESOURCES, LLC	3048	271326	5/20/2026	INV-260506-0222006	398.72
LITERACY RESOURCES, LLC Total					398.72
CREATIVE ARTS	3049	271364	5/20/2026	275	1,195.00
CREATIVE ARTS Total					1,195.00
Left Lane Auto, LLC	3048	271325	5/20/2026	504469	134.03

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Left Lane Auto, LLC	**3048**	271325	**5/20/2026**	504640	125.16
	3048	271325	**5/20/2026**	504682	190.20
Left Lane Auto, LLC Total					**449.39**
GOPHER LEARNING	**3048**	271298	**5/20/2026**	IN515439	224.10
	3048	271298	**5/20/2026**	IN515485	1,212.30
GOPHER LEARNING Total					**1,436.40**
EB ACADEMIC CAMPS, LLC	**3048**	271286	**5/20/2026**	INV-1784	2,717.10
EB ACADEMIC CAMPS, LLC Total					**2,717.10**
METSKER, CATHERINE JANE	**3048**	271331	**5/20/2026**	100	88.00
METSKER, CATHERINE JANE Total					**88.00**
A B HATCHERY	**3048**	271254	**5/20/2026**	6582	259.68
	3048	271254	**5/20/2026**	6604	359.55
A B HATCHERY Total					**619.23**
ILLINOIS PORTABLE TOILETS	**3048**	271313	**5/20/2026**	91149	52.50
	3048	271313	**5/20/2026**	91150	92.50
ILLINOIS PORTABLE TOILETS Total					**145.00**
KROGMEIER, PAUL JEFFREY	**3048**	271324	**5/20/2026**	MeConferenceReimburs	335.00
KROGMEIER, PAUL JEFFREY Total					**335.00**
TEVOERT AUTO REPAIR	**3048**	271351	**5/20/2026**	24981	225.00
TEVOERT AUTO REPAIR Total					**225.00**
MATHIS-KELLEY CONST SUPPLY CO	**3048**	271328	**5/20/2026**	232755	284.28
MATHIS-KELLEY CONST SUPPLY CO Total					**284.28**
Frantz, Madeline R	**3048**	271293	**5/20/2026**	MILES2026 April	72.28
Frantz, Madeline R Total					**72.28**
CHILDREN'S HOME ASSOCIATION OF ILLINOIS	**3048**	271278	**5/20/2026**	INV1058631	2,019.52
CHILDREN'S HOME ASSOCIATION OF ILLINOIS Total					**2,019.52**
4IMPRINT, INC	**3048**	271253	**5/20/2026**	31503678	5,051.06
4IMPRINT, INC Total					**5,051.06**
Benadikar, Roopali V	**3048**	271261	**5/20/2026**	MILES2026 January	6.89
	3048	271261	**5/20/2026**	MILES2026 February	6.89
	3048	271261	**5/20/2026**	MILES2026 April	6.89
Benadikar, Roopali V Total					**20.67**
BOSTIC, NATHANIEL ROBERT	**3048**	271267	**5/20/2026**	MILES2026 May	15.88
BOSTIC, NATHANIEL ROBERT Total					**15.88**
BUDZINSKI, RYAN A	**3048**	271269	**5/20/2026**	MicrophoneWindscreen	67.96
	3048	271269	**5/20/2026**	ShippingReimburse	278.41
BUDZINSKI, RYAN A Total					**346.37**
BULK BOOKSTORE	**3048**	271270	**5/20/2026**	236627	112.50
BULK BOOKSTORE Total					**112.50**
FRITSCH, LACEY	**3048**	271294	**5/20/2026**	ReimburseGardenClub	221.56
FRITSCH, LACEY Total					**221.56**

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GALE/CENGAGE LEARNING	3048	271296	5/20/2026	999102676102	15,753.97
GALE/CENGAGE LEARNING Total					15,753.97
HERMES SERVICE & SALES	3048	271308	5/20/2026	824902	3,473.00
HERMES SERVICE & SALES Total					3,473.00
HOFFMAN, LEE	3048	271309	5/20/2026	048	3,000.00
HOFFMAN, LEE Total					3,000.00
I. MILLER PRECISION OPTICAL INSTRUMENTS	3048	271311	5/20/2026	26-4235	5,892.65
I. MILLER PRECISION OPTICAL INSTRUMENTS Total					5,892.65
ILLINOIS ASSOCIATION OF SCHOOL ADMI	3048	271312	5/20/2026	64-6.2026	2,050.00
ILLINOIS ASSOCIATION OF SCHOOL ADMI Total					2,050.00
ISOE, JEFFREY	3048	271314	5/20/2026	060	1,800.00
	3048	271314	5/20/2026	061	1,800.00
ISOE, JEFFREY Total					3,600.00
KRENZ, KEL LOUIS	3048	271323	5/20/2026	Reimbursement.	650.00
KRENZ, KEL LOUIS Total					650.00
PROJECT LEAD THE WAY, INC.	3048	271340	5/20/2026	539316	5,400.00
	3048	271340	5/20/2026	539645	5,400.00
	3048	271340	5/20/2026	540099	950.00
	3048	271340	5/20/2026	540100	950.00
	3048	271340	5/20/2026	540101	950.00
	3048	271340	5/20/2026	540564	950.00
PROJECT LEAD THE WAY, INC. Total					14,600.00
COLLINSVILLE COMMUNITY UNIT 10 SCHL DIST	3049	271363	5/20/2026	Track 5/9/26	300.00
COLLINSVILLE COMMUNITY UNIT 10 SCHL DIST Total					300.00
KELLER, JEFF	3049	271368	5/20/2026	2871 Softball Assign	300.00
KELLER, JEFF Total					300.00
MCLEAN COUNTY TREASURER/COLLECTOR	3049	271369	5/20/2026	2025 REAL ESTATE TAX	2,002.80
MCLEAN COUNTY TREASURER/COLLECTOR Total					2,002.80
Grand Total					702,889.09

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Fund	Total
10	491,567.18
20	52,935.06
40	149,569.55
80	8,817.30
Grand Total	**702,889.09**

CUSD No. 5, McLean and Woodford Counties, Illinois
Disbursement Detail Report

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ALPHA BAKING CO., INC.	**2989**	271121	**5/13/2026**	STMT April 2026	6,412.89
ALPHA BAKING CO., INC. Total					**6,412.89**
ALTA CONSTRUCTION EQUIPMENT ILLINOI	**2929**	270965	**5/6/2026**	SR4/61106	26,112.00
ALTA CONSTRUCTION EQUIPMENT ILLINOI Total					**26,112.00**
AMAZON CAPITAL SERVICES	**2821**	270750	**4/22/2026**	113V-1FQK-1R4W	85.66
	2821	270750	**4/22/2026**	13RT-GQTC-1ND4	19.97
	2821	270750	**4/22/2026**	14DP-4NPC-GPT9	239.91
	2821	270750	**4/22/2026**	14VJ-TVVQ-1LCV	220.09
	2821	270750	**4/22/2026**	14VJ-TVVQ-JFWV	235.80
	2821	270750	**4/22/2026**	16M4-QDC3-9L1F	36.40
	2821	270750	**4/22/2026**	17Q3-VFGW-J4GX	129.98
	2821	270750	**4/22/2026**	1937-WLLL-9D4P	213.49
	2821	270750	**4/22/2026**	1CNX-WDCT-J64Y	9.99
	2821	270750	**4/22/2026**	1FDT-9MFC-X3MC	146.45
	2821	270750	**4/22/2026**	1GFH-MPPR-DCHW	912.99
	2821	270750	**4/22/2026**	1HRC-GKT3-XGC6	65.96
	2821	270750	**4/22/2026**	1JHQ-63K6-3F16	99.99
	2821	270750	**4/22/2026**	1LRM-1D41-1RNV	610.47
	2821	270750	**4/22/2026**	1MLY-VFQT-3C6J	12.74
	2821	270750	**4/22/2026**	1MLY-VFQT-LRVJ	266.30
	2821	270750	**4/22/2026**	1N1K-LFJD-MKKJ	203.16
	2821	270750	**4/22/2026**	1PCC-KTJX-HY9Q	246.96
	2821	270750	**4/22/2026**	1PD7-NNRW-9K47	148.81
	2821	270750	**4/22/2026**	1QYM-3KFC-CVCH	83.94
	2821	270750	**4/22/2026**	1RF7-XQRQ-GJFQ	671.49
	2821	270750	**4/22/2026**	1RN6-4HJN-T7YY	404.12
	2821	270750	**4/22/2026**	1T3J-4FR9-PWCP	1,079.40
	2821	270750	**4/22/2026**	1TJL-PCML-74W7	131.97
	2821	270750	**4/22/2026**	1TXM-QKGY-9DP1	75.96
	2821	270750	**4/22/2026**	1W1P-V6X1-GJ4G	147.76
	2821	270750	**4/22/2026**	1XJ9-VTXX-GGDY	56.90
	2871	270858	**4/29/2026**	116V-TPCW-36CL	284.04
	2871	270858	**4/29/2026**	116V-TPCW-94F4	239.98
	2871	270858	**4/29/2026**	11H6-RLTM-1D3G	107.96
	2871	270858	**4/29/2026**	11H6-RLTM-N3HM	217.00
	2871	270858	**4/29/2026**	11LW-XCFX-H466	46.94
	2871	270858	**4/29/2026**	11YJ-WYJV-4LCW	472.86
	2871	270858	**4/29/2026**	134M-4117-JD3M	93.88
	2871	270858	**4/29/2026**	13JD-1YQM-3V6M	25.38
	2871	270858	**4/29/2026**	13JD-1YQM-6KQL	93.38
	2871	270858	**4/29/2026**	13W4-1KNX-YHVD	359.98
	2871	270858	**4/29/2026**	14FD-1NPY-FJNM	144.18
	2871	270858	**4/29/2026**	16KH-T7LN-JT6X	298.74
	2871	270858	**4/29/2026**	16L9-M61D-YMGN	1,237.52
	2871	270858	**4/29/2026**	16X3-LKD9-6RWR	60.48
	2871	270858	**4/29/2026**	17W6-T7RG-7J91	13.01
	2871	270858	**4/29/2026**	19RD-H1PR-KQ7X	160.44
	2871	270858	**4/29/2026**	1CG9-3DLK-YVGC	68.72
	2871	270858	**4/29/2026**	1D34-KT33-7XQW	611.35
	2871	270858	**4/29/2026**	1GG3-TCNX-4VJV	117.94
	2871	270858	**4/29/2026**	1GHD-1YH1-9JQG	165.29
	2871	270858	**4/29/2026**	1HTQ-FHNV-TPPG	962.25
	2871	270858	**4/29/2026**	1JGR-DX96-XQKG	29.99
	2871	270858	**4/29/2026**	1JVK-VJP7-JJGK	99.99
	2871	270858	**4/29/2026**	1JXM-V1LC-KQNY	714.84

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AMAZON CAPITAL SERVICES	**2871**	270858	**4/29/2026**	1LYM-PWXN-7PNW	3,957.79
	2871	270858	**4/29/2026**	1MLX-JNCW-VLFL	138.71
	2871	270858	**4/29/2026**	1MRN-YTYV-NR7F	263.64
	2871	270858	**4/29/2026**	1P9R-TWWL-CWRH	25.65
	2871	270858	**4/29/2026**	1PFG-NH6J-LTY1	75.96
	2871	270858	**4/29/2026**	1PH6-6C4M-911Q	35.14
	2871	270858	**4/29/2026**	1PH6-6C4M-Y4Y6	166.99
	2871	270858	**4/29/2026**	1PLP-JRT7-X37V	615.90
	2871	270858	**4/29/2026**	1PLP-JRT7-YTYG	160.89
	2871	270858	**4/29/2026**	1QTC-VXH3-7YHT	16.99
	2871	270858	**4/29/2026**	1TN1-1YRC-CCM9	35.95
	2871	270858	**4/29/2026**	1TN1-1YRC-H3YF	492.55
	2871	270858	**4/29/2026**	1TPX-DVRK-CGJP	150.96
	2871	270858	**4/29/2026**	1TPX-DVRK-YGMX	284.76
	2871	270858	**4/29/2026**	1W77-DMCY-67MG	69.68
	2871	270858	**4/29/2026**	1YN7-NPLL-6T7M	14.88
	2929	270966	**5/6/2026**	111T-K1F3-9DR9	59.99
	2929	270966	**5/6/2026**	11YM-346F-CMFY	693.08
	2929	270966	**5/6/2026**	1347-VV39-9GKY	142.67
	2929	270966	**5/6/2026**	139R-1PJ6-PVKV	747.34
	2929	270966	**5/6/2026**	16QF-JX1N-9YYD	17.82
	2929	270966	**5/6/2026**	17PT-KDN3-M3HX	116.36
	2929	270966	**5/6/2026**	17YN-644Y-3K7W	26.99
	2929	270966	**5/6/2026**	1FK9-CGF6-9VWQ	49.59
	2929	270966	**5/6/2026**	1FVC-TFNT-9FYY	754.40
	2929	270966	**5/6/2026**	1FYW-N31Q-LJ19	19.99
	2929	270966	**5/6/2026**	1H1W-7Q6N-KWH3	2,742.59
	2929	270966	**5/6/2026**	1H31-GX69-9X6T	49.74
	2929	270966	**5/6/2026**	1HDY-T3FL-RH19	56.45
	2929	270966	**5/6/2026**	1HJV-NC6D-9MNJ	608.07
	2929	270966	**5/6/2026**	1HPY-CLF6-DQQP	30.77
	2929	270966	**5/6/2026**	1JN9-R4KF-1YNT	190.07
	2929	270966	**5/6/2026**	1KWC-X37Q-G9VV	1,679.88
	2929	270966	**5/6/2026**	1KWC-X37Q-LFX7	23.49
	2929	270966	**5/6/2026**	1KYP-RQ4G-H79P	639.11
	2929	270966	**5/6/2026**	1KYP-RQ4G-HCPN	226.35
	2929	270966	**5/6/2026**	1LGN-LXHV-6KPC	131.94
	2929	270966	**5/6/2026**	1LGN-LXHV-6N77	99.72
	2929	270966	**5/6/2026**	1LJ3-GWCN-6CDP	248.53
	2929	270966	**5/6/2026**	1LJ3-GWCN-7HY3	15.98
	2929	270966	**5/6/2026**	1LRW-MJNV-YPPC	15.03
	2929	270966	**5/6/2026**	1N3V-46K1-9HYF	764.06
	2929	270966	**5/6/2026**	1N3V-46K1-D7WM	297.28
	2929	270966	**5/6/2026**	1PKW-47R1-CJTY	39.59
	2929	270966	**5/6/2026**	1PLX-6616-7LLT	331.30
	2929	270966	**5/6/2026**	1PLX-6616-9XWP	64.27
	2929	270966	**5/6/2026**	1PMP-TJVL-FM9J	36.99
	2929	270966	**5/6/2026**	1Q9D-9LMX-M76W	155.80
	2929	270966	**5/6/2026**	1QCF-6MFM-DDDX	199.00
	2929	270966	**5/6/2026**	1QX7-LRKJ-NCRT	29.94
	2929	270966	**5/6/2026**	1R4J-XCC7-39Q4	28.98
	2929	270966	**5/6/2026**	1R7V-VF73-4CJF	57.47
	2929	270966	**5/6/2026**	1R9W-WFY9-9GW4	59.99
	2929	270966	**5/6/2026**	1RPF-X36G-C4GP	13.14
	2929	270966	**5/6/2026**	1TJV-PDPQ-6RJT	756.72
	2929	270966	**5/6/2026**	1TMM-WN3C-77DM	79.49
	2929	270966	**5/6/2026**	1TNK-33QH-N6Y3	435.02

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AMAZON CAPITAL SERVICES	**2929**	270966	**5/6/2026**	1VV6-YN71-4JCD	39.96
	2929	270966	**5/6/2026**	1WWC-YJY9-CVDM	207.69
	2929	270966	**5/6/2026**	1XCQ-WL7X-9J91	878.24
	2929	270966	**5/6/2026**	1XFR-GRTN-JDMK	96.57
	2929	270966	**5/6/2026**	1Y6Q-3M1T-9DJ1	32.81
	2929	270966	**5/6/2026**	1Y6Q-3M1T-CD4P	19.94
	2929	270966	**5/6/2026**	1Y6Q-3M1T-D7MP	509.40
	2929	270966	**5/6/2026**	1YJW-XFQF-7W7Q	515.57
	2989	271123	**5/13/2026**	11GH-WTL3-CMRJ	351.04
	2989	271123	**5/13/2026**	13HY-QNHM-6X6C	120.60
	2989	271123	**5/13/2026**	13JT-G4HF-1GRF	121.45
	2989	271123	**5/13/2026**	13WN-PXNF-TVNW	67.09
	2989	271123	**5/13/2026**	16DV-KFPM-9TNN	81.57
	2989	271123	**5/13/2026**	16G3-TXJL-71WY	107.82
	2989	271123	**5/13/2026**	16G3-TXJL-96KK	664.96
	2989	271123	**5/13/2026**	16HP-TWMR-T1QV	(54.54)
	2989	271123	**5/13/2026**	17J6-6HH6-RRYX	1,139.09
	2989	271123	**5/13/2026**	1CNP-T4QC-394X	(39.59)
	2989	271123	**5/13/2026**	1D1R-69LV-33TT	1,196.48
	2989	271123	**5/13/2026**	1D9W-WN3V-197L	692.59
	2989	271123	**5/13/2026**	1G9C-KJR3-YYTF	1,988.10
	2989	271123	**5/13/2026**	1GQR-F934-FMNV	24.38
	2989	271123	**5/13/2026**	1GTR-L991-6J4N	39.63
	2989	271123	**5/13/2026**	1GW1-TR9H-Y4HR	191.74
	2989	271123	**5/13/2026**	1H31-CDGY-X7J3	143.20
	2989	271123	**5/13/2026**	1H31-GX69-XVLL	18.89
	2989	271123	**5/13/2026**	1HVC-V6LX-DRDV	296.85
	2989	271123	**5/13/2026**	1JQH-NYP9-P3YJ	2,114.87
	2989	271123	**5/13/2026**	1JW7-D4F6-VVD1	623.96
	2989	271123	**5/13/2026**	1KDC-QQPX-79NG	1,597.64
	2989	271123	**5/13/2026**	1KH9-XWNQ-CYQT	321.04
	2989	271123	**5/13/2026**	1KVP-66HM-CDLH	93.44
	2989	271123	**5/13/2026**	1LJ1-DJM4-6TK6	143.99
	2989	271123	**5/13/2026**	1LJ1-DJM4-GXWR	200.95
	2989	271123	**5/13/2026**	1LJ4-JWPR-GDJM	79.83
	2989	271123	**5/13/2026**	1LKK-MNNH-R3PH	122.63
	2989	271123	**5/13/2026**	1LPV-LNLG-DH6R	84.97
	2989	271123	**5/13/2026**	1MQ7-NQQN-9VGQ	207.86
	2989	271123	**5/13/2026**	1MQX-6LCK-FHHF	1,017.40
	2989	271123	**5/13/2026**	1MYN-KMLK-73K7	84.95
	2989	271123	**5/13/2026**	1N3V-46K1-YT9Y	1,417.92
	2989	271123	**5/13/2026**	1NKM-MT1L-36LW	14.20
	2989	271123	**5/13/2026**	1NY1-7K6M-6RWY	796.62
	2989	271123	**5/13/2026**	1P3J-HTRW-7RC7	117.50
	2989	271123	**5/13/2026**	1PMG-6F3H-FR1C	2,412.80
	2989	271123	**5/13/2026**	1PTL-YX94-19YN	(80.49)
	2989	271123	**5/13/2026**	1QFJ-61Q1-W4ND	179.98
	2989	271123	**5/13/2026**	1R43-Q99Y-VW74	50.69
	2989	271123	**5/13/2026**	1R43-Q99Y-YJTY	362.73
	2989	271123	**5/13/2026**	1RJH-1R6V-YFPH	145.01
	2989	271123	**5/13/2026**	1RL9-TNQM-WNYC	32.77
	2989	271123	**5/13/2026**	1RL9-TNQM-XMY9	133.97
	2989	271123	**5/13/2026**	1XGY-Y7KJ-X7JT	222.85
	2989	271123	**5/13/2026**	1XKL-3LWF-FDKR	77.92
	2989	271123	**5/13/2026**	1XNC-YDQ9-D6FC	29.95
	2989	271123	**5/13/2026**	1XX9-6XF9-1GYN	12.99
	2989	271123	**5/13/2026**	1YF3-1YTD-J6FR	476.33

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AMAZON CAPITAL SERVICES	**2989**	271123	**5/13/2026**	1YF3-1YTD-Y1C1	634.76
	2989	271123	**5/13/2026**	1YXW-P743-LDK4	18.99
	2989	271123	**5/13/2026**	1YYC-7RNP-V7V9	22.59
	2937	2986	**5/7/2026**	169T-J1TV-J9FK	31.34
	2937	2986	**5/7/2026**	1PQT-139R-9GVG	94.33
	2937	2986	**5/7/2026**	1R1J-3G3K-JTDJ	137.19
	2937	2986	**5/7/2026**	1WXT-QFJW-C13D	56.83
	2790	49955	**4/17/2026**	11F3-774X-CCY1	81.98
	2790	49955	**4/17/2026**	1JYH-TGXX-RHFR	308.31
	2790	49955	**4/17/2026**	1LTK-NH9J-CXL9	14.24
	2851	49975	**4/27/2026**	16L9-M61D-YFD3	250.77
	2851	49975	**4/27/2026**	1DFJ-Y19P-GWFC	81.49
	2851	49975	**4/27/2026**	1GHD-1YH1-WPNY	25.16
	2851	49975	**4/27/2026**	1GWG-MT66-X39R	38.75
	2851	49975	**4/27/2026**	1MFH-6LLM-CF3X	82.55
	2851	49975	**4/27/2026**	1VNF-1GYV-CKLC	22.49
	2851	49975	**4/27/2026**	ICMR-3HVV-WLM9	27.99
	2869	49997	**4/29/2026**	11D4-CFR9-77VL	69.90
	2869	49997	**4/29/2026**	11JF-V3FT-4P7G	(5.98)
	2869	49997	**4/29/2026**	14DR-6XY7-DT6P	326.17
	2869	49997	**4/29/2026**	17CW-XCDG-7PVP	27.90
	2869	49997	**4/29/2026**	1C9F-L9MN-XMM7	(28.83)
	2869	49997	**4/29/2026**	1CFR-3MYD-6CX3	(24.83)
	2869	49997	**4/29/2026**	1CMR-3HVV-JTGD	145.94
	2869	49997	**4/29/2026**	1MXX-LJNF-3GJ3	42.70
	2869	49997	**4/29/2026**	1RN6-4HJN-9P4J	26.98
	2869	49997	**4/29/2026**	1V7T-QPXT-RTMQ	(26.98)
	2869	49997	**4/29/2026**	1V99-FJ3L-4GCR	(6.99)
	2869	49997	**4/29/2026**	1XJV-64VN-7FKY	61.97
	2869	49997	**4/29/2026**	V97540065	42.89
	2900	50014	**5/1/2026**	163W-J3TX-WX3N	24.99
	2900	50014	**5/1/2026**	171F-9YRF-9M44	22.37
	2969	50045	**5/12/2026**	1CXH-WCGD-HYTY	382.96
	2969	50045	**5/12/2026**	1FMG-RL33-JQM3	130.91
	2969	50045	**5/12/2026**	1LKK-MNNH-C6PG	82.99
	2969	50045	**5/12/2026**	1Q9D9LMX-NCPM	6.98
	2969	50045	**5/12/2026**	1RCJ-QFLX-CJN9	531.74
	2969	50045	**5/12/2026**	1XGY-Y7KJ-XW6R	16.97
	3007	50061	**5/15/2026**	1FVT-NKGX-3FM4	154.44
	3017	6538	**5/15/2026**	1TLJ-MMVV-7DR6	255.90
	2817	22937	**4/21/2026**	14GL-Y6V4-GHR3	52.18
	2817	22937	**4/21/2026**	1RHM-4DLL-VKYL	13.36
	2817	22937	**4/21/2026**	1WDF-7NHK-Q1CY	61.67
	2817	22937	**4/21/2026**	1XP9-QVJK-R9RK	68.70
	2856	22942	**4/27/2026**	164M-HT1F-KGXW	143.60
	2856	22942	**4/27/2026**	1PX4-FXMN-CCL4	6.39
	2856	22942	**4/27/2026**	1QNX-313X-VQ6F	987.23
	2856	22942	**4/27/2026**	IDQQ-HYX6-7XMD	(19.29)
	2875	22950	**4/30/2026**	1CG9-3DLK-C6NW	52.21
	2875	22950	**4/30/2026**	1KYP-RQ4G-662N	31.34
	2875	22950	**4/30/2026**	1PKW-47R1-6WQY	3,867.35
	2995	22954	**5/13/2026**	1HDY-T3FL-H3KC	20.97
AMAZON CAPITAL SERVICES Total					**64,449.59**
AMEREN IL	**2822**	270836	**4/22/2026**	STMT 0326 CEDAR	849.29
	2822	270836	**4/22/2026**	STMT 0326 TOWANDA	327.91
	2870	270846	**4/29/2026**	STMT 0426 EAGLE RD	476.67

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AMEREN IL	**2931**	271100	**5/6/2026**	STMT 0426 CEDAR	452.20
	2991	271113	**5/13/2026**	STMT 0326 812 KERN	110.10
AMEREN IL Total					**2,216.17**
AMERICAN PEST CONTROL	**2929**	270967	**5/6/2026**	919414	1,230.00
AMERICAN PEST CONTROL Total					**1,230.00**
AUPPERLE, LISA R	**2989**	271124	**5/13/2026**	MILES2026 April	112.96
AUPPERLE, LISA R Total					**112.96**
B & B AWARDS & RECOGNITION	**2871**	270860	**4/29/2026**	20057801	256.00
	2929	270969	**5/6/2026**	20058139	103.40
	2929	270969	**5/6/2026**	20058166	22.80
	2989	271126	**5/13/2026**	20058167	204.00
	2922	7370	**5/6/2026**	V32176033	35.49
	2790	49956	**4/17/2026**	20057751	123.76
	2790	49956	**4/17/2026**	20058054	40.00
	2969	50047	**5/12/2026**	20058123	409.47
	3007	50062	**5/15/2026**	20058271	19.50
	2995	22956	**5/13/2026**	20058162	358.69
B & B AWARDS & RECOGNITION Total					**1,573.11**
BABY FOLD	**2821**	270751	**4/22/2026**	PI00010	8,194.51
	2821	270751	**4/22/2026**	PI00011	8,194.51
	2821	270751	**4/22/2026**	PI00029	7,737.04
	2821	270751	**4/22/2026**	PI00030	7,737.04
	2821	270751	**4/22/2026**	PI00031	7,737.04
	2821	270751	**4/22/2026**	PI00032	7,737.04
	2821	270751	**4/22/2026**	PI00033	7,737.04
	2821	270751	**4/22/2026**	PI00087	7,737.04
	2821	270751	**4/22/2026**	PI00088	7,737.04
	2821	270751	**4/22/2026**	PI00089	7,737.04
	2821	270751	**4/22/2026**	PI00003	7,083.33
	2871	270861	**4/29/2026**	PI00132	15,112.93
	2871	270861	**4/29/2026**	PI00133	18,217.23
BABY FOLD Total					**118,698.83**
BACHMAN, LYNETTE S	**2989**	271127	**5/13/2026**	MILES2026 April	34.80
BACHMAN, LYNETTE S Total					**34.80**
BENNETT ELECTRONICS	**2821**	270753	**4/22/2026**	38951	256.00
	2821	270753	**4/22/2026**	38952	429.00
	2821	270753	**4/22/2026**	38953	512.00
	2929	270971	**5/6/2026**	39023	1,856.00
	2929	270971	**5/6/2026**	39024	256.00
	2989	271128	**5/13/2026**	39050	1,494.13
BENNETT ELECTRONICS Total					**4,803.13**
BILL'S KEY & LOCK SHOP	**2871**	270863	**4/29/2026**	191079	34.80
BILL'S KEY & LOCK SHOP Total					**34.80**
BOENZI, JONATHAN D	**2774**	50458	**4/16/2026**	Bagels & Coffee	28.98
	2774	50458	**4/16/2026**	Thletic supbscriptio	135.00
	2820	50493	**4/21/2026**	Track food 4/16/26	653.08
	2874	50520	**4/29/2026**	Bagel for FCA	9.99
BOENZI, JONATHAN D Total					**827.05**

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BORST, EDWARD A	**2989**	271130	**5/13/2026**	MILES2026 January	39.80
	2989	271130	**5/13/2026**	MILES2026 February	61.12
	2989	271130	**5/13/2026**	MILES2026 March	60.47
BORST, EDWARD A Total					**161.39**
BSN SPORTS	**2871**	270869	**4/29/2026**	933988949	181.81
	2774	50459	**4/16/2026**	311442364	3,922.65
	2774	50459	**4/16/2026**	933855955	3,284.21
	2811	50482	**4/20/2026**	933115374	1,260.46
	2811	50482	**4/20/2026**	933149669	5,326.21
	2811	50482	**4/20/2026**	933733558	3,358.43
	2811	50482	**4/20/2026**	933930668	461.43
	2820	50494	**4/21/2026**	Freight	96.32
	2998	50571	**5/13/2026**	934023257	1,114.68
	2790	49959	**4/17/2026**	933296665	108.97
	2851	49977	**4/27/2026**	933933735	107.32
	2900	50016	**5/1/2026**	934034231	678.43
	2935	50029	**5/7/2026**	934065547	528.48
	3007	50064	**5/15/2026**	934143304	668.43
BSN SPORTS Total					**21,097.83**
BUDAK, HEATHER L	**2821**	270755	**4/22/2026**	ReimburseFuel.	103.65
	2811	50483	**4/20/2026**	All State Banq	280.00
BUDAK, HEATHER L Total					**383.65**
CARDIFF, BENJAMIN R	**2989**	271133	**5/13/2026**	MILES2026 April	56.55
CARDIFF, BENJAMIN R Total					**56.55**
CASEY'S GARDEN CENTER	**2871**	270871	**4/29/2026**	670393	116.91
	2929	270975	**5/6/2026**	674691	125.00
CASEY'S GARDEN CENTER Total					**241.91**
CDW COMPUTER CENTERS, INC	**2871**	270872	**4/29/2026**	ZR01204278	228.08
	2929	270976	**5/6/2026**	ZR01253593	228.32
	2989	271134	**5/13/2026**	AJ2D78X	1,203.36
CDW COMPUTER CENTERS, INC Total					**1,659.76**
CENTRAL ILLINOIS TRUCKS INC	**2871**	270873	**4/29/2026**	101P220882	26.05
	2871	270873	**4/29/2026**	101P226763	43.22
CENTRAL ILLINOIS TRUCKS INC Total					**69.27**
CHADDOCK ATTACHMENT AND TRAUMA SERVICES	**2989**	271135	**5/13/2026**	CATSIN-004205	10,840.64
CHADDOCK ATTACHMENT AND TRAUMA SERVICES Total					**10,840.64**
Childers, Leonard	**2821**	270758	**4/22/2026**	Hours3/30-4/10/2026	1,620.00
	2929	270978	**5/6/2026**	Hours4/13-24/2026	1,920.00
Childers, Leonard Total					**3,540.00**
CIP COMPANY	**2871**	270875	**4/29/2026**	12026	186.60
	2871	270875	**4/29/2026**	12166	229.83
	2929	270981	**5/6/2026**	12430	936.26
CIP COMPANY Total					**1,352.69**
COLENE HOOSE ELEMENTARY SCHOOL	**2932**	9622	**5/6/2026**	V13889137	125.00
COLENE HOOSE ELEMENTARY SCHOOL Total					**125.00**
CONFIDENTIAL ON-SITE PAPER SHREDDIN	**2871**	270877	**4/29/2026**	0007000	76.20

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CONFIDENTIAL ON-SITE PAPER SHREDDIN Total					**76.20**
CONNOR CO	**2871**	270878	**4/29/2026**	S011718147.001	450.29
	2871	270878	**4/29/2026**	S011723280.001	1,524.52
	2871	270878	**4/29/2026**	S011723314.001	182.24
	2871	270878	**4/29/2026**	S011724342.001	2,501.00
	2871	270878	**4/29/2026**	S011724593.001	212.89
	2871	270878	**4/29/2026**	S011728532.001	239.13
	2871	270878	**4/29/2026**	S011728536.001	21.68
	2871	270878	**4/29/2026**	S011737989.001	1,288.90
	2929	270982	**5/6/2026**	S011723319.001	635.75
	2929	270982	**5/6/2026**	S011737989.002	1,611.13
	2929	270982	**5/6/2026**	S011741306.001	680.26
CONNOR CO Total					**9,347.79**
CONWAY, JAMIE MARIE	**2929**	270984	**5/6/2026**	MILES2026 March	74.02
	2989	271137	**5/13/2026**	MILES2026 April	82.65
CONWAY, JAMIE MARIE Total					**156.67**
DEMCO, INC	**2998**	50572	**5/13/2026**	7803679	136.62
DEMCO, INC Total					**136.62**
DEVAULT, ANGELA SUE	**2989**	271140	**5/13/2026**	MILES2026 April	166.17
DEVAULT, ANGELA SUE Total					**166.17**
DIAZ, MARIANELA	**2998**	50573	**5/13/2026**	Fundraiser	1,423.00
DIAZ, MARIANELA Total					**1,423.00**
DIVITA, MARGHERITA	**2929**	270986	**5/6/2026**	MILES2026 April	156.17
DIVITA, MARGHERITA Total					**156.17**
DR. HELEN BRANDON CONSULTING, LLC	**2989**	271141	**5/13/2026**	2040	2,775.00
DR. HELEN BRANDON CONSULTING, LLC Total					**2,775.00**
Earing, Jennifer	**2821**	270764	**4/22/2026**	ReimburseFuel	96.18
	2929	270988	**5/6/2026**	ReimburseFairOaks	144.00
	2989	271142	**5/13/2026**	FuelReimburse	75.19
Earing, Jennifer Total					**315.37**
EMERICK, DREW MATHEW	**2851**	49979	**4/27/2026**	Team Lunch	86.31
	2869	50005	**4/29/2026**	Team Food LaSalle	157.92
	3007	50065	**5/15/2026**	Tennis Sr Night	185.69
EMERICK, DREW MATHEW Total					**429.92**
FARM & FLEET OF BLOOMINGTON	**2871**	270886	**4/29/2026**	CN0000000052	(17.99)
	2871	270886	**4/29/2026**	SO1000000568	16.99
	2871	270886	**4/29/2026**	SO1000000578	46.11
	2929	270993	**5/6/2026**	SO1000000824	10.99
	2929	270993	**5/6/2026**	SO1000000928	87.96
FARM & FLEET OF BLOOMINGTON Total					**144.06**
FISHER, CHARLES E	**2989**	271146	**5/13/2026**	MILES2026 April	101.57
FISHER, CHARLES E Total					**101.57**
FIVE STAR WATER	**2821**	270768	**4/22/2026**	123414PJHSApril	44.70
	2857	1508	**4/27/2026**	V726818	111.75
	3024	1515	**5/18/2026**	V64673	81.06

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FIVE STAR WATER	**3017**	6541	**5/15/2026**	V90284039	151.25
	2798	7397	**4/20/2026**	V34348402	76.25
	3022	7401	**5/18/2026**	V57253754	89.85
FIVE STAR WATER Total					**554.86**
FOLLETT CONTENT SOLUTIONS, LLC	**2821**	270770	**4/22/2026**	717483F	1,646.23
	2821	270770	**4/22/2026**	719538F	888.23
	2871	270887	**4/29/2026**	728000F	622.54
	2929	270996	**5/6/2026**	723553F	2,747.99
	2929	270996	**5/6/2026**	733388F	807.30
	2929	270996	**5/6/2026**	739770F	1,815.80
	2989	271148	**5/13/2026**	719984F	2,960.24
	2989	271148	**5/13/2026**	733465F	1,377.63
	2989	271148	**5/13/2026**	738665F	1,534.48
FOLLETT CONTENT SOLUTIONS, LLC Total					**14,400.44**
FOSTER, NATHAN C	**2998**	50575	**5/13/2026**	Meeting	61.00
FOSTER, NATHAN C Total					**61.00**
FRANKLIN, CINDY E	**2929**	270998	**5/6/2026**	MILES2026 April	190.68
FRANKLIN, CINDY E Total					**190.68**
GLATT, MICHELLE L	**2958**	7378	**5/8/2026**	V76632694	78.73
GLATT, MICHELLE L Total					**78.73**
GORDON FOOD SERVICE, INC	**2821**	270773	**4/22/2026**	9034228460	1,604.48
	2821	270773	**4/22/2026**	9034228461	1,498.81
	2821	270773	**4/22/2026**	9034228468	837.42
	2821	270773	**4/22/2026**	9034228471	2,200.52
	2821	270773	**4/22/2026**	9034228484	985.93
	2821	270773	**4/22/2026**	9034228486	283.18
	2821	270773	**4/22/2026**	9034228492	1,244.93
	2821	270773	**4/22/2026**	9034229540	638.41
	2871	270894	**4/29/2026**	2003297605	(66.40)
	2871	270894	**4/29/2026**	2003307153	(13.13)
	2871	270894	**4/29/2026**	2003313253	(5.44)
	2871	270894	**4/29/2026**	2003313511	(30.44)
	2871	270894	**4/29/2026**	2003316433	(53.51)
	2871	270894	**4/29/2026**	2003316434	(53.51)
	2871	270894	**4/29/2026**	2003317444	(34.44)
	2871	270894	**4/29/2026**	2003317697	(53.51)
	2871	270894	**4/29/2026**	2003327642	(19.76)
	2871	270894	**4/29/2026**	9034079483	423.79
	2871	270894	**4/29/2026**	9034079493	3,160.92
	2871	270894	**4/29/2026**	9034107742	583.75
	2871	270894	**4/29/2026**	9034107747	5,168.05
	2871	270894	**4/29/2026**	9034118951	50.78
	2871	270894	**4/29/2026**	9034122576	1,231.38
	2871	270894	**4/29/2026**	9034122580	754.99
	2871	270894	**4/29/2026**	9034122623	123.51
	2871	270894	**4/29/2026**	9034122641	4,830.69
	2871	270894	**4/29/2026**	9034122708	5,777.57
	2871	270894	**4/29/2026**	9034122725	32.12
	2871	270894	**4/29/2026**	9034122727	66.18
	2871	270894	**4/29/2026**	9034171909	1,385.55
	2871	270894	**4/29/2026**	9034176238	1,366.61
	2871	270894	**4/29/2026**	9034176250	3,596.56

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GORDON FOOD SERVICE, INC	**2871**	270894	**4/29/2026**	9034176270	2,515.15
	2871	270894	**4/29/2026**	9034176280	122.70
	2871	270894	**4/29/2026**	9034176310	139.77
	2871	270894	**4/29/2026**	9034176334	3,904.83
	2871	270894	**4/29/2026**	9034176390	2,045.26
	2871	270894	**4/29/2026**	9034200286	1,883.66
	2871	270894	**4/29/2026**	9034200295	2,323.07
	2871	270894	**4/29/2026**	9034200297	13.13
	2871	270894	**4/29/2026**	9034200342	1,549.92
	2871	270894	**4/29/2026**	9034200359	1,968.39
	2871	270894	**4/29/2026**	9034228475	78.19
	2871	270894	**4/29/2026**	9034228476	639.35
	2871	270894	**4/29/2026**	9034228477	1,280.45
	2871	270894	**4/29/2026**	9034228478	1,582.50
	2871	270894	**4/29/2026**	9034228479	4,791.18
	2871	270894	**4/29/2026**	9034271135	3,950.57
	2871	270894	**4/29/2026**	9034271150	98.88
	2871	270894	**4/29/2026**	9034271220	2,244.92
	2871	270894	**4/29/2026**	9034271230	19.63
	2871	270894	**4/29/2026**	9034292559	1,653.00
	2871	270894	**4/29/2026**	9034345834	4,797.54
	2871	270894	**4/29/2026**	9034367148	4,507.20
	2871	270894	**4/29/2026**	9034367157	128.98
	2871	270894	**4/29/2026**	9034384799	1,099.41
	2871	270894	**4/29/2026**	9034384801	395.29
	2871	270894	**4/29/2026**	9034384866	4,732.09
	2871	270894	**4/29/2026**	9034384882	53.50
	2871	270894	**4/29/2026**	9034384934	4,412.63
	2871	270894	**4/29/2026**	9034384939	88.50
	2871	270894	**4/29/2026**	9034384940	136.88
	2871	270894	**4/29/2026**	9034438584	1,040.36
	2871	270894	**4/29/2026**	9034438588	53.10
	2871	270894	**4/29/2026**	9034440674	1,486.76
	2871	270894	**4/29/2026**	9034440678	2,984.21
	2871	270894	**4/29/2026**	9034440679	140.22
	2871	270894	**4/29/2026**	9034440685	2,525.25
	2871	270894	**4/29/2026**	9034440686	228.51
	2871	270894	**4/29/2026**	9034440718	4,136.60
	2871	270894	**4/29/2026**	9034440753	1,272.43
	2871	270894	**4/29/2026**	9034440754	70.80
	2871	270894	**4/29/2026**	9034468467	1,228.40
	2871	270894	**4/29/2026**	9034468468	1,026.49
	2871	270894	**4/29/2026**	9034468479	35.40
	2871	270894	**4/29/2026**	9034468509	1,216.68
	2871	270894	**4/29/2026**	9034468514	44.25
	2871	270894	**4/29/2026**	9034468553	1,105.85
	2871	270894	**4/29/2026**	9034489802	1,171.17
	2871	270894	**4/29/2026**	9034489804	859.71
	2871	270894	**4/29/2026**	9034489807	169.11
	2871	270894	**4/29/2026**	9034489808	36.51
	2871	270894	**4/29/2026**	9034489819	808.31
	2871	270894	**4/29/2026**	9034489822	1,067.13
	2871	270894	**4/29/2026**	9034489823	219.03
	2871	270894	**4/29/2026**	9034489825	889.82
	2871	270894	**4/29/2026**	9034489826	53.10
	2871	270894	**4/29/2026**	9034489854	1,469.19
	2871	270894	**4/29/2026**	9034489857	44.25

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GORDON FOOD SERVICE, INC	**2871**	270894	**4/29/2026**	9034489859	4,821.10
	2871	270894	**4/29/2026**	9034489886	1,064.28
	2871	270894	**4/29/2026**	9034489913	1,470.11
	2871	270894	**4/29/2026**	9034489916	70.80
	2871	270894	**4/29/2026**	9034494515	653.26
	2871	270894	**4/29/2026**	9034559664	635.42
	2871	270894	**4/29/2026**	9034559669	65.02
	2871	270894	**4/29/2026**	9034559672	137.36
	2929	271003	**5/6/2026**	2003353512	(13.13)
	2929	271003	**5/6/2026**	9034606217	4,564.79
	2929	271003	**5/6/2026**	9034606224	48.35
	2929	271003	**5/6/2026**	9034636323	5,225.68
	2929	271003	**5/6/2026**	9034636326	100.24
	2929	271003	**5/6/2026**	9034636328	117.58
	2929	271003	**5/6/2026**	9034652556	230.32
	2929	271003	**5/6/2026**	9034652561	289.91
	2929	271003	**5/6/2026**	9034652565	4,525.19
	2929	271003	**5/6/2026**	9034652612	144.22
	2929	271003	**5/6/2026**	9034652615	5,754.40
	2929	271003	**5/6/2026**	9034652617	437.97
	2929	271003	**5/6/2026**	9034652647	1,178.21
	2929	271003	**5/6/2026**	9034652653	1,174.30
	2929	271003	**5/6/2026**	9034652654	237.71
	2929	271003	**5/6/2026**	9034703436	1,295.40
	2929	271003	**5/6/2026**	9034708389	1,550.32
	2929	271003	**5/6/2026**	9034708401	3,145.25
	2929	271003	**5/6/2026**	9034708402	741.52
	2929	271003	**5/6/2026**	9034708403	92.70
	2929	271003	**5/6/2026**	9034708412	812.63
	2929	271003	**5/6/2026**	9034708421	152.15
	2929	271003	**5/6/2026**	9034708423	43.14
	2929	271003	**5/6/2026**	9034708428	3,382.77
	2929	271003	**5/6/2026**	9034708441	91.80
	2929	271003	**5/6/2026**	9034708444	5,078.28
	2929	271003	**5/6/2026**	9034732749	181.55
	2929	271003	**5/6/2026**	9034732771	1,635.23
	2929	271003	**5/6/2026**	9034732773	1,814.35
	2929	271003	**5/6/2026**	9034732776	44.73
	2929	271003	**5/6/2026**	9034732804	1,693.90
	2929	271003	**5/6/2026**	9034732806	29.75
	2929	271003	**5/6/2026**	9034732930	1,934.20
	2929	271003	**5/6/2026**	9034745934	58.80
	2929	271003	**5/6/2026**	9034754457	1,050.07
	2929	271003	**5/6/2026**	9034754472	1,672.74
	2929	271003	**5/6/2026**	9034754492	1,495.54
	2929	271003	**5/6/2026**	9034754495	180.79
	2929	271003	**5/6/2026**	9034754535	1,058.99
	2929	271003	**5/6/2026**	9034754546	29.13
	2929	271003	**5/6/2026**	9034754549	109.03
	2929	271003	**5/6/2026**	9034754565	5,261.44
	2929	271003	**5/6/2026**	9034754585	1,207.15
	2929	271003	**5/6/2026**	9034754610	1,329.04
	2929	271003	**5/6/2026**	9034754622	895.69
	2929	271003	**5/6/2026**	9034754623	48.40
	2929	271003	**5/6/2026**	9034756272	578.20
	2929	271003	**5/6/2026**	9034801719	2,326.82
	2929	271003	**5/6/2026**	9034801723	2,851.63

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GORDON FOOD SERVICE, INC	**2929**	271003	**5/6/2026**	9034801726	177.56
	2929	271003	**5/6/2026**	9034801727	54.90
	2929	271003	**5/6/2026**	9034827213	1,430.52
	2929	271003	**5/6/2026**	9034827229	193.29
GORDON FOOD SERVICE, INC Total					**194,717.69**
GRAINGER PARTS OPERATIONS WW GRAING	**2871**	270895	**4/29/2026**	9866080303	29.77
	2871	270895	**4/29/2026**	9866827653	60.58
	2871	270895	**4/29/2026**	9872258539	760.56
	2871	270895	**4/29/2026**	9877605841	61.40
	2871	270895	**4/29/2026**	9881646724	230.32
	2871	270895	**4/29/2026**	9881953203	606.92
	2929	271004	**5/6/2026**	9888066660	504.00
	2929	271004	**5/6/2026**	9892890105	71.63
GRAINGER PARTS OPERATIONS WW GRAING Total					**2,325.18**
GREAT LAKES ACE HARDWARE INC.	**2871**	270896	**4/29/2026**	6890	140.55
	2871	270896	**4/29/2026**	6901	119.99
	2871	270896	**4/29/2026**	6909	9.08
	2871	270896	**4/29/2026**	6917	212.37
	2871	270896	**4/29/2026**	6918	14.92
	2871	270896	**4/29/2026**	6935	2.40
	2871	270896	**4/29/2026**	6956	17.09
	2871	270896	**4/29/2026**	7003	53.08
	2871	270896	**4/29/2026**	7019	59.28
	2871	270896	**4/29/2026**	7023	54.86
	2871	270896	**4/29/2026**	7026	67.53
	2871	270896	**4/29/2026**	7027	32.02
	2871	270896	**4/29/2026**	7049	53.99
	2871	270896	**4/29/2026**	7071	35.99
	2929	271005	**5/6/2026**	7113	68.86
	2929	271005	**5/6/2026**	7125	17.99
	2929	271005	**5/6/2026**	7137	206.99
	2929	271005	**5/6/2026**	7150	181.08
	2929	271005	**5/6/2026**	7154	295.34
	2929	271005	**5/6/2026**	7157	127.78
	2929	271005	**5/6/2026**	7161	17.98
	2929	271005	**5/6/2026**	7167	10.42
	2929	271005	**5/6/2026**	7173	21.59
	2929	271005	**5/6/2026**	7174	61.27
	2929	271005	**5/6/2026**	B23384	(295.34)
GREAT LAKES ACE HARDWARE INC. Total					**1,587.11**
HAFERMANN, EDUARD P	**2851**	49980	**4/27/2026**	End of Season	206.96
	2851	49980	**4/27/2026**	Cake	40.98
	2851	49980	**4/27/2026**	Banquet	12.25
HAFERMANN, EDUARD P Total					**260.19**
HEARTSPRING	**2989**	271158	**5/13/2026**	18982	27,184.80
HEARTSPRING Total					**27,184.80**
HEINEMANN	**2821**	270774	**4/22/2026**	956465393	8,491.62
HEINEMANN Total					**8,491.62**
HENRICHSMEYER, KRISTA ANN	**2929**	271009	**5/6/2026**	MILES2026 April	60.83
HENRICHSMEYER, KRISTA ANN Total					**60.83**

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HERNANDEZ, LINDA J	**2989**	271159	**5/13/2026**	MILES2026 April	97.37
HERNANDEZ, LINDA J Total					**97.37**
HINTHORNE, DIANE KAY	**2989**	271162	**5/13/2026**	MILES2026 April	58.94
HINTHORNE, DIANE KAY Total					**58.94**
HOLLEY, TYRA MICHAEL	**2871**	270901	**4/29/2026**	ClothingAllowance25	87.62
HOLLEY, TYRA MICHAEL Total					**87.62**
HOSPITAL PURCHASING SERVICE	**2989**	271163	**5/13/2026**	124898	1,583.15
HOSPITAL PURCHASING SERVICE Total					**1,583.15**
Huschen, Alyssa M	**2929**	271014	**5/6/2026**	MILES2026 April	63.87
Huschen, Alyssa M Total					**63.87**
ILLINOIS SCHOOL FOR THE DEAF	**2821**	270775	**4/22/2026**	ISD03312026EH	2,362.92
	2989	271165	**5/13/2026**	EdHoyt-May5-2026	84.00
ILLINOIS SCHOOL FOR THE DEAF Total					**2,446.92**
INTERSTATE ALL BATTERY CENTER	**2929**	271016	**5/6/2026**	1900401032205	1,088.40
INTERSTATE ALL BATTERY CENTER Total					**1,088.40**
IRON MOUNTAIN	**2929**	271017	**5/6/2026**	LGSJ339	4,598.99
IRON MOUNTAIN Total					**4,598.99**
J SPENCER CONSTRUCTION LLC	**2871**	270905	**4/29/2026**	2397	22,422.00
	2929	271018	**5/6/2026**	2409	769.00
J SPENCER CONSTRUCTION LLC Total					**23,191.00**
JEROME, RUTH H	**2989**	271168	**5/13/2026**	MILES2026 April	41.33
	2986	7382	**5/12/2026**	V44027850	135.45
	3003	7386	**5/14/2026**	V33486701	30.00
	3003	7386	**5/14/2026**	V61150029	25.99
JEROME, RUTH H Total					**232.77**
JOHNSON CONTROLS FIRE PROTECTION LP	**2871**	270907	**4/29/2026**	41852194	3,588.52
	2871	270907	**4/29/2026**	41857458	319.66
	2871	270907	**4/29/2026**	41883097	3,588.52
	2871	270907	**4/29/2026**	41883098	3,588.52
	2871	270907	**4/29/2026**	41883576	3,327.36
	2871	270907	**4/29/2026**	41885678	2,706.45
	2871	270907	**4/29/2026**	41896470	76,052.52
JOHNSON CONTROLS FIRE PROTECTION LP Total					**93,171.55**
JOHNSTONE SUPPLY	**2871**	270908	**4/29/2026**	7037153	71.59
	2871	270908	**4/29/2026**	7037266	100.16
	2871	270908	**4/29/2026**	7037290	174.87
	2871	270908	**4/29/2026**	7037315	84.79
	2871	270908	**4/29/2026**	7037450	241.70
	2871	270908	**4/29/2026**	7037460	287.28
	2871	270908	**4/29/2026**	7037464	8.91
	2871	270908	**4/29/2026**	7037467	453.88
	2871	270908	**4/29/2026**	7037598	153.82
	2929	271021	**5/6/2026**	7037630	38.82
	2929	271021	**5/6/2026**	7037810	18.31
JOHNSTONE SUPPLY Total					**1,634.13**

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KEARFOTT, NICOLAS	2929	271023	5/6/2026	MILES2026 April	82.65
	2874	50529	4/29/2026	Officials hospitalit	108.56
	2998	50580	5/13/2026	Hospitality 5/11/26	49.82
KEARFOTT, NICOLAS Total					241.03
KEISER, STACY LYN BARRON	2929	271024	5/6/2026	MILES2026 April	32.77
KEISER, STACY LYN BARRON Total					32.77
KELLER, SHEILA ANN	2989	271172	5/13/2026	MILES2026 March	66.70
KELLER, SHEILA ANN Total					66.70
KELLEY LETT, DAWN MARIE	2989	271173	5/13/2026	Gas Reimburse	52.00
	3044	16109	5/19/2026	V17666384	40.00
KELLEY LETT, DAWN MARIE Total					92.00
KEN'S OIL SERVICE, INC.	2871	270914	4/29/2026	1033992.	999.00
	2871	270914	4/29/2026	1039203	35,128.51
	2871	270914	4/29/2026	K583939	921.69
	2871	270914	4/29/2026	K584017	4,921.14
	2929	271025	5/6/2026	K584153	4,243.28
	2929	271025	5/6/2026	K584555	3,511.67
	2929	271025	5/6/2026	K584669	535.00
KEN'S OIL SERVICE, INC. Total					50,260.29
KNOLLENBERG, HOLLY N	2989	271176	5/13/2026	MILES2026 April	187.49
KNOLLENBERG, HOLLY N Total					187.49
KOECHLE, CRISTIE LAMAR	2929	271028	5/6/2026	MILES2026 April	62.35
	2989	271177	5/13/2026	MILES2026 March	99.76
KOECHLE, CRISTIE LAMAR Total					162.11
KUPFERSCHMID, HANNAH I	2989	271182	5/13/2026	MILES2026 April	85.55
KUPFERSCHMID, HANNAH I Total					85.55
Kurdys, Taylor L	2989	271183	5/13/2026	MILES2026 April	107.66
Kurdys, Taylor L Total					107.66
LAWRENCE, JUSTIN	2989	271185	5/13/2026	MILES 2026 APR	248.82
LAWRENCE, JUSTIN Total					248.82
LEARNWELL	2821	270782	4/22/2026	INV308586	85.12
	2929	271034	5/6/2026	INV313572	255.36
	2989	271186	5/13/2026	INV314774	425.60
LEARNWELL Total					766.08
LEWIS, LAWRENCE D	2929	271036	5/6/2026	Reimburse Menards	194.55
LEWIS, LAWRENCE D Total					194.55
LINCOLN PRAIRIE BEHAVIORAL HEALTH C	2871	270920	4/29/2026	2021-22543	450.00
	2871	270920	4/29/2026	2021-22607	375.00
	2871	270920	4/29/2026	2021-22626	300.00
	2871	270920	4/29/2026	2021-22639	375.00
	2929	271037	5/6/2026	2021-22667	900.00
LINCOLN PRAIRIE BEHAVIORAL HEALTH C Total					2,400.00
LINDE GAS & EQUIPMENT INC.	2929	271038	5/6/2026	56217780	123.53
	2929	271038	5/6/2026	56236494	200.31

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LINDE GAS & EQUIPMENT INC.	**2929**	271038	**5/6/2026**	56237048	339.80
	2929	271038	**5/6/2026**	56314129	26.65
LINDE GAS & EQUIPMENT INC. Total					**690.29**
LUTES, KELSEY	**2929**	271039	**5/6/2026**	MILES 2026 APR	10.01
	2989	271190	**5/13/2026**	MILES 2026 MAY	5.95
	2902	1512	**5/1/2026**	V124745	67.55
LUTES, KELSEY Total					**83.51**
MARKLUND CHILDREN'S HOME	**2989**	271191	**5/13/2026**	7552	10,474.92
MARKLUND CHILDREN'S HOME Total					**10,474.92**
MC MASTER-CARR SUPPLY CO	**2871**	270922	**4/29/2026**	63021713	107.72
	2871	270922	**4/29/2026**	63267377	120.92
	2871	270922	**4/29/2026**	63321202	120.90
	2871	270922	**4/29/2026**	63402467	21.84
	2871	270922	**4/29/2026**	63418328	88.96
	2929	271041	**5/6/2026**	63506282	349.76
	2929	271041	**5/6/2026**	63649835	76.15
MC MASTER-CARR SUPPLY CO Total					**886.25**
MCLEAN COUNTY ASPHALT CO, INC	**2871**	270924	**4/29/2026**	84395	116.92
MCLEAN COUNTY ASPHALT CO, INC Total					**116.92**
MCLEAN COUNTY GLASS & MIRROR	**2871**	270925	**4/29/2026**	61677	226.97
MCLEAN COUNTY GLASS & MIRROR Total					**226.97**
MENARDS LUMBER	**2821**	270790	**4/22/2026**	89681	789.64
	2821	270790	**4/22/2026**	89692	41.14
	2821	270790	**4/22/2026**	89760	291.29
	2821	270790	**4/22/2026**	89843	81.92
	2821	270790	**4/22/2026**	89849	82.40
	2821	270790	**4/22/2026**	89897	5.98
	2821	270790	**4/22/2026**	89998	101.92
	2821	270790	**4/22/2026**	90008	84.06
	2821	270790	**4/22/2026**	90250	187.02
	2821	270790	**4/22/2026**	90260	28.76
	2821	270790	**4/22/2026**	90272	3.49
	2821	270790	**4/22/2026**	90288	67.98
	2821	270790	**4/22/2026**	90462	107.28
	2821	270790	**4/22/2026**	90465	48.84
	2821	270790	**4/22/2026**	90551	20.92
	2821	270790	**4/22/2026**	90764	243.04
	2821	270790	**4/22/2026**	90904	45.43
	2821	270790	**4/22/2026**	91340	103.78
	2821	270790	**4/22/2026**	91380	33.13
	2871	270926	**4/29/2026**	91420	82.90
	2871	270926	**4/29/2026**	91421	19.97
	2871	270926	**4/29/2026**	91487	27.14
	2871	270926	**4/29/2026**	91511	49.96
	2871	270926	**4/29/2026**	91514	70.91
	2871	270926	**4/29/2026**	91564	59.88
	2871	270926	**4/29/2026**	91761	15.48
	2871	270926	**4/29/2026**	91931	36.80
	2871	270926	**4/29/2026**	92270	70.58
	2871	270926	**4/29/2026**	92438	196.98
	2774	50468	**4/16/2026**	88017	12.99

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MENARDS LUMBER	**2874**	50533	**4/29/2026**	90214 & 89398	94.58
	2790	49963	**4/17/2026**	92341	607.55
MENARDS LUMBER Total					**3,713.74**
MENTA ACADEMY SPRINGFIELD	**2989**	271194	**5/13/2026**	SESINV-060400	21,301.85
	2989	271194	**5/13/2026**	SYSINV-021220	8,347.50
MENTA ACADEMY SPRINGFIELD Total					**29,649.35**
MIDLAND PAPER COMPANY	**2929**	271042	**5/6/2026**	IN02663578	3,355.92
	2929	271042	**5/6/2026**	IN02667022	6,741.31
	2989	271196	**5/13/2026**	IN02668707	2,592.24
MIDLAND PAPER COMPANY Total					**12,689.47**
MIDWEST CONSTRUCTION RENTALS	**2929**	271043	**5/6/2026**	233674-1	1,526.40
	2929	271043	**5/6/2026**	234766-1	533.90
MIDWEST CONSTRUCTION RENTALS Total					**2,060.30**
MIDWEST EQUIPMENT II	**2871**	270929	**4/29/2026**	851913	453.55
	2871	270929	**4/29/2026**	852068	(329.40)
	2871	270929	**4/29/2026**	853838	356.88
	2929	271044	**5/6/2026**	855493	523.30
	2929	271044	**5/6/2026**	856828	60.86
MIDWEST EQUIPMENT II Total					**1,065.19**
MILLER JANITOR SUPPLY CO.	**2929**	271045	**5/6/2026**	121711	5,816.88
	2989	271199	**5/13/2026**	121932	1,176.45
MILLER JANITOR SUPPLY CO. Total					**6,993.33**
Nelson, Laura M	**2821**	270793	**4/22/2026**	MILES 2026 FEB	73.15
	2821	270793	**4/22/2026**	MILES 2026 MAR	32.77
Nelson, Laura M Total					**105.92**
NEURORESTORATIVE IL	**2821**	270794	**4/22/2026**	326-381373	102,279.79
	2989	271200	**5/13/2026**	1025-381373-RC	3,945.92
	2989	271200	**5/13/2026**	1125-381373-RC	3,117.84
	2989	271200	**5/13/2026**	825-381373-2	2,837.92
	2989	271200	**5/13/2026**	925-381373-RC	3,766.56
NEURORESTORATIVE IL Total					**115,948.03**
NEWTON, JORDAN	**2899**	1686	**5/1/2026**	V79279760	305.82
NEWTON, JORDAN Total					**305.82**
NIKOLANCI, JULIE M	**2821**	270795	**4/22/2026**	MILES 2026 JAN	29.73
	2821	270795	**4/22/2026**	MILES 2026 FEB	20.30
	2821	270795	**4/22/2026**	MILES 2026 MAR	36.25
NIKOLANCI, JULIE M Total					**86.28**
NYBAKKE VACUUM SHOP, INC	**2929**	271052	**5/6/2026**	42426-3	439.99
	2989	271201	**5/13/2026**	42726-1	138.88
NYBAKKE VACUUM SHOP, INC Total					**578.87**
O'CONNELL, YOLANDA M	**2989**	271202	**5/13/2026**	MILES 2026 APR	239.11
O'CONNELL, YOLANDA M Total					**239.11**
OSTLING, COREY MATTHEW	**2871**	270933	**4/29/2026**	REIM EOPGIFTS 042126	52.37
OSTLING, COREY MATTHEW Total					**52.37**

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PAFF, CASSIE M	**2989**	271203	**5/13/2026**	MILES 2026 APR	110.56
PAFF, CASSIE M Total					**110.56**
PAPA MURPHY'S	**2989**	271204	**5/13/2026**	IL4/4/2026	6,138.50
PAPA MURPHY'S Total					**6,138.50**
PARTS TOWN, LLC	**2871**	270934	**4/29/2026**	2108756352	530.61
	2871	270934	**4/29/2026**	2108756353	1,288.62
	2871	270934	**4/29/2026**	2108769706	134.00
	2871	270934	**4/29/2026**	2108835767	88.35
	2871	270934	**4/29/2026**	2108847361	317.01
	2871	270934	**4/29/2026**	2108862412	126.52
	2929	271056	**5/6/2026**	2108914571	269.72
	2929	271056	**5/6/2026**	2108914572	223.78
	2929	271056	**5/6/2026**	2108944264	297.10
PARTS TOWN, LLC Total					**3,275.71**
PHOTO WAREHOUSE	**2989**	271207	**5/13/2026**	9653-1 2	9.95
PHOTO WAREHOUSE Total					**9.95**
PLATTNER, HEATHER PAULLIN	**2989**	271209	**5/13/2026**	MILES 2026 APR	162.62
PLATTNER, HEATHER PAULLIN Total					**162.62**
PRAIRIE FARMS DAIRY INC	**2989**	271210	**5/13/2026**	STMT 0426	49,233.76
PRAIRIE FARMS DAIRY INC Total					**49,233.76**
PROFESSIONAL ELECTRIC MOTOR REPAIR	**2871**	270936	**4/29/2026**	77187	155.91
	2871	270936	**4/29/2026**	77233	46.50
PROFESSIONAL ELECTRIC MOTOR REPAIR Total					**202.41**
QUALITY TRUCK EQUIPMENT	**2989**	271213	**5/13/2026**	102P73493.02	295.00
	2989	271213	**5/13/2026**	102P73594	165.00
	2989	271213	**5/13/2026**	102P74036	2,574.00
	2989	271213	**5/13/2026**	102P74154	346.40
	2989	271213	**5/13/2026**	102P74267	658.53
	2989	271213	**5/13/2026**	102P74507	352.60
	2989	271213	**5/13/2026**	104S4233	281.80
	2989	271213	**5/13/2026**	104S4327	568.81
	2989	271213	**5/13/2026**	108P74296	153.00
QUALITY TRUCK EQUIPMENT Total					**5,395.14**
RACKAUSKAS, JARROD ANTHONY	**2929**	271065	**5/6/2026**	REIM CHEMLAB 041526	19.98
	2790	49966	**4/17/2026**	Software	39.99
RACKAUSKAS, JARROD ANTHONY Total					**59.97**
REGIONAL OFFICE OF EDUCATION #17	**2821**	270805	**4/22/2026**	1002600766	75.85
	2871	270939	**4/29/2026**	1002600789	37,552.20
	2871	270939	**4/29/2026**	1002600791	1,735.44
	2989	271216	**5/13/2026**	1002600806	339.50
	2989	271216	**5/13/2026**	1002600807	150.00
REGIONAL OFFICE OF EDUCATION #17 Total					**39,852.99**
ROGERS SUPPLY COMPANY INC	**2929**	271069	**5/6/2026**	BL076765	381.50
	2929	271069	**5/6/2026**	BL076805	63.49
	2929	271069	**5/6/2026**	BL076842	63.49
ROGERS SUPPLY COMPANY INC Total					**508.48**

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RP LUMBER COMPANY, INC	2871	270940	4/29/2026	4955175	84.89
RP LUMBER COMPANY, INC Total					84.89
RUSH TRUCK CENTERS	2821	270809	4/22/2026	3045415020	1,135.00
	2821	270809	4/22/2026	3045467486	83.94
RUSH TRUCK CENTERS Total					1,218.94
S & S BUILDERS HARDWARE CO	2871	270941	4/29/2026	SI000408	735.00
	2871	270941	4/29/2026	SI000493	1,481.50
	2871	270941	4/29/2026	SI000494	5,807.50
	2871	270941	4/29/2026	SI000544	1,603.39
	2871	270941	4/29/2026	SI000646	1,265.92
	2929	271072	5/6/2026	SI000860	5,389.50
S & S BUILDERS HARDWARE CO Total					16,282.81
SCHOLASTIC INC.	2929	271073	5/6/2026	M7689882 4	2,337.57
SCHOLASTIC INC. Total					2,337.57
SCHOOL SPECIALTY	2989	271222	5/13/2026	208136973264	1,672.00
SCHOOL SPECIALTY Total					1,672.00
SHERWIN WILLIAMS COMPANY	2871	270943	4/29/2026	31256108650426	45.84
	2871	270943	4/29/2026	95818133480426	249.66
	2929	271077	5/6/2026	1154133480426	69.75
	2929	271077	5/6/2026	34086108650426	109.12
	2929	271077	5/6/2026	35646108650426	235.87
	2929	271077	5/6/2026	36610108650426	40.94
	2929	271077	5/6/2026	88367133480326	229.95
SHERWIN WILLIAMS COMPANY Total					981.13
SHOWALTER, KAREN R	2821	270813	4/22/2026	MILES 2026 MAR	29.36
	2989	271224	5/13/2026	MILES 2026 APR	31.32
SHOWALTER, KAREN R Total					60.68
SINGLEWIRE SOFTWARE	2989	271225	5/13/2026	71484	60,764.00
SINGLEWIRE SOFTWARE Total					60,764.00
STRATUS NETWORKS, INC.	2989	271230	5/13/2026	253332	339.99
STRATUS NETWORKS, INC. Total					339.99
SWANN SPECIAL CARE CENTER	2989	271231	5/13/2026	STMT 0426	7,164.96
SWANN SPECIAL CARE CENTER Total					7,164.96
TAMBURINI, JODI S	2989	271232	5/13/2026	MILES 2026 APR	202.35
TAMBURINI, JODI S Total					202.35
TAYLOR, KEITH	2989	271233	5/13/2026	MILES 2026 APR	58.00
TAYLOR, KEITH Total					58.00
TEAM AUTOMOTIVE AND TIRE	2821	270817	4/22/2026	7838134	2,259.22
	2821	270817	4/22/2026	7838196	168.41
	2821	270817	4/22/2026	7838231	383.49
	2821	270817	4/22/2026	7838241	2,417.74
	2929	271081	5/6/2026	313323	40.00
	2929	271081	5/6/2026	313328	40.00
	2929	271081	5/6/2026	313330	40.00
	2929	271081	5/6/2026	313336	40.00

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TEAM AUTOMOTIVE AND TIRE	**2929**	271081	**5/6/2026**	313338	40.00
	2929	271081	**5/6/2026**	313393	40.00
	2929	271081	**5/6/2026**	313398	40.00
	2929	271081	**5/6/2026**	313504	40.00
	2929	271081	**5/6/2026**	313509	40.00
	2929	271081	**5/6/2026**	313593	40.00
	2929	271081	**5/6/2026**	7837959	5,665.88
	2929	271081	**5/6/2026**	7838253	1,357.06
	2929	271081	**5/6/2026**	7838264	1,938.51
	2929	271081	**5/6/2026**	7838306	2,006.68
TEAM AUTOMOTIVE AND TIRE Total					**16,596.99**
THE OMNI GROUP	**2989**	271236	**5/13/2026**	2605-7601	48.00
THE OMNI GROUP Total					**48.00**
THOENNES, KARY B	**2929**	271084	**5/6/2026**	REIM PARKING 011326	7.00
THOENNES, KARY B Total					**7.00**
THOMSON REUTERS-WEST	**2989**	271237	**5/13/2026**	853547972	1,679.14
THOMSON REUTERS-WEST Total					**1,679.14**
TIMECLOCK PLUS, LLC	**2929**	271085	**5/6/2026**	INV00476375	2,067.19
TIMECLOCK PLUS, LLC Total					**2,067.19**
TOBII DYNAVOX, LLC	**2821**	270821	**4/22/2026**	US01-3210035504	3,415.00
TOBII DYNAVOX, LLC Total					**3,415.00**
TURCOTTE, BRIANA L	**2929**	271086	**5/6/2026**	MILES2026 April	246.50
	2943	5228	**5/7/2026**	V49048633	20.48
TURCOTTE, BRIANA L Total					**266.98**
TWIN CITY AWARDS	**2871**	270949	**4/29/2026**	3484	90.00
	2998	50588	**5/13/2026**	3498	111.00
	2900	50022	**5/1/2026**	3484 Wrestling	30.00
	3017	6542	**5/15/2026**	V88924384	55.00
TWIN CITY AWARDS Total					**286.00**
ULINE	**2821**	270824	**4/22/2026**	206296706	2,277.71
	2871	270950	**4/29/2026**	206266452	568.51
	2871	270950	**4/29/2026**	206649149	3,300.72
	2929	271088	**5/6/2026**	207087976	561.15
	3007	50080	**5/15/2026**	207329949	2,611.11
ULINE Total					**9,319.20**
UNIT 5 DECKER INDUSTRIES	**2929**	271089	**5/6/2026**	205 042826	20.00
	2989	271239	**5/13/2026**	206 042026	5.25
	2905	5393	**5/5/2026**	V887414	87.50
	2790	49969	**4/17/2026**	199 - April 9 2026	350.00
	2935	50044	**5/7/2026**	208 from 2026	25.50
	3007	50081	**5/15/2026**	210	150.00
	3007	50081	**5/15/2026**	215 - May 2026	34.00
	2990	3874	**5/13/2026**	V30912320	17.50
	2995	22962	**5/13/2026**	209	437.50
UNIT 5 DECKER INDUSTRIES Total					**1,127.25**
US MECHANICAL SERVICES, INC	**2871**	270951	**4/29/2026**	32984	4,967.17
US MECHANICAL SERVICES, INC Total					**4,967.17**

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VILLAGE OF CARLOCK	**2989**	271243	**5/13/2026**	2026-04	569.09
VILLAGE OF CARLOCK Total					**569.09**
VOGELSANG, CLAYE R	**2821**	270827	**4/22/2026**	MILES 2026 FEB	66.34
	2931	271111	**5/6/2026**	MILES 2026 MAR	93.53
VOGELSANG, CLAYE R Total					**159.87**
VOLKER, EMILY C	**2821**	270828	**4/22/2026**	MILES 2026 MAR	74.75
	2989	271244	**5/13/2026**	MILES 2026 APR	94.76
VOLKER, EMILY C Total					**169.51**
WEBER, DAVID JONATHAN	**2821**	270830	**4/22/2026**	REIM STEMCAP 040326	563.60
	2790	49971	**4/17/2026**	Project Supplies	133.18
	2869	50011	**4/29/2026**	Game Equipment	28.20
	3007	50082	**5/15/2026**	ADP STEM Event	254.43
WEBER, DAVID JONATHAN Total					**979.41**
WEBSTER, SHELLEY C	**2929**	271092	**5/6/2026**	MILES 2026 APR	51.04
WEBSTER, SHELLEY C Total					**51.04**
WHEELER, SAMUEL JAMES	**2989**	271246	**5/13/2026**	MILES 2026 APR	130.72
WHEELER, SAMUEL JAMES Total					**130.72**
WHITMAN, DONALD OLIVER	**2929**	271096	**5/6/2026**	REIM CONF 032626	399.00
WHITMAN, DONALD OLIVER Total					**399.00**
WILLSCOT MOBILE MINI	**2929**	271097	**5/6/2026**	9026018010	190.00
	2929	271097	**5/6/2026**	9026065770	240.00
WILLSCOT MOBILE MINI Total					**430.00**
WINSLER, ANNETTE	**2989**	271248	**5/13/2026**	MILES 2026 APR	5.08
WINSLER, ANNETTE Total					**5.08**
WINSUPPLY	**2871**	270960	**4/29/2026**	398548 01	17.32
	2929	271098	**5/6/2026**	399634 01	134.93
WINSUPPLY Total					**152.25**
ZIMMERMAN, CLAIRE CHRISTINE	**2989**	271251	**5/13/2026**	MILES 2026 APR	220.18
	2869	50013	**4/29/2026**	April Restock	622.19
	3007	50085	**5/15/2026**	VTAP Incentives DM	45.00
	3007	50085	**5/15/2026**	VTAP Seniors	124.95
ZIMMERMAN, CLAIRE CHRISTINE Total					**1,012.32**
ZINK, LAURA SUSANNE	**2989**	271252	**5/13/2026**	MILES 2026 APR	46.18
ZINK, LAURA SUSANNE Total					**46.18**
ZOBEL, DANIEL B	**2821**	270835	**4/22/2026**	REIM MEAL 041426	48.39
ZOBEL, DANIEL B Total					**48.39**
ADVANCE AUTO PARTS	**2989**	271120	**5/13/2026**	6209612868360	25.49
	2989	271120	**5/13/2026**	6253610682917	98.54
	2989	271120	**5/13/2026**	6253611083162	508.32
	2989	271120	**5/13/2026**	6253611183274	235.78
	2989	271120	**5/13/2026**	6253611383514	48.99
	2989	271120	**5/13/2026**	6253611483672	35.94
	2989	271120	**5/13/2026**	6253611783851	49.45

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ADVANCE AUTO PARTS	**2989**	271120	**5/13/2026**	6253612084224	95.10
	2989	271120	**5/13/2026**	6253612184257	141.15
	2989	271120	**5/13/2026**	6253612184258	232.86
	2989	271120	**5/13/2026**	6253612184277	69.99
	2989	271120	**5/13/2026**	6253612584539	38.04
	2989	271120	**5/13/2026**	6253612584551	210.40
	2989	271120	**5/13/2026**	6253612684729	79.14
	2989	271120	**5/13/2026**	6253612684731	319.20
	2989	271120	**5/13/2026**	6253612884896	41.72
ADVANCE AUTO PARTS Total					**2,230.11**
ALRO STEEL	**2874**	50518	**4/29/2026**	GDX9186BB	182.56
ALRO STEEL Total					**182.56**
AVANTI'S ITALIAN RESTAURANT -BLOOMINGTON	**2991**	271114	**5/13/2026**	NCWHS April2026	298.30
	2989	271125	**5/13/2026**	STMT April 2026	5,372.00
	2922	7369	**5/6/2026**	V39916071	1,351.35
	2896	5386	**4/30/2026**	V843726	202.45
	2955	5395	**5/8/2026**	V971706	527.30
	2811	50480	**4/20/2026**	NCHS 4/25/26	419.47
	2934	50560	**5/6/2026**	5134-1	10.00
	2998	50570	**5/13/2026**	5991	627.25
	2935	50026	**5/7/2026**	May 2026 Statement	1,424.28
AVANTI'S ITALIAN RESTAURANT -BLOOMINGTON Total					**10,232.40**
BIERBAUM, JOHN	**2332**	49974	**4/24/2026**	Snacks MT	119.71
	2871	270862	**4/29/2026**	ReimburseFuel	88.25
	2989	271129	**5/13/2026**	FuelReimburse.	86.26
	2790	49958	**4/17/2026**	Groceries	92.73
	2851	49976	**4/27/2026**	Supplies and Pizza	47.95
	2900	50015	**5/1/2026**	Model UN April	44.25
	2900	50015	**5/1/2026**	MT Supplies	70.96
BIERBAUM, JOHN Total					**550.11**
BLOOMINGTON PUBLIC SCHOOLS - DISTRICT 87	**2821**	270754	**4/22/2026**	003	1,963.52
	2821	270754	**4/22/2026**	BuildingThinkingWksh	300.00
BLOOMINGTON PUBLIC SCHOOLS - DISTRICT 87 Total					**2,263.52**
BRADFORD SUPPLY COMPANY	**2871**	270867	**4/29/2026**	2802035	34.34
	2929	270972	**5/6/2026**	2801532	26.82
BRADFORD SUPPLY COMPANY Total					**61.16**
BRANDT, PENNY	**2929**	270973	**5/6/2026**	MILES2026 March	32.62
	2929	270973	**5/6/2026**	MILES2026 April	54.38
BRANDT, PENNY Total					**87.00**
BURROUGHS, JILL A	**2989**	271132	**5/13/2026**	MILES2026 February	103.67
	2989	271132	**5/13/2026**	MILES2026 March	103.67
	2989	271132	**5/13/2026**	MILES2026 April	103.67
	3032	2798	**5/19/2026**	V68605269	97.19
BURROUGHS, JILL A Total					**408.20**
CAROLINA BIOLOGICAL SUPPLY CO	**2985**	4295	**5/12/2026**	V25472701	143.81
CAROLINA BIOLOGICAL SUPPLY CO Total					**143.81**
CHILDREN'S DISCOVERY MUSEUM	**2870**	270847	**4/29/2026**	1714099	175.00
	2920	3260	**5/6/2026**	V97642725	325.00

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CHILDREN'S DISCOVERY MUSEUM	2830	2005	4/22/2026	V57654884	275.00
CHILDREN'S DISCOVERY MUSEUM Total					775.00
CHLEBOWSKI, JENNIFER SUSANNE	2929	270980	5/6/2026	MILES2026 February	73.44
	2929	270980	5/6/2026	MILES2026 March	169.87
	2929	270980	5/6/2026	MILES2026 April	254.33
CHLEBOWSKI, JENNIFER SUSANNE Total					497.64
CLEAN THE UNIFORM COMPANY	2989	271136	5/13/2026	32428497	85.33
	2989	271136	5/13/2026	32430109	85.33
	2989	271136	5/13/2026	32431764	85.33
	2989	271136	5/13/2026	32433781	85.33
CLEAN THE UNIFORM COMPANY Total					341.32
CUMMINS SALES AND SERVICE.	2871	270880	4/29/2026	Q1-260396946	617.37
	2871	270880	4/29/2026	Q1-260396948	878.42
	2871	270880	4/29/2026	Q1-260397174	680.14
	2871	270880	4/29/2026	Q1-260397490	72.16
CUMMINS SALES AND SERVICE. Total					2,248.09
CUNNINGHAM CHILDREN'S HOME	2821	270761	4/22/2026	9082	7,914.69
CUNNINGHAM CHILDREN'S HOME Total					7,914.69
DEHNER, MEREDITH R	2871	270881	4/29/2026	MILES2026 March	52.13
	2989	271139	5/13/2026	MILES2026 April	121.58
DEHNER, MEREDITH R Total					173.71
DESIGN MAVENS ARCHITECHURE PLLC	2821	270763	4/22/2026	25-0021.5	1,020.00
	2821	270763	4/22/2026	26-0000.3	1,545.00
DESIGN MAVENS ARCHITECHURE PLLC Total					2,565.00
EVERGREEN FS	2871	270885	4/29/2026	34269687	51.60
	2871	270885	4/29/2026	34270474	540.00
	2929	270992	5/6/2026	34270945	300.00
EVERGREEN FS Total					891.60
FASTSIGNS	2989	271144	5/13/2026	INV-46489	197.60
	2774	50461	4/16/2026	46360	437.30
	3007	50066	5/15/2026	46480	434.76
	3007	50066	5/15/2026	46569	28.56
FASTSIGNS Total					1,098.22
FEDEX	2929	270994	5/6/2026	6708352184	210.00
FEDEX Total					210.00
FIRST STUDENT	2989	271145	5/13/2026	12106420	1,385,841.85
	2989	271145	5/13/2026	12122406	1,502,981.86
FIRST STUDENT Total					2,888,823.71
FREYMANN, MEGAN MARIE	2989	271151	5/13/2026	MILES2026 April	117.23
FREYMANN, MEGAN MARIE Total					117.23
GETZ FIRE EQUIPMENT COMPANY	2871	270891	4/29/2026	I6-603272	4,079.00
	2871	270891	4/29/2026	I6-603273	1,626.00
	2871	270891	4/29/2026	I6-603274	2,202.85
	2871	270891	4/29/2026	I6-603275	1,429.80
	2871	270891	4/29/2026	I6-603276	1,501.10

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GETZ FIRE EQUIPMENT COMPANY	2871	270891	4/29/2026	I6-603277	4,686.65
	2871	270891	4/29/2026	I6-603278	3,788.20
	2871	270891	4/29/2026	I6-603279	436.90
	2871	270891	4/29/2026	I6-603280	2,222.40
	2871	270891	4/29/2026	I6-603281	1,013.95
	2871	270891	4/29/2026	I6-603282	955.60
GETZ FIRE EQUIPMENT COMPANY Total					23,942.45
GLOBAL WATER TECHNOLOGY, INC.	2871	270892	4/29/2026	187277	1,575.85
GLOBAL WATER TECHNOLOGY, INC. Total					1,575.85
HERITAGE MACHINE & WELDING INC	2871	270899	4/29/2026	58934	3,262.62
HERITAGE MACHINE & WELDING INC Total					3,262.62
ILLINOIS ASSOCIATION OF SCHOOL BOARDS	2929	271015	5/6/2026	478586	50.00
	2929	271015	5/6/2026	482453	400.00
ILLINOIS ASSOCIATION OF SCHOOL BOARDS Total					450.00
ILMEA	2919	25665	5/5/2026	V85782573	10.00
ILMEA Total					10.00
J W PEPPER & SONS INCORP	2929	271019	5/6/2026	368541367	223.90
	2986	7381	5/12/2026	V88528935	13.25
	2856	22945	4/27/2026	368473134	132.75
J W PEPPER & SONS INCORP Total					369.90
JES & SONS 2-WAY, LLC	2821	270776	4/22/2026	93130	152.00
	2871	270906	4/29/2026	93289	136.00
JES & SONS 2-WAY, LLC Total					288.00
JUERS, ROGER ALAN	2821	270778	4/22/2026	ReimburseFuel	115.01
	2834	50514	4/23/2026	Hotel-FL Spring brea	3,164.18
JUERS, ROGER ALAN Total					3,279.19
KARDAS, GABRIELLE J	2871	270911	4/29/2026	MILES2026 February	163.92
	2871	270911	4/29/2026	MILES2026 March	181.18
KARDAS, GABRIELLE J Total					345.10
LAKESHORE LEARNING MATERIALS	2821	270781	4/22/2026	93651798	398.94
LAKESHORE LEARNING MATERIALS Total					398.94
LEICHTENBERG, VALERIE	2821	270784	4/22/2026	MILES 2026 MAR	39.15
LEICHTENBERG, VALERIE Total					39.15
MIDWEST MAILING & SHIPPING SYSTEMS,	2989	271197	5/13/2026	SI96379	390.00
MIDWEST MAILING & SHIPPING SYSTEMS, Total					390.00
MIER, ANGELA M	2989	271198	5/13/2026	MILES 2026 APR	9.35
	2989	271198	5/13/2026	AutismConference	75.00
	2989	271198	5/13/2026	HJBKQWCN-0001	150.00
MIER, ANGELA M Total					234.35
MODGLIN, MARGARET KATHLEEN	2929	271046	5/6/2026	MILES 2026 MAR	54.74
MODGLIN, MARGARET KATHLEEN Total					54.74
NORD, ALLISON K	2929	271050	5/6/2026	MILES 2026 MAR	61.84
NORD, ALLISON K Total					61.84

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PEPSI COLA GENERAL BOT, INC	2989	271206	5/13/2026	25995005	(681.46)
	2989	271206	5/13/2026	67750102	(234.04)
	2989	271206	5/13/2026	72004901	743.96
	2989	271206	5/13/2026	72065404	811.26
	2989	271206	5/13/2026	73872801	350.00
	2989	271206	5/13/2026	74146803	714.04
	2989	271206	5/13/2026	74452003	(280.00)
	2989	271206	5/13/2026	75697802	280.00
	2989	271206	5/13/2026	76574102	421.55
	2989	271206	5/13/2026	76574104	490.00
	2989	271206	5/13/2026	77731401	560.00
	2989	271206	5/13/2026	78315203	1,381.26
	2989	271206	5/13/2026	78315204	350.00
	2989	271206	5/13/2026	80717005	914.69
	2989	271206	5/13/2026	80861900	365.93
PEPSI COLA GENERAL BOT, INC Total					6,187.19
PETERS, AUSTIN CHARLES	2929	271060	5/6/2026	MILES 2025 NOV	89.18
PETERS, AUSTIN CHARLES Total					89.18
PETERSEN, JAMITH L G	2929	271062	5/6/2026	MILES 2026 APR	5.80
PETERSEN, JAMITH L G Total					5.80
PHEASANT LANES	2929	271063	5/6/2026	NWHS BOWL 0426	132.00
	2838	25655	4/24/2026	V62802872	1,325.00
	2903	6537	5/1/2026	V82764782	587.35
	2875	22952	4/30/2026	V54241388	1,319.50
PHEASANT LANES Total					3,363.85
RUDGE, AMBER DAWN	2929	271070	5/6/2026	MILES2026 April	65.97
RUDGE, AMBER DAWN Total					65.97
SALYER, TISA MARIE	2989	271219	5/13/2026	MILES 2026 APR	66.41
SALYER, TISA MARIE Total					66.41
SCHMIDT, THERESE F	2989	271220	5/13/2026	MILES 2026 APR	253.46
SCHMIDT, THERESE F Total					253.46
TEMPLES, SHEA	2821	270819	4/22/2026	MILES 2026 MAR	83.74
TEMPLES, SHEA Total					83.74
THE MUSIC SHOPPE, INC	2821	270820	4/22/2026	4071830	87.00
	2821	270820	4/22/2026	4071832	87.00
	2821	270820	4/22/2026	4082503	116.00
	2821	270820	4/22/2026	4100862	(20.00)
	2821	270820	4/22/2026	4108848	52.50
	2821	270820	4/22/2026	4111264	246.00
	2821	270820	4/22/2026	4111268	246.00
	2821	270820	4/22/2026	4111270	246.00
	2821	270820	4/22/2026	4111273	246.00
	2821	270820	4/22/2026	4111275	213.00
	2821	270820	4/22/2026	4111277	153.00
	2821	270820	4/22/2026	4111279	153.00
	2821	270820	4/22/2026	4118544	153.00
	2821	270820	4/22/2026	4118545	158.00
	2821	270820	4/22/2026	4120196	21.97

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THE MUSIC SHOPPE, INC	**2821**	270820	**4/22/2026**	4120694	43.00
	2821	270820	**4/22/2026**	4120695	78.00
	2821	270820	**4/22/2026**	4122398	8.50
	2821	270820	**4/22/2026**	4133371	83.96
	2821	270820	**4/22/2026**	4153726	38.25
	2821	270820	**4/22/2026**	4159535	46.75
	2821	270820	**4/22/2026**	4161822	55.25
	2821	270820	**4/22/2026**	4163179	520.15
	2821	270820	**4/22/2026**	4169149	336.87
	2821	270820	**4/22/2026**	4169677	300.00
	2871	270946	**4/29/2026**	4169749	71.40
	2929	271083	**5/6/2026**	4162734	109.00
	2929	271083	**5/6/2026**	4162737	89.00
	2989	271235	**5/13/2026**	4131882	259.99
	2986	7384	**5/12/2026**	V66757410	1,779.00
	2874	50539	**4/29/2026**	Share the Music	110.00
	2990	3873	**5/13/2026**	V98865614	200.00
	3001	3875	**5/14/2026**	V15405403	300.00
THE MUSIC SHOPPE, INC Total					**6,587.59**
TOPPING, ELIZABETH E	**2774**	50477	**4/16/2026**	Musical props/set	318.53
	2995	22961	**5/13/2026**	V90849286	47.50
TOPPING, ELIZABETH E Total					**366.03**
TOUCHTONE COMMUNICATIONS	**2822**	270844	**4/22/2026**	3917942	469.38
TOUCHTONE COMMUNICATIONS Total					**469.38**
VESTIS SERVICES, LLC	**2821**	270825	**4/22/2026**	6130750111	23.18
	2821	270825	**4/22/2026**	6130750812	45.11
	2821	270825	**4/22/2026**	6130750813	21.84
	2821	270825	**4/22/2026**	6130750814	21.42
	2821	270825	**4/22/2026**	6130750856	10.51
	2821	270825	**4/22/2026**	6130751518	35.64
	2821	270825	**4/22/2026**	6130751582	13.18
	2821	270825	**4/22/2026**	6130752262	2.88
	2821	270825	**4/22/2026**	6130752279	10.09
	2821	270825	**4/22/2026**	6130752801	18.95
	2821	270825	**4/22/2026**	6130752802	13.80
	2821	270825	**4/22/2026**	6130753295	12.98
	2821	270825	**4/22/2026**	6130753338	23.18
	2821	270825	**4/22/2026**	6130753361	21.84
	2821	270825	**4/22/2026**	6130753362	3.09
	2821	270825	**4/22/2026**	6130754096	45.11
	2821	270825	**4/22/2026**	6130754097	21.84
	2821	270825	**4/22/2026**	6130754100	9.06
	2821	270825	**4/22/2026**	6130754813	18.13
	2821	270825	**4/22/2026**	6130754814	35.64
	2821	270825	**4/22/2026**	6130755558	14.01
	2821	270825	**4/22/2026**	6130755572	6.39
	2821	270825	**4/22/2026**	6130755598	18.95
	2821	270825	**4/22/2026**	6130756086	13.39
	2821	270825	**4/22/2026**	6130756103	8.96
	2821	270825	**4/22/2026**	6130756132	45.03
	2821	270825	**4/22/2026**	6130756133	13.80
	2821	270825	**4/22/2026**	6130756134	12.81
	2821	270825	**4/22/2026**	6130756135	19.06
	2821	270825	**4/22/2026**	6130756646	23.18

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VESTIS SERVICES, LLC	**2821**	270825	**4/22/2026**	6130757385	45.11
	2821	270825	**4/22/2026**	6130757386	21.84
	2821	270825	**4/22/2026**	6130757387	21.42
	2821	270825	**4/22/2026**	6130757429	10.51
	2821	270825	**4/22/2026**	6130757754	13.18
	2821	270825	**4/22/2026**	6130758284	13.18
	2871	270953	**4/29/2026**	6130759814	12.98
	2871	270953	**4/29/2026**	6130759856	23.18
	2871	270953	**4/29/2026**	6130759879	21.84
	2871	270953	**4/29/2026**	6130761290	18.13
	2871	270953	**4/29/2026**	6130761291	35.64
	2871	270953	**4/29/2026**	6130762053	6.39
	2871	270953	**4/29/2026**	6130762080	18.95
	2929	271090	**5/6/2026**	6130762039	14.01
	2929	271090	**5/6/2026**	6130762596	13.39
	2929	271090	**5/6/2026**	6130762641	45.03
	2929	271090	**5/6/2026**	6130762642	13.80
	2929	271090	**5/6/2026**	6130762643	12.81
	2929	271090	**5/6/2026**	6130762644	19.06
	2929	271090	**5/6/2026**	6130763143	23.18
	2929	271090	**5/6/2026**	6130763871	45.11
	2929	271090	**5/6/2026**	6130763872	21.84
	2929	271090	**5/6/2026**	6130763873	21.42
	2929	271090	**5/6/2026**	6130763915	10.51
VESTIS SERVICES, LLC Total					**1,085.56**
XEROX IT SOLUTIONS	**2821**	270833	**4/22/2026**	7081221	50.00
	2989	271249	**5/13/2026**	7084619	100.00
XEROX IT SOLUTIONS Total					**150.00**
BLOOMINGTON HIGH SCHOOL	**3007**	50063	**5/15/2026**	Big 12 Meet Boys	96.00
BLOOMINGTON HIGH SCHOOL Total					**96.00**
BLOOMINGTON JUNIOR HIGH SCHOOL	**2931**	271101	**5/6/2026**	PoleVault4/25/26	30.00
BLOOMINGTON JUNIOR HIGH SCHOOL Total					**30.00**
CORN BELT ENERGY CORPORATION	**2822**	270838	**4/22/2026**	STMT 0426	95,693.84
CORN BELT ENERGY CORPORATION Total					**95,693.84**
NICOR GAS	**2822**	270842	**4/22/2026**	0326 BENJAMIN	386.42
	2822	270842	**4/22/2026**	0326 BRIGHAM	527.91
	2822	270842	**4/22/2026**	0326 CARLOCK	96.72
	2822	270842	**4/22/2026**	0326 CEDAR RIDGE	278.35
	2822	270842	**4/22/2026**	0326 EVANS	764.00
	2822	270842	**4/22/2026**	0326 FAIRVIEW	78.87
	2822	270842	**4/22/2026**	0326 GLENN	112.85
	2822	270842	**4/22/2026**	0326 HOOSE	492.98
	2822	270842	**4/22/2026**	0326 HUDSON	182.15
	2822	270842	**4/22/2026**	0326 OAKDALE	127.10
	2822	270842	**4/22/2026**	0326 SUGAR CREEK	290.53
	2822	270842	**4/22/2026**	0326 TRANSPORT 35	144.15
	2822	270842	**4/22/2026**	0326 TRANSPORT 98	93.41
	2822	270842	**4/22/2026**	0326 WAREHOUSE 37	371.72
	2822	270842	**4/22/2026**	0326 WAREHOUSE 65	121.10
	2822	270842	**4/22/2026**	0326 WAREHOUSE 92	99.86
	2870	270853	**4/29/2026**	0426 FAIRVIEW	98.15
	2870	270853	**4/29/2026**	0426 HUDSON	121.09

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NICOR GAS	**2870**	270853	**4/29/2026**	0426 OAKDALE	208.73
	2870	270853	**4/29/2026**	0426 TRANSPORT 35	175.64
	2870	270853	**4/29/2026**	0426 TRANSPORT 98	103.34
	2870	270853	**4/29/2026**	0426 WAREHOUSE 37	460.82
	2870	270853	**4/29/2026**	0426 WAREHOUSE 65	143.77
	2870	270853	**4/29/2026**	0426 WAREHOUSE 92	159.17
NICOR GAS Total					**5,638.83**
NORMAL WEST HIGH SCHOOL	**2774**	50471	**4/16/2026**	JV Games	350.00
	2790	49964	**4/17/2026**	Musical Cash Box	1,000.00
NORMAL WEST HIGH SCHOOL Total					**1,350.00**
SUNNET HOLDCO 2024	**2822**	270843	**4/22/2026**	906117497	1,729.05
	2822	270843	**4/22/2026**	906117498	738.91
	2822	270843	**4/22/2026**	906117499	658.29
	2822	270843	**4/22/2026**	906117500	1,635.46
	2822	270843	**4/22/2026**	906118616	297.85
	2822	270843	**4/22/2026**	906118617	108.52
SUNNET HOLDCO 2024 Total					**5,168.08**
CITY OF BLOOMINGTON - UTILITIES	**2822**	270837	**4/22/2026**	1926029	659.79
	2822	270837	**4/22/2026**	1927965	1,277.15
	2822	270837	**4/22/2026**	1928461	1,238.80
	2822	270837	**4/22/2026**	1928731	1,233.81
	2931	271102	**5/6/2026**	1943335	1,455.84
CITY OF BLOOMINGTON - UTILITIES Total					**5,865.39**
FRONTIER	**2822**	270840	**4/22/2026**	STMT 0426	638.59
	2870	270849	**4/29/2026**	STMT 0426 2	7,621.48
	2931	271103	**5/6/2026**	STMT 0426 3	767.71
FRONTIER Total					**9,027.78**
SUNBELT RENTALS INC	**2871**	270945	**4/29/2026**	181588206-0001	810.00
	2929	271080	**5/6/2026**	181404491-0001	2,095.00
SUNBELT RENTALS INC Total					**2,905.00**
THE COPY SHOP	**2989**	271234	**5/13/2026**	5727	43.75
	2900	50021	**5/1/2026**	6377	480.00
THE COPY SHOP Total					**523.75**
WATTS COPY SYSTEMS, INC. - LEASING	**2870**	270856	**4/29/2026**	41647543	237.00
WATTS COPY SYSTEMS, INC. - LEASING Total					**237.00**
LEE ENTERPRISES - CENTRAL IL	**2821**	270783	**4/22/2026**	STMT 0126	1,068.83
	2989	271187	**5/13/2026**	STMT 0426	50.00
LEE ENTERPRISES - CENTRAL IL Total					**1,118.83**
PARKSIDE JUNIOR HIGH SCHOOL	**2986**	7383	**5/12/2026**	V29218161	1,000.00
PARKSIDE JUNIOR HIGH SCHOOL Total					**1,000.00**
T-MOBILE	**2931**	271108	**5/6/2026**	STMT 0426 CELL	6,610.89
	2931	271108	**5/6/2026**	STMT 0426 CUST	1,280.07
	2931	271108	**5/6/2026**	STMT 0426 HS	773.67
T-MOBILE Total					**8,664.63**
TOWN OF NORMAL - UTILITY BILLING	**2822**	270845	**4/22/2026**	STMT 0426	27,468.54
	2870	270855	**4/29/2026**	STMT 0426 2	91.91

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TOWN OF NORMAL - UTILITY BILLING	2931	271110	5/6/2026	STMT 0426 3	163.35
TOWN OF NORMAL - UTILITY BILLING Total					27,723.80
ALPHA CONTROLS & SERVICES LLC	2871	270857	4/29/2026	25S038-5	1,431.00
	2871	270857	4/29/2026	25S137-3	2,718.00
	2871	270857	4/29/2026	W53386	484.97
	2989	271122	5/13/2026	26S017-1	28,660.00
	2989	271122	5/13/2026	26S018-1	8,551.00
	2989	271122	5/13/2026	26S019-1	10,405.00
ALPHA CONTROLS & SERVICES LLC Total					52,249.97
CODRON, ANGELA R	2969	50048	5/12/2026	End of year MO	275.36
CODRON, ANGELA R Total					275.36
DEACON, JILL	2989	271138	5/13/2026	MILES2026 April	65.97
DEACON, JILL Total					65.97
FASTENAL COMPANY	2991	271117	5/13/2026	CustSupplies	4,077.80
FASTENAL COMPANY Total					4,077.80
FILLINGHAM, KARI LYN	2929	270995	5/6/2026	MILES2026 April	92.80
FILLINGHAM, KARI LYN Total					92.80
GANNAWAY, RACHEL L	2929	271000	5/6/2026	MILES2026 April	119.26
	2929	271000	5/6/2026	AutismConfReimburse	75.00
GANNAWAY, RACHEL L Total					194.26
GHRIST, TRACIE NICOLE	2989	271152	5/13/2026	MILES2026 April	160.51
GHRIST, TRACIE NICOLE Total					160.51
GIBSON, JENNIFER	2989	271153	5/13/2026	MILES2026 April	66.05
GIBSON, JENNIFER Total					66.05
HADFIELD, JENNIFER N	2929	271006	5/6/2026	MILES2026 April	53.94
	2929	271006	5/6/2026	MILES2026 April.2	60.83
HADFIELD, JENNIFER N Total					114.77
HAWKINS, INC.	2929	271008	5/6/2026	7398306	1,717.49
	2929	271008	5/6/2026	7398308	1,922.45
HAWKINS, INC. Total					3,639.94
HERREN, KELLY LYNN	2989	271160	5/13/2026	MILES2026 April	93.38
HERREN, KELLY LYNN Total					93.38
HIGBY, VALERIE MARIA	2929	271010	5/6/2026	ReimbursePensPaper	60.29
	2989	271161	5/13/2026	SuppliesReimburse	93.56
HIGBY, VALERIE MARIA Total					153.85
HITCHINS, TRACY LYNN	2929	271012	5/6/2026	MILES2026 April	57.56
HITCHINS, TRACY LYNN Total					57.56
HOUGHTON MIFFLIN HARCOURT	2989	271164	5/13/2026	956477837	1,800.00
HOUGHTON MIFFLIN HARCOURT Total					1,800.00
KRAFT, MACKENZIE	2929	271031	5/6/2026	Reimburse	47.96
	2929	271031	5/6/2026	ReimburseBSAAMateria	28.94
	2929	271031	5/6/2026	ReimburseWalmartOrde	113.23

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KRAFT, MACKENZIE	2929	271031	5/6/2026	WalmartReimburse	26.20
	2929	271031	5/6/2026	WalmartReimburse.	27.72
	2934	50565	5/6/2026	Science & breakfast	152.45
KRAFT, MACKENZIE Total					396.50
LAKEBRINK, MARGARET CHRISTINA	2871	270917	4/29/2026	CONF NASP 022726	1,763.68
	2989	271184	5/13/2026	MILES 2026 MAR	35.09
	2989	271184	5/13/2026	MILES 2026 APR	53.94
LAKEBRINK, MARGARET CHRISTINA Total					1,852.71
WEBER, AUDREY	2929	271091	5/6/2026	AutismConfReimburse	75.00
WEBER, AUDREY Total					75.00
MEYER, CHRISTINE	2989	271195	5/13/2026	CONF ECC EFT 031826	69.30
	2982	2795	5/12/2026	V53629676	10.95
MEYER, CHRISTINE Total					80.25
PASEWALD, HEATHER N S	2929	271057	5/6/2026	MILES 2026 APR	7.54
	2989	271205	5/13/2026	CK 265899	7.28
PASEWALD, HEATHER N S Total					14.82
PERCEPTIVE SOLUTIONS INC.	2821	270799	4/22/2026	4552	5,625.00
PERCEPTIVE SOLUTIONS INC. Total					5,625.00
PRESLEY, DEBORAH L	2989	271211	5/13/2026	MILES 2026 APR	19.29
PRESLEY, DEBORAH L Total					19.29
QUILL CORPORATION	2821	270803	4/22/2026	48452431	24.69
	2821	270803	4/22/2026	48456225	154.74
	2871	270938	4/29/2026	48492979	142.49
	2929	271064	5/6/2026	48617769	371.80
	2989	271214	5/13/2026	48403752	575.00
	2989	271214	5/13/2026	48412500	425.00
QUILL CORPORATION Total					1,693.72
RAGLAN, MELISSA N	2929	271066	5/6/2026	MILES 2026 APR	176.25
	2799	2791	4/20/2026	V13384758	19.96
	2950	2794	5/8/2026	V13639699	221.45
RAGLAN, MELISSA N Total					417.66
SCHROEN, STACI NICOLE	2821	270811	4/22/2026	MILES 2026 MAR	55.83
SCHROEN, STACI NICOLE Total					55.83
SELECT SCREEN PRINTS	2876	6267	4/30/2026	V2130779	2,054.00
	2774	50474	4/16/2026	144855	648.00
	2874	50536	4/29/2026	14477 & 14478	1,626.00
	2998	50587	5/13/2026	14513	258.00
	2969	50058	5/12/2026	14935	228.00
	2856	22949	4/27/2026	Quote 14840	129.00
SELECT SCREEN PRINTS Total					4,943.00
STEGEMANN, ERIC S	2847	16083	4/24/2026	V65398800	1,000.00
STEGEMANN, ERIC S Total					1,000.00
TEMPLES, WESLEY G	2929	271082	5/6/2026	MILES 2026 APR	344.81
TEMPLES, WESLEY G Total					344.81

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ZABUKOVEC, MELISSA	2957	5222	5/8/2026	Casey's reimb 5/26	24.00
ZABUKOVEC, MELISSA Total					24.00
KAEB SANITARY SUPPLY INC.	2821	270779	4/22/2026	235085	358.41
	2821	270779	4/22/2026	236082	76.00
	2821	270779	4/22/2026	236224	82.45
	2871	270910	4/29/2026	236378	109.80
	2929	271022	5/6/2026	236659	175.77
KAEB SANITARY SUPPLY INC. Total					802.43
REPUBLIC SERVICES - #368	2929	271068	5/6/2026	368-001185203	7,977.07
	2989	271217	5/13/2026	368-001185203 2	899.75
REPUBLIC SERVICES - #368 Total					8,876.82
SPECIALIZED EDUCATION OF ILLINOIS	2821	270815	4/22/2026	INV245453	19,473.73
SPECIALIZED EDUCATION OF ILLINOIS Total					19,473.73
TOWANDA WATER DEPARTMENT	2931	271109	5/6/2026	STMT 0426	370.44
TOWANDA WATER DEPARTMENT Total					370.44
MORA, CHRISTINA L	2860	3252	4/28/2026	V91770605	86.12
MORA, CHRISTINA L Total					86.12
SCHOLASTIC BOOK FAIRS - 04	3000	3264	5/14/2026	V47741726	2,143.31
	3043	5224	5/19/2026	Scholastic fair-5/26	1,361.99
	2947	4293	5/7/2026	V76198356	2,197.83
SCHOLASTIC BOOK FAIRS - 04 Total					5,703.13
CULLIGAN WATER CONDITIONING	2829	5221	4/22/2026	Culligan Apr26	32.00
	2849	7365	4/24/2026	V40962135	198.50
CULLIGAN WATER CONDITIONING Total					230.50
MCLEAN CO UNIT DIST NO 5 - FOOD SERVICE	3023	5223	5/18/2026	Lunch donation 5/26	475.00
	2844	25659	4/24/2026	V32183432	6.00
	2918	25664	5/5/2026	V87678878	100.00
	3004	16096	5/14/2026	V50294484	103.20
	2855	5223	4/27/2026	V46487496	34.10
	2914	5226	5/5/2026	V73766874	51.75
MCLEAN CO UNIT DIST NO 5 - FOOD SERVICE Total					770.05
BROACH, JAMES C	2800	25647	4/20/2026	V21402284	900.00
	2800	25647	4/20/2026	V42360152	420.00
BROACH, JAMES C Total					1,320.00
STEVENS, LAURA A	2809	25651	4/20/2026	V95687298	140.26
	2938	25667	5/7/2026	V91065307	205.59
STEVENS, LAURA A Total					345.85
CAREY, KATHLEEN SUSAN	3025	25668	5/18/2026	V65331177	35.98
CAREY, KATHLEEN SUSAN Total					35.98
ALTITUDE TRAMPOLINE PARK	2936	25666	5/7/2026	V65700117	1,800.00
	2856	22941	4/27/2026	Event no 41,529	1,422.00
ALTITUDE TRAMPOLINE PARK Total					3,222.00
KINGSLEY JUNIOR HIGH SCHOOL	2872	16085	4/29/2026	V33357729	300.00
	3044	16110	5/19/2026	V88792367	450.00

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KINGSLEY JUNIOR HIGH SCHOOL	2856	22946	4/27/2026	V22561241	7.54
KINGSLEY JUNIOR HIGH SCHOOL Total					757.54
BEER, JULIA RENEE	2831	7361	4/22/2026	V93028160	1,372.38
	2922	7371	5/6/2026	V48127193	16.99
	2922	7371	5/6/2026	V88667416	49.00
	2958	7377	5/8/2026	V22825306	1,385.75
BEER, JULIA RENEE Total					2,824.12
BENNETT, SUSAN C	2971	2006	5/12/2026	V32999553	343.77
BENNETT, SUSAN C Total					343.77
DENNY'S DOUGHNUTS & BAKERY	2821	270762	4/22/2026	1074925	60.00
	2871	270882	4/29/2026	1074922	133.00
	2802	25649	4/20/2026	V11618765	42.00
	3044	16107	5/19/2026	V9768847	81.00
	2811	50485	4/20/2026	1073755	195.60
DENNY'S DOUGHNUTS & BAKERY Total					511.60
PURITAN SPRINGS	2905	5391	5/5/2026	V824106	104.48
	2851	49990	4/27/2026	April 16 Statement	276.08
PURITAN SPRINGS Total					380.56
MERCER, KAREN JANE	2804	9616	4/20/2026	V86514784	111.26
	2959	9625	5/8/2026	V3276014	54.93
	2983	9627	5/12/2026	V33763471	121.92
MERCER, KAREN JANE Total					288.11
ALCORN, STEPHANIE D	2858	9619	4/27/2026	V50070492	88.43
ALCORN, STEPHANIE D Total					88.43
DAVIS, ALLISON	2933	16087	5/6/2026	V45678918	79.99
	3004	16095	5/14/2026	V34728117	301.96
DAVIS, ALLISON Total					381.95
LYNCH, JESSICA ANN	2821	270787	4/22/2026	REIM PRKNG 041426	21.00
	2847	16081	4/24/2026	V74615262	1,000.00
	2933	16089	5/6/2026	V16818883	39.99
LYNCH, JESSICA ANN Total					1,060.99
VAN DE LOO, DARIA T	2933	16091	5/6/2026	V21856362	24.01
	2933	16091	5/6/2026	V64448040	15.00
	2933	16091	5/6/2026	V97523516	213.75
	3004	16100	5/14/2026	V18253906	37.95
VAN DE LOO, DARIA T Total					290.71
LEVERTON, DORIS MELINDA	2933	16088	5/6/2026	V32563725	42.16
LEVERTON, DORIS MELINDA Total					42.16
RITCHASON, JENNIFER	3004	16098	5/14/2026	V67212029	57.43
RITCHASON, JENNIFER Total					57.43
RYAN, JULIE	2933	16090	5/6/2026	V61333810	262.50
RYAN, JULIE Total					262.50
BAUER CROPS & CATTLE	2834	50510	4/23/2026	1189	64.00
BAUER CROPS & CATTLE Total					64.00

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Vendor/Payee	Voucher	Check No	Check Date	Invoice	Total
FEENEY, DAVID GEORGE	**2774**	50462	**4/16/2026**	Meals 4/13/26	15.00
	2874	50522	**4/29/2026**	Food/snacks	70.96
	2934	50562	**5/6/2026**	Reimb books-BBall	550.00
FEENEY, DAVID GEORGE Total					**635.96**
ILLINOIS HIGH SCHOOL ASSOCIATION	**3007**	50069	**5/15/2026**	JRN26-0056	70.00
ILLINOIS HIGH SCHOOL ASSOCIATION Total					**70.00**
M&M TURF FARM	**2969**	50057	**5/12/2026**	19691	320.60
M&M TURF FARM Total					**320.60**
PENDLETON, TARA D	**2834**	50516	**4/23/2026**	4/21/26 expenses	567.94
	2834	50516	**4/23/2026**	Concession Supplies	370.68
	2998	50584	**5/13/2026**	Nlc Flight Deposit	2,150.00
PENDLETON, TARA D Total					**3,088.62**
PUMMILL, MELISSA E	**2906**	50555	**5/5/2026**	Class supp 4/26	29.76
	2906	50555	**5/5/2026**	Coffee shop/trip	162.28
PUMMILL, MELISSA E Total					**192.04**
BOVENKERK, BRADLEY ALAN	**2906**	50543	**5/5/2026**	Various items 4/26	927.97
BOVENKERK, BRADLEY ALAN Total					**927.97**
HERTZNER, DANIEL C	**2874**	50526	**4/29/2026**	Supplies-service pro	50.74
HERTZNER, DANIEL C Total					**50.74**
WITZIG, DAVID G	**2934**	50569	**5/6/2026**	ISU shootout 2026	371.00
WITZIG, DAVID G Total					**371.00**
ZBROZEK, ADAM W	**2828**	50509	**4/22/2026**	EOP MTG Lunch 4/26	90.00
	2906	50559	**5/5/2026**	Eop Lunch 5/1/26	119.69
ZBROZEK, ADAM W Total					**209.69**
EWALT, MELINDA	**2934**	50561	**5/6/2026**	Dvd and cords	77.43
	2934	50561	**5/6/2026**	Nat lunches	77.43
EWALT, MELINDA Total					**154.86**
HAWKINS, KARRIN R	**2874**	50525	**4/29/2026**	Batteries	24.98
	2906	50547	**5/5/2026**	Decision Day	16.74
	2906	50547	**5/5/2026**	Paint for wall	74.93
HAWKINS, KARRIN R Total					**116.65**
INTERCITY PROGRAM FUND	**2774**	50463	**4/16/2026**	Girls Soccer Admissi	322.00
	2790	49960	**4/17/2026**	Intercity Soccer 2	412.00
INTERCITY PROGRAM FUND Total					**734.00**
KELLY, JENNIFER LYNN	**2874**	50530	**4/29/2026**	Treats	9.98
	2934	50564	**5/6/2026**	Sunset items	778.08
	2998	50581	**5/13/2026**	Sunset Raffle Items	84.10
KELLY, JENNIFER LYNN Total					**872.16**
GOTSCHALL, HEATHER L	**2998**	50576	**5/13/2026**	5/6/26 Various	134.43
GOTSCHALL, HEATHER L Total					**134.43**
SHIRT TECH	**2851**	49992	**4/27/2026**	1284	564.00
	2995	22959	**5/13/2026**	1292	810.00

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SHIRT TECH Total					**1,374.00**
Janagan, Mohnish	**2874**	50528	**4/29/2026**	Conf Prizes/Food	96.69
Janagan, Mohnish Total					**96.69**
THOTA, SAI RADHA HAMSIKA	**2906**	50557	**5/5/2026**	Mock award prize	10.00
THOTA, SAI RADHA HAMSIKA Total					**10.00**
BUNN, MORGAN J	**2971**	2007	**5/12/2026**	V33048159	214.88
BUNN, MORGAN J Total					**214.88**
HAFERMANN, TERA L	**2851**	49981	**4/27/2026**	IMC April 2026	81.83
	2969	50050	**5/12/2026**	Blackout Poetry	54.98
	2969	50050	**5/12/2026**	End of Year	156.91
HAFERMANN, TERA L Total					**293.72**
HEIDEMANN, ELIZABETH ANNE	**2819**	16080	**4/21/2026**	V67362011	320.44
HEIDEMANN, ELIZABETH ANNE Total					**320.44**
MINERVA PROMOTIONS	**2871**	270930	**4/29/2026**	I000846 2	2,700.00
	2810	25652	**4/20/2026**	V99609046	1,839.00
	2906	50554	**5/5/2026**	1000979	550.00
	2934	50567	**5/6/2026**	I001013	2,034.50
	2817	22939	**4/21/2026**	I000841	82.00
	2856	22947	**4/27/2026**	I000846	1,920.00
	2995	22958	**5/13/2026**	I000765	198.00
MINERVA PROMOTIONS Total					**9,323.50**
MUELLER, KELSEY RAE	**2929**	271049	**5/6/2026**	REIM PE 042226	30.99
MUELLER, KELSEY RAE Total					**30.99**
KERR, SEAN C	**2774**	50464	**4/16/2026**	Musical Tech 4/26	216.88
	2834	50515	**4/23/2026**	Sound system	54.89
	2851	49985	**4/27/2026**	Adapter Cable	44.00
KERR, SEAN C Total					**315.77**
LEHR, MARGARET AMBROSE LEGATES	**2851**	49987	**4/27/2026**	WR Banquet	228.23
LEHR, MARGARET AMBROSE LEGATES Total					**228.23**
CONCORD THEATRICALS	**2935**	50030	**5/7/2026**	11430247	363.64
	2935	50030	**5/7/2026**	699245	495.00
CONCORD THEATRICALS Total					**858.64**
VARSITY SPIRIT FASHION	**2933**	16092	**5/6/2026**	V97300497	300.00
VARSITY SPIRIT FASHION Total					**300.00**
G-SPORTS WRESTLING	**2929**	270999	**5/6/2026**	1637	11,087.50
G-SPORTS WRESTLING Total					**11,087.50**
KLOKKENGA, JASON	**2969**	50053	**5/12/2026**	Kickoff Lunch	279.17
KLOKKENGA, JASON Total					**279.17**
BRODY, JILLIAN P	**2871**	270868	**4/29/2026**	Reimburse	62.07
BRODY, JILLIAN P Total					**62.07**
BOZARTH, SAMANTHA	**3017**	6539	**5/15/2026**	V44684228	27.85
BOZARTH, SAMANTHA Total					**27.85**

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HARR, MATTHEW	**2825**	6535	**4/22/2026**	V85185382	136.67
HARR, MATTHEW Total					**136.67**
DEBORD, JILL ANNE	**2856**	22943	**4/27/2026**	V48421186	47.88
DEBORD, JILL ANNE Total					**47.88**
GERRIETTS, JENNIFER LEE	**2875**	22951	**4/30/2026**	V6975048	25.00
GERRIETTS, JENNIFER LEE Total					**25.00**
IESA ILLINOIS ELEMENTARY SCHOOL ASN	**2870**	270850	**4/29/2026**	Chiddix JHS..	1,415.00
	2870	270850	**4/29/2026**	Evans JHS..	1,390.00
	2870	270850	**4/29/2026**	Kingsley JHS..	1,415.00
	2870	270850	**4/29/2026**	Parkside JHS..	1,415.00
	2931	271107	**5/6/2026**	CJHS	540.00
	2931	271107	**5/6/2026**	EJHS	540.00
	2931	271107	**5/6/2026**	KJHS	540.00
	2931	271107	**5/6/2026**	PJHS	540.00
IESA ILLINOIS ELEMENTARY SCHOOL ASN Total					**7,795.00**
MCLEAN CO UNIT DIST NO 5	**2837**	25654	**4/24/2026**	V61815059	5,000.00
	2811	50489	**4/20/2026**	Wrestling Mats	9,000.00
	2998	50583	**5/13/2026**	NC007	6.60
	2990	3871	**5/13/2026**	V34434734	81.19
	3041	5230	**5/19/2026**	V31505915	725.00
	3041	5230	**5/19/2026**	V70136292	599.98
MCLEAN CO UNIT DIST NO 5 Total					**15,412.77**
STAHMER, JEREMY	**2817**	22940	**4/21/2026**	V39944422	7.78
	2995	22960	**5/13/2026**	V64747331	191.45
STAHMER, JEREMY Total					**199.23**
FORD, NATHAN G	**2839**	4289	**4/24/2026**	V38108197	691.23
FORD, NATHAN G Total					**691.23**
SCHOLASTIC INC EDUCATION	**3032**	2799	**5/19/2026**	V19685587	107.36
SCHOLASTIC INC EDUCATION Total					**107.36**
ZALUCHA, KEVIN	**2789**	5222	**4/17/2026**	V94925168	624.54
ZALUCHA, KEVIN Total					**624.54**
CCMSI	**2954**	0	**5/8/2026**	0200800-in	128,774.71
CCMSI Total					**128,774.71**
COMMERCE BANK - COMMERCIAL CARDS	**3038**	0	**5/5/2026**	ADEL-2733-20260415	5,592.68
	3038	0	**5/5/2026**	BACK-1740-20260415	2,700.36
	3038	0	**5/5/2026**	BATT-1629-20260415	1,486.38
	3038	0	**5/5/2026**	BERG-3449-20260415	1,736.57
	3038	0	**5/5/2026**	BOZA-5117-20260415	1,257.95
	3038	0	**5/5/2026**	BROW-5896-20260415	244.00
	3038	0	**5/5/2026**	CHAP-7276-20260415	6,025.87
	3038	0	**5/5/2026**	CHAP-7276-20260415 2	43.89
	3038	0	**5/5/2026**	CODR-4075-20260415	6,871.49
	3038	0	**5/5/2026**	COOP-2498-20260415	5,549.60
	3038	0	**5/5/2026**	CROW-0420-20260415	2,138.87
	3038	0	**5/5/2026**	CURB-3555-20260415	98.32
	3038	0	**5/5/2026**	DAVE-8038-20260415	1,229.77

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COMMERCE BANK - COMMERCIAL CARDS	**3038**	0	**5/5/2026**	ELLI-7313-20260415	958.30
	3038	0	**5/5/2026**	FABR-9358-20260415	98.37
	3038	0	**5/5/2026**	FITZ-8864-20260415	6,027.72
	3038	0	**5/5/2026**	FRAN-5440-20260415	1,458.43
	3038	0	**5/5/2026**	GIBL-9284-20260415	919.39
	3038	0	**5/5/2026**	GLIE-9276-20260415	98.25
	3038	0	**5/5/2026**	GUTI-6642-20260415	209.96
	3038	0	**5/5/2026**	HARR-3613-20260415	243.00
	3038	0	**5/5/2026**	HAYW-9563-20260415	294.30
	3038	0	**5/5/2026**	HICK-9710-20260415	352.00
	3038	0	**5/5/2026**	HILL-5932-20260415	133.97
	3038	0	**5/5/2026**	KEAR-1366-20260415	920.00
	3038	0	**5/5/2026**	KEND-6613-20260415	19.96
	3038	0	**5/5/2026**	KNEP-3795-20260415	87.78
	3038	0	**5/5/2026**	KOHL-1611-20260415	3,777.70
	3038	0	**5/5/2026**	LAMB-4171-20260415	71.86
	3038	0	**5/5/2026**	LAMB-4171-20260415 2	1,266.42
	3038	0	**5/5/2026**	LAMB-4171-20260415 3	(519.12)
	3038	0	**5/5/2026**	LEHR-6634-20260415	334.32
	3038	0	**5/5/2026**	LEWI-8302-20260415	495.37
	3038	0	**5/5/2026**	MABL-3012-20260415	1,796.75
	3038	0	**5/5/2026**	MACK-1210-20260415	21,857.58
	3038	0	**5/5/2026**	MANG-1876-20260415	2,865.00
	3038	0	**5/5/2026**	MART-7052-20260415	2,027.54
	3038	0	**5/5/2026**	NICA-9374-20260415	171.60
	3038	0	**5/5/2026**	PENN-4743-20260415	4,823.77
	3038	0	**5/5/2026**	PETE-3753-20260415	1,005.60
	3038	0	**5/5/2026**	RANE-3304-20260415	195.57
	3038	0	**5/5/2026**	REWE-0094-20260415	969.14
	3038	0	**5/5/2026**	RICH-0715-20260415	350.00
	3038	0	**5/5/2026**	RILE-3787-20260415	370.84
	3038	0	**5/5/2026**	RIPK-9227-20260415	1,757.09
	3038	0	**5/5/2026**	RIPK-9227-20260415 2	831.65
	3038	0	**5/5/2026**	ROGE-2319-20260415	327.57
	3038	0	**5/5/2026**	SARG-8482-20260415	733.20
	3038	0	**5/5/2026**	STAN-7019-20260415	32,243.88
	3038	0	**5/5/2026**	STAN-7019-20260415 2	1,590.63
	3038	0	**5/5/2026**	STYC-1202-20260415	1,325.95
	3038	0	**5/5/2026**	SUDD-7414-20260415	10.00
	3038	0	**5/5/2026**	TAYL-9219-20260415	138.62
	3038	0	**5/5/2026**	TAYL-9219-20260415 2	(213.86)
	3038	0	**5/5/2026**	TEMP-5124-20260415	3,778.76
	3038	0	**5/5/2026**	TENU-2922-20260415	975.87
	3038	0	**5/5/2026**	THOM-3811-20260415	947.47
	3038	0	**5/5/2026**	VOGE-3494-20260415	342.60
	3038	0	**5/5/2026**	VOGE-4560-20260415	332.16
	3038	0	**5/5/2026**	WEBB-7756-20260415	365.15
	3038	0	**5/5/2026**	WILL-1637-20260415	138.70
	3038	0	**5/5/2026**	WILS-3852-20260415	30.00
	3038	0	**5/5/2026**	ZBRO-5780-20260415	18,277.90
	3038	0	**5/5/2026**	ZOBE-2202-20260415	80.68
COMMERCE BANK - COMMERCIAL CARDS Total					**152,671.14**
INFINITE CAMPUS	**2865**	0	**4/22/2026**	V10670360	248.51
	2832	0	**4/17/2026**	V19001880	629.29
	3036	0	**5/12/2026**	V22274030	626.95
	2925	0	**4/29/2026**	V24610352	728.39

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INFINITE CAMPUS	**2835**	0	**4/20/2026**	V30327667	714.34
	3035	0	**5/11/2026**	V30751054	540.10
	2867	0	**4/23/2026**	V3135418	791.36
	2970	0	**5/6/2026**	V33074588	498.77
	2927	0	**4/27/2026**	V34601630	564.15
	2853	0	**4/21/2026**	V41805078	409.41
	3027	0	**5/7/2026**	V47681908	967.95
	2924	0	**4/30/2026**	V47926034	997.89
	2826	0	**4/16/2026**	V51523987	1,089.85
	2952	0	**5/1/2026**	V58795449	636.38
	2964	0	**5/5/2026**	V58835822	533.79
	3037	0	**5/13/2026**	V67566009	702.00
	2926	0	**4/28/2026**	V70566372	701.47
	2877	0	**4/24/2026**	V8267313	541.81
	3028	0	**5/8/2026**	V90329830	553.59
	2953	0	**5/4/2026**	V93257364	586.33
	3047	0	**5/14/2026**	V97797965	1,363.94
INFINITE CAMPUS Total					**14,426.27**
REVTRAK	**3033**	0	**5/15/2026**	V15384030	47.65
	3034	0	**5/8/2026**	V77985443	44.99
REVTRAK Total					**92.64**
BLUE CROSS BLUE SHIELD OF ILLINOIS	**2940**	0	**5/6/2026**	383162118492	396,246.42
	2868	0	**4/28/2026**	383164015514	404,028.28
	2823	0	**4/21/2026**	383164100551	390,029.10
	3046	0	**5/19/2026**	383164695565	430,899.49
	2988	0	**5/12/2026**	383168243512	495,091.04
	2939	0	**5/6/2026**	760676665923	91,587.91
BLUE CROSS BLUE SHIELD OF ILLINOIS Total					**2,207,882.24**
HEALTHEQUITY, INC.	**2972**	0	**5/8/2026**	2f8yknc	2,947.50
	2956	0	**4/30/2026**	w828rah	4,639.48
	2893	0	**4/28/2026**	03mytyi	16,213.16
	2893	0	**4/28/2026**	0yyqgh8	66.21
	2893	0	**4/28/2026**	1dzjwcd	(36.19)
	2893	0	**4/28/2026**	2fab91r	14,376.75
	2893	0	**4/28/2026**	3nejqz4	1,911.85
	2893	0	**4/28/2026**	5drmofo	21,108.65
	2893	0	**4/28/2026**	6a44k4a	835.95
	2893	0	**4/28/2026**	740mhd8	18,669.96
	2893	0	**4/28/2026**	8vceosn	17,943.53
	2893	0	**4/28/2026**	99pb972	1,386.31
	2893	0	**4/28/2026**	dso2qa8	14,935.28
	2893	0	**4/28/2026**	opsrfq8	22,448.32
	2893	0	**4/28/2026**	pyjr4e4	1,438.17
	2893	0	**4/28/2026**	xzxd3rz	22,793.63
	2893	0	**4/28/2026**	y79bxr8	2,561.66
	2893	0	**4/28/2026**	yox1se4	17,321.57
	2948	0	**5/4/2026**	a5y9ie2	360.00
	2948	0	**5/4/2026**	r779hrm	17,814.34
	3042	0	**5/18/2026**	d3hypo0	13,114.65
	3042	0	**5/18/2026**	i7tki3m	5,140.00
	2895	0	**4/27/2026**	i6m8k1o	3,117.49
	2895	0	**4/27/2026**	z8o0y6u	17,784.93
	3040	0	**5/11/2026**	o87tamm	8,602.00
	3040	0	**5/11/2026**	zqvq1v1	19,539.13

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HEALTHEQUITY, INC.	2864	0	4/20/2026	z19bttk	2,338.83
HEALTHEQUITY, INC. Total					269,373.16
SEVEN HILLS NEW HAMPSHIRE	2821	270812	4/22/2026	148774	38,231.37
SEVEN HILLS NEW HAMPSHIRE Total					38,231.37
A DRAIN DOCTOR	2929	270963	5/6/2026	10810	5,237.00
	2929	270963	5/6/2026	10811	942.50
A DRAIN DOCTOR Total					6,179.50
HUDSON MUNICIPAL WATER	2931	271106	5/6/2026	STMT 0426	311.01
HUDSON MUNICIPAL WATER Total					311.01
IDEAL ENVIRONMENTAL ENGINEERING, IN	2871	270902	4/29/2026	67032	1,428.55
	2871	270902	4/29/2026	67033	1,188.65
	2871	270902	4/29/2026	67044	1,275.68
IDEAL ENVIRONMENTAL ENGINEERING, IN Total					3,892.88
SMITH, STACY R	2989	271226	5/13/2026	CONF ATTA 042926	75.00
SMITH, STACY R Total					75.00
STARR, DAVID E	2990	3872	5/13/2026	V98624876	29.48
STARR, DAVID E Total					29.48
WEATHERPROOFING TECHNOLOGIES, INC.	2821	270829	4/22/2026	98440451	40,769.83
	2871	270956	4/29/2026	98409975	7,900.00
	2871	270956	4/29/2026	98416682	9,652.98
	2989	271245	5/13/2026	98518381	17,086.01
WEATHERPROOFING TECHNOLOGIES, INC. Total					75,408.82
EASTERN ILLINOIS UNIVERSITY	2991	271115	5/13/2026	2247856	1,353.41
EASTERN ILLINOIS UNIVERSITY Total					1,353.41
ISU STUDENT ACCOUNTS	2991	271119	5/13/2026	Summer2026	5,927.40
ISU STUDENT ACCOUNTS Total					5,927.40
BABU, KANIMOZHI	2929	270970	5/6/2026	MILES2026 April	7.18
BABU, KANIMOZHI Total					7.18
JOHNSON, CHANEL	2821	270777	4/22/2026	MILES2026 January	96.06
	2821	270777	4/22/2026	MILES2026 February	74.31
	2821	270777	4/22/2026	MILES2026 March	95.77
	2989	271170	5/13/2026	ReadingRecoveryDev	380.81
JOHNSON, CHANEL Total					646.95
KEAG, SARA E	2871	270912	4/29/2026	Flowers	75.90
KEAG, SARA E Total					75.90
KENDALL HUNT PUBLISHING	2821	270780	4/22/2026	14064831	1,596.00
	2821	270780	4/22/2026	14064832	1,787.52
	2821	270780	4/22/2026	14064833	1,500.24
	2821	270780	4/22/2026	14064834	2,745.12
	2821	270780	4/22/2026	14064835	2,170.56
	2821	270780	4/22/2026	14064836	1,276.80
	2821	270780	4/22/2026	14064837	2,840.88
	2821	270780	4/22/2026	14064838	2,457.84
	2821	270780	4/22/2026	14064839	2,553.60

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KENDALL HUNT PUBLISHING	**2821**	270780	**4/22/2026**	14064840	1,596.00
	2821	270780	**4/22/2026**	14064841	2,713.20
	2821	270780	**4/22/2026**	14064842	1,468.32
	2821	270780	**4/22/2026**	14064843	1,085.28
	2871	270915	**4/29/2026**	14066642	3,926.16
	2871	270915	**4/29/2026**	14066643	638.40
	2871	270915	**4/29/2026**	14066644	2,457.84
	2871	270915	**4/29/2026**	14066645	1,372.56
	2871	270915	**4/29/2026**	14066646	1,564.08
	2871	270915	**4/29/2026**	14066647	1,691.76
	2871	270915	**4/29/2026**	14066648	2,968.56
	2871	270915	**4/29/2026**	14066649	2,649.36
	2871	270915	**4/29/2026**	14066650	957.60
	2871	270915	**4/29/2026**	14066651	2,489.76
	2871	270915	**4/29/2026**	14066652	2,010.96
	2871	270915	**4/29/2026**	14066653	1,627.92
	2871	270915	**4/29/2026**	14066654	1,436.40
	2871	270915	**4/29/2026**	14066655	2,713.20
	2871	270915	**4/29/2026**	14066656	1,468.32
	2871	270915	**4/29/2026**	14066657	1,085.28
	2929	271026	**5/6/2026**	14068143	3,383.52
	2929	271026	**5/6/2026**	14068144	606.48
	2929	271026	**5/6/2026**	14068145	3,575.04
	2929	271026	**5/6/2026**	14068146	638.40
	2929	271026	**5/6/2026**	14068147	1,085.28
	2929	271026	**5/6/2026**	14068148	1,500.24
	2929	271026	**5/6/2026**	14068149	1,532.16
	2929	271026	**5/6/2026**	14068150	1,979.04
	2929	271026	**5/6/2026**	14068151	1,404.48
	2929	271026	**5/6/2026**	14068152	2,489.76
	2929	271026	**5/6/2026**	14068153	1,564.08
	2929	271026	**5/6/2026**	14068154	1,532.16
	2929	271026	**5/6/2026**	14068155	2,617.44
	2929	271026	**5/6/2026**	14068156	1,340.64
	2929	271026	**5/6/2026**	14068157	1,149.12
	2929	271026	**5/6/2026**	14068388	2,266.32
	2929	271026	**5/6/2026**	14068389	2,074.80
	2989	271174	**5/13/2026**	14070307	360.64
	2989	271174	**5/13/2026**	14070324	840.00
	2989	271174	**5/13/2026**	14070377	2,681.28
	2989	271174	**5/13/2026**	14070378	670.32
	2989	271174	**5/13/2026**	14070379	1,736.00
	2989	271174	**5/13/2026**	14070380	1,500.24
	2989	271174	**5/13/2026**	14070381	1,372.56
	2989	271174	**5/13/2026**	14070382	1,340.64
	2989	271174	**5/13/2026**	14070384	925.68
	2989	271174	**5/13/2026**	14070385	2,553.60
	2989	271174	**5/13/2026**	14070386	1,979.04
	2989	271174	**5/13/2026**	14070387	1,596.00
	2989	271174	**5/13/2026**	14070388	1,372.56
	2989	271174	**5/13/2026**	14070389	2,106.72
	2989	271174	**5/13/2026**	14070390	1,436.40
	2989	271174	**5/13/2026**	14070391	798.00
	2989	271174	**5/13/2026**	14070445	2,010.96
KENDALL HUNT PUBLISHING Total					**112,869.12**
KLOKKENGA, JOSHUA D	**2871**	270916	**4/29/2026**	Partial Mileage	765.18

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KLOKKENGA, JOSHUA D Total					**765.18**
KOTOWSKI, LINDA JO	**2929**	271030	**5/6/2026**	MILES2026 April	165.15
KOTOWSKI, LINDA JO Total					**165.15**
KROESCH, JEFFREY S	**2929**	271032	**5/6/2026**	MILES2026 April	5.87
	2989	271180	**5/13/2026**	MILES2026 May	178.35
	3007	50072	**5/15/2026**	Cupcakes	51.96
KROESCH, JEFFREY S Total					**236.18**
O MALLEY CHAON, ALICIA	**2821**	270796	**4/22/2026**	MILES2026 March	90.99
	2929	271053	**5/6/2026**	MILES2026 April	136.66
O MALLEY CHAON, ALICIA Total					**227.65**
PARTNERED CONSULTANTS	**2929**	271055	**5/6/2026**	1161	2,000.00
PARTNERED CONSULTANTS Total					**2,000.00**
SHANKS, KATHERINE ALICE	**2929**	271076	**5/6/2026**	MILES 2026 APR	6.82
SHANKS, KATHERINE ALICE Total					**6.82**
SWANSON, JOEL E	**2874**	50538	**4/29/2026**	MN-cookies & chips	25.80
SWANSON, JOEL E Total					**25.80**
WELDSTAR COMPANY	**2821**	270831	**4/22/2026**	2482649	5.82
	2790	49972	**4/17/2026**	0002494484	236.64
	2790	49972	**4/17/2026**	0002494489	117.42
WELDSTAR COMPANY Total					**359.88**
WIIST, DEANNA M	**2871**	270959	**4/29/2026**	REIM PRYRFLAG 040926	166.90
	2989	271247	**5/13/2026**	ILGeographicalSociet	185.00
	2851	49996	**4/27/2026**	Balls for FMP	55.00
WIIST, DEANNA M Total					**406.90**
TYLER TECHNOLOGIES, INC	**2821**	270823	**4/22/2026**	45-559375	922.50
	2929	271087	**5/6/2026**	25-550310	1,160.00
	2929	271087	**5/6/2026**	45-557082	35,215.00
	2929	271087	**5/6/2026**	45-557406	1,025.00
TYLER TECHNOLOGIES, INC Total					**38,322.50**
NORMAL COMMUNITY HIGH SCHOOL	**2946**	9624	**5/7/2026**	V99848998	120.00
NORMAL COMMUNITY HIGH SCHOOL Total					**120.00**
EDWARDSVILLE HIGH SCHOOL	**2828**	50503	**4/22/2026**	NCAA Live event	125.00
EDWARDSVILLE HIGH SCHOOL Total					**125.00**
QUADIENT LEASING USA, INC.	**2821**	270802	**4/22/2026**	62810604	165.00
	2871	270937	**4/29/2026**	Q2315365	413.31
QUADIENT LEASING USA, INC. Total					**578.31**
ANAND VENKATESH, MUTHU LAKSHMI	**2929**	270968	**5/6/2026**	MILES2026 April	7.18
ANAND VENKATESH, MUTHU LAKSHMI Total					**7.18**
CAPITOL GROUP	**2871**	270870	**4/29/2026**	S2773783.001	209.00
CAPITOL GROUP Total					**209.00**
EMMETT-SCHARF ELECTRIC CO.	**2871**	270884	**4/29/2026**	141307	2,596.89
	2871	270884	**4/29/2026**	141320	2,388.35

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EMMETT-SCHARF ELECTRIC CO.	2929	270990	5/6/2026	141351	4,160.00
EMMETT-SCHARF ELECTRIC CO. Total					9,145.24
FLINN SCIENTIFIC INC	2821	270769	4/22/2026	3263614	561.90
	2989	271147	5/13/2026	3270629	519.61
FLINN SCIENTIFIC INC Total					1,081.51
GOODFIELD DISPOSAL, INC.	2989	271155	5/13/2026	APRMAYJUNE2026	150.00
GOODFIELD DISPOSAL, INC. Total					150.00
HICKMAN, MARTIN S	2871	270900	4/29/2026	ReimburseUber	43.95
HICKMAN, MARTIN S Total					43.95
HOLT SUPPLY COMPANY	2929	271013	5/6/2026	3574311	86.42
	2929	271013	5/6/2026	3574314	153.62
HOLT SUPPLY COMPANY Total					240.04
JOSTENS, INC	2870	270852	4/29/2026	39438692	1,215.09
	2792	5220	4/17/2026	Jostens 1444065	402.45
JOSTENS, INC Total					1,617.54
KLOSTER, HEATHER ANN	2929	271027	5/6/2026	MILES2026 February	48.28
	2929	271027	5/6/2026	MILES2026 March	48.28
	2929	271027	5/6/2026	MILES2026 April	53.43
KLOSTER, HEATHER ANN Total					149.99
LANDMARK AQUATIC	2929	271033	5/6/2026	SF-0006201	402.84
LANDMARK AQUATIC Total					402.84
MOORE, BURLINDA	2821	270791	4/22/2026	MILES 2026 JAN	181.83
	2821	270791	4/22/2026	MILES 2026 FEB	153.12
	2821	270791	4/22/2026	MILES 2026 MAR	162.69
MOORE, BURLINDA Total					497.64
MYERS, GABRIEL	2905	5390	5/5/2026	V438457	118.37
MYERS, GABRIEL Total					118.37
NASCO	2821	270792	4/22/2026	911459	220.15
NASCO Total					220.15
Perumandla, Swetha	2929	271059	5/6/2026	MILES 2026 APR	7.18
Perumandla, Swetha Total					7.18
PRO-TYPE PRINTING	2900	50018	5/1/2026	70421	349.00
PRO-TYPE PRINTING Total					349.00
READ'S SPORTING GOODS	2929	271067	5/6/2026	1103	49.90
	2831	7363	4/22/2026	V92152671	11.95
	3044	16117	5/19/2026	V60055583	225.00
	2998	50585	5/13/2026	C6000	19.75
	2856	22948	4/27/2026	V24231328	680.00
READ'S SPORTING GOODS Total					986.60
RW VANDEGRAFT	2929	271071	5/6/2026	4763	12,210.00
	2929	271071	5/6/2026	4764	896.00
RW VANDEGRAFT Total					13,106.00

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TELUS HEALTH (US) LTD.	2821	270818	4/22/2026	2551655	9,514.44
TELUS HEALTH (US) LTD. Total					9,514.44
TRANSITIONAL CENTER, INC	2989	271238	5/13/2026	JTC 0426	17,005.80
TRANSITIONAL CENTER, INC Total					17,005.80
IRON LIGHT & SOUND	2984	3263	5/12/2026	V45714947	240.00
	2958	7379	5/8/2026	V4673774	105.00
IRON LIGHT & SOUND Total					345.00
YAKLICH, MEGAN KATHRYN	2871	270961	4/29/2026	REIM FAM ENG 041326	150.30
YAKLICH, MEGAN KATHRYN Total					150.30
PAPA JOHN'S PIZZA 1	2836	25653	4/24/2026	V92812881	340.42
	3031	25671	5/18/2026	V23791183	177.81
PAPA JOHN'S PIZZA 1 Total					518.23
KEPURAITIS, ALEC JAMES	2922	7373	5/6/2026	V46896678	12.68
KEPURAITIS, ALEC JAMES Total					12.68
YEHL, STACI ANN	3003	7387	5/14/2026	V5954130	49.90
YEHL, STACI ANN Total					49.90
BUTLER, ALICIA	2874	50521	4/29/2026	Casino Supplies	208.71
BUTLER, ALICIA Total					208.71
X-TREME LIGHT AND SOUND	2998	50589	5/13/2026	HC dance Deposit 26	400.00
	2969	50060	5/12/2026	675959	2,652.00
	3007	50083	5/15/2026	675961	468.00
X-TREME LIGHT AND SOUND Total					3,520.00
LANE, BRUCE	2969	50055	5/12/2026	Accompanying Choir	275.00
LANE, BRUCE Total					275.00
SPATH, NATALIE	2790	49967	4/17/2026	Donuts and Pizza	33.77
	2969	50059	5/12/2026	May 5 Food	38.76
SPATH, NATALIE Total					72.53
YOUR JUST JEALOUS INC.	2790	49973	4/17/2026	000148	1,178.50
	2790	49973	4/17/2026	000151	470.85
	3007	50084	5/15/2026	000153	1,759.00
YOUR JUST JEALOUS INC. Total					3,408.35
THE BIRD NEST	2852	9618	4/27/2026	V11538710	690.00
THE BIRD NEST Total					690.00
WILDLIFE PRAIRIE PARK	2813	2793	4/21/2026	V20190842	492.00
WILDLIFE PRAIRIE PARK Total					492.00
APEX CLOTHING	2995	22955	5/13/2026	1077029	99.75
APEX CLOTHING Total					99.75
EL PASO - GRIDLEY CUSD #11	2870	270848	4/29/2026	Titanomachy Fee	200.00
EL PASO - GRIDLEY CUSD #11 Total					200.00
MANDROS, STACI L	2947	4292	5/7/2026	V87147004	174.11
MANDROS, STACI L Total					174.11

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LKM MOWING & LANDSCAPING	2821	270786	4/22/2026	12148	245.07
	2821	270786	4/22/2026	12502	114.58
	2821	270786	4/22/2026	12503	108.21
	2821	270786	4/22/2026	12504	164.80
	2821	270786	4/22/2026	12505	123.06
	2821	270786	4/22/2026	12506	184.60
	2821	270786	4/22/2026	12507	127.31
	2821	270786	4/22/2026	12508	82.75
	2821	270786	4/22/2026	12509	228.09
	2821	270786	4/22/2026	12510	140.04
	2821	270786	4/22/2026	12511	349.04
	2821	270786	4/22/2026	12568	120.00
	2821	270786	4/22/2026	12606	240.82
	2821	270786	4/22/2026	12618	226.60
	2871	270921	4/29/2026	12146	125.00
	2871	270921	4/29/2026	12147	153.83
	2871	270921	4/29/2026	12150	275.83
	2871	270921	4/29/2026	12795	787.58
LKM MOWING & LANDSCAPING Total					3,797.21
PETERS, FERAH	2982	2796	5/12/2026	V66481132	39.92
PETERS, FERAH Total					39.92
SNAP MOBILE, INC.	2929	271078	5/6/2026	INV-505527	3,400.00
SNAP MOBILE, INC. Total					3,400.00
TK ELEVATOR CORP	2871	270947	4/29/2026	3009389548	3,484.89
TK ELEVATOR CORP Total					3,484.89
Curby, Dana M	2241	7368	5/4/2026	V23194696	66.19
Curby, Dana M Total					66.19
ADELANTE ED. SPECIALISTS GROUP, INC.	2929	270964	5/6/2026	1550	9,995.00
ADELANTE ED. SPECIALISTS GROUP, INC. Total					9,995.00
CAPSTONE	2929	270974	5/6/2026	406984	26.57
CAPSTONE Total					26.57
Center for the Collaborative Classroom	2821	270757	4/22/2026	INV265747	432.00
	2821	270757	4/22/2026	INV265921	216.00
Center for the Collaborative Classroom Total					648.00
EAI EDUCATION	2929	270987	5/6/2026	INV1472405	103.50
EAI EDUCATION Total					103.50
ECOLAB	2989	271143	5/13/2026	6358441114	8,407.60
ECOLAB Total					8,407.60
JOHNSON, HANNAH	2989	271171	5/13/2026	00012	210.00
JOHNSON, HANNAH Total					210.00
SCHENK, GILLIAN S	2821	270810	4/22/2026	REIM AP TOYS 031626	134.49
SCHENK, GILLIAN S Total					134.49
VAN GUNDY AGENCY, INC	2989	271240	5/13/2026	664260	793.00
	2989	271240	5/13/2026	664261	526.00

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VAN GUNDY AGENCY, INC	2989	271240	5/13/2026	664266	600.00
VAN GUNDY AGENCY, INC Total					1,919.00
COLUMN SOFTWARE, PBC	2871	270876	4/29/2026	7F1CAD02-0002	103.38
COLUMN SOFTWARE, PBC Total					103.38
Garthaus, Leslie	2929	271002	5/6/2026	MILES2026 April	59.88
Garthaus, Leslie Total					59.88
ISU ATHLETICS	2822	270841	4/22/2026	MarchingBandFee	650.00
ISU ATHLETICS Total					650.00
CHAPMAN, CARRIE J	2929	270977	5/6/2026	ReimburseMtgSupplies	64.21
CHAPMAN, CARRIE J Total					64.21
LJE CONSULTING LLC	2989	271189	5/13/2026	05052026	3,776.25
LJE CONSULTING LLC Total					3,776.25
OTIS ELEVATOR COMPANY	2929	271054	5/6/2026	100402296986	4,623.36
OTIS ELEVATOR COMPANY Total					4,623.36
PEEBLES, GWEN	2821	270798	4/22/2026	MILES 2026 MAR	61.62
PEEBLES, GWEN Total					61.62
PIONEER ATHLETICS	2821	270800	4/22/2026	263510177	227.27
PIONEER ATHLETICS Total					227.27
PIONEER VALLEY BOOKS	2989	271208	5/13/2026	I286266	764.50
PIONEER VALLEY BOOKS Total					764.50
SCHLIPF, BETHANY L	2831	7364	4/22/2026	V17117619	41.89
SCHLIPF, BETHANY L Total					41.89
VITAL EDUCATION AND SUPPLY INC	2821	270826	4/22/2026	INV26-262	2,359.80
VITAL EDUCATION AND SUPPLY INC Total					2,359.80
WHEET, HEATHER N	2871	270957	4/29/2026	MILES2026 February	18.49
	2871	270957	4/29/2026	MILES2026 March	14.79
WHEET, HEATHER N Total					33.28
HAM, CLAIRE ROSE	2908	3254	5/5/2026	V70402972	58.66
	2909	3255	5/5/2026	V70291585	137.12
	2965	3262	5/11/2026	V25891931	103.11
HAM, CLAIRE ROSE Total					298.89
GOSS, RHONDA	2915	25662	5/5/2026	V59215135	855.00
GOSS, RHONDA Total					855.00
MESZAR, JILLIAN D	2803	25650	4/20/2026	V17079308	160.43
	2841	25657	4/24/2026	V93640353	138.89
	2774	50470	4/16/2026	Musical Pit Boss	400.00
MESZAR, JILLIAN D Total					699.32
SCORNAVACCO, ROBERT A	2874	50535	4/29/2026	Pizza	83.88
SCORNAVACCO, ROBERT A Total					83.88
SEFTON, JENNA LEIGH	2871	270942	4/29/2026	REIM PIZZA 042126	31.66

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SEFTON, JENNA LEIGH Total					**31.66**
LUNA, DENNIS	**2997**	7385	**5/13/2026**	V73573093	395.00
LUNA, DENNIS Total					**395.00**
ILLINOIS HOSA	**2998**	50577	**5/13/2026**	99756516	500.00
ILLINOIS HOSA Total					**500.00**
Left Lane Auto, LLC	**2871**	270919	**4/29/2026**	504093	150.00
	2871	270919	**4/29/2026**	504112	3,703.06
	2871	270919	**4/29/2026**	504117	32.65
	2871	270919	**4/29/2026**	504313	162.90
	2929	271035	**5/6/2026**	504503	1,899.95
Left Lane Auto, LLC Total					**5,948.56**
FRANGELLA, BECKY	**2929**	270997	**5/6/2026**	Reimbursement..	68.90
FRANGELLA, BECKY Total					**68.90**
GOLUBA-MELROSE, MICHELLE KAY	**2989**	271154	**5/13/2026**	Reimburse	40.04
GOLUBA-MELROSE, MICHELLE KAY Total					**40.04**
JONES SCHOOL SUPPLY CO, INC.	**2871**	270909	**4/29/2026**	4017894	93.26
JONES SCHOOL SUPPLY CO, INC. Total					**93.26**
VAZQUEZ, SARA E	**2989**	271241	**5/13/2026**	REIM GARDEN 042426	31.49
VAZQUEZ, SARA E Total					**31.49**
CONRAD SHEET METAL CO	**2929**	270983	**5/6/2026**	65850	191.20
CONRAD SHEET METAL CO Total					**191.20**
Garnhart, Alyson N	**2929**	271001	**5/6/2026**	MILES2026 April	12.76
	3024	1516	**5/18/2026**	V441304	9.45
Garnhart, Alyson N Total					**22.21**
GOPHER LEARNING	**2989**	271156	**5/13/2026**	Invoice for NormalHS	4,464.31
GOPHER LEARNING Total					**4,464.31**
PEORIA CO REG.OFC ED.	**2871**	270935	**4/29/2026**	HUDSON 041426	140.00
PEORIA CO REG.OFC ED. Total					**140.00**
TEACHING STRATEGIES, INC	**2821**	270816	**4/22/2026**	Q-356547	63,114.89
TEACHING STRATEGIES, INC Total					**63,114.89**
STILLWELL, TONYA	**2929**	271079	**5/6/2026**	MILES 2026 APR	63.29
STILLWELL, TONYA Total					**63.29**
TURF TANK	**2871**	270948	**4/29/2026**	CRDTINV00018346	(6,660.00)
	2871	270948	**4/29/2026**	INV00021307	10,000.00
	2871	270948	**4/29/2026**	INV00021308	10,000.00
TURF TANK Total					**13,340.00**
FINK, JULIE A	**2821**	270767	**4/22/2026**	Reimbursement.	77.58
	3022	7400	**5/18/2026**	V2326096	23.96
FINK, JULIE A Total					**101.54**
GHR ENGINEERS AND ASSOCIATES, INC.	**2821**	270772	**4/22/2026**	30833	1,045.00
GHR ENGINEERS AND ASSOCIATES, INC. Total					**1,045.00**

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Kirchgessner, Rose T	**2989**	271175	**5/13/2026**	MILES2026 April	31.10
Kirchgessner, Rose T Total					**31.10**
READING READING BOOKS, LLC	**2989**	271215	**5/13/2026**	44165	3,465.00
READING READING BOOKS, LLC Total					**3,465.00**
SANDERS, ERIN E	**2878**	3253	**4/30/2026**	V99508577	72.00
SANDERS, ERIN E Total					**72.00**
HEARTLAND COMMUNITY COLLEGE	**2871**	270898	**4/29/2026**	CSAInvoicing2025-26	21,090.00
HEARTLAND COMMUNITY COLLEGE Total					**21,090.00**
BUHROW, STEPHANIE GRACE	**1548**	7367	**4/28/2026**	V47984505	15.83
BUHROW, STEPHANIE GRACE Total					**15.83**
DAVENPORT, LESLIE A	**2971**	2008	**5/12/2026**	V2055296	78.19
DAVENPORT, LESLIE A Total					**78.19**
JC SCREENPRINTING	**2790**	49961	**4/17/2026**	13676	979.46
JC SCREENPRINTING Total					**979.46**
SCHONAUER, DERRICK J	**2811**	50491	**4/20/2026**	Tournament entry fee	170.00
	2906	50556	**5/5/2026**	Entry fees-lintifght	285.00
SCHONAUER, DERRICK J Total					**455.00**
STAY ANOTHER DAY LTD	**2874**	50537	**4/29/2026**	D542	160.00
STAY ANOTHER DAY LTD Total					**160.00**
SCOTTBERG, MELISSA A	**2774**	50473	**4/16/2026**	Supplies-PTO	216.70
SCOTTBERG, MELISSA A Total					**216.70**
THOMAS, BRYAN	**2774**	50476	**4/16/2026**	Dinner and bonding	409.52
THOMAS, BRYAN Total					**409.52**
MESSINA, CHRISTOPHER	**2774**	50469	**4/16/2026**	Gatorade & Snacks	255.16
MESSINA, CHRISTOPHER Total					**255.16**
L'HOTE, LISA	**2790**	49962	**4/17/2026**	StuCo Spring	14.88
	2935	50036	**5/7/2026**	Retreat	137.30
	2969	50054	**5/12/2026**	Reg Soccer 1	60.00
	2969	50054	**5/12/2026**	Room Service	254.87
L'HOTE, LISA Total					**467.05**
HAWKINS, CHRISTOPHER	**2851**	49982	**4/27/2026**	Food and Clothing	358.86
	2935	50032	**5/7/2026**	Baseball Sr Awards	123.13
HAWKINS, CHRISTOPHER Total					**481.99**
SCHLIPMANN, RACHEL	**2935**	50042	**5/7/2026**	Balloon	412.50
SCHLIPMANN, RACHEL Total					**412.50**
CENTRAL ILLINOIS INFLATABLES	**2820**	50495	**4/21/2026**	After Prom rentals	2,635.00
	2851	49978	**4/27/2026**	Rental Fee	2,465.00
CENTRAL ILLINOIS INFLATABLES Total					**5,100.00**
FINCHAM, NATHAN C	**2935**	50031	**5/7/2026**	Cafe Worker Gifts	170.00
FINCHAM, NATHAN C Total					**170.00**

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METSKER, CATHERINE JANE	**2871**	270927	**4/29/2026**	ReimburseShells	31.00
METSKER, CATHERINE JANE Total					**31.00**
LAWLESS, ANGELA	**2935**	50037	**5/7/2026**	Pole Vault Rental	1,000.00
	2817	22938	**4/21/2026**	V93613656	1,000.00
LAWLESS, ANGELA Total					**2,000.00**
RUMPS, JAMES	**2851**	49991	**4/27/2026**	Boxing gloves	742.15
RUMPS, JAMES Total					**742.15**
PEORIA ZOO	**2862**	2853	**4/28/2026**	V1428069	180.00
PEORIA ZOO Total					**180.00**
BAKER, MELANIE	**2873**	4291	**4/29/2026**	V41570017	28.22
BAKER, MELANIE Total					**28.22**
SPRINGWOOD, CHERYL	**2871**	270944	**4/29/2026**	Reimburse	213.94
SPRINGWOOD, CHERYL Total					**213.94**
SUNCENTRAL LLC	**2870**	270854	**4/29/2026**	0EB2C79A	218.78
	2870	270854	**4/29/2026**	E85A4A1C	357.60
SUNCENTRAL LLC Total					**576.38**
DURDEAN-LEVY, ASHLEY M	**2871**	270883	**4/29/2026**	MealReimburse	47.56
DURDEAN-LEVY, ASHLEY M Total					**47.56**
ETA HAND 2 MIND, INC.	**2821**	270766	**4/22/2026**	INV000515907	51.98
	2929	270991	**5/6/2026**	INV000522610	80.97
ETA HAND 2 MIND, INC. Total					**132.95**
FOLLETT SCHOOL SOLUTIONS, LLC.	**2989**	271149	**5/13/2026**	711718F	798.75
	2989	271149	**5/13/2026**	718385F	1,613.34
FOLLETT SCHOOL SOLUTIONS, LLC. Total					**2,412.09**
ILLINOIS PORTABLE TOILETS	**2871**	270904	**4/29/2026**	90160	105.00
	2871	270904	**4/29/2026**	90161	185.00
ILLINOIS PORTABLE TOILETS Total					**290.00**
KROGMEIER, PAUL JEFFREY	**2989**	271181	**5/13/2026**	ReimburseBookSupplie	234.64
KROGMEIER, PAUL JEFFREY Total					**234.64**
LIFE FITNESS	**2821**	270785	**4/22/2026**	80125623	3,626.00
LIFE FITNESS Total					**3,626.00**
TRAYNOR, GRACE M	**2821**	270822	**4/22/2026**	REIM POSTERS 040826	59.44
TRAYNOR, GRACE M Total					**59.44**
SPARROW, ELIZABETH A	**2821**	270814	**4/22/2026**	MILES 2026 JAN-APR	62.13
SPARROW, ELIZABETH A Total					**62.13**
ABC Counseling and Family Services Inc.	**2821**	270748	**4/22/2026**	20260413-8186	472.66
ABC Counseling and Family Services Inc. Total					**472.66**
WESTERN AVENUE COMM CENTER	**2821**	270832	**4/22/2026**	1705	120.00
	2929	271094	**5/6/2026**	1713	80.00
WESTERN AVENUE COMM CENTER Total					**200.00**

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DURDAN, ASHLEY M	**2774**	50460	**4/16/2026**	Planning Meeting	20.56
	2998	50574	**5/13/2026**	FCB party	144.87
DURDAN, ASHLEY M Total					**165.43**
KOSIER, NAOMI RAE	**2929**	271029	**5/6/2026**	Reimbursement..	135.68
	2929	271029	**5/6/2026**	ReimburseMtgSupplies	32.97
	2989	271179	**5/13/2026**	MILES2025 August	69.30
	2989	271179	**5/13/2026**	MILES2025 September	249.83
KOSIER, NAOMI RAE Total					**487.78**
MIDSTATE LAND SOLUTIONS LLC	**2871**	270928	**4/29/2026**	1369	5,800.00
MIDSTATE LAND SOLUTIONS LLC Total					**5,800.00**
SCHOOL OUTFITTERS	**2989**	271221	**5/13/2026**	INV14394125	29,697.75
	2989	271221	**5/13/2026**	INV14395647	26,432.05
SCHOOL OUTFITTERS Total					**56,129.80**
SCOTT, BRIDGET	**2795**	3248	**4/20/2026**	V29585203	390.84
SCOTT, BRIDGET Total					**390.84**
MILLER PARK ZOO	**2866**	9620	**4/29/2026**	V60319916	409.50
	2833	4288	**4/23/2026**	V62914521	396.50
	2904	5225	**5/4/2026**	V27567865	150.00
MILLER PARK ZOO Total					**956.00**
NORMAL CORNBELTERS	**2929**	271051	**5/6/2026**	20210550	525.00
	2859	25660	**4/28/2026**	V94334515	618.00
	2847	16082	**4/24/2026**	V56501134	1,116.00
	2839	4290	**4/24/2026**	V39640827	800.00
NORMAL CORNBELTERS Total					**3,059.00**
CENTURY RESOURCES	**2922**	7372	**5/6/2026**	V25762470	21.00
CENTURY RESOURCES Total					**21.00**
GLIEGE, TERRY A	**2966**	7380	**5/11/2026**	V79767914	44.90
GLIEGE, TERRY A Total					**44.90**
STARKEY, JENNIFER SUSAN	**2872**	16086	**4/29/2026**	V98049200	77.39
STARKEY, JENNIFER SUSAN Total					**77.39**
Oluwagbemiga Emmanuel Amisu	**2848**	16084	**4/24/2026**	V70731214	120.00
Oluwagbemiga Emmanuel Amisu Total					**120.00**
MULLINS, KRISTIN ANN	**3044**	16114	**5/19/2026**	V38337309	126.73
MULLINS, KRISTIN ANN Total					**126.73**
LEONARD, RACHEL	**2820**	50498	**4/21/2026**	Decorations 4/21/26	127.47
	2874	50531	**4/29/2026**	Chilis/Fedex	197.94
LEONARD, RACHEL Total					**325.41**
Galvin, Daniel	**2811**	50486	**4/20/2026**	After Prom Prizes	4,304.49
	2874	50523	**4/29/2026**	Prizes & Henna Artis	1,177.91
	2906	50545	**5/5/2026**	Karaoke Provider	100.00
Galvin, Daniel Total					**5,582.40**
HAFEN, JOY M	**2820**	50497	**4/21/2026**	Fabric	707.41

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HAFEN, JOY M Total					**707.41**
IWU	**2935**	50035	**5/7/2026**	G Shootout	270.00
	2969	50052	**5/12/2026**	Baseball Field	250.00
IWU Total					**520.00**
PIP MARKETING SIGNS	**2790**	49965	**4/17/2026**	N264697	418.86
PIP MARKETING SIGNS Total					**418.86**
ILLINOIS PRINCIPALS ASSOC	**2870**	270851	**4/29/2026**	508259	2,640.00
ILLINOIS PRINCIPALS ASSOC Total					**2,640.00**
ACCO BRANDS CORP., LLC	**2821**	270749	**4/22/2026**	4730980834	588.00
ACCO BRANDS CORP., LLC Total					**588.00**
BEHRENS, DUSTIN C	**2821**	270752	**4/22/2026**	ReimburseFuel	58.39
BEHRENS, DUSTIN C Total					**58.39**
Callihan, Broderick S	**2821**	270756	**4/22/2026**	ReimburseMeal	83.04
Callihan, Broderick S Total					**83.04**
CIGAINERO, LAURIE	**2821**	270759	**4/22/2026**	Refund for lunch acc	19.75
CIGAINERO, LAURIE Total					**19.75**
CORBLY, JENNIFER LEE	**2821**	270760	**4/22/2026**	Reimbursement	428.48
CORBLY, JENNIFER LEE Total					**428.48**
ENGRAVABLES PLUS	**2821**	270765	**4/22/2026**	27406	142.35
ENGRAVABLES PLUS Total					**142.35**
Gee, Tyler E	**2821**	270771	**4/22/2026**	ReimburseFuel	40.50
Gee, Tyler E Total					**40.50**
MARTYN, KYLEE J	**2821**	270788	**4/22/2026**	MILES 2026 MAR	84.83
MARTYN, KYLEE J Total					**84.83**
MATH MEDIC	**2821**	270789	**4/22/2026**	2HCECHSQ-0001	2,600.00
MATH MEDIC Total					**2,600.00**
OSCAR TELECOM, INC.	**2821**	270797	**4/22/2026**	11488	34,587.00
OSCAR TELECOM, INC. Total					**34,587.00**
Pridgen, Cache Kristopher	**2821**	270801	**4/22/2026**	MILES 2026 MAR	44.95
	2989	271212	**5/13/2026**	MILES 2026 APR	49.45
Pridgen, Cache Kristopher Total					**94.40**
READING RECOVERY COUNCIL NORTH AMERIC	**2821**	270804	**4/22/2026**	1017255	750.00
READING RECOVERY COUNCIL NORTH AMERIC Total					**750.00**
REICHARD, KAREN ANN	**2821**	270806	**4/22/2026**	REIM CERT V/H 040226	60.00
REICHARD, KAREN ANN Total					**60.00**
RIFTON EQUIPMENT	**2821**	270807	**4/22/2026**	H9K00-1	4,750.00
RIFTON EQUIPMENT Total					**4,750.00**
RODTS, ELIZABETH R	**2821**	270808	**4/22/2026**	MILES 2026 APR	13.56
RODTS, ELIZABETH R Total					**13.56**

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ZIONS FIRST NATIONAL BANK	**2821**	270834	**4/22/2026**	1526370-26	1,350.00
ZIONS FIRST NATIONAL BANK Total					**1,350.00**
ELLIN, MELISSA	**2822**	270839	**4/22/2026**	MILES2025 November	82.18
	2822	270839	**4/22/2026**	MILES2025 December	44.59
	2822	270839	**4/22/2026**	MILES2026 January	64.38
	2822	270839	**4/22/2026**	MILES2026 February	74.02
	2822	270839	**4/22/2026**	MILES2026 March	24.07
	2991	271116	**5/13/2026**	MILES2026 April	80.69
ELLIN, MELISSA Total					**369.93**
ARBOR SCIENTIFIC	**2871**	270859	**4/29/2026**	503514	79.20
ARBOR SCIENTIFIC Total					**79.20**
BIO-RAD LABORATORIES, INC.	**2871**	270864	**4/29/2026**	909113169	112.99
BIO-RAD LABORATORIES, INC. Total					**112.99**
BLAUM, MELISSA MARIE	**2871**	270865	**4/29/2026**	Reimburse.	144.00
BLAUM, MELISSA MARIE Total					**144.00**
BOOKS DEL SUR	**2871**	270866	**4/29/2026**	2026-4559	1,178.80
BOOKS DEL SUR Total					**1,178.80**
CHIEF CITY MECHANICAL, INC	**2871**	270874	**4/29/2026**	19081	2,002.00
	2871	270874	**4/29/2026**	19098	2,830.00
CHIEF CITY MECHANICAL, INC Total					**4,832.00**
CROPPER GIS CONSULTING, LLC	**2871**	270879	**4/29/2026**	2532	112,000.00
CROPPER GIS CONSULTING, LLC Total					**112,000.00**
Frantz, Madeline R	**2871**	270888	**4/29/2026**	MILES2025 August	24.01
	2871	270888	**4/29/2026**	MILES2025 September	66.57
	2871	270888	**4/29/2026**	MILES2025 October	65.80
	2871	270888	**4/29/2026**	MILES2025 November	59.29
	2871	270888	**4/29/2026**	MILES2025 December	49.42
	2871	270888	**4/29/2026**	MILES2026 January	48.43
	2871	270888	**4/29/2026**	MILES2026 February	58.73
	2871	270888	**4/29/2026**	MILES2026 March	54.59
Frantz, Madeline R Total					**426.84**
FRITZ, JULIE	**2871**	270889	**4/29/2026**	RecoveryClassRefund	120.00
FRITZ, JULIE Total					**120.00**
FUN ON THE RUN, INC.	**2871**	270890	**4/29/2026**	23623	1,248.50
FUN ON THE RUN, INC. Total					**1,248.50**
GONZALEZ, EMERY	**2871**	270893	**4/29/2026**	Reimburse	40.17
GONZALEZ, EMERY Total					**40.17**
GRIT LEADERSHIP	**2871**	270897	**4/29/2026**	XBAWUO6O-0009	800.00
GRIT LEADERSHIP Total					**800.00**
ILLINOIS ASSOC OF SCHOOL BUSINESS OFFLS	**2871**	270903	**4/29/2026**	0079759	545.00
ILLINOIS ASSOC OF SCHOOL BUSINESS OFFLS Total					**545.00**
KELE, INC.	**2871**	270913	**4/29/2026**	INV4084448	507.11

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KELE, INC.	2871	270913	4/29/2026	INV4092691	1,140.36
	2871	270913	4/29/2026	INV4106202	550.61
KELE, INC. Total					2,198.08
LAZEL INC	2871	270918	4/29/2026	CI-00731665	11,404.80
LAZEL INC Total					11,404.80
MCCLURE, KRISTIN	2871	270923	4/29/2026	MILES 2026 MAR	23.56
	2989	271193	5/13/2026	MILES 2026 APR	11.89
	2989	271193	5/13/2026	CONF ATTA 042926	75.00
	2901	1510	5/1/2026	V617229	25.00
	3024	1517	5/18/2026	V448787	26.00
MCCLURE, KRISTIN Total					161.45
NCTM -NAT'L COUNCIL TEACHERS -MATH	2871	270931	4/29/2026	3286714	100.54
NCTM -NAT'L COUNCIL TEACHERS -MATH Total					100.54
NEWSELA, INC	2871	270932	4/29/2026	INV56409	2,550.00
NEWSELA, INC Total					2,550.00
VERNIER SOFTWARE	2871	270952	4/29/2026	5546875	655.06
	2989	271242	5/13/2026	554880	363.00
VERNIER SOFTWARE Total					1,018.06
WASHKUHN, ELIZABETH CAROL	2871	270954	4/29/2026	REIM PBIS 021826	339.43
WASHKUHN, ELIZABETH CAROL Total					339.43
WATERFORD TECHNOLOGIES, INC	2871	270955	4/29/2026	INV-103200	19,449.00
WATERFORD TECHNOLOGIES, INC Total					19,449.00
WHERRY MACHINE & WELDING, INC	2871	270958	4/29/2026	148763	206.07
	2871	270958	4/29/2026	148805	46.84
	2871	270958	4/29/2026	156175	492.33
	2871	270958	4/29/2026	156238	512.19
	2929	271095	5/6/2026	156294	34.29
WHERRY MACHINE & WELDING, INC Total					1,291.72
YWCA	2871	270962	4/29/2026	YWCACircleU526	1,000.00
YWCA Total					1,000.00
CHILDREN'S HOME ASSOCIATION OF ILLINOIS	2929	270979	5/6/2026	INV1057848	5,644.52
CHILDREN'S HOME ASSOCIATION OF ILLINOIS Total					5,644.52
D H Pace Company Inc.	2929	270985	5/6/2026	SVC/264-879259	255.50
D H Pace Company Inc. Total					255.50
EF COMMERCIAL FLOORING, LLC	2929	270989	5/6/2026	6-5489756	18,212.58
EF COMMERCIAL FLOORING, LLC Total					18,212.58
HARLAN VANCE COMPANY	2929	271007	5/6/2026	261210	740.00
HARLAN VANCE COMPANY Total					740.00
Higgins, Hannah C	2929	271011	5/6/2026	AutismConfReimburse	75.00
Higgins, Hannah C Total					75.00
JOHNSON, LINDSAY CHRISTINE	2929	271020	5/6/2026	AutismConfReimburse	75.00
JOHNSON, LINDSAY CHRISTINE Total					75.00

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MARTIN EQUIPMENT OF ILLINOIS	2929	271040	5/6/2026	951261	128.37
MARTIN EQUIPMENT OF ILLINOIS Total					128.37
MOHAWK LIFTS LLC	2929	271047	5/6/2026	73119	45,715.34
MOHAWK LIFTS LLC Total					45,715.34
Moreno Solano, Lucelli I	2929	271048	5/6/2026	REIM WRKSHOP 072026	150.00
Moreno Solano, Lucelli I Total					150.00
PERFECTION POWDER COATING & MEDIA BLAST	2929	271058	5/6/2026	38305	275.00
PERFECTION POWDER COATING & MEDIA BLAST Total					275.00
PETERSEN, GLEN	2929	271061	5/6/2026	REIM FLAGS 043026	31.96
PETERSEN, GLEN Total					31.96
SCHWENKER, JENNA	2929	271074	5/6/2026	MCUD 5 2026-1	700.00
SCHWENKER, JENNA Total					700.00
SCOTT COMMUNICATION SERVICES INC.	2929	271075	5/6/2026	3814	156.66
SCOTT COMMUNICATION SERVICES INC. Total					156.66
WEISE, ALLEN	2929	271093	5/6/2026	REIM AP PHYS 042126	46.25
WEISE, ALLEN Total					46.25
YOST, LAURA	2929	271099	5/6/2026	AutismConfReimburse	75.00
	2989	271250	5/13/2026	CONF ATTA 042926	75.00
YOST, LAURA Total					150.00
Heart of Illinois American Orff-Shulwerk	2931	271104	5/6/2026	HudsonFestivalFees	270.00
Heart of Illinois American Orff-Shulwerk Total					270.00
HUDSON ELEMENTARY PTO	2931	271105	5/6/2026	FundraiserMoney	307.00
HUDSON ELEMENTARY PTO Total					307.00
TURRENTINE, SAMANTHA A	2960	271112	5/8/2026	050826	2,299.00
TURRENTINE, SAMANTHA A Total					2,299.00
GULF SHORES HIGH SCHOOL	2991	271118	5/13/2026	VBaseball 3/22-25/26	400.00
	2834	50511	4/23/2026	2027 registration	400.00
GULF SHORES HIGH SCHOOL Total					800.00
BOYD, AMY M	2989	271131	5/13/2026	MILES2026 April	31.18
BOYD, AMY M Total					31.18
FORSYTH INSURANCE GROUP, INC	2989	271150	5/13/2026	01538	14,942.00
FORSYTH INSURANCE GROUP, INC Total					14,942.00
GREENWOOD, SHEILA	2989	271157	5/13/2026	001	4,252.30
GREENWOOD, SHEILA Total					4,252.30
INTERBORO PACKAGING CORP.	2989	271166	5/13/2026	Gloves	2,970.00
INTERBORO PACKAGING CORP. Total					2,970.00
JEFFERS, JORDAN	2989	271167	5/13/2026	ChessClubSponsor	221.50
JEFFERS, JORDAN Total					221.50

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JERRY WEST LLC	**2989**	271169	**5/13/2026**	009209	573.47
JERRY WEST LLC Total					**573.47**
KONA ICE OF PEORIA	**2989**	271178	**5/13/2026**	000474	1,560.00
	2851	49986	**4/27/2026**	000476	1,092.00
KONA ICE OF PEORIA Total					**2,652.00**
LICE TREATMENT HOLDINGS LLC	**2989**	271188	**5/13/2026**	37937	321.30
LICE TREATMENT HOLDINGS LLC Total					**321.30**
MCCLURE, ELIZABETH A	**2989**	271192	**5/13/2026**	MILES 2025 AUG	17.78
	2989	271192	**5/13/2026**	MILES 2025 SEPT	23.10
	2989	271192	**5/13/2026**	MILES 2025 OCT	23.59
	2989	271192	**5/13/2026**	MILES 2025 NOV	8.19
	2989	271192	**5/13/2026**	MILES 2025 DEC	3.78
	2989	271192	**5/13/2026**	MILES 2026 JAN	8.41
	2989	271192	**5/13/2026**	MILES 2026 FEB	10.22
	2989	271192	**5/13/2026**	MILES 2026 APR	15.30
MCCLURE, ELIZABETH A Total					**110.37**
RUFF, DENNIS A	**2989**	271218	**5/13/2026**	CLOTH ALLOW 122925	105.00
RUFF, DENNIS A Total					**105.00**
SEWING STUDIO, LLC	**2989**	271223	**5/13/2026**	050626	3,000.00
SEWING STUDIO, LLC Total					**3,000.00**
STANLEY, MARY A	**2989**	271227	**5/13/2026**	REIM REUNIF 050626	208.30
STANLEY, MARY A Total					**208.30**
STENGER, SHELBIE GRACE	**2989**	271228	**5/13/2026**	REIM ROEPARK 042826	21.00
STENGER, SHELBIE GRACE Total					**21.00**
STEVENS, CARRIE ANN	**2989**	271229	**5/13/2026**	REIM BOOKS 050126	224.76
STEVENS, CARRIE ANN Total					**224.76**
GORDON, ANGELA JO	**2806**	3249	**4/20/2026**	V10272045	25.00
GORDON, ANGELA JO Total					**25.00**
BOZARTH, MEGAN E	**2807**	3250	**4/20/2026**	V73629310	78.99
BOZARTH, MEGAN E Total					**78.99**
CHATTERJEE, MOHINI	**2845**	3251	**4/24/2026**	V21563978	400.00
CHATTERJEE, MOHINI Total					**400.00**
THIRUPPARKADAL, RAJKUMAR	**2910**	3256	**5/5/2026**	V38585186	3,715.76
THIRUPPARKADAL, RAJKUMAR Total					**3,715.76**
RAJKUMAR, MRITHUUNJEYAN SUNDAR	**2911**	3257	**5/5/2026**	V42201800	900.00
RAJKUMAR, MRITHUUNJEYAN SUNDAR Total					**900.00**
DODDI, SUKHI	**2912**	3258	**5/5/2026**	V22532438	750.00
DODDI, SUKHI Total					**750.00**
JAYAM, SRIKAR	**2913**	3259	**5/5/2026**	V82982885	650.00
JAYAM, SRIKAR Total					**650.00**
Mahendra Siddharth Reddy Lavanur	**2941**	3261	**5/7/2026**	V32445557	650.00

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Mahendra Siddharth Reddy Lavanur Total					**650.00**
PETERSEN, MADELYNN	**3045**	3265	**5/19/2026**	V81043688	500.00
PETERSEN, MADELYNN Total					**500.00**
NABER, SUSAN CHERI	**2857**	1509	**4/27/2026**	V386715	21.00
NABER, SUSAN CHERI Total					**21.00**
YOUNG, WENDY MARIE	**2901**	1511	**5/1/2026**	V801204	50.00
	3024	1519	**5/18/2026**	V937603	52.17
YOUNG, WENDY MARIE Total					**102.17**
DIXON, ELLEN	**3024**	1514	**5/18/2026**	V218159	77.38
DIXON, ELLEN Total					**77.38**
SCHLAIS, KATHLEEN T	**3024**	1518	**5/18/2026**	V446376	51.00
SCHLAIS, KATHLEEN T Total					**51.00**
LEWIS, EMILY	**2801**	25648	**4/20/2026**	V70122099	55.27
	2840	25656	**4/24/2026**	V55317961	276.42
LEWIS, EMILY Total					**331.69**
ELLISON, AARON T	**2842**	25658	**4/24/2026**	V74226642	1,350.00
	2861	25661	**4/28/2026**	V86436463	65.00
ELLISON, AARON T Total					**1,415.00**
LITTLE CAESAR'S PIZZA	**2916**	25663	**5/5/2026**	V21872665	329.68
	2811	50488	**4/20/2026**	4/25/26	119.00
LITTLE CAESAR'S PIZZA Total					**448.68**
WILLIAMSON, ISAIAH	**3030**	25670	**5/18/2026**	V40243202	141.00
WILLIAMSON, ISAIAH Total					**141.00**
JOSTENS INC.	**2999**	1687	**5/14/2026**	V26272093	87.90
JOSTENS INC. Total					**87.90**
MACKINSON, KIMBERLY S	**2999**	1688	**5/14/2026**	V27926989	124.87
MACKINSON, KIMBERLY S Total					**124.87**
Calixto, Gloria	**2831**	7362	**4/22/2026**	V10281136	47.11
	2945	7374	**5/7/2026**	V5919336	31.74
Calixto, Gloria Total					**78.85**
THE SWING SOURCE LLC	**2849**	7366	**4/24/2026**	V57834295	166.00
THE SWING SOURCE LLC Total					**166.00**
ESPOSITO, MARK	**2945**	7375	**5/7/2026**	V62944395	161.87
ESPOSITO, MARK Total					**161.87**
INGRAM, JERROD	**2945**	7376	**5/7/2026**	V14571240	310.07
INGRAM, JERROD Total					**310.07**
HEIDENREICH, CAROL L	**3039**	7388	**5/19/2026**	V51839606	420.00
	3039	7388	**5/19/2026**	V75127173	80.00
HEIDENREICH, CAROL L Total					**500.00**
ISU PLANETARIUM	**2812**	2851	**4/21/2026**	V33645044	136.00

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ISU PLANETARIUM	2923	9621	5/6/2026	V45904801	270.00
ISU PLANETARIUM Total					406.00
LEE, ANDREA BERNICE	2850	5384	4/24/2026	V370388	37.44
LEE, ANDREA BERNICE Total					37.44
MUSTARD, KELLEE ANN	2850	5385	4/24/2026	V880214	93.94
MUSTARD, KELLEE ANN Total					93.94
Hoder, Christa L	2896	5387	4/30/2026	V962516	56.87
Hoder, Christa L Total					56.87
ROSENLUND, KATHLEEN	2896	5388	4/30/2026	V306942	80.00
ROSENLUND, KATHLEEN Total					80.00
GUPTA, AMIT	2905	5389	5/5/2026	V874675	108.15
GUPTA, AMIT Total					108.15
Stevens, Emily E	2905	5392	5/5/2026	V180702	1,000.00
Stevens, Emily E Total					1,000.00
Velazquez, Victor	2917	5394	5/5/2026	V136486	1,000.00
Velazquez, Victor Total					1,000.00
Price, Lindsey J	3005	5396	5/14/2026	V102637	36.25
Price, Lindsey J Total					36.25
SUCCESS BY DESIGN, INC.	2805	9617	4/20/2026	205924	1,244.03
SUCCESS BY DESIGN, INC. Total					1,244.03
MCCRAW, MADISON KAYE	2942	9623	5/7/2026	V8626988	18.44
MCCRAW, MADISON KAYE Total					18.44
KAGY, TARA M	2967	9626	5/11/2026	V95077155	98.39
KAGY, TARA M Total					98.39
Kralis, Natalie M	2996	9628	5/13/2026	V7349646	58.54
Kralis, Natalie M Total					58.54
DOBBECK, KAITLIN M	3002	9629	5/14/2026	V5790587	35.97
DOBBECK, KAITLIN M Total					35.97
POWELL, NICOLE C	3019	9630	5/15/2026	V14257460	188.50
POWELL, NICOLE C Total					188.50
DABLER, AMY	2819	16078	4/21/2026	V14801343	69.98
	3004	16094	5/14/2026	V87396731	95.99
DABLER, AMY Total					165.97
EVANS JUNIOR HIGH SCHOOL	2819	16079	4/21/2026	V1457821	442.00
	2856	22944	4/27/2026	1905	34.00
EVANS JUNIOR HIGH SCHOOL Total					476.00
CHAMBERS, BELINDA	3004	16093	5/14/2026	V12356406	40.00
CHAMBERS, BELINDA Total					40.00
PEORIA CHARTER COACH COMPANY	3004	16097	5/14/2026	V88754660	12,678.90

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PEORIA CHARTER COACH COMPANY Total					**12,678.90**
SMITH, ANICA	**3004**	16099	**5/14/2026**	V45980124	40.00
SMITH, ANICA Total					**40.00**
AMBUEHL, HOLLY	**3044**	16102	**5/19/2026**	V45463722	126.70
AMBUEHL, HOLLY Total					**126.70**
BOWMAN, ERIN MARIE	**3044**	16103	**5/19/2026**	V24516492	126.73
BOWMAN, ERIN MARIE Total					**126.73**
BRUSH, GWEN NICOLE	**3044**	16104	**5/19/2026**	V50486582	126.73
BRUSH, GWEN NICOLE Total					**126.73**
BRYANT, KRISTINA C	**3044**	16105	**5/19/2026**	V19612168	126.73
BRYANT, KRISTINA C Total					**126.73**
CHINNARY, GILL	**3044**	16106	**5/19/2026**	V77470214	400.00
CHINNARY, GILL Total					**400.00**
EVANS, MAUREEN	**3044**	16108	**5/19/2026**	V71143882	89.43
EVANS, MAUREEN Total					**89.43**
KISHEL, SUZANNE MARIE	**3044**	16111	**5/19/2026**	V35025824	126.73
KISHEL, SUZANNE MARIE Total					**126.73**
LIEB, MEGAN C	**3044**	16112	**5/19/2026**	V45646941	126.73
LIEB, MEGAN C Total					**126.73**
MATTHEWS, JANELLE	**3044**	16113	**5/19/2026**	V46342661	234.10
MATTHEWS, JANELLE Total					**234.10**
NUNOO-PONDER, NATASHA	**3044**	16115	**5/19/2026**	V38716461	234.10
NUNOO-PONDER, NATASHA Total					**234.10**
POST, MOLLY	**3044**	16116	**5/19/2026**	V4995171	164.03
POST, MOLLY Total					**164.03**
TIBBS, NICOLE ELAINE	**3044**	16118	**5/19/2026**	V4559277	271.40
TIBBS, NICOLE ELAINE Total					**271.40**
LANZ, NICHOLAS	**2774**	50465	**4/16/2026**	Musical Pit Keyboard	500.00
LANZ, NICHOLAS Total					**500.00**
LINCOLN COMMUNITY HIGH SCHOOL	**2774**	50466	**4/16/2026**	Shoot out 6/19-20	300.00
LINCOLN COMMUNITY HIGH SCHOOL Total					**300.00**
MCCLURE, COURTNEY	**2774**	50467	**4/16/2026**	Lunch BC retreat	182.27
MCCLURE, COURTNEY Total					**182.27**
O'FALLON TOWNSHIP HIGH SCHOOL	**2774**	50472	**4/16/2026**	MEKOC entry fee	400.00
O'FALLON TOWNSHIP HIGH SCHOOL Total					**400.00**
THACKER, JENA M	**2774**	50475	**4/16/2026**	Washington T-shirts	261.82
THACKER, JENA M Total					**261.82**
WENDELL NIEPAGEN GREENHOUSES	**2774**	50478	**4/16/2026**	226800	695.94

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WENDELL NIEPAGEN GREENHOUSES	2906	50558	5/5/2026	230473	461.94
WENDELL NIEPAGEN GREENHOUSES Total					1,157.88
WORLDS FINEST CHOCOLATE INC	2774	50479	4/16/2026	91580080	8,040.00
WORLDS FINEST CHOCOLATE INC Total					8,040.00
BLOOM BAWARCHI RESTAURANT	2811	50481	4/20/2026	App order 4/25/26	180.01
BLOOM BAWARCHI RESTAURANT Total					180.01
CHICK-FIL-A	2811	50484	4/20/2026	8907714	674.10
CHICK-FIL-A Total					674.10
JOSTEN'S	2811	50487	4/20/2026	33746	16,000.00
	2998	50578	5/13/2026	3934747491	276.69
	2998	50578	5/13/2026	39428212	81.32
	2998	50578	5/13/2026	39503135	395.94
JOSTEN'S Total					16,753.95
ORANGE LEAF FROZEN YOGURT OF BL	2811	50490	4/20/2026	NCHS 4/25/26	545.00
ORANGE LEAF FROZEN YOGURT OF BL Total					545.00
TROPICAL SMOOTHIE CAFE	2811	50492	4/20/2026	4/25/26	562.50
TROPICAL SMOOTHIE CAFE Total					562.50
Freeman, Troy	2820	50496	4/21/2026	Paint for murals	207.90
Freeman, Troy Total					207.90
Marlapaty, Dhruv	2820	50499	4/21/2026	Mock Awards	22.64
	2874	50532	4/29/2026	Conf prizes & food	95.46
Marlapaty, Dhruv Total					118.10
NETI, LALITHA	2820	50500	4/21/2026	Mock Awards	8.25
NETI, LALITHA Total					8.25
SINGH, KARMAN	2820	50501	4/21/2026	Mock Awards	11.98
SINGH, KARMAN Total					11.98
BLOOMINGTON NORMAL MARRIOTT HOTEL	2828	50502	4/22/2026	FInal Prom 2026	13,073.13
BLOOMINGTON NORMAL MARRIOTT HOTEL Total					13,073.13
MCDONALD, DENA	2828	50504	4/22/2026	Baseball Lineup	80.38
MCDONALD, DENA Total					80.38
Sawyer, Jeremiah	2828	50505	4/22/2026	Principals Award	250.00
Sawyer, Jeremiah Total					250.00
Schieler, Hannah	2828	50506	4/22/2026	Future Educator Awar	250.00
	2834	50517	4/23/2026	Barb Bush FCS	250.00
Schieler, Hannah Total					500.00
WEXLER, OLIVIA	2828	50507	4/22/2026	Guitar Player	350.00
WEXLER, OLIVIA Total					350.00
Wilde, Zoey	2828	50508	4/22/2026	Service to School	250.00
Wilde, Zoey Total					250.00
HELLER, BRADLEY P	2834	50512	4/23/2026	Concessions	294.60

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HELLER, BRADLEY P Total					**294.60**
Hong, Yen Linh	**2834**	50513	**4/23/2026**	ELL Scholarship	1,000.00
Hong, Yen Linh Total					**1,000.00**
BANE, ELLA	**2874**	50519	**4/29/2026**	Section 9 FFA Fair	186.64
BANE, ELLA Total					**186.64**
GOPHER SPORT	**2874**	50524	**4/29/2026**	484897	161.60
GOPHER SPORT Total					**161.60**
HORTON, JULIE	**2874**	50527	**4/29/2026**	Drinks	29.88
HORTON, JULIE Total					**29.88**
POTTS, YVETTE	**2874**	50534	**4/29/2026**	Supplies	477.59
POTTS, YVETTE Total					**477.59**
THOMAS, SHELBY	**2874**	50540	**4/29/2026**	FFA Fair	65.63
THOMAS, SHELBY Total					**65.63**
BEAL, JOSH	**2906**	50541	**5/5/2026**	AP-GIft cards	2,013.90
BEAL, JOSH Total					**2,013.90**
BEERAM, MEDHANSH	**2906**	50542	**5/5/2026**	Conf Prizes/Food	41.58
BEERAM, MEDHANSH Total					**41.58**
Damery, Nate	**2906**	50544	**5/5/2026**	Mc Donalds	317.31
Damery, Nate Total					**317.31**
GURIJALA, SHRIYANS	**2906**	50546	**5/5/2026**	Conf Prizes/Food	71.77
GURIJALA, SHRIYANS Total					**71.77**
Hsi, Nathan	**2906**	50548	**5/5/2026**	Mock award prize	7.99
Hsi, Nathan Total					**7.99**
IYER, RAJITH	**2906**	50549	**5/5/2026**	Conf Prizes/Food	68.68
IYER, RAJITH Total					**68.68**
JASON'S DELI - IBM #185	**2906**	50550	**5/5/2026**	Teacher Appreciation	1,685.00
JASON'S DELI - IBM #185 Total					**1,685.00**
JOSHI, HARSHAL	**2906**	50551	**5/5/2026**	Conf Prizes/Food	40.09
JOSHI, HARSHAL Total					**40.09**
KOPPURAVURI, SAI	**2906**	50552	**5/5/2026**	Conf Prizes/Food	59.88
KOPPURAVURI, SAI Total					**59.88**
MENAN, VIVAAN	**2906**	50553	**5/5/2026**	Conf Prizes/Food	61.98
MENAN, VIVAAN Total					**61.98**
ILLINOIS AGRICULTURAL RESOURCE COUNCIL	**2934**	50563	**5/6/2026**	3/6/26 event	180.00
ILLINOIS AGRICULTURAL RESOURCE COUNCIL Total					**180.00**
MANN, MARCUS CHAMAR	**2934**	50566	**5/6/2026**	MVP Discs Classroom	167.29
MANN, MARCUS CHAMAR Total					**167.29**
POWERGRIP USA	**2934**	50568	**5/6/2026**	D64	500.00

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POWERGRIP USA Total					**500.00**
JOSTENS/TBOY'S INC.	**2998**	50579	**5/13/2026**	3056-6700343123-13	175.00
JOSTENS/TBOY'S INC. Total					**175.00**
Kopec, Viktor	**2998**	50582	**5/13/2026**	Reimb Banq Supplies	209.95
Kopec, Viktor Total					**209.95**
Riddle, Jamie	**2998**	50586	**5/13/2026**	Pop & Cupcake	47.92
Riddle, Jamie Total					**47.92**
PRINCEVILLE CUSD #326	**2788**	49954	**4/16/2026**	Bass Invite	350.00
PRINCEVILLE CUSD #326 Total					**350.00**
BALFOUR GRADGEAR LLC	**2790**	49957	**4/17/2026**	6123	445.45
BALFOUR GRADGEAR LLC Total					**445.45**
STEPHENS, JESSICA LEE	**2790**	49968	**4/17/2026**	Prom Decor	248.89
STEPHENS, JESSICA LEE Total					**248.89**
VAN HEUKLON, JASON	**2790**	49970	**4/17/2026**	IWU Track Meet	75.00
VAN HEUKLON, JASON Total					**75.00**
HIGGINS, KRISTI	**2851**	49983	**4/27/2026**	Post Prom 1	312.50
HIGGINS, KRISTI Total					**312.50**
HIGGINS, LETROY	**2851**	49984	**4/27/2026**	Post Prom 2	312.50
HIGGINS, LETROY Total					**312.50**
LIMELITE GRAPHICS	**2851**	49988	**4/27/2026**	000700	270.00
LIMELITE GRAPHICS Total					**270.00**
OUTSKIRTS ADVENTURES	**2851**	49989	**4/27/2026**	000007	770.00
OUTSKIRTS ADVENTURES Total					**770.00**
SOMMER, MICHAEL	**2851**	49993	**4/27/2026**	Reimbursement	95.99
SOMMER, MICHAEL Total					**95.99**
UPPER LIMITS INC.	**2851**	49994	**4/27/2026**	West Fest	500.00
UPPER LIMITS INC. Total					**500.00**
WATCHFIRE SIGNS LLC	**2851**	49995	**4/27/2026**	9122710	330.00
WATCHFIRE SIGNS LLC Total					**330.00**
BLOMGREN, BRIAN ANDREW	**2869**	49998	**4/29/2026**	10005	166.94
BLOMGREN, BRIAN ANDREW Total					**166.94**
BROWN, JO	**2869**	49999	**4/29/2026**	Sr Award Drama	1,000.00
BROWN, JO Total					**1,000.00**
BROWN, SERRMYRA	**2869**	50000	**4/29/2026**	Sr Award FCS	200.00
BROWN, SERRMYRA Total					**200.00**
BRUTLAG, NATALIE	**2869**	50001	**4/29/2026**	Sr Award Future Ed	200.00
BRUTLAG, NATALIE Total					**200.00**
CHAPMAN, MATTHEW P	**2869**	50002	**4/29/2026**	Lifeguard 1	40.00

Vendor Bill Listing - PREPAID

From Da 04/16/2026
To Date 05/19/2026

Vendor/Payee	Voucher	Check No	Check Date	Invoice	Total
CHAPMAN, MATTHEW P Total					**40.00**
CHRISTIANER, ANTHONY	**2869**	50003	**4/29/2026**	Sr Award VTAP 1	500.00
CHRISTIANER, ANTHONY Total					**500.00**
ELSHOFF, CALEB	**2869**	50004	**4/29/2026**	Lifeguard 3	40.00
ELSHOFF, CALEB Total					**40.00**
FLORES, LILLIANA	**2869**	50006	**4/29/2026**	Lifeguard 2	40.00
FLORES, LILLIANA Total					**40.00**
ISU EVENT MANAGEMENT	**2869**	50007	**4/29/2026**	E17249 - final	1,787.70
	2935	50034	**5/7/2026**	Extra Water	203.28
	2969	50051	**5/12/2026**	Prom 2028 Deposit	1,375.35
	3007	50070	**5/15/2026**	West Sr Luncheon	10,302.09
ISU EVENT MANAGEMENT Total					**13,668.42**
JOAQUIN, ADAN	**2869**	50008	**4/29/2026**	Sr Award VTAP 2	1,000.00
JOAQUIN, ADAN Total					**1,000.00**
KERMAN, HANNAH	**2869**	50009	**4/29/2026**	Sr Award Principal	250.00
KERMAN, HANNAH Total					**250.00**
MOSELY, DONALD	**2869**	50010	**4/29/2026**	Track Meet	450.00
MOSELY, DONALD Total					**450.00**
WETHINGTON, SOPHIE	**2869**	50012	**4/29/2026**	Sr Award Science	100.00
WETHINGTON, SOPHIE Total					**100.00**
GEIGER	**2900**	50017	**5/1/2026**	6207371	803.91
GEIGER Total					**803.91**
SKATETIME SCHOOL PROGRAMS OF INDY	**2900**	50019	**5/1/2026**	11108	2,340.00
SKATETIME SCHOOL PROGRAMS OF INDY Total					**2,340.00**
STREHL, MARY	**2900**	50020	**5/1/2026**	Post Prom 3	312.50
STREHL, MARY Total					**312.50**
UNSBEE, CATHERINE B	**2900**	50023	**5/1/2026**	IHD Award	85.93
UNSBEE, CATHERINE B Total					**85.93**
WIEGNER, TRICIA	**2900**	50024	**5/1/2026**	High Ropes	30.00
WIEGNER, TRICIA Total					**30.00**
BLOOMINGTON ICE CENTER	**2921**	50025	**5/6/2026**	Ice Skating	554.00
BLOOMINGTON ICE CENTER Total					**554.00**
BARTH, EMMA F	**2935**	50027	**5/7/2026**	Reimbursement	260.18
	2935	50027	**5/7/2026**	Set Supplies	47.84
BARTH, EMMA F Total					**308.02**
BATAVIA HIGH SCHOOL - DISTRICT 101	**2935**	50028	**5/7/2026**	Shootout	250.00
BATAVIA HIGH SCHOOL - DISTRICT 101 Total					**250.00**
LOPEZ, ERICA	**2935**	50038	**5/7/2026**	Food and Misc	580.00
LOPEZ, ERICA Total					**580.00**

Vendor Bill Listing - PREPAID

From Da 04/16/2026
To Date 05/19/2026

Vendor/Payee	Voucher	Check No	Check Date	Invoice	Total
MOORE, TINA	2935	50039	5/7/2026	Fundraiser 2026	1,746.00
MOORE, TINA Total					1,746.00
NICHOLS, AMY	2935	50040	5/7/2026	Soccer Hotel	1,406.64
NICHOLS, AMY Total					1,406.64
PATE, MICHELLE	2935	50041	5/7/2026	SB Meals	894.88
PATE, MICHELLE Total					894.88
STREILY, KARIN	2935	50043	5/7/2026	Prom Pizza	542.40
	2935	50043	5/7/2026	Sams Reimburse	3,562.62
STREILY, KARIN Total					4,105.02
ANDERSON, WILLIAM	2969	50046	5/12/2026	Accompanyting May	275.00
ANDERSON, WILLIAM Total					275.00
CORPUS, TONY	2969	50049	5/12/2026	Accompanying Choir 2	275.00
CORPUS, TONY Total					275.00
FOLEY, EMMA	3007	50067	5/15/2026	Scholarship	500.00
FOLEY, EMMA Total					500.00
Hines-Holl, Hillary B	3007	50068	5/15/2026	Security Deposit	400.00
Hines-Holl, Hillary B Total					400.00
KOCH, KATIE	3007	50071	5/15/2026	Prom Decor	617.80
KOCH, KATIE Total					617.80
LAURIE, JOSHUA	3007	50073	5/15/2026	IWU Baseball Field	105.00
LAURIE, JOSHUA Total					105.00
LITWILLER, JAMESON	3007	50074	5/15/2026	Lifeguard 4	40.00
LITWILLER, JAMESON Total					40.00
MATTHEWS, CULLEN DOUGLAS	3007	50075	5/15/2026	Scholastic Bowl	113.35
MATTHEWS, CULLEN DOUGLAS Total					113.35
MUSIC THEATRE INTERNATIONAL	3007	50076	5/15/2026	contract 7123560	3,490.00
MUSIC THEATRE INTERNATIONAL Total					3,490.00
NATIONAL CHEERLEADERS ASSOCIATION 1	3007	50077	5/15/2026	0011678401	2,930.00
	3007	50077	5/15/2026	0011704222	2,240.00
NATIONAL CHEERLEADERS ASSOCIATION 1 Total					5,170.00
ROGERS, GREG	3007	50078	5/15/2026	Food	11.88
ROGERS, GREG Total					11.88
SCHMEISER, NATALIA	3007	50079	5/15/2026	Scholarship	500.00
SCHMEISER, NATALIA Total					500.00
HANSEN, CARLA L	2825	6534	4/22/2026	V8433543	352.73
HANSEN, CARLA L Total					352.73
XEROX BUSINESS SOLUTIONS LLC	2825	6536	4/22/2026	V23592071	28.48
XEROX BUSINESS SOLUTIONS LLC Total					28.48
CUNNINGHAM, ANNETTE SUZANNE	3017	6540	5/15/2026	V17843738	20.99

Vendor Bill Listing - PREPAID

From Da 04/16/2026
To Date 05/19/2026

Vendor/Payee	Voucher	Check No	Check Date	Invoice	Total
CUNNINGHAM, ANNETTE SUZANNE Total					**20.99**
RICHARDSON, MARCY LYNN	**2794**	7396	**4/17/2026**	V78173995	50.00
RICHARDSON, MARCY LYNN Total					**50.00**
HAZEWINKEL, LISA M	**2854**	7398	**4/27/2026**	V74122912	25.98
HAZEWINKEL, LISA M Total					**25.98**
GINCY'S MUSIC	**2863**	7399	**4/28/2026**	V46365026	985.00
GINCY'S MUSIC Total					**985.00**
BEIRNE, COREY THOMAS JOHN	**2990**	3870	**5/13/2026**	V64270748	38.90
BEIRNE, COREY THOMAS JOHN Total					**38.90**
STUTZ, JESSICA LYNN	**2875**	22953	**4/30/2026**	V31675447	105.40
STUTZ, JESSICA LYNN Total					**105.40**
EAST BAY CAMP	**2995**	22957	**5/13/2026**	V6612773	758.00
EAST BAY CAMP Total					**758.00**
MARCUS THEATERS	**2827**	5585	**4/22/2026**	V5041299	668.36
MARCUS THEATERS Total					**668.36**
BEOLETTO, LACEY NICOLE	**2985**	4294	**5/12/2026**	V56668697	125.98
BEOLETTO, LACEY NICOLE Total					**125.98**
GILLESPIE JR, DELMAR C.	**2813**	2792	**4/21/2026**	V90721736	200.00
GILLESPIE JR, DELMAR C. Total					**200.00**
S&S WORLDWIDE INC	**2982**	2797	**5/12/2026**	V78838741	52.94
S&S WORLDWIDE INC Total					**52.94**
LOCKETT, MICHAEL	**2904**	5224	**5/4/2026**	V51470970	250.00
LOCKETT, MICHAEL Total					**250.00**
KOERNER, KRISTINE	**2930**	5227	**5/6/2026**	V9430544	398.62
KOERNER, KRISTINE Total					**398.62**
WEAVER'S RENT ALL INC	**2993**	5229	**5/13/2026**	V89552940	275.00
WEAVER'S RENT ALL INC Total					**275.00**
Grand Total					**8,299,767.35**

Vendor Bill Listing - PREPAID

From Da	04/16/2026
To Date	05/19/2026

Fund	Total
7	261,786.18
8	2,215,469.22
10	1,637,470.23
20	437,020.04
30	21,350.00
40	3,073,134.12
60	65,168.98
80	188,677.26
90	101,741.46
99	297,949.86
Grand Total	**8,299,767.35**

CUSD No. 5, McLean and Woodford Counties, Illinois
Disbursement Detail Report

Vendor Bill Listing - PREPAID Student Activities

From Da 04/15/2026
To Date 04/15/2026

Vendor/Payee	Voucher	Check No	Check Date	Invoice	Total
THE MUSIC SHOPPE, INC	**2769**	5221	**4/15/2026**	4170826	330.00
THE MUSIC SHOPPE, INC Total					**330.00**
BLOOMINGTON JUNIOR HIGH SCHOOL	**2770**	16074	**4/15/2026**	V41188064	30.00
	2772	16077	**4/15/2026**	V19166210	270.00
BLOOMINGTON JUNIOR HIGH SCHOOL Total					**300.00**
VAN DE LOO, DARIA T	**2770**	16076	**4/15/2026**	V36740012	45.46
VAN DE LOO, DARIA T Total					**45.46**
RITCHASON, JENNIFER	**2770**	16075	**4/15/2026**	V56949220	50.76
RITCHASON, JENNIFER Total					**50.76**
Christopher, Donna Lee	**2767**	5584	**4/15/2026**	V92167483	50.00
Christopher, Donna Lee Total					**50.00**
Grand Total					**776.22**

Vendor Bill Listing - PREPAID Student Activities

From Da	04/15/2026
To Date	04/15/2026

Fund	Total
99	776.22
Grand Total	**776.22**

MCLEAN COUNTY UNIT DISTRICT NO. 5

Authorization for Payment of Bills and Payrolls
April 16, 2026 through May 20, 2026

SUMMARY OF BILLS & PAYROLLS BY FUND

Fund	[1] Prepaid Bills	[2] Bills To Be Paid	[3] Payrolls	Total
07 Flexible Benefit Plan Trust Fund	261,786.18	0.00	0.00	261,786.18
08 Unit 5 Self-Funded Insurance	2,215,469.22	0.00	0.00	2,215,469.22
10 Educational	1,637,470.23	491,567.18	11,450,701.91	13,579,739.32
20 Operations & Maintenance	437,020.04	52,935.06	689,607.47	1,179,562.57
30 Debt Service	21,350.00	0.00	0.00	21,350.00
40 Transportation	3,073,134.12	149,569.55	21,001.02	3,243,704.69
50 Social Security	0.00	0.00	295,751.53	295,751.53
51 IMRF	0.00	0.00	182,523.99	182,523.99
60 Capital Projects	65,168.98	0.00	0.00	65,168.98
70 Working Cash	0.00	0.00	0.00	0.00
80 Tort Immunity	188,677.26	8,817.30	41,543.96	239,038.52
90 Life Safety	101,741.46	0.00	0.00	101,741.46
99 Student Activity Funds [4]	298,726.08	0.00	0.00	298,726.08
Grand Total	**$8,300,543.57**	**$702,889.09**	**$12,681,129.88**	**$21,684,562.54**

[1] For funds 8 through 90, these bills were paid on and between 4/16/26 and 5/19/26. Please see the "Vendor Bill Listing - PREPAID" report for details.

[2] These bills have not been paid yet. Please see the "Vendor Bill Listing - TO BE PAID" report for details.

[3] Please see the "Payroll Fund Totals" report for details.

[4] 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 4/15/26 and 5/19/26. 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 $21,684,562.54.

_____ _____

Stan Gozur, President, Board of Education Date

_____ _____

Amy Roser, Secretary, Board of Education Date

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
Statement of Revenues, Expenditures, And Changes In Fund Balances - Operating Funds
(Educational, Operations & Maintenance, Transportation, Social Security, IMRF and Tort)
Fiscal Year-To-Date Ending March 31, 2026

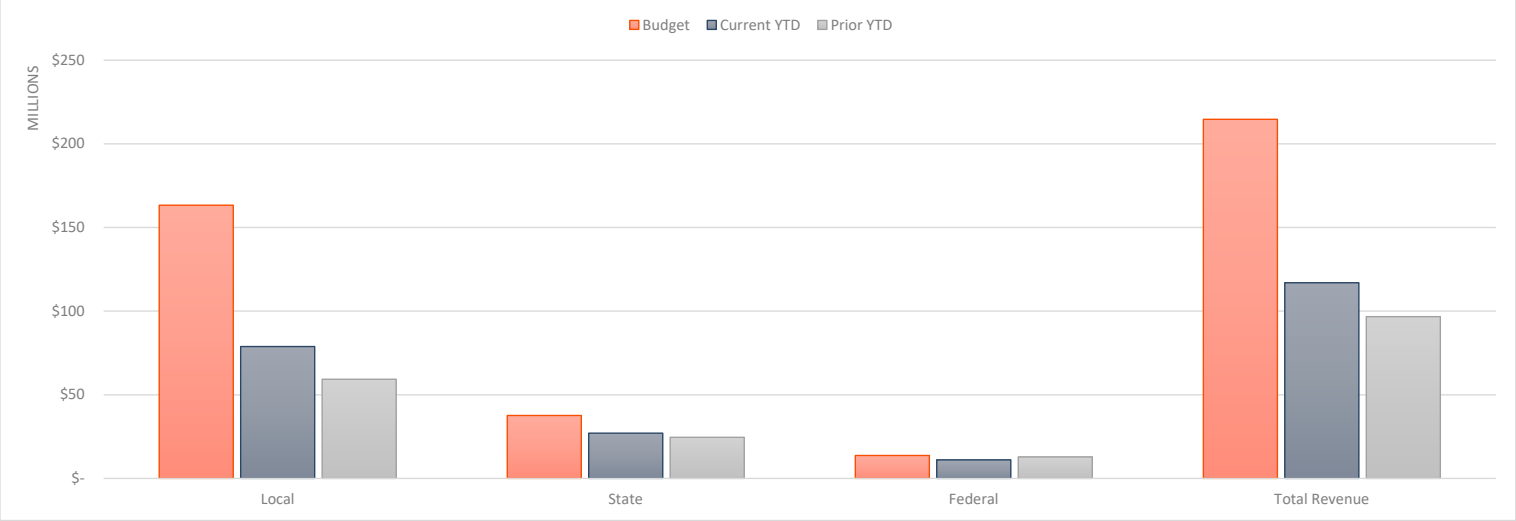
	Month-To-Date	Year-To-Date	Budget	% YTD Budget
REVENUE COLLECTED				
Local Sources:				
Property Taxes	-	69,522,273	152,823,276	45.5%
Personal Property Replacement Tax (PPRT)	135,168	1,867,223	2,754,091	67.8%
Food Service	304,481	2,377,107	3,040,000	78.2%
District Fees	41,576	1,558,941	1,673,302	93.2%
Other Local Sources	1,586,756	3,507,876	3,022,850	116.0%
State Sources:				
Evidence Based Funding	2,319,624	18,556,992	25,515,862	72.7%
Special Education	-	1,290,627	1,420,000	90.9%
Transportation Claim	-	3,352,477	6,388,801	52.5%
Early Childhood	350,000	2,087,432	2,226,686	93.7%
Other State Sources	128,118	1,768,535	2,074,782	85.2%
Federal Sources:				
Food Service	339,482	2,097,174	3,539,000	59.3%
ESEA Title I	-	2,004,993	2,604,729	77.0%
Special Education (IDEA)	82,415	3,454,721	3,434,140	100.6%
Medicaid Matching	13,505	1,449,193	1,400,000	103.5%
Other Federal Sources	96,988	2,063,907	2,731,711	75.6%
Total Revenue Collected	5,398,112	116,959,472	214,649,230	54.5%
EXPENDITURES PAID				
Instruction:				
Salaries & Benefits	8,614,959	75,018,970	102,646,213	73.1%
Other Objects	617,262	5,697,833	9,083,749	62.7%
Support Services - Pupil Related:				
Salaries & Benefits	1,511,074	13,761,272	18,867,379	72.9%
Other Objects	58,692	743,303	1,513,194	49.1%
Support Services - Other:				
Salaries & Benefits	2,755,349	23,261,087	30,216,301	77.0%
Other Objects	2,183,505	22,467,652	34,226,432	65.6%
Community Services	104,301	926,915	1,699,612	54.5%
Nonprogrammed Charges	-	2,002,522	2,125,444	94.2%
Capital Outlay	-	12,593,222	8,980,360	140.2%
Debt Service	-	46,224	46,224	100.0%
Total Expenditures Paid	15,845,141	156,518,999	209,404,908	74.7%
NET CHANGE IN FUND BALANCE BEFORE OTHER FINANCING SOURCES (USES)	(10,447,029)	(39,559,527)	5,244,322	
OTHER FINANCING SOURCES (USES)				
Proceeds from Issuance of Debt	-	49,096	49,096	100.0%
Proceeds from Fixed Asset Disposal	-	135,176	-	0.0%
Transfers In	-	-	5,500,000	0.0%
Other Sources	-	-	-	0.0%
Transfers Out	(737,894)	(2,947,362)	(2,949,447)	99.9%
Other Uses	-	-	-	0.0%
Total Other Financing Sources (Uses)	(737,894)	(2,763,090)	2,599,649	-106.3%
NET CHANGE IN FUND BALANCE	**(11,184,923)**	**(42,322,617)**	**7,843,971**	

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
Statement of Fund Balances
Governmental Funds (Excluding Student Activity Funds) and Internal Service Funds
Fiscal Year-To-Date Ending March 31, 2026

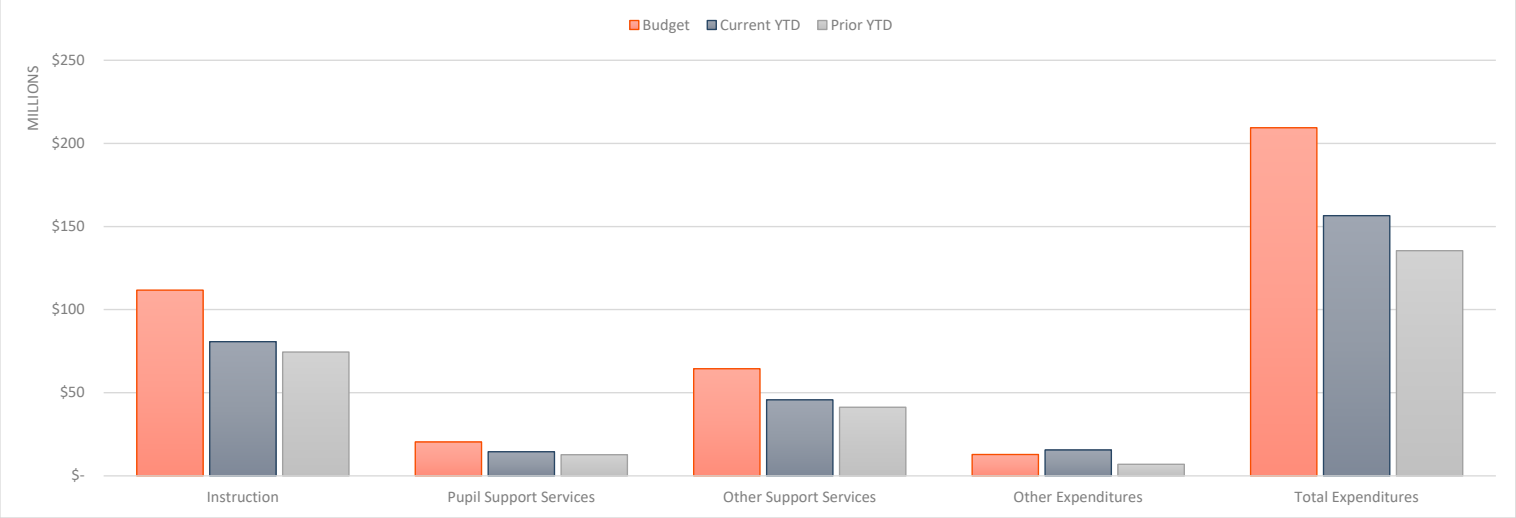
	Fund Balance 7/1/2025	Revenues	Expenditures	Other Sources (Uses)	Fund Balance 3/31/2026	Interfund Receivable (Loan)	Cash Balance	Investments
GOVERNMENTAL FUNDS								
Operating Funds:								
Educational	28,471,465	96,587,647	119,453,440	(2,601,707)	3,003,965	-	4,253,234	179,066
Operations & Maintenance	1,967,407	8,269,557	12,863,973	(294,958)	(2,921,967)	(2,900,000)	8,691	-
Transportation	263,952	6,445,136	14,717,971	6,305	(8,002,578)	(8,100,000)	98,621	-
Social Security	1,483,916	1,685,108	2,618,947	-	550,078	-	550,129	-
Municipal Retirement (IMRF)	1,651,437	757,795	1,636,196	-	773,035	-	955,189	-
Tort Immunity	663,003	3,214,229	5,228,471	127,270	(1,223,969)	(1,300,000)	78,879	-
Total Operating Funds	34,501,181	116,959,472	156,518,999	(2,763,090)	(7,821,436)	(12,300,000)	5,944,743	179,066
Other Funds:								
Debt Service	7,755,515	13,285,340	16,844,859	2,947,362	7,143,358	-	6,721,401	421,957
Capital Projects	-	586	200,007	-	(199,421)	(200,000)	579	-
Working Cash	56,790,105	2,090,034	-	-	58,880,138	15,850,000	15,130,338	27,899,801
Fire Prevention & Safety	10,005,054	887,286	8,507,057	-	2,385,283	-	937,574	1,447,710
Total Other Funds	74,550,674	16,263,246	25,551,923	2,947,362	68,209,359	15,650,000	22,789,892	29,769,468
Total Governmental Funds	**109,051,855**	**133,222,719**	**182,070,922**	**184,272**	**60,387,923**	**3,350,000**	**28,734,635**	**29,948,534**
INTERNAL SERVICE FUNDS								
Self-Funded Insurance Fund	(923,978)	18,365,301	18,188,754	-	(747,431)	(3,350,000)	2,602,167	-

MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
Operating Funds Dashboard
(Educational, Operations & Maintenance, Transportation, Social Security, IMRF and Tort)
Fiscal Year-To-Date Ending March 31, 2026

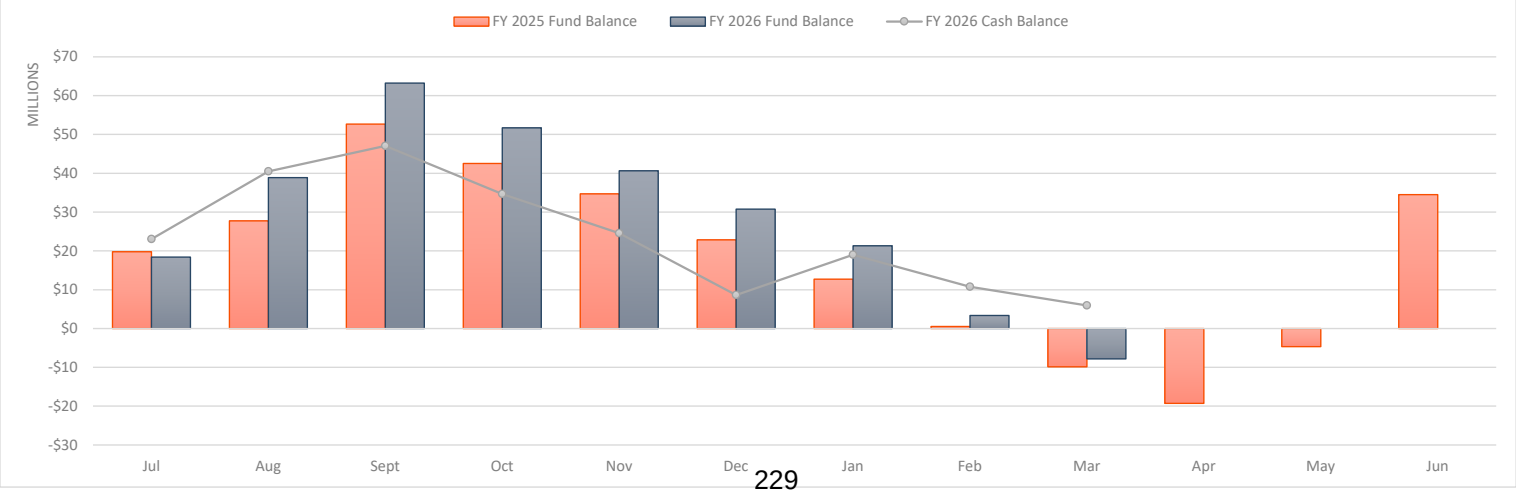
REVENUES - BUDGET, CURRENT YTD AND PRIOR YTD



EXPENDITURES - BUDGET, CURRENT YTD AND PRIOR YTD



FUND BALANCE & CASH BALANCE



Administrative Procedure - Superintendent Committees

The Superintendent or designee creates other Superintendent or administrative committees as deemed necessary, makes all appointments, and directs all activities. A Superintendent or administrative committee reports directly to the Superintendent or designated administrator who directs its activities. The Superintendent or designee should consult the Attorney for the District (a) concerning whether any of these committees must comply with the Open Meetings Act (OMA), and/or (b) to receive guidance for ensuring that the meetings either comply with OMA requirements or do not trigger OMA. Unless otherwise indicated, the listed Superintendent or administrative committees are optional:

Children's Advocacy Center Coordination Committee

This committee supports the implementation of the Alleged Incidents of Sexual Abuse; Investigations subhead of Board Policy 5.90, *Abused and Neglected Child Reporting*.

It includes the District Nondiscrimination Coordinator, Director of Safety and Security, and at least one representative from each of the following groups: District-level administrators, Building Principals, school personnel, and employees from the accredited Children's Advocacy Center (CAC) that serves the District.

The CAC Communication Committee reports directly to the Superintendent or designee.

See Board Policy 5.90, *Abused and Neglected Child Reporting*, and Administrative Procedure 5.90-AP1, *Coordination with Children's Advocacy Center*.

Communicable and Chronic Infectious Disease Program Task Force

This task force assists in the development and review of a chronic and infectious disease program consistent with the District's policies and State and federal laws and regulations. Appointments are made to the task force only if the Superintendent or designee determines that its input is desirable.

Task force members may include the Superintendent or designee, Attorney for the District, District medical advisor, a school nurse, and representatives from the Board, local health department, PTO, the professional staff, and other employee groups.

See Board Policies 5.40, *Communicable and Chronic Infectious Disease*; and 7.280, *Communicable and Chronic Infectious Disease.*

Communicable and Chronic Infectious Disease Review Team

This review team monitors those employees and students who have a communicable and chronic infectious disease, and:

1. Reviews individual medical case histories.

2. Recommends the most appropriate educational setting for a student, which may include temporary removal from and return to the regular educational setting.

3. Recommends the most appropriate work setting for an employee; this may include retention in his/her present position, transfer to another position, or temporary excusal from or return to his/her work assignment.

The review team is guided by the Board's policies, Ill. Dept. of Public Health (IDPH) rules and regulations, and all other applicable State and federal laws. The review team consults the employee's or the student's personal physician and local health department officials before making any recommendations.

The Communicable and Chronic Infectious Disease Review Team respects the privacy rights of each employee and student and takes such precautions as may be necessary to secure confidentiality.

Team members include the District's medical advisor, a school nurse, the Building Principal, and the Superintendent or designee.

See Board Policies 5.40, *Communicable and Chronic Infectious Disease*; and 7.280, *Communicable and Chronic Infectious Disease.*

Concussion Oversight Team

This District-wide team is responsible for development, implementation of, and compliance with procedures regarding education of individuals on identifying signs of concussions, and return-to-play and return-to-learn protocols. Team members are appointed by the Superintendent or designee, with approval by the Board, or appointment by the Board.

Team members may include: a physician, athletic trainer, nurse, other licensed health care professionals, and at least one person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the Team.

See Board Policies 5.100, *Staff Development Program*; and 7.305, *Student Concussions and Head Injuries.*

Curriculum Committees

Regularly, committees, task forces, and/or other groups may be appointed to ensure the curriculum and instructional program is meeting minimum State and federal law and regulations and the District's educational philosophy and goals. Changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations will be recommended.

Membership will be determined by the topic to be reviewed.

See Board Policies 6.40, *Curriculum Development;* and 6.60, *Curriculum Content*.

Diversity Equity Leadership Team ("DELT")

The District Equity Leadership Team (DELT) leads the district's equity work through the implementation of the Equity Action Plan. This plan encompasses five strands (i.e., areas of focus): systems, teaching and learning, professional development, student voice climate and culture, and families and communities as agency.

Committee members may include District-level administrators, building-level administrators, professional staff, and educational support personnel across the District.

Educational Technology Committee

This committee supports the implementation of Board Policy 7.345, *Use of Educational Technologies; Student Data Privacy and Security*.

This committee also supports the District's submission of an annual report to ISBE regarding educational technology capacities and policies.

Committee members may include the Director of Technology, District-level administrators, Building-level administrators, and teachers.

See Administrative Procedure 7.345-AP, *Use of Educational Technologies; Student Data Privacy and Security*.

Employee Substance Abuse Prevention Committee

This committee makes recommendations regarding employee substance abuse, and:

1. Cooperates with community and State agencies on substance abuse programs.

2. Gathers information about substance abuse and suggests methods to disseminate it to staff.

3. Develops a support network that encourages employees to self-refer for treatment and suggests procedures for early identification and treatment.

4. Recommends procedures that would protect the privacy of employees while taking into consideration any directives from the Board to the Superintendent regarding the District's obligation to provide a safe environment and to ensure high-quality performance, which may include but not be limited to:

    a. Securing training for designated district employees to educate them to identify symptoms of being impaired by or under the influence of substances prohibited by policy. For guidance about what *impaired by* or *under the influence of* means, see:

        i. Footnote discussions in numbers five and six in policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*;

        ii. 625 ILCS 5/11-501.2 and 5/11-501.9, amended by P.A. 101-27 (chemical and other tests, validity, etc., a/k/a *field sobriety tests*);

        iii. 410 ILCS 705/10-50(d), added by P.A. 101-27 ("An employer may consider an employee to be impaired or under the influence of cannabis if the employer has a *good faith belief* that an employee manifests specific, articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position, including symptoms of the employee's speech, physical dexterity, agility, coordination, demeanor, irrational or unusual behavior, or negligence or carelessness in operating equipment or machinery; disregard for

the safety of the employee or others, or involvement in any accident that results in serious damage to equipment or property; disruption of a production or manufacturing process; or carelessness that results in any injury to the employee or others.") (**Note:** Consult the Attorney for the District about identifying cannabis use); and

iv. Professional development opportunities in the area, e.g., local law enforcement agencies may be a place to begin.

b. Implementing a reasonable suspicion and/or drug testing program(s) to enhance the District's ability to identify and discipline employees suspected of being impaired by and/or under the influence of prohibited substances. **Note:** Consult the Attorney for the District before implementing any drug-testing program(s) or disciplining employees based upon the results of these programs. Drug testing will likely assist the District with the challenges of identifying cannabis-related issues, but the science behind impairment identification and behavioral testing for cannabis impairment is new and emerging.

c. Addressing expectations for employees in positions of leadership who are perpetually *on call* due to the nature of their positions and responsibilities.

d. Holding licensed educators to a higher standard than non-licensed employees due to their professional code of conduct expectations.

e. Holding employees working directly with students to a higher standard than employees not working directly with students.

5. Recommends a method to explicitly inform employees of District policy and the consequences of substance abuse.

6. Recommends best practices for discipline of employees who are suspected of violating or are violating the District's policy.

Committee members include the Superintendent or designee, the Director of Human Resources, the Director of Safety and Security, the District's medical advisor, and employee representatives from both professional and educational support personnel. The committee is guided by Board policies, administrative procedures, and relevant State and federal statutes.

See Board Policy 5.50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*; 5.120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and Administrative Procedure 5.120-AP2, *Employee Conduct Standards*.

Facilities Committee

The committee provides oversight of the District's facilities and technological infrastructure, and recommends acceptance of related donations. The Committee considers requests for advertisements on athletic fields, scoreboards, or other building locations and evaluates the proposed impact the advertisement will have on the purpose of the facility and the plan for installation and maintenance of the advertisement.

Committee members include Board members, District-level administrators, and others as necessary.

See Board Policies 2.20, *Powers and Duties of the School Board; Indemnification*; 4.150, *Facility Management and Building Programs*; 4.160, *Environmental Quality of Buildings and Grounds*; 8.25, *Advertising and Distributing Materials in Schools Provided by Non-School Related Entities*; 8.80, *Gifts to the District*.

Gender Support Team

The team will identify accommodations for a specific student based upon the needs expressed by the student.

Membership will be appropriate staff; the Attorney for the District should be invited to be a member.

See Board Policy 7.10, *Equal Educational Opportunities*.

Insurance Committee

The membership and scope of responsibilities and authority are as specified in the employee negotiated contracts.

See Board Policy 4.100, *Insurance Management*.

Pandemic Planning Team

This team builds a strong relationship with the local health department and emergency medical agencies and uses their assistance to develop and implement a comprehensive pandemic influenza school action plan and build awareness of the final plan among staff, students, and the community.

Team members may include one or two Board members, administrators, and staff members.

See Board Policy 4.180, *Pandemic Preparedness; Management; and Recovery*, and its procedures.

Performance Educational Reform Act (PERA) and Reduction in Force (RIF) Joint Committees

1. **PERA joint committee.** The joint committee is "composed of equal representation selected by the district and its teachers, or where applicable, the exclusive bargaining representative of its teachers." 105 ILCS 5/24A-4(b-5), added by PA 104-20. This committee may, but is not required to, incorporate data and indicators on student growth as a factor in rating teaching performance in the teacher evaluation plan. The amendment of an evaluation plan continues to be a mandatory subject of bargaining. This committee also agrees to the panel of qualified evaluators that reviews appeals of unsatisfactory performance ratings and determines the criteria for successful appeals. 105 ILCS 5/24A-5.5**.** This committee must also: (a) establish a teacher evaluation plan that ensures that each tenured teacher whose performance is rated as either excellent or proficient is evaluated at least once in the course of the three school years after receipt of the rating, and (b) implement an informal teacher observation plan established by ISBE rule and by agreement of this committee to ensure that each tenured teacher in this category is

informally observed at least once in the course of the two school years after receipt of the excellent or proficient rating. 105 ILCS 5/24A-5, amended by P.A. 102-252.

2. **RIF joint committee.** This mandatory committee convenes annually to consider issues identified in the statute concerning the selection of teachers for layoff. 105 ILCS 5/24-12(c). On or before December 1 each year, the RIF joint committee must be established and must hold its first meeting. It is composed of individuals appointed by the Board and the teachers (or the exclusive bargaining representative of its teachers).

Risk Management Committee

This committee develops, maintains, and oversees implementation of the District's Risk Management Program in order to protect the District against any property damage or against any liability or loss which may be imposed upon it or one of its employees for a tortious act under Federal or State common or statutory law, or imposed upon it under the Workers' Compensation Act, the Workers' Occupational Diseases Act, or the Unemployment Insurance Act. The committee approves the use of Tort Immunity Act levy funds for educational, inspectional, and supervisory services directly relating to loss prevention and loss reduction; the salaries of personnel responsible for implementing the Risk Management Program including identifying and analyzing loss exposures, selecting techniques for responding to loss exposures, implementing the chosen techniques, and monitoring the decisions made and implementing appropriate changes; and expenditures associated with implementing techniques chosen to respond to loss exposures.

The committee includes Board members, the Superintendent, the Chief Financial Officer, Executive Director of Student Supports, Attorney for the District, Executive Director of Operations, Director of Technology, Director of Safety and Security, Director of Human Resources, Human Resources Generalist, and a member of the Board of Education.

See Board Policy 4.170, *Safety.*

Safety Committee

This committee creates and maintains a uniform school emergency operation plan for Unit 5 schools that is flexible enough to accommodate each school's unique characteristics and situation, consistent with State and federal law, including the School Safety Drill Act, Joint Rules of the Office of the State Fire Marshall and the Illinois State Board of Education: School Emergency and Crisis Response Plans, National Incident Management System (NIMS), and Presidential Policy Directive 8, and utilizes best practices following the Guide for Developing High-Quality School Emergency Operations Plans.

Committee members include Board members, the Director of Safety and Security, the Attorney for the District, other District-level administrators, building-level administrators, nurses, counselors, other school representatives, law enforcement, fire, EMS representatives, and other appropriate community representatives.

See Board Policy 4.170, *Safety*.

District Safety Team

This team builds awareness about and supports the development and implementation of the District's:

1. Targeted School Violence Prevention Program. See Board Policy 4.190, *Target School Violence Prevention Program*, and Administrative Procedure 4.190-AP1, *Targeted School Violence Prevention Program*.
2. Anti-bullying program, as appropriate. See Board Policy 7.180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, and Administrative Procedure 7.180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*.

Team members include the Director of Safety and Security, the Attorney for the District, and representatives from the groups listed in procedure 4.170-AP1, *Comprehensive Safety and Security Program*, Part C, Director of Safety and Security and District Safety Team; Responsibilities.

See Board Policies 4.170, *Safety*; and procedure 4.170-AP1, *Comprehensive Safety and Security Program*; 4.190, *Targeted School Violence Prevention Program*, and procedure 4.190-AP1, *Targeted School Violence Prevention Program* 7.180, *Prevention of and Response to Bullying Intimidation, and Harassment*; and procedure 7.180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*.

Sex Equity Committee

The committee supports the District's efforts to eliminate sexual harassment by advising the Superintendent or designee on prevention, intervention, and education.

Committee members may include community representatives, District administrators, teachers, and students.

See Board Policies 2.260, *Uniform Grievance Procedure*; 2.265, *Title IX Grievance Procedure*; 5.10, *Equal Employment Opportunity*; 5.20, *Workplace Harassment Prohibited*; 5.90, *Abused and Neglected Child Reporting*; 7.10, *Equal Educational Opportunities*; 7.20, *Harassment of Students Prohibited*; 7.180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7.185, *Teen Dating Violence Prohibited*.

Time Out and Physical Restraint Oversight Team

The Time Out and Physical Restraint Oversight Team is required. The Team includes, but is not limited to, Building Principals, teachers, paraprofessionals, school service personnel, and administrators to develop:

1. The District's plan, including school-specific considerations, for reducing and eventually eliminating the use of isolated time out, time out, and physical restraint in accordance with the goals and benchmarks established by ISBE; and

2. Procedures to implement the plan and make the plan available for review by parents/guardians.

The Team also supported the District's submission to ISBE of the plan by July 1, 2022, and of progress reports annually thereafter through July 1, 2024, as well as notification to parents/guardians when plans and progress reports were available for review.

Title I Parent Advisory Committee

This committee is required if the District receives or desires to receive Title I funds. The committee supports the development and implementation of the District's Title I plan. Its activities may include, at the Superintendent's or designee's directive:

1. Facilitating the active involvement of parents/guardians in their children's academic success by such activities as coordinating Title I parent-teacher conferences, providing information to help parents/guardians assist their children, coordinating volunteer or paid participation by parents/guardians in school activities, and establishing a process to respond to parents/guardians' inquiries and recommendations.

2. Distributing Title I informational materials.

3. Consulting on the District's Title I Plan.

4. Supporting the implementation of Board Policy 6.170, *Title I Programs*.

Committee members include parents/guardians and family members of Title I children.

See Board Policy 6.170, Title I Programs; 6.170-AP1, E1, *District-Level Parent and Family Engagement Compact*; 20 U.S.C. §§6312(a)(1)(A), 6318(a)(2)(F).

Transitional Bilingual Education (TBE) Programs Parent Advisory Committee

This committee is required. The committee maximizes the practical involvement of parents/guardians of students in the District's TBE program(s). Its purpose is to:

1. Afford parents/guardians the opportunity to effectively express their views; and
2. Ensure that the District's program(s) are planned, operated, and evaluated with the involvement of, and in consultation with, parents/guardians of students served by the program(s).

This committee must elect officers, establish internal rules, guidelines, and procedures.

All Building Principals with a TBE program located in their school or their designees serve on this team. Other committee members must include parents/guardians of students enrolled in the TBE program(s), transitional bilingual education teachers, counselors, and representatives from community groups. A majority of the committee members must be parents/guardians of students enrolled in the District's TBE program(s).

Transportation Committee(s)

The committee studies and advises the Superintendent on ways to provide timely and safe transportation within budget and that promotes student learning including reviewing the number of buses needed to provided student transportation, alternative ways to provide student transportation, composition and ownership of the bus fleet, reducing the number of late buses, hiring and retention practices of the transportation contractor, bus stop locations, school start and dismissal times, walking hazards, and behavior management on buses.

See Board Policies 4.100, Insurance Management; 4.110, Transportation; 7.60, Residence.

Wellness Committee

The committee serves in an advisory capacity regarding the health and well-being of students and staff members and participates in the development, implementation, periodic reviews, and updates of Board Policy 6.50, School Wellness. 7 C.F.R. §210.31(d)(1). This committee also develops and implements the District's Anaphylaxis Prevention, Response, and Management Program. It monitors the program and establishes a schedule to ensure the Superintendent reports on the program's effectiveness to the Board at least once every three years.

Committee members include members of the Board, District-level administrators, building administrators, the Director of Safety and Security (see 4.170-AP1, Comprehensive Safety and Security Program, Part C, District Director of Safety and Security and District Safety Team; Responsibilities), District 504 Coordinator (see Board Policy 6.120, *Education of Children with Disabilities*), staff members including food service employees, physical education teachers, and school health professionals, parents/guardians, community members, and students.

See Board Policies 6.50, *School Wellness*; 6.60, *Curriculum Content*; 7.285*, Anaphylaxis Prevention, Response, and Management Program*, and Administrative Procedure 7.285-AP, *Anaphylaxis Prevention, Response, and Management Program*, based upon the Ill. State Board of Education (ISBE) Anaphylaxis Response Policy for Illinois Schools at: www.isbe.net/Documents/Anaphylactic-policy.pdf.

Administrative Procedure – Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin

The District responds to all reports of alleged discrimination and harassment based on an individual's race, color, or national origin in violation of federal law, State law, and/or Board policy. Use this procedure and 2.260-AP1, *Guidelines for Investigating Complaints Filed Under Policy 2.260, Uniform Grievance Procedure, and Allegations of Misconduct*, to implement the District's response to reports of discrimination and harassment based on a student's, employee's, or community member's race, color, or national origin, as well as any related complaints of retaliation.

Training

Actor	Action
Superintendent or Designee	Ensures all District employees receive training on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years. Uses the model training program developed by the Ill. Dept. of Human Rights (IDHR), available at: https://dhr.illinois.gov/training/racism-free-schools, or another training program that includes, at a minimum, the following (775 ILCS 5/5A-103(b), added by P.A. 103-472): 1. A primary focus on prevention of discrimination and harassment based on race, color, and national origin and retaliation; 2. An explanation of discrimination and harassment based on race, color, and national origin and an explanation of retaliation; 3. Examples of conduct that constitute discrimination and harassment based on race, color, and national origin and retaliation; 4. An explanation, with examples, of how patterns of conduct can, taken together over time, rise to the level of bullying, harassment, or discrimination; 5. An explanation of the difference between discrimination based on disparate treatment and discrimination based on disparate impact; 6. A summary of other classes that are protected from harassment and discrimination, and a statement that training intended to improve recognition of discrimination based on race, color, and national origin does not diminish protections under the law for other protected classes; 7. An explanation of the difference between harassment as defined under the Ill. Human Rights Act (IHRA) and bullying; 8. A summary of relevant federal and State statutory protections and remedies available to victims concerning discrimination and harassment based on race, color, and national origin, and retaliation, including, but not limited to, a summary of the IHRA's protections from discrimination, harassment and retaliation in the following contexts: (a) students toward other students; (b) teachers and other school employees toward students; (c) students toward teachers and other school employees; and (d) teachers and other school employees toward other teachers and other school employees. 9. Directions on how to contact the IDHR if a school fails to take corrective action to stop the harassment or discrimination;

Actor	Action
	10. A summary of responsibilities of schools in the prevention, investigation, and corrective measures of discrimination, harassment, and retaliation, including, but not limited to, explanation of responsibilities in the contexts listed in item #8, above; and 11. An explanation of the liability for discrimination, harassment, and retaliation under the IHRA. Directs all employees to submit documentation that they completed the training to their Building Principal or other designated administrator. Provides documentation of training compliance at the District to the Regional Office of Education upon request.
All District employees	Participate in training on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years. Submit documentation verifying training compliance in accordance with instructions provided by the Superintendent or designee.

Reporting

Actor	Action
All District employees	Upon receiving a report of an allegation of discrimination or harassment based on race, color, or national origin, or any other conduct prohibited by Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*: 1. If applicable, immediately reports a suspicion of child abuse or neglect to the Ill. Dept. of Children and Family Services on its Child Abuse Hotline 1-800-25-Abuse (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY)). 2. Promptly forwards the report of the allegation of discrimination or harassment to the District's Nondiscrimination Coordinator or a Complaint Manager.

Investigation

Actor	Action
Nondiscrimination Coordinator or Complaint Manager	Follows the internal complaint process in policy 2:260, *Uniform Grievance Procedure*, and the guidelines in 2:260-AP1, *Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct*. In addition, does the following: In the case of an anonymous report, investigates the allegation(s); however, in no case can an anonymous report be the sole basis of disciplinary action against a student or employee. 105 ILCS 5/22-95(c)(3), added by P.A. 103-472. Assigns the Building Principal to investigate allegations of student misconduct, in accordance with this procedure.

	Permits any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied by a support individual of the person's choice when making a report. 105 ILCS 5/22-95(c)(2), added by P.A. 103-472. If a support individual is accompanying a complainant, reminds the support individual that he or she: 1. May be present for emotional support of the complainant, but may not respond on the complainant's behalf, act as the complainant's advocate, or otherwise disrupt the interview. 2. Must abide by school rules for visitors, including Board policy 8:30, *Visitors to and Conduct on School Property*. 105 ILCS 5/22-95(c)(2), added by P.A. 103-472. 3. Is expected to maintain confidentiality. Informs the complainant that he/she is protected from retaliation and will not suffer adverse consequences as a result of the complaint or investigation. Explains the protection from retaliation does not mean the complainant is exempt from adverse consequences for conduct not related to the investigation. 105 ILCS 5/22-95(c)(6), added by P.A. 103-472. When appropriate, offers the complainant the option to resolve allegations directly with the offender, but does not require or unduly influence the complainant to accept this option. 105 ILCS 5/22-95(c)(5), added by P.A. 103-472. Based on the findings of the investigation, makes recommendations to the Superintendent regarding remedial interventions and/or disciplinary action. For employees, examples of possible remedial interventions include additional training and restorative justice practices. For students, examples of possible remedial interventions include behavior intervention supports, schedule alterations, assigned seating arrangements, and restorative justice practices.

ADMIN PROC.: 2.260-AP1 (Guidelines for Investigating Complaints Filed Under Policy 2.260, Uniform Grievance Procedure, and Allegations of Misconduct)

Administrative Procedure - Third Party Non-Instructional Contracts

When completed, this procedure documents that the conditions required by 105 ILCS 5/10-22.34c, amended by P.A. 104-393, eff. 7-1-26, have been fulfilled thereby allowing the Board to approve a contract for third party non-instructional services currently performed by any employee or bargaining unit member (such as, but not limited to, custodial services and school meal services). However, these conditions are not mandatory for the Board to enter into a contract, of no longer than three months in duration, with a third party for non-instructional services currently performed by an employee or bargaining unit member for the purpose of augmenting the current workforce in an emergency situation that threatens the safety or health of the District's students or staff, provided that the Board meets all requirements under 105 ILCS 5/10-22.34c(b), amended by P.A. 104-393, eff. 7-1-26. For emergency contracts with third parties for non-instructional services, use Exhibit 4.60-AP2, E1, *Checklist for Third Party Non-Instructional Emergency Contracts*.

Name or proposed contractor: _____

Name and description of proposed contract for third party non-instructional services: _____

_____

_____

Effective date of proposed contract: _____

Each of the following conditions must be checked to document that it was present or fulfilled:

☐ Any lay-off resulting from entering into the contract for third party non-instructional services will comply with the applicable collective bargaining agreement and/or Board Policy 5.290, *Employment Terminations and Suspensions.*

☐ The proposed contract will not be entered into or become effective during the term of an applicable collective bargaining agreement covering any employees who perform the non-instructional services.

☐ The proposed contract will take effect upon or after the expiration of an existing collective bargaining agreement.

☐ The proposed contractor has submitted a bid that includes the following:

A. Evidence of liability insurance in scope and amount equivalent to the liability insurance provided by the Board pursuant to 105 ILCS 5/10-22.3;
B. A benefits package for the third party's employees who will perform the non-instructional services comparable to the benefits package provided to District employees who perform those services;
C. A list of the number of employees who will provide the non-instructional services, the job classifications of those employees, and the wages the proposed contractor will pay those employees;
D. A minimum 3-year cost projection, using generally accepted accounting principles, and which the proposed contractor is prohibited from increasing if the bid is accepted by the

Board, for each and every expenditure category and account for performing the non-instructional services;

E. Composite information about the criminal and disciplinary records, including alcohol or other substance abuse, Illinois Department of Children and Family Services complaints and investigations, traffic violations, and license revocations or any other licensure problems, of any employees who may perform the non-instructional services, provided that the individual names and other identifying information of employees need not be provided with the submission of the bid, but must be made available upon request of the Board; and

F. An affidavit, notarized by the president or chief executive officer of the proposed contractor, that each of its employees has completed a criminal background check as required by 105 ILCS 5/10-21.9 within three months prior to submission of the bid, provided that the results of such background checks need not be provided with the submission of the bid, but must be made available upon request of the Board.

☐ The following is attached or otherwise available: a cost comparison, using generally accepted accounting principles, of each and every expenditure category and account that the District projects it would incur over the term of the contract if it continued to perform the non-instructional services using its own employees with each and every expenditure category and account that is projected the proposed contractor would incur if it performed the non-instructional services.

☐ The Board reviewed and considered all bids by third parties to perform the non-instructional services in open session of a regularly scheduled Board meeting, unless the exclusive bargaining representative of the employees who perform the non-instructional services, if any such exclusive bargaining representative exists, agreed in writing that such review and consideration could take place in open session at a specially scheduled Board meeting.

Date of Board meeting:_____

☐ Each of the following occurred:

1. A minimum of one public hearing, conducted by the Board prior to a regularly scheduled Board meeting, to discuss the proposed contract was held before the Board entered such contract.

   Date of hearing:_____

2. The Board provided notice to the public of the date, time, and location of the first public hearing on or before the initial date that bids to provide the non-instructional services are solicited or a minimum of 30 days prior to entering into such a contract, whichever provides a greater period of notice.

   Date and manner of notice (attach copy):_____

☐ The proposed contract contains provisions requiring the proposed contractor to offer available employee positions pursuant to the contract to qualified District employees whose employment is terminated because of the contract.

☐ The proposed contract contains provisions requiring the proposed contractor to comply with a policy of nondiscrimination and equal employment opportunity for all persons and to take affirmative steps to provide equal opportunity for all persons.

Exhibit – Checklist Third Party Non-Instructional Emergency Contracts

Use this procedure to document that the requirements of 105 ILCS 5/10-22.34c(b), amended by P.A. 104-393, eff. 7-1-26, have been fulfilled, allowing the Board to approve an emergency contract for third party non-instructional services currently performed by any employee or bargaining unit member for the purpose of augmenting the current workforce in an emergency situation. **Consult with the Board Attorney before proceeding with an emergency contract.**

Name of proposed emergency contractor: _____

Name and description of proposed emergency contract for third party non-instructional services: _____

Effective date of proposed emergency contract: _____

☐ There is an *emergency situation*, meaning a sudden and unforeseen event or change in circumstances that would result in a near-term interruption of non-instructional services that calls for immediate action. Explain and attach any supporting documentation: _____

☐ The emergency threatens the safety or health of the District's students or staff. Explain and attach any supporting documentation: _____

☐ The proposed emergency contract is limited to three months' duration.

☐ The Board has met its obligations under the Illinois Educational Labor Relations Act (consult the Board Attorney).

The vacant positions used for augmenting the current workforce will be posted on:

☐ The District's website, in a manner that is easily accessible to the affected bargaining unit and the general public (attach copy once posted).

☐ All other platforms on which the District advertises its vacancies (e.g., online job portal, databases, social media sites) (attach copies once posted).

☐ The vacancy postings will remain active for the entirety of the emergency contract and any renewed emergency contract until it expires. Dates postings were maintained, once posted: _____

If the Board, for any reason, seeks to renew or enter into a new emergency contract (of any type) to augment the workforce for the same group of employees **two** times following the initial emergency contract, **one** of the following has occurred:

☐ The Board conducted a minimum of one public hearing, prior to a regularly scheduled Board meeting, to discuss the proposed emergency contract before the Board renewed or entered such contract.

Date of hearing:_____

The Board provided notice to the public of the date, time, and location of the first public hearing on or before the initial date that bids to provide the non-instructional services are solicited or a minimum of 30 days prior to entering into such a contract, whichever provides a greater period of notice.

Date and manner of notice (attach copies):_____

OR

☐ The Board obtained mutual agreement with the affected bargaining unit, codified in a memorandum of understanding (MOU) that includes the development of a recruitment and retention plan. **Note:** The mutual agreement may not be used by the affected bargaining unit as a means to compel the Board to reopen the existing collective bargaining agreement. The recruitment and retention plan may also consider a timeline for the use of the third party, the rational for the use of the third party, a clear job description, a targeted advertising plan, comparable pay and benefits, and additional incentives (attach copy of MOU).

If the Board, for any reason, seeks to renew or enter into a new emergency contract (of any type) to augment the workforce for the same group of employees **three** times following the initial emergency contract:

☐ The Board obtained mutual agreement with the affected bargaining unit, codified in a memorandum of understanding (MOU) that includes the development of a recruitment and retention plan. (attach copy of MOU).

Administrative Procedure / Professional Personnel -
Substitute Teachers

Minimum Qualifications of the Substitute Teacher

Substitute teachers are required to have one of the following that is valid in Illinois:

1. Professional educator license or professional educator license with stipulations that required a bachelor's degree for issuance; or

2. Substitute teaching license.

Exceptions in 105 ILCS 5/21B-20(2)(E) and (F) allow individuals who do not hold a bachelor's degree to substitute teach in career and technical education classrooms if they hold an educator license with stipulations and such license holds: a career and technical educator endorsement; or a provisional career and technical educator endorsement.

Additionally, any individual who serves as a substitute teacher for driver's education must be endorsed for driver's education pursuant to 23 Ill. Admin. Code §25.100(h).

Minimum Qualifications of the Short-Term Substitute Teacher

Short-term substitute teachers must:

1. Hold a valid Short-Term Substitute Teaching License; and

2. Have completed the District's short-term substitute teacher training program.

The District's short-term substitute teacher training program provides short-term substitutes with information on curriculum, classroom management techniques, school safety, and District and building operations. This training program is also available to individuals who hold a Substitute Teaching License and/or substitute teachers holding a Professional Educator License.

Personnel File Requirement

All substitute teachers shall have each of the following documents on file with the District Office:

1. Completed application for employment and transcript of college credits;

2. Evidence of license registration;

3. Evidence of physical fitness to perform assigned duties and freedom from communicable disease;

4. State and federal tax forms;

5. If applicable, Immigration and Naturalization Service Form I-9; and

6. Signed *Acknowledgement of Mandated Reporter Status* form provided by DCFS and, if applicable, evidence that the individual completed mandated reporter training within three

months of initial employment and at least every three years after that date (required by the Abused and Neglected Child Reporting Act, 325 ILCS 5/4).

Contact ISBE or the ROE with questions. More information is on the ISBE website, Substitute Teacher License at: www.isbe.net/Pages/Educator-Licensure-Requirements.aspx.

District Responsibilities

1. The Superintendent or designee maintains a list of substitute teachers in the District Office or with the online absence management system.

2. The Superintendent or designee verifies:

   a. Criminal background check results;

   b. Appropriate license and registration; and

   c. References and employment verification.

3. The Superintendent or designee provides all substitute personnel with training on school evacuation drills and law enforcement lockdown drills.

Additional Requirements and Procedures

1. Board Policy 4.175, *Convicted Child Sex Offender; Screening; Notifications*

2. Administrative Procedure 4.175-AP1, *Criminal Offender Notification Laws; Screening*

3. Board Policy 5.10, *Equal Employment Opportunity*

4. Board Policy 5.30, *Hiring Process and Criteria*

5. Administrative Procedure 5.30-AP2, *Investigations*

6. Board Policy 5.150, *Personnel Records*

Standard Duties of the Substitute Teacher

1. Keep and leave a status report of lesson plans completed and leave a report of the group's accomplishments.

2. Manage all recording of assignments and grading during the time worked as outlined in the duties for substitute teachers.

3. Prepare plans for the following day's work.

4. Follow the regular teacher's lesson plans and assume any school duties that are the regular teacher's responsibility.

5. Leave classroom and its equipment in order.

6. Leave a note reporting any unusual experience with a student during the day.

7. Hold as confidential any information concerning staff, parents, or students.

8. Be consistent in dealing with others; emphasize the positive, yet be firm and sympathetic.

9. When notified in time, arrive at least 20 minutes before the school period starts, and remain on duty at least 20 minutes after dismissal time.

10. Check with the office when reporting for substitute duty, and check with the office before leaving to see if you will be needed the next day.

11. If temporarily or permanently withdrawing from substitute work, inform the District Office.

12. Report any issues you encounter to the Building principal.

Compensation

1. The rate of pay for substitute teachers is established from time-to-time by the Board.

2. Substitute teachers are employed and paid for only days actually worked. Substitutes are not paid for holidays, vacation days, institute days, or days of illness.

Assignment Procedures

Substitute teachers will be called as needed by the online absence management system or school. Only individuals who are on the substitute teacher list, as compiled by the Superintendent or designee, may be called for substitute work. Substitute teachers are given as much notice as possible; however, in emergency situations substitute teachers will be called the morning they are needed.

Building Level Responsibilities

The person arranging for a substitute teacher's service shall provide each substitute with the information relevant to the service, for example:

1. District map with locations of District schools indicated;

2. District and school building emergency procedures, location of emergency equipment, etc.;

3. School directory;

4. School calendar and handbook;

5. District student behavior policy and procedures;

6. Support that includes, at a minimum, the information packet given to employees with District-approved materials outlining evacuation and lockdown procedures; and

7. Maps identifying all school exits, which must be prominently displayed in every classroom.

LEGAL REF.: 105 ILCS 5/10-20.67, 5/21B-20(2), 5/21B-20(3), 5/21B-20(4), and 5/24-5(b-5).
105 ILCS 128/22, School Safety Drill Act.
23 Ill. Admin. Code §1.790 (Substitute Teacher) and §25.520 (Substitute Teacher License).

Adopted: October 28, 2009
Reviewed: April 2026
Amended: May 20, 2026

APPLICATION FOR APPROVAL OF TEN-YEAR SAFETY SURVEY REPORT

(23 IL. Adm. Code Part 180, Sections. 180.310, 180.320, 180.330, 180.340)

NAME OF SCHOOL BUILDING NORMAL COMMUNITY HIGH SCHOOL	*SURVEY YEAR* 2025
NAME AND NUMBER OF SCHOOL DISTRICT McLean County USD 5, 0050	*COUNTY* McLean
ARCHITECT NAME Aaron Neal	*FIRM* Design Mavens Architecture
FIRM ADDRESS 1702 W. College Ave, Normal, IL 61761	*TELEPHONE NUMBER* 309.304.3048

I certify that the survey referred to herein was prepared by me and to the best of my knowledge is a true and accurate.

☐ Building in Full Compliance.

☑ Building Not in Compliance



12/30/2025	Aaron Neal
Date	*Printed Name Architect/Engineer*
Date	*President of Board of Education*
Date	*Secretary of Board of Education*
11/30/2026	001-024609
Expiration Date	*License Number*

[Seal and Signature]

Failure to submit accurate and complete safety survey reports as required shall subject a school district to the recognition provisions of 23 Illinois Administrative Code 180.

Form 35-86 (7/07) (Prescribed by ISBE for local board use) 180.300 a

CERTIFICATE OF APPROVAL FOR A TEN YEAR SURVEY REPORT

(Section 2-3.12 of the School Code)

NORMAL COMMUNITY HIGH SCHOOL	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	

I, , State Superintendent of Education, acknowledge receipt of this ten-year safety survey report, approved for the year **0**.
Hence, the next safety survey report will be due in the year **0**. The District architect has provided assurances that the building named above has been surveyed in accordance with 105 ILCS 5/2-3.12. This Certificate of Approval for a Ten Year survey Report does not necessarily imply that Fire Prevention and Safety Funds can be used for the work items listed in this survey report.

Date	Signature of State Superintendent of Education

COMMENTS:

ITEM ID	DESCRIPTION	ESTIMATED AMOUNT	ADJUSTED AMOUNT	DIFFERENCE	REASON

OTHER COMMENTS:

ITEM ID	DESCRIPTION	REASON
1	Equipment is blocking egress.	
2	Items stored too close to ceiling.	
3	Extension Cord is plugged into another extension cord.	
5	Temporary light is plugged in and hanging from ceiling in a permanent fashion.	
6	Items are being stored in front of Electrical Panel.	
8	Extra lighting is being routed from multiple extension cords and hung from ceiling.	
9	Fire pull station is being blocked by stored items.	
10	Ceiling tiles have signs of mold.	
11	Lift inspection certification has expired.	
15	Double doors don't close all of the way.	
21	Exterior Door is hard to operate.	
22	Door closer needs to be adjusted for proper door closure speed.	
24	Paint on underside of Roof Deck is failing and falling down.	
25	Door doesnt latch completely.	
28	Toilet room is being used as storage but room is too large for storage occupancy and existing walls are not smoke rated. Stored items also impede clear floor space requirements around fixtures.	
29	Multiple ceiling tiles show signs of water damage from previous roof leaks.	
31	Handrail is loose.	
32	Guardrail is loose.	

(35-22) (7/07) Prescribed for ISBE for ISBE Use

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

(Section 17-2.11 of the School Code)

NORMAL COMMUNITY HIGH SCHOOL	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	
Amendment Number	

Total Previously Approved	
Approved to raise with this Amendment	$122,700.00
Total Approved to Date	$122,700.00
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.	☐	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.	☐	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.	☐	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 $122,700.00 has been examined and determined to be reasonable and is hereby approved.

Date	Signature of State Superintendent of Education

EXPLANATORY NOTES:

1.	☑	No items in this amendment were disapproved nor were any of the estimated costs adjusted.
2.	☐	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

(35-22) (7/07) Prescribed for ISBE for ISBE Use

REQUEST FOR AUTHORIZATION
To use Fire Prevention and Safety Funds

Amendment Number

PART I. CERTIFICATION OF ESTIMATED COSTS

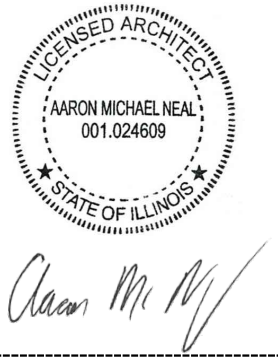
This is to certify that:

The NORMAL COMMUNITY HIGH SCHOOL school, located at 3900 E Raab Rd Normal, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on 12/30/2025.

- [x] 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 $ 122,700.00.

Name of Architect/Engineer Aaron Neal	*Name of Firm* Design Mavens Architecture
Phone Number 309.304.3048	*Fax Number*
License Number 001-024609	*Expiration Date* 11/30/2026
Email Address aaron@design-mavens.com	
	[Seal and Signature]



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 .

(35-76) (7/07) Prescribed by ISBE for ISBE Use

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE	2. DISTRICT CODE/NAME	3. FACILITY CODE/NAME
064, McLean	**0050, McLean County USD 5**	**NORMAL COMMUNITY HIGH SCHOOL**

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	Gym 080	a.	BOCA-F 605.1	Equipment is blocking egress.	Remove stored equipment.
2	Storage 77A & Storage 070E	a.	BOCA-F: 2103.2	Items stored too close to ceiling.	Remove stored items so that nothing is within 2'-0" from ceiling.
3	Conference 101, Chem 239, Office 237, Classroom 220, & Temporary Classrooms A, B, C, & D.	a.	BOCA-F: 310.4-5	Extension Cord is plugged into another extension cord.	Remove second extension cord.
4	Balcony 400	a.	BOCA 1024.1	Emergency Light is broken.	Replace with new Emergency Light.
5	Classroom 246	a.	BOCA-F: 310.6	Temporary light is plugged in and hanging from ceiling in a permanent fashion.	Remove hanging light.
6	Office 227 & Storage 79	a.	BOCA F-310.3	Items are being stored in front of Electrical Panel.	Remove stored items.
7	Electrical Rooms 254A & 257A	a.	BOAC 714.3.2	Unprotected floor penetrations are open between floors.	Infill annual space between conduits and cables with mineral wool and fire proofing sealant.
8	Classroom 240	a.	BOCA-F 310.6	Extra lighting is being routed from multiple extension cords and hung from ceiling.	Remove extension cords and extra lighting.
9	Weight Room 95	a.	NFPA 72-1999: 2-8	Fire pull station is being blocked by stored items.	Remove stored items.
10	Maker Space 065B	a.	BOCA PM 96 305.3	Ceiling tiles have signs of mold.	Replace Ceiling tiles.
11	Storage 054A	a.	BOCA 3005.1	Lift inspection certification has expired.	Do not use lift until Certification has been renewed.
12	Paint 061B	a.	BOCA-F 303.3	Existing door is unrated in a rated wall.	Replace door with rated door, frame, and hardware.
13	Storage 061C	a.	BOCA 1017.4	Exterior door is broken and needs replaced.	Replace door and hardware.
14	Production Lab 061	a.	BOCA 1017.4	Exit device on exterior door is broken.	Replace exit device.
15	Corridor 117	a.	BOCA-F 303.4.2	Double doors don't close all of the way.	Readjust doors and hardware to ensure proper door functionality.
16	Storage 007A	a.	BOCA-F 303.3	Existing door is unrated in a rated wall.	Replace with rated door, frame, and hardware.
17	Janitor 112A @ 116A	a.	BOCA 714.1.1	Wall penetrations are not fire blocked.	Seal all wall penetrations with fire sealant.
18	Stage 053	a.	BOCA 1017.4	East double doors have broken closers and cracked door slabs.	Replace doors and door hardware.
19	Stage 053	a.	BOCA-F 306	Stage curtain has expired fire retardant coating and is in poor shape.	Replace stage curtain with rated curtain.
20	Greenhouse 064C	a.	BOCA 1017.4	Closer on Door is broken.	Replace door closer.
21	Rehearsal 054	a.	BOCA 1017.4	Exterior Door is hard to operate.	Readjust door and hardware to ensure proper door functionality.
22	Vestibule 113	a.	BOCA 1017.4	Door closer needs to be adjusted for proper door closure speed.	Adjust door closer.
23	Storage 050A	a.	BOCA 1005.6	Existing VCT flooring is broken at room transition causing a tripping hazard.	Grind out existing concrete and patch in new concrete to create flat floor surface. Patch in new VCT flooring and install ADA compliant metal threshold over edge of VCT flooring.
24	Main Gym 86	c.	BOCA PM 96 305.3	Paint on underside of Roof Deck is failing and falling down.	Remove all remaining paint finish, prime and then repaint roof deck.
25	Janitor 070N	b.	BOCA 1017.4	Door doesnt latch completely.	Readjust door and hardware to ensure proper door functionality.
26	Cafeteria 042	b.	BOCA-F 310.6	Data box is broken and needs replaced.	Replace data box.
27	Area of Rescue 400A	b.	BOCA PM 96 305.3	Door is deteriorating due to rust.	Replace door with Aluminum Storefront door and framing.
28	Toilet 250A	b.	BOCA Table 302.1.1 & IAC 604.3	Toilet room is being used as storage but room is too large for storage occupancy and existing walls are not smoke rated. Stored items also impede clear floor space requirements around fixtures.	Remove stored items.
29	Upper Classroom Suite	b.	BOCA PM 96 305.3	Multiple ceiling tiles show signs of water damage from previous roof leaks.	Replace damaged ceiling tiles.
30	2nd Floor Elevator Lobby	b.	BOCA PM 96 305.3	Gyp Bulkhead has signs of water damage from roof leaks.	Cut out damaged Gypsum Wall board and replace and repaint.
31	Stair J	b.	BOCA PM 96 305.6	Handrail is loose.	Refasten handrail.
32	Storage 050C	b.	BOCA PM 96 305.6	Guardrail is loose.	Refasten Guardrail.

4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation
33	Practice 052B	b.	BOCA 1017.4	Door closer is broken.	Replace door closer.
34	Vestibule 110	b.	BOCA 1017.4	Existing hinges are deteriorating.	Replace hinges.
35	Classroom Wing	b.	BOCA PM 96 304.11	Existing 4'-8" x 4'-8" windows show signs of leaks, air infiltration, and multiple windows are difficult to operate and keep locked.	Replace windows with similar sized aluminum windows.

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

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE	2. DISTRICT CODE/NAME	3. FACILITY CODE/NAME
064, McLean	**0050, McLean County USD 5**	**NORMAL COMMUNITY HIGH SCHOOL**

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.	Remove stored equipment.	Each	1	1	$0.00			12/31/2026	O
2	b	a.	Remove stored items so that nothing is within 2'-0" from ceiling.	Each	2	1	$0.00			12/31/2026	O
3	b	a.	Remove second extension cord.	Each	8	1	$0.00			12/31/2026	O
4	e	a.	Replace with new Emergency Light.	Each	1	2	$150.00			12/31/2026	F
5	b	a.	Remove hanging light.	Each	1	1	$0.00			12/31/2026	O
6	b	a.	Remove stored items.	Each	2	1	$0.00			12/31/2026	O
7	f	a.	Infill annual space between conduits and cables with mineral wool and fire proofing sealant.	Each	2	2	$1,500.00			12/31/2026	F
8	b	a.	Remove extension cords and extra lighting.	Each	1	1	$0.00			12/31/2026	O
9	b	a.	Remove stored items.	Each	1	1	$0.00			12/31/2026	O
10	e	a.	Replace Ceiling tiles.	Each	1	1	$0.00			12/31/2026	O
11	c	a.	Do not use lift until Certification has been renewed.	Each	1	1	$0.00			12/31/2026	O
12	e	a.	Replace door with rated door, frame, and hardware.	Each	1	2	$3,000.00			12/31/2026	F
13	e	a.	Replace door and hardware.	Each	1	2	$2,000.00			12/31/2026	F
14	e	a.	Replace exit device.	Each	1	2	$1,000.00			12/31/2026	F
15	c	a.	Readjust doors and hardware to ensure proper door functionality.	Each	1	1	$0.00			12/31/2026	O
16	e	a.	Replace with rated door, frame, and hardware.	Each	1	2	$2,000.00			12/31/2026	F
17	f	a.	Seal all wall penetrations with fire sealant.	Each	2	2	$1,000.00			12/31/2026	F
18	e	a.	Replace doors and door hardware.	Each	1	2	$3,000.00			12/31/2026	F
19	e	a.	Replace stage curtain with rated curtain.	Each	1	2	$65,000.00			12/31/2026	F
20	e	a.	Replace door closer.	Each	1	2	$450.00			12/31/2026	F
21	c	a.	Readjust door and hardware to ensure proper door functionality.	Each	1	1	$0.00			12/31/2026	O
22	c	a.	Adjust door closer.	Each	1	1	$0.00			12/31/2026	O
23	e	a.	Grind out existing concrete and patch in new concrete to create flat floor surface. Patch in new VCT flooring and install ADA compliant metal threshold over edge of VCT flooring.	LS	1	2	$1,000.00			12/31/2026	F
24	c	c.	Remove all remaining paint finish, prime and then repaint roof deck.	LS	1	1	$0.00			12/31/2035	O
25	c	b.	Readjust door and hardware to ensure proper door functionality.	Each	1	1	$0.00			12/31/2030	O
26	e	b.	Replace data box.	Each	1	2	$100.00			12/31/2030	F
27	e	b.	Replace door with Aluminum Storefront door and framing.	Each	1	2	$3,000.00			12/31/2030	F
28	b	b.	Remove stored items.	Each	1	1	$0.00			12/31/2030	O
29	e	b.	Replace damaged ceiling tiles.	LS	1	1	$0.00			12/31/2030	O
30	e	b.	Cut out damaged Gypsum Wall board and replace and repaint.	Sq. Ft.	10	2	$500.00			12/31/2030	F
31	c	b.	Refasten handrail.	Each	1	1	$0.00			12/31/2030	O
32	c	b.	Refasten Guardrail.	Each	1	1	$0.00			12/31/2030	O
33	e	b.	Replace door closer.	Each	1	2	$450.00			12/31/2030	F
34	e	b.	Replace hinges.	Each	6	2	$600.00			12/31/2030	F
35	e	b.	Replace windows with similar sized aluminum windows.	Each	10	2	$17,500.00			12/31/2030	F

	Original Subtotal	$102,250.00	Adjusted Subtotal	$102,250.00	
	Original 10.00% Contingency	$10,225.00	Adjusted 10.00% Contingency	$10,225.00	
	Original 10.00% A/E Fees	$10,225.00	Adjusted 10.00% A/E Fees	$10,225.00	
	Original Grand Total	$122,700.00	Adjusted Grand Total	$122,700.00	

Items with a Funding Type of 'O' are not included in the cost calculation.

APPLICATION FOR APPROVAL OF TEN-YEAR SAFETY SURVEY REPORT

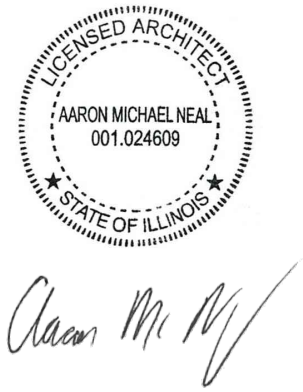
(23 IL. Adm. Code Part 180, Sections. 180.310, 180.320, 180.330, 180.340)

NAME OF SCHOOL BUILDING Baseball Press Box	*SURVEY YEAR* 2025
NAME AND NUMBER OF SCHOOL DISTRICT McLean County USD 5, 0050	*COUNTY* McLean
ARCHITECT NAME Aaron Neal	*FIRM* Design Mavens Architecture
FIRM ADDRESS 1702 W. College Ave, Normal, IL 61761	*TELEPHONE NUMBER* 309.304.3048

I certify that the survey referred to herein was prepared by me and to the best of my knowledge is a true and accurate.

- [x] Building in Full Compliance.
- [ ] Building Not in Compliance

12/30/2025	Aaron Neal
Date	*Printed Name Architect/Engineer*
Date	*President of Board of Education*
Date	*Secretary of Board of Education*
11/30/2026	001-024609
Expiration Date	*License Number*



[Seal and Signature]

Failure to submit accurate and complete safety survey reports as required shall subject a school district to the recognition provisions of 23 Illinois Administrative Code 180.

Form 35-86 (7/07) (Prescribed by ISBE for local board use) 180.300 a

CERTIFICATE OF APPROVAL FOR A TEN YEAR SURVEY REPORT

(Section 2-3.12 of the School Code)

Baseball Press Box	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	

I, , State Superintendent of Education, acknowledge receipt of this ten-year safety survey report, approved for the year **0**.
Hence, the next safety survey report will be due in the year **0**. The District architect has provided assurances that the building named above has been surveyed in accordance with 105 ILCS 5/2-3.12. This Certificate of Approval for a Ten Year survey Report does not necessarily imply that Fire Prevention and Safety Funds can be used for the work items listed in this survey report.

Date	Signature of State Superintendent of Education

COMMENTS:

ITEM ID	DESCRIPTION	ESTIMATED AMOUNT	ADJUSTED AMOUNT	DIFFERENCE	REASON

OTHER COMMENTS:

ITEM ID	DESCRIPTION	REASON

(35-22) (7/07) Prescribed for ISBE for ISBE Use

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE	2. DISTRICT CODE/NAME	3. FACILITY CODE/NAME
064, McLean	**0050, McLean County USD 5**	**Baseball Press Box**

4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation

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

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE	2. DISTRICT CODE/NAME	3. FACILITY CODE/NAME
064, McLean	**0050, McLean County USD 5**	**Baseball Press Box**

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

	Original Subtotal	$0.00	Adjusted Subtotal	$0.00	
	Original 0.00% Contingency	$0.00	Adjusted 0.00% Contingency	$0.00	
	Original 0.00% A/E Fees	$0.00	Adjusted 0.00% A/E Fees	$0.00	
	Original Grand Total	$0.00	Adjusted Grand Total	$0.00	

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)

APPLICATION FOR APPROVAL OF TEN-YEAR SAFETY SURVEY REPORT

(23 IL. Adm. Code Part 180, Sections. 180.310, 180.320, 180.330, 180.340)

NAME OF SCHOOL BUILDING Normal CHS Athletic Building	*SURVEY YEAR* 2025
NAME AND NUMBER OF SCHOOL DISTRICT McLean County USD 5, 0050	*COUNTY* McLean
ARCHITECT NAME Aaron Neal	*FIRM* Design Mavens Architecture
FIRM ADDRESS 1702 W. College Ave, Normal, IL 61761	*TELEPHONE NUMBER* 309.304.3048

I certify that the survey referred to herein was prepared by me and to the best of my knowledge is a true and accurate.

☐ Building in Full Compliance.

☑ Building Not in Compliance



12/30/2025	Aaron Neal
Date	*Printed Name Architect/Engineer*
Date	*President of Board of Education*
Date	*Secretary of Board of Education*
11/30/2026	001-024609
Expiration Date	*License Number*

[Seal and Signature]

Failure to submit accurate and complete safety survey reports as required shall subject a school district to the recognition provisions of 23 Illinois Administrative Code 180.

Form 35-86 (7/07) (Prescribed by ISBE for local board use) 180.300 a

CERTIFICATE OF APPROVAL FOR A TEN YEAR SURVEY REPORT

(Section 2-3.12 of the School Code)

Normal CHS Athletic Building	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	

I, , State Superintendent of Education, acknowledge receipt of this ten-year safety survey report, approved for the year **0**.
Hence, the next safety survey report will be due in the year **0**. The District architect has provided assurances that the building named above has been surveyed in accordance with 105 ILCS 5/2-3.12. This Certificate of Approval for a Ten Year survey Report does not necessarily imply that Fire Prevention and Safety Funds can be used for the work items listed in this survey report.

Date	Signature of State Superintendent of Education

COMMENTS:

ITEM ID	DESCRIPTION	ESTIMATED AMOUNT	ADJUSTED AMOUNT	DIFFERENCE	REASON

OTHER COMMENTS:

ITEM ID	DESCRIPTION	REASON

(35-22) (7/07) Prescribed for ISBE for ISBE Use

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

(Section 17-2.11 of the School Code)

Normal CHS Athletic Building	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	
Amendment Number	

Total Previously Approved	
Approved to raise with this Amendment	$120.00
Total Approved to Date	$120.00
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.	☐	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.	☐	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.	☐	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 $120.00 has been examined and determined to be reasonable and is hereby approved.

Date	Signature of State Superintendent of Education

EXPLANATORY NOTES:

1.	☑	No items in this amendment were disapproved nor were any of the estimated costs adjusted.
2.	☐	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

(35-22) (7/07) Prescribed for ISBE for ISBE Use

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE	2. DISTRICT CODE/NAME	3. FACILITY CODE/NAME
064, McLean	**0050, McLean County USD 5**	**Normal CHS Athletic Building**

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	Mud Room 0B1	a.	BOCA-F 310.6	There are open wires exposed out of wall above.	Remove exposed wire and flex conduit back to junction box.

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

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE	2. DISTRICT CODE/NAME	3. FACILITY CODE/NAME
064, McLean	**0050, McLean County USD 5**	**Normal CHS Athletic Building**

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.	Remove exposed wire and flex conduit back to junction box.	LS	1	2	$100.00			12/31/2026	F

	Original Subtotal	$100.00	Adjusted Subtotal	$100.00	
	Original 10.00% Contingency	$10.00	Adjusted 10.00% Contingency	$10.00	
	Original 10.00% A/E Fees	$10.00	Adjusted 10.00% A/E Fees	$10.00	
	Original Grand Total	$120.00	Adjusted Grand Total	$120.00	

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)

TENTH EXTENSION AND AMENDMENT NO. 6

This Tenth Extension and Amendment No. 6 ("Extension") is by and between Infinite Connections, Inc. (hereinafter "**Consultant**" or "**ICI**") and McLean County School District Unit 5 (hereinafter "**Client**"). This Eighth Extension is effective **July 1, 2026** and has been entered into as of the later of the dates appearing after the signatures of the parties or their duly authorized representatives, which are set forth below.

RECITALS

A. The Consultant and Client entered into a Consulting Services Agreement (Attached at Exhibit 1, hereinafter "**Agreement**") dated January 1, 2017, and which may be extended from time to time by the agreement of the parties; and

B. The parties hereto desire to extend and amend the Agreement as set forth herein.

AGREEMENT AMENDMENTS

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained herein, the parties hereto agree as follows:

1. **Term:** The parties agree to extend the term of the Agreement for a one--year period commencing on July 1, 2026 through June 30, 2027 ("Extension Period").

2. **Scope of Services:** During the Extension Period, Consultant shall provide the Services and Deliverables as described in Attachment A to the Agreement in support of E-rate Funding Years 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27 and 28, which amendments as follows:

3. **Compensation:** Attachment A, Section IV, Invoicing and Compensation of the Agreement, is amended as follows;

   a. The parties agree to delete section IV titled "Invoicing and Compensation" in Attachment A in its entirety and replace with the following:

   Consultant will invoice Client quarterly. Payment is due within thirty (30) days of Client's receipt of each invoice and after Client approves of the same. Based on the terms set forth in this Agreement, Consultant's fees for Services as defined herein shall not exceed a fixed amount of $12,500.00 for the duration of the term for E-Rate Consulting and Administrative Support. All payments under this contract will be in compliance with the Local Government Prompt Payment Act (50 ILCS 505/).

   If any of Client's Obligations, as defined herein are not performed or prove to be incorrect as described in this Agreement, it may cause changes to the fees and expenses, Deliverables, level of effort required, or otherwise impact Consultant's performance of the Services described in this Agreement. Any such changes to the fees and expenses, Deliverables, level of effort required, or Consultant's performance shall be communicated to Client prior to any such changes taking effect.

4. **Letter of Agency**: The Letter of Agency attached hereto as Attachment B-2 is incorporated into this Extension by this reference. Client will be required to sign a letter of agency for each E-Rate funding year.

5. **Original Agreement:** Except as specifically provided in this Extension, all terms and conditions of the **Agreement** shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have caused this Extension to be executed by their duly authorized representatives as of the date first above written.

IN WITNESS WHEREOF, the parties hereto have signed this Extension as of the date first written above.

Infinite Connections, Inc.	**McLean County School District Unit**
By: _____ Jane Kratochvil, President	By: _____
Date:_____	Name: _____
	Title: _____
	Date:_____

ATTACHMENT B-2 – LETTER OF AGENCY

Letter of Agency

FUNDING YEARS (2013, 2014, 2015, 2016, 2017, 2018, 2019, 2021, 2022, 2023, 2024, 2025, 2026, 2027 and 2028)

I, on behalf of **McLean County School District Unit** ("CLIENT"), hereby authorize Infinite Connections, Inc. ("ICI") to assist the CLIENT in its E-rate application process on behalf of the CLIENT. I also hereby authorize Infinite Connections, Inc. to respond on CLIENT'S behalf to requests by the Federal Communication Commission ("Commission" or "FCC"), School and Libraries Division of the Universal Service Administrative Company ("SLD/USAC"), Program Integrity Assurance Reviews ("PIA") or any other person or entity acting on their behalf, relating to any and all E-rate related matters. I authorize to ICI to prepare all required FCC forms for services CLIENT as requested by CLIENT. The relevant time period for this letter of agency is from July 1, 2026 through June 30, 2027.

By signing this Letter of Agency, I make the following certifications to ICI on behalf of the CLIENT:

(a) I certify that schools operated by CLIENT meets the statutory definition of elementary and secondary schools found in the No Child Left Behind Act of 2001, 20 U.S.C. §§ 7801 (18) and (38). In addition, I certify that CLIENT does not operate as for-profit business nor has endowments exceeding $50 million.

(b) I certify that CLIENT has complied will all applicable state and local laws regarding procurement of services for which support is being sought.

(c) I certify that CLIENT has secured access, separately or through this program, to all of the resources, including computers, training, software, internal connections, maintenance, and electrical capacity, necessary to use the services purchased effectively. I will cooperate with ICI in responding to any inquiry from the SLD/USAC about this certification or another other representation made in this Letter of Agency.

(d) I certify that the services CLIENT purchases at discounts provided by 47 U.S.C.§ 254 will be used solely for educational purposes and will not be sold, resold, or transferred in consideration for money or any other thing of value, except as permitted by the rules of the FCC at 47 C.F.R.§ 54.500(et seq.).

(e) I certify that CLIENT has complied with all E-rate program rules and I acknowledge that failure to do so may result in denial of discount funding and/or cancellation of funding commitments. I acknowledge that failure to comply with E-rate program rules could result in civil or criminal prosecution by the appropriate law enforcement authorities.

(f) I acknowledge that the discount level used for shared services is conditional, for future years, upon ensuring that the most disadvantaged schools and libraries that are treated as sharing in the service, received an appropriate share of benefits from those services.

(g) I certify that I will retain required documents for a period of at least ten (10) years after the last day of service delivered. I certify that I will retain all documents necessary to demonstrate compliance with the statute and Commission rules regarding the application for, receipt of, and delivery of services receiving schools and libraries discounts, and that if

audited, I will make such records available to the Commission. I acknowledge that I may be audited pursuant to participation in the schools and libraries programs.

(h) I understand that persons willfully making false statements on the E-rate forms or through this Letter of Agency can be punished by fine or forfeiture under the Communications Act, 47 U.S.C.§ § 502, 503(b), or fine or imprisonment under Title 18 of the United States Code, 18 U.S.C. § 1001 and can be held civilly liable under the False Claims Act.

(i) I acknowledge that FCC rules provide that persons who have been convicted of criminal violations or held civilly liable for certain acts arising from their participation in the schools and libraries support mechanism are subject to suspension and debarment from the program. I will institute reasonable measures to be informed, and will notify SLD/USAC should I be informed or become aware that I or any of the entities, or any person associated in any way with my entity and/or the entities, is convicted of a criminal violation or held civilly liable for acts arising from their participation in the school and libraries support mechanism.

(j) I certify that, to the best of my knowledge, the non-discount portion of the costs for eligible services will not be paid by the service provider. I acknowledge that the provision, by the provider of a supported service, of free services or products unrelated to the supported service or product constitutes a rebate of some or all of the cost of the supported services.

(k) I certify that I am authorized to sign this Letter of Agency and, to the best of my knowledge, information, and belief, all information provided to ICI for E-rate submission is true and correct.

ON BEHALF OF CLIENT (AS DEFINED ABOVE)
Signature: *Date:*
Name/Title:

eGrant Management System

Printed Copy of Application

Applicant: MCLEAN COUNTY USD 5

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: MCLEAN COUNTY USD 5

Date Generated: 5/4/2026 10:04:54 AM

Generated By: backem

Overview

All entities seeking grant funding must have an active UEI registration in SAM.gov throughout the lifecycle of the grant.

Program:	Consolidated District Plan
Purpose:	The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
Board Goals:	Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities. Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child. Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.
FY 2027 Included Programs:	Title I, Part A - Improving Basic Programs Title I, Part A - School Improvement Part 1003 Title I, Part D - Delinquent Title I, Part D - Neglected Title I, Part D - State Neglected/Delinquent Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders Title III - Language Instruction Educational Program (LIEP) Title III - Immigrant Student Education Program (ISEP) EL - Bilingual Service Plan (BSP) Title IV, Part A - Student Support and Academic Enrichment Title V, Part B - Rural and Low Income Schools IDEA, Part B - Flow-Through IDEA, Part B - Preschool Foster Care Transportation Plan
Legislation:	Every Student Succeeds Act (ESSA) Individuals with Disabilities Education Act Rehabilitation Act Strengthening Career and Technical Education for the 21st Century Act Workforce Innovation and Opportunity Act Head Start Act McKinney-Vento Homeless Assistance Act Adult Education and Family Literacy Act 105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education 23 Illinois Administrative Code 228 Transitional Bilingual Education
Due Date:	District plans must be submitted to the Illinois State Board of Education and approved before any FY 2027 grant applications for included programs can be approved. **Submission by April 1 is recommended.**
Duration:	The District Plan is submitted for the school year 2026-2027 and must be updated annually thereafter.
Amendments:	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of theassociated grant application(s) as well.
Instructions:	Instructions in PDF format
Common Abbreviations:	ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended) IDEA - Individuals with Disabilities Education Act ISBE - Illinois State Board of Education LEA - Local Educational Agency LIEP - Language Instruction Educational Program SEA - State Education Agency BSP - Bilingual Service Plan

Contact Information Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
Lamboley	Michelle	E

Phone*	Extension	Email*
309 550 4550		lambolmm@unit5.org

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

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

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

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

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

([count] of 2500 maximum characters used)

Collaboration with district administrators and advisory council groups provides opportunities for all stakeholders to have input, ensuring that all barriers (such as gender, race, national origin, color, disability, special needs, or age) are monitored as programs are developed and implemented throughout the year. Efforts are made to include all stakeholders in planning appropriate activities and ensuring equitable access to services provided through the various federally funded programs. Pursuant to Board Policy 6.120, all students, teachers, paraprofessionals, and parents of McLean County Unit District No. 5, regardless or gender, race, national origin, disability, or age, will have equal access to all programs. All teachers and instructional staff will receive annual training to ensure that all students are included in every aspect of the curriculum, including extracurricular activities. There are currently no barriers preventing participation

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

1201

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

4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
Shelvin	Kristal	

Phone	Extension	Email
309 557 4035		shelvink@unit5.org

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

Needs Assessment and Programs Instructions

1. Consolidated planning includes how anticipated programs will be funded.Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027.* [1]

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

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

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

McLean County District Office Administration and grant coordinators work collaboratively to align resources and support programs utilizing a variety of funding sources, including our local funds, Title I, Title II, Title III, Title IV, and IDEA. We meet monthly to examine funding sources and determine how to leverage all funding to meet student needs and support programs. The following needs have been identified: supporting students with literacy, STEM, social emotional learning and self-regulation, professional development, mentoring and coaching in these areas for staff and administrators.

Response from the approved prior year Consolidated District Plan.

McLean County District Office Administration and grant coordinators work collaboratively to align resources and support programs utilizing a variety of funding sources, including our local funds, Title I, Title II, Title III, Title IV, and IDEA. We meet monthly to examine funding sources and determine how to leverage all funding to meet student needs and support programs. The following needs have been identified: supporting students with literacy, STEM, social emotional learning and self-regulation, professional development, mentoring and coaching in these areas for staff and administrators.

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

Braiding of Funds

( ) Yes (•) No

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

Transfer of Funds

( ) Yes (•) No

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

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

([count] of 7500 maximum characters used)

As part of our ongoing efforts to improve student outcomes and ensure that all students have access to high-quality instruction and support, the following priority needs have been identified through data analysis, stakeholder feedback, and alignment with district goals:1. Literacy Support. There is a critical need to strengthen literacy outcomes across grade levels, with particular emphasis on foundational skills in the early grades and comprehension, vocabulary, and critical thinking in the upper grades. Our data indicates achievement gaps for specific student groups. Continued implementation and refinement of evidence-based practices aligned with evidence and research, along with high-quality instructional materials, is essential. 2. Mathematics Achievement. The district has recently adopted the Illustrative Mathematics curriculum in grades K-8 to improve consistency, rigor, and conceptual understanding in math instruction. Initial implementation data and classroom observations indicate a need for ongoing professional development and coaching to ensure high-quality instruction and fidelity to the curriculum. Teachers need support in facilitating productive discourse, using formative assessments, and building students' problem-solving and reasoning skills, particularly for those performing below grade level. 3. STEM Engagement: Our district seeks to expand access to rigorous and engaging STEM learning experiences for all students. Beyond math, science instruction must be strengthened through vertical alignment, hands-on, inquiry-based learning, and integration of real-world problem-solving. There is a need to expand STEM opportunities and ensure consistent instructional practices and resources across schools. 4. Social-Emotional Learning and Self-Regulation: Increasing behavioral challenges and mental health concerns highlight the need for comprehensive SEL supports. Students benefit from consistent instruction in emotional regulation, conflict resolution, and coping strategies. A multi-tiered system of supports (MTSS) with strong Tier 1 SEL instruction and targeted Tier 2/3 interventions will help ensure students' social-emotional needs are addressed so they can engage meaningfully in academic learning. 5. Professional Development for Staff, Teachers, and support staff requires ongoing, job-embedded professional learning to effectively implement evidence-based practices in literacy, math, STEM, and SEL. High-impact professional development should focus on instructional strategies, differentiated support, and data-driven decision-making. Ensuring training is sustained, collaborative, and aligned to district goals is essential for long-term improvement .6. To support staff retention, effectiveness, and professional growth, the district has identified the need for expanded mentoring and instructional coaching. Early career teachers, teachers transitioning to new roles, and school leaders benefit from personalized, strengths-based support. Instructional coaches and leadership mentors can help bridge the gap between professional learning and classroom or building-level implementation.

Legislative References:

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

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

*Required field, applicable for all funding sources

Needs Assessment Impact Instructions

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

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

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

We utilize a variety of assessments and tools to guide our needs assessment. Yearly, each school develops a school improvement plan based on academic data, social-emotional data, and discipline data. Additional data instruments include the Fountas and Pinnell Benchmark Assessment and the FastBridge assessment suite. ACCESS test data is used in addition to other instruments to assess the specific needs of English Learners in our Dual Language and TPI programs K-12. District data and School Improvement plans are analyzed to identify strengths and areas for improvement.

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

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

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

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

A. Title I, Part A - Improving Basic Programs

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

Our data from multiple assessment measures indicate that reading, writing, and math are all opportunities for additional professional development, instruction, and support in our Title 1 buildings. Title 1 funds are used to provide supplemental instructional resources as well as pay for 17 Title I reading specialists. These Title I reading specialists provide Tier 2 and Tier 3 reading and writing interventions to students who meet our district's intervention criteria. In addition, funds are utilized to pay the salaries of three math interventionists who provide Tier 2 and Tier 3 intervention support. All eight of our Title 1 buildings receive school-wide support. This grant also pays the salaries of family coordinators who support families by connecting resources to families in need.

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

Cedar Ridge Elementary School is currently in its planning year of the 1003a Grant after being designated for targeted support (White, Children with Disabilities, English Learner, Low Income). They completed the IQFSR with their school leadership team to conduct a comprehensive needs assessment. Upon completion of the IQFSR, Cedar Ridge shared results with building stakeholders, and the school leadership teams began meeting to disaggregate data, conduct root cause identification, and plan for school improvement.YouthBuild Mclean County (Comprehensive) and Oakdale Elementary (Targeted - Children with Disabilities) are currently in their 1st implementation year of the 1003a Grant. Fox Creek Elementary (Black/African American), Pepper Ridge Elementary (Children with Disabilities/Low Income), Sugar Creek Elementary (Black/African American, Children with Disabilities), and Kingsley Jr. High School (MultiRacial) were identified for Targeted Improvement and are all in their 2nd year of implementation. Our building administrators have been trained in Cycles of Inquiry and have conducted a root cause analysis with their teams. All schools are utilizing their current funding to meet with teams, review data, and work on school improvement goals in the areas of math, literacy, and equity. Implementation schools have set specific goals based on their data to increase the percentage of students meeting and exceeding district literacy and math benchmark assessments, as well as reduce opportunity gaps among student groups. They are utilizing their grant funds to provide additional intervention and support to students identified through our district screening assessments, provide professional development in best practices for literacy and math, and purchase instructional materials that support these practices.Planning Year grant schools are currently planning their action steps, setting their timeline, and identifying necessary resources for implementation in the coming years. They will set their specific SMART school improvement goals based on benchmark data this spring.

C. Title I, Part D - Delinquent

Based on data, McLean County Unit 5 continues to have the need to support delinquent youth. The average length of stay for students detained is 14-20 days. Funds will be used for delinquent youth in McLean County Juvenile Detention Center to provide their education and assist in transition from the facility to their home school, GED program or into competative employment opportunities. A contract with the Regional Office of Education will be utilized to allow for services to be provided by an educator employed by the ROE and job programs to be supported by local businesses and transition coordinators.

D. Title I, Part D - Neglected

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

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

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

Our data analysis from multiple assessment measures indicates that social-emotional learning, reading, writing, and math performance are all opportunities for additional professional development, instruction, and support. Title II funds are utilized to pay the salaries of instructional coaches who support both administration and teachers with job-embedded professional development in these areas. These professional development opportunities include support with data analysis, support with professional learning communities, support with direct classroom modeling for teachers as well as engaging, collaborative, and hands-on presentations. The goal of our Title II funds is to build principal and teacher capacity and efficacy in the areas of mindset and instructional strategies to close the achievement gap. Funds are also utilized to pay stipends for new teacher mentoring.

G. Title III - LIEP

Reflecting on academic data and WIDA language results for immigrant students, a majority of whom are newcomers for Unit 5 schools the following goals were established for the program funding. One goal is to offer a summer school option that focuses on basic language skills and post-secondary planning for students identified as newcomers to boost progress to proficiency targets for newcomer students. We also offer professional development opportunities and additional materials so that staff can provide the additional support needed to support immigrant and newcomer students in reaching grade level standards. Additionally parent involvement directly impacts student success so we work to involve families and include bilingual staff to ensure successful program communication and participation.

H. Title III - ISEP

In addition to progress monitoring that will be analyzed for all students and including ACCESS scores if applicable, based on student need, the data will inform planning and grant activities such as professional development for staff as well as to identify needed resources or opportunity for program development. An identified need for our Latinx families is a parent liaison who provides support for families in the form of home visits, workshops as well as developing programs to support transitions in the educational process.

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

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

In an equity audit, Unit 5 was found to have measurable disparities in discipline and academic achievement for historically marginalized and minoritized students (e.g., African-American, Latinx/ Hispanic, English learners, special education eligible, and low-income students) compared to white, general education students who do not receive a free or reduced-cost lunch. These data revealed an overrepresentation of these historically marginalized groups in the number of discipline infractions received and an underrepresentation in enrollment in higher-level courses and participation in extracurricular activities relative to their representation within the district. Moreover, when the intersection of multiple marginalized identities was examined, students who are members of multiple groups demonstrated even more disparate data. These findings resulted in a list of recommendations to improve the circumstances for students in these groups. Specifically, the district was recommended to "intentionally embed equity-driven pedagogy in the curriculum, resources, instructional approaches, use and consideration of assessments, and academic programming for the purpose of advancing equity for each student." To this end, the district developed an Equity Action Plan that includes embedding a culturally responsive curriculum, practices, and resources in each content area and grade level. To do so requires extensive professional development across all staffing levels. This funding request is for the needed resources and professional development to meet this equity goal. Title IV funds are also used to provide curriculum training and resources in the areas of SEL, STEAM, and safety.

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

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

Data reflects priorities for children with disabilities throughout McLean County Unit District No. 5, making it possible for us to develop a grant proposal based on fundamental and realistic educational needs. The programs and needs outlined are considered an essential ingredient to the enhancement of educational programs and services for children with disabilities within McLean County Unit District No. 5. Needs assessment information was used to identify staff needs in order to meet goals and objectives of IEPs and to continue to fully implement the MTSS coordinating early intervening services. Funds will be used to support an ESY program, employ and train staff, purchase educational and administrative materials and conduct necessary administrative tasks. Dollars will be used for stipends to allow staff to work outside of school hours to make revisions to special education curriculum in order to align better with the Illinois State Standards and ensure IEP goals and objectives align. Early Intervention-To fully implement MTSS, Paraprofessional interventionists will be employed to implement interventions and create small group environments with our students. This staff will also assist with identification practices, work with students on specific areas of deficit to allow for growth to meet grade level expectations and assist teachers with intervention ideas and techniques for use in the classroom. A contract with The Baby Fold will be in place to provide a coordinator at Fairview Elementary and Cedar Ridge Elementary schools. Students in need of additional intervention will be identified to be part of an after school tutoring program with oversight from this coordinator.

L. IDEA, Part B - Preschool

Based on recent data, referral and identification of students continues to maintain a steady rate of increase and therefore; funding continues to be needed to support Early Childhood Special Education Classrooms. Support in the form of paraprofessionals to meet student needs, as well as LBS staff to support within the Blended Classroom setting is the primary area being addressed through this grant. Students will be provided support through MTSS as well as Specifically Designed Instruction in the areas of eligibility as outlined on their IEPs.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Stakeholder Involvement Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

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

Program Footnotes:

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

5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

6 = Title III, including LIEP and ISEP

7 = Title IV, Part A - Student Support and Academic Enrichment

8 = EL - BSP

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

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

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

([count] of 7500 maximum characters used)

The district gathers input from staff through multiple, ongoing structures to ensure their perspectives inform school improvement goals, district planning, and decision-making. District leaders hold monthly meetings with building administrators to review district and school-level data, discuss priorities, and gather feedback on initiatives. Staff input is also collected through annual school surveys, professional development sessions, and task force work, providing opportunities to reflect on practices and contribute ideas that support continuous improvement. District administrators conduct regular meet-and-greet visits at schools, creating informal opportunities for staff to share feedback and engage in open dialogue. Private school representatives are also consulted as part of this process to ensure equitable services.The Citizens Advisory Committee (CAC) and Title I District Parent Advisory Team met on April 8, 2026, to review an overview of the district's federal grants, the Consolidated District Plan (CDP), and Title I district advisory requirements. Through this process, participants engaged in discussion and provided feedback, resulting in the following key themes and recommendations.1. Communication across the district should be clearer and more consistent to better support families. 2. There is also a strong desire for both academic support and opportunities to build connections and community.3. Ensuring equity and access, such as transportation, childcare, and language support4. The district should intentionally seek to engage families who are not currently connected or represented. These suggestions and strategies will be shared with our Title I schools and grant directors so they can be incorporated into their family engagement activities. The School Board of Education formally reviewed and approved the Consolidated District Plan at the May 20th Board meeting.

Response from the prior year Consolidated District Plan.

Administrators, teachers, and parents develop yearly Title I plans. Building administrators and staff at Title 1 buildings are part of the ongoing consultation. 25 -26 staff surveys, parent surveys, principal feedback, school improvement goals, and district data are used to gauge stakeholder input for the Title I, II and Title IV, and Title 1003 grants. All private schools and charter schools that are eligible to receive services participate in ongoing consultations throughout the year. All grant directors meet weekly for consultation. The School Board is provided an opportunity to review the plan. The School Board reviewed and approved the CDP on May 20, 2025.

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

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

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

([count] of 7500 maximum characters used)

The district engages families in multiple ways to ensure their voices inform the Consolidated District Plan (CDP), schoolwide plans, and family engagement initiatives. Prior to the development of schoolwide plans, Title I schools conduct a needs assessment to gather information from parents about ways to meet the varied needs of families and students and to identify potential supports. Each fall, a school compact aligned with the schoolwide plan is shared with parents, outlining the responsibilities of the school, parents, and students in the educational process. A Citizen Advisory Council (CAC) meets multiple times a year, during which district leaders present information on the CDP, district priorities, federal grant use, and findings from needs assessments, and council members participate in small group discussions to provide feedback and share perspectives. Title I schools also hold an annual parent meeting to review services and gather input on programming and family engagement efforts. In addition, the district convenes a Title I District Advisory Team to review the Title I Family Engagement Policy, learn about services, and provide feedback to inform continuous improvement. Families are also engaged through a Bilingual Parent Advisory Team (BPAC), which meets multiple times a year to ensure the perspectives of multilingual families are included; as part of LIEP grant approval, components of the grant application and CDP were shared with BPAC leadership for feedback. Private school representatives are consulted as part of this process, and the Board of Education formally reviewed and approved the CDP at the May Board meeting.

Response from the prior year Consolidated District Plan.

Unit 5 conducted a comprehensive equity audit that included students, families, administration, and certified and classified staff from all 24 of our school buildings. In-person and virtual meetings were held to provide input on district needs. In addition, our District Equity Leadership Team (DELT) meets several times each school year to discuss district needs and how grants can be utilized to support students. The Executive Director of Student Support leads the DELT committee. Prior to the development of the Schoolwide plans, the Title 1 schools will complete a needs assessment to gather information from parents about ways to meet the varied needs of the families and students and to determine possible supports that can be put into place. A school compact that is aligned with the schoolwide plan is shared with parents each fall which outlines the responsibilities of the school, the parent, and the child in the educational process. As part of LIEP grant approval, the components of the application, as well as the CDP components, were shared with the leadership of the BPAC for feedback.

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

immigrant parent family engagement, as applicable. ** [3]

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

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([count] of 7500 maximum characters used)

The district implements a variety of strategies to promote meaningful family engagement at both the district and school levels. All schools have family coordinators who provide support to students and families both at school and at home. At each of the eight Title I schools, families receive children's trade books across varied genres, including non-fiction and activity books, to build home libraries, along with consumable supplies to support family activities during Title I workshops and programs. Families also receive brochures, pamphlets, and handouts with guidance on supporting their children's reading at home, engaging in learning activities, accessing community resources, and identifying relevant book titles. Each Title I school hosts an annual Title I parent meeting to collaborate on the Title I school compact, review the school-level family engagement plan, and generate ideas for additional family engagement. Similarly, the district Title I team meets to review and gather input on district-wide family engagement initiatives, ensuring that services, programming, and supports align with family needs and priorities. Bilingual Parent Liaisons facilitate the participation of French- and Spanish-speaking students and families in school events and programs and support activities proposed by the Bilingual Parent Advisory Council (BPAC), including parent education events held in partnership with community organizations.

Response from the prior year Consolidated District Plan.

Parent involvement school level- Children's books (leveled trade books, varied genres, non-fiction and activity books) to give to our Title I families at all 8 Title I Schools to develop their home libraries. Consumable supplies and materials to support family activities during Title I family workshops and programs. Brochures, pamphlets and handouts for families highlighting ways they can help their children at home to become a better reader, activities they can do at home, available community resources for families, and relevant book titles they may pursue through the library or bookstore. Family coordinators support students and families at school and home. All PreK-8 schools have family coordinators assigned to them.Bilingual Parent Liaisons support and facilitate the participation of French and Spanish-speaking students and families at Title I school events as well as other school programs and support the activities proposed by the BPAC. Parent education events are also held around topics of interest to the groups in conjunction with community organizations.

Title I Requirement:

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

ESEA section 1113(c)(3)(A)

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Parent and Family Engagement

ESEA Section 1116(a)(2)

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

(A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.

(B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

(C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.

(D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families and the needs of parents and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.

(E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family engagement policies.

(F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

☑ By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

Resources:

U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance

Title Grants Administration Parent and Family Engagement Website

Parent and Family Engagement Policy Template

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

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

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

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

How To Upload A File

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

Choose File | No file chosen

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

6.170 Family ParentandFamily Engagement.pdf

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

*Required field

Private School Participation

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

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

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

Will Private Schools participate in the Program?

◉ Yes ○ No

Nonpublic School Consultation Form

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St. Marys	☐	(●) Yes ( ) No Number of Low-Income Student(s): 3	( ) Yes (●) No Total Enrollment Number Student(s): 136	( ) Yes (●) No Total Enrollment Number Student(s): 136	Choose File No file chosen StMarys2627consultform.pdf
Youthbuld	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	(●) Yes ( ) No Total Enrollment Number Student(s): 32	(●) Yes ( ) No Total Enrollment Number Student(s): 32	Choose File No file chosen Youthbuild26-27consultform.pdf
Epiphany Catholic School	☐	(●) Yes ( ) No Number of Low-Income Student(s): 6	(●) Yes ( ) No Total Enrollment Number Student(s): 366	(●) Yes ( ) No Total Enrollment Number Student(s): 366	Choose File No file chosen Epiphany2627ConsultFormpdf.pdf
Central Catholic High School	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	(●) Yes ( ) No Total Enrollment Number Student(s): 355	(●) Yes ( ) No Total Enrollment Number Student(s): 355	Choose File No file chosen CentralCatholic2627ConsultForm.pdf
Calvary Christian Academy	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	(●) Yes ( ) No Total Enrollment Number Student(s): 254	(●) Yes ( ) No Total Enrollment Number Student(s): 254	Choose File No file chosen CalvaryChristian26-27Consultform.pdf
Trinity Lutheran School	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	(●) Yes ( ) No Total Enrollment Number Student(s): 370	(●) Yes ( ) No Total Enrollment Number Student(s): 370	Choose File No file chosen TrinityLutheran2627ConsultForm.pdf
Swann	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	( ) Yes (●) No Total Enrollment Number Student(s): 16	( ) Yes (●) No Total Enrollment Number Student(s): 16	Choose File No file chosen SwannSchoolMcLean County Unit District 5 Grant Participation Form 26-27 (signed).pdf
Daarul Uloom Islamic Schoo	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	( ) Yes (●) No Total Enrollment Number Student(s): 0	( ) Yes (●) No Total Enrollment Number Student(s): 0	Choose File No file chosen Mclean County Unit 5 School District Mail - Daarul Uloom Islamic School - Title I Consulation.pdf
Cornerstone Christian Acade	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	( ) Yes (●) No Total Enrollment Number Student(s): 0	( ) Yes (●) No Total Enrollment Number Student(s): 0	Choose File No file chosen Mclean County Unit 5 School District Mail - Cornerstone Christian Academy - Title I Consultation.pdf
Chedar Lubavitch School	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	( ) Yes (●) No Total Enrollment Number Student(s): 0	( ) Yes (●) No Total Enrollment Number Student(s): 0	Choose File No file chosen Mclean County Unit 5 School District Mail - Cheder Lubavitch School - Title I Consultation.pdf
Chedar Lubavitch Hebrew Da	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	( ) Yes (●) No Total Enrollment Number Student(s): 202	( ) Yes (●) No Total Enrollment Number Student(s): 202	Choose File No file chosen ChedarLubavitchHebrewDaySchool.pdf
American School of Correspc	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	( ) Yes (●) No Total Enrollment Number Student(s): 4085	( ) Yes (●) No Total Enrollment Number Student(s): 4085	Choose File No file chosen 2026-2027 American School Title I form.jpeg
Peoria Academy	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	( ) Yes (●) No Total Enrollment Number Student(s): 165	( ) Yes (●) No Total Enrollment Number Student(s): 165	Choose File No file chosen PeoriaAcademy26-27ConsultForm.pdf
Corpus Christi Catholic Scho	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	( ) Yes (●) No Total Enrollment Number Student(s): 463	( ) Yes (●) No Total Enrollment Number Student(s): 463	Choose File No file chosen Corpus26-27Consultform.pdf
Mulberry School	☐	( ) Yes (●) No Number of Low-Income	(●) Yes ( ) No Total Enrollment Number	(●) Yes ( ) No Total Enrollment Number	Choose File No file chosen

Mulberry School		Student(s): 0	Student(s): 49	Student(s): 49	Mulberry26-27ConsultForm.pdf

Comments:

I consulted with all the required schools. I've uploaded the consultation form or a copy of the email I sent requesting consultation. I provided all schools with multiple ways to contact me and stated that I they did not respond by 3/20, it would indicate they are not interested in receiving Title services.

Preschool Coordination Instructions

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

ISBE Goals:

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

District Goal(s):

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

Provide a safe, nurturing, and engaging early learning environment that effectively supports the diverse needs of children and families in our community and creates a foundation for children to be lifelong learners. The district will provide high-quality inclusive practices to educate students and engage families of all backgrounds and abilities. Staff utilize evidence-based practices and curriculum to hold each child to the highest expectations.

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

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

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

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

([count] of 7500 maximum characters used)

The service coordinator shall begin to communicate with the child's family about transition no sooner than nine months but no later than 90 days prior to the child's third birthday. This preferably takes place no later than six months. prior to the child's third birthday. If a toddler may be eligible for preschool services under Part B, the service coordinator (with parental/guardian consent) will transmit additional information to the LEA or other relevant agency to ensure the continuity of services from the Part C program to the Part B program. Service coordinators are encouraged to discuss the transition out of early intervention (EI) as soon as the child enters the early intervention system. Service coordinators can initiate the written referral process earlier for children with summer birthdays or other concerns that could require more transition time. (34 CFR 303.209, 89 IAC 500.100, CFC Manual 13.1). Birth to Five Regional Team is working with families to breakdown the barriers in communication between early intervention and the district. The community is working together to better inform families. The Early Learning Director and Director of Elementary Education collaborate weekly on transition programming from early learning to kindergarten with a team in a task force format. Additionally, staff hold transition meetings for early learning students with staff from each student's future elementary school.

Response from the approved prior year Consolidated District Plan.

The service coordinator shall begin to communicate with the child's family about transition no sooner than nine months but no later than 90 days prior to the child's third birthday. This preferably takes place no later than six months. prior to the child's thirdbirthday. If a toddler may be eligible for preschool services under Part B, the service coordinator (with parental/guardian consent) will transmit additional information to the LEA or other relevant agency to ensure the continuity of services from the Part C programto the Part B program. Service coordinators are encouraged to discuss the transition out of early intervention (EI) as soon as the child enters the early intervention system. Service coordinators can initiate the written referral process earlier for children withsummer birthdays or other concerns that could require more transition time. (34 CFR 303.209, 89 IAC 500.100, CFC Manual 13.1). The Early Learning Director and Director of Elementary Education collaborate weekly on transition programming. This summer, a group of teachers will meet to create additional tools and strategies for both early learning and Kindergarten teachers to help prepare students for this transition. Additionally, staff hold transition meetings for early learning students with staff from each student's future elementary school.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

Student Achievement and Timely Graduation Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

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

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([count] of 7500 maximum characters used)

Well-Rounded EducationOur district is committed to providing a comprehensive, well-rounded instructional program that meets the academic and language needs of all students from PreK through grade 12. This commitment is evident in our curriculum offerings, scheduling practices, and multi-tiered systems of support (MTSS) designed to ensure equity and access.We offer a robust core academic program complemented by rich fine arts experiences, including music, visual arts, and physical education, which are integrated into the daily schedules of all students. Our district recognizes the importance of developing the whole child and ensures that every student has access to both academic rigor and creative expression.To support students with varying levels of need, we have a strong MTSS framework that includes universal screening, data-based decision making, targeted interventions, and regular progress monitoring. This system allows us to proactively identify and support struggling learners at all grade levels, with interventions tailored to individual needs.English Learner (EL) services are provided district-wide, ensuring that language development is embedded in both content instruction and supplemental support. Certified EL staff collaborate with classroom teachers to deliver instruction that promotes both language acquisition and academic achievement.Program development is guided by ongoing data analysis, stakeholder input, and alignment to state standards. Our district engages in continuous improvement cycles to refine instructional practices, develop new programs that respond to student needs, and ensure equitable access to high-quality learning opportunities for every student.Elementary school math instruction includes a 60 minute block of time that consists of Units of Instruction aligned to Common Core State Standards. The primary resource is Illustrative Math, which is a research-based curriculum. Units of Study provide an overview of the "Big Ideas" of the unit, mini-lessons that support the big idea, math games that focus on the mini-lesson content, alignment with the Math Practice Standards that include guided questions for the teacher to ask during the lesson, and key vocabulary words. In addition, these Units of Study lend themselves well to the workshop model of instruction where differentiation is central to instructional delivery.Core Literacy CurriculumUnit 5 utilizes a CORE curriculum and responsive literacy approach to instruction, including Units of Study for each grade in Reading, Writing and Word Study. Responsive literacy requires a comprehensive, integrated approach to teaching that includes assessment-based instruction, phonological and phonemic awareness, the alphabetic principle, phonics and word study, selecting appropriate leveled readers, reader response and the writing process. This instruction is delivered whole group, small group, and one-on-one. In a responsive literacy environment, teachers have a deep level of knowledge on students' needs and instructional levels. Students are engaged in a Reading Workshop for 60 minutes per day, Word Study for 30 to 45 minutes per day, and a Writing Workshop for 30 to 60 minutes per day. UFLI, a systematic and explicit phonics program is implemented with fidelity at the K-2 level.

Response from the prior year Consolidated District Plan.

Well Rounded EducationOur district is committed to providing a comprehensive, well-rounded instructional program that meets the academic and language needs of all students from PreK through grade 12. This commitment is evident in our curriculum offerings, scheduling practices, and multi-tiered systems of support (MTSS) designed to ensure equity and access.We offer a robust core academic program complemented by rich fine arts experiences-including music, visual arts, and physical education-that are integrated into the daily schedules of all students. Our district recognizes the importance of developing the whole child and ensures that every student has access to both academic rigor and creative expression.To support students with varying levels of need, we have a strong MTSS framework that includes universal screening, data-based decision making, targeted interventions, and regular progress monitoring. This system allows us to proactively identify and support struggling learners at all grade levels, with interventions tailored to individual needs.English Learner (EL) services are provided district-wide, ensuring that language development is embedded in both content instruction and supplemental support. Certified EL staff collaborate with classroom teachers to deliver instruction that promotes both language acquisition and academic achievement.Program development is guided by ongoing data analysis, stakeholder input, and alignment to state standards. Our district engages in continuous improvement cycles to refine instructional practices, develop new programs that respond to student needs, and ensure equitable access to high-quality learning opportunities for every student.Elementary school math instruction includes a 60 minute block of time that consists of Units of Instruction aligned to Common Core State Standards. The primary resource is Everyday Mathematics which is a research-based curriculum. Units of Study provide an overview of the "Big Ideas" of the unit, mini-lessons (Illustrative Math) that support the big idea, math games that focus on the mini-lesson content, alignment with the Math Practice Standards that include guided questions for the teacher to ask during the lesson, and key vocabulary words. In addition, these Units of Study lend themselves well to the workshop model of instruction where differentiation is central to instructional delivery.Core Literacy CurriculumUnit 5 utilizes a CORE curriculum and responsive literacy approach to instruction, including Units of Study for each grade in Reading, Writing and Word Study. Responsive literacy requires a comprehensive, integrated approach to teaching that includes assessment-based instruction, phonological and phonemic awareness, the alphabetic principle, phonics and word study, selecting appropriate leveled readers, reader response and the writing process. This instruction is delivered whole group, small group, and one-on-one. In a responsive literacy environment, teachers have a deep level of knowledge on students' needs and instructional levels. Students are engaged in a Reading Workshop for 60 minutes per day, Word Study for 30 to 45 minutes per day, and a Writing Workshop for 30 to 60 minutes per day.

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

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Unit 5 uses a Multi-Tiered System of Support (MTSS), which is the practice of matching student needs to high-quality instruction, intervention, and enrichment using data to make sound decisions. Students receive the support that they need to be successful in school and may receive special education services based on their response to academic and/or behavioral interventions.Unit 5 uses the STAR assessment suite in fall, winter & spring to screen students in K-10th grades to better identify students in need of direct classroom intervention. STAR testing is administered three times a year. The fall administration is in August/early September, the winter administration is in December and the spring administration is in late April. At the end of a testing sequence, the student receives an overall score and percentile score. With students' performance e scores, Unit 5 developed proficiency levels or cut scores for use in determining the next steps towards determining intervention eligibility for students. These scores are based on performance ranges that link to percentiles as well. Unit 5 uses a benchmark label in four categories with an associated color coding. The levels are defined as Academic Warning (Red), Below Standards (Yellow), Meets Standards (Green), and Exceeds Standards (Blue). All students performing at the Academic Warning (Red) or Below Standards(Yellow) level are given an additional diagnostic assessment(s) before being considered for intervention. After the universal screening and additional academic diagnostic testing is complete, the results are analyzed to determine which students need intervention (those in yellow and red). For students receiving bilingual instruction in the dual language program, we utilize the Star Biliteracy reports which are normed to students receiving bilingual instruction nationwide for appropriate placement. Using Teacher Data/Electronic Data Wall, data meetings occur a minimum of three times a year after the universal screener, STAR, and all diagnostic and benchmark assessments are given. Grade level teams, administration, and appropriate support staff meet to discuss all of the data to decide which students require intervention and how it will be implemented for each grade level team. Once it is determined that an intervention is needed, parents are notified that their child will be receiving academic intervention.

Response from the prior year Consolidated District Plan.

Unit 5 uses a Multi-Tiered System of Support (MTSS), which is the practice of matching student needs to high-quality instruction, intervention, and enrichment using data to make sound decisions. Students receive the support that they need to be successful in school and may receive special education services based on their response to academic and/or behavioral interventions.Unit 5 uses the STAR assessment suite in fall, winter & spring to screen students in K-10th grades to better identify students in need of direct classroom intervention. STAR testing is administered three times a year. The fall administration is in August/early September, the winter administration is in December and the spring administration is in late April. At the end of a testing sequence, the student receives an overall score and percentile score. With students' performance e scores, Unit 5 developed proficiency levels or cut scores for use in determining the next steps towards determining intervention eligibility for students. These scores are based on performance ranges that link to percentiles as well. Unit 5 uses a benchmark label in four categories with an associated color coding. The levels are defined as Academic Warning (Red), Below Standards (Yellow), Meets Standards (Green), and Exceeds Standards (Blue). All students performing at the Academic Warning (Red) or Below Standards(Yellow) level are given an additional diagnostic assessment(s) before being considered for intervention. After the universal screening and additional academic diagnostic testing is complete, the results are analyzed to determine which students need intervention (those in yellow and red).Using Teacher Data/Electronic Data Wall, data meetings occur a minimum of three times a year after the universal screener, STAR, and all diagnostic and benchmark assessments are given. Grade level teams, administration, and appropriate support staff meet to discuss all of the data to decide which students require intervention and how it will be implemented for each grade level team. Once it is determined that an intervention is needed, parents are notified that their child will be receiving academic intervention.

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

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Students who are in the warning based on district criteria receive a district-approved Tier 2 intervention, which includes Writing Aloud, Interactive Writing, Strategic Processing, Guided Reading Plus, and Comprehension Focus Groups. Students who fall in the yellow, green, and blue (highest) categories based on district criteria also receive supplemental daily instruction for a full 30 minutes during the MTSS block. The MTSS half hour time is meant to provide a daily, differentiated double dose for ALL students. During CORE (Tier 1) instruction, Reading/Math Workshop, students receive the first round of differentiated instruction through one on one conferring and small group work. During the MTSS block, specific lessons and activities are planned based on students' needs. Students are grouped within a homogeneous range to provide more targeted and specific instruction for the full half hour. The purpose of the MTSS block is to ensure that all levels of learners make progress and growth and receive a daily double dose of instruction that matches their needs. For the students who are receiving Tier 2 interventions, teachers use progress monitoring to determine whether additional levels of support, Tier 3, are needed to meet the students' needs. The Tier 3 interventions include smaller groups, Reading Recovery, ILI, and computerized interventions. Students who are English Learners participate in interventions as well as ESL/bilingual services that are part of their core instruction. Title III funds support classroom-to-home connections through bilingual parent liaisons who help to build bridges between the academic setting of school and home settings and to support immigrant parents in understanding the American school system. Additional supplies and materials including technology resources are provided to teachers, students, and families of multilingual students.

Response from the prior year Consolidated District Plan.

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

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Unit 5 provides professional development that is timely and ongoing. Classes, webinars, and presentations are offered when there are new resources, instructional strategies, or mandates that impact instruction. For teachers new to the district, a series of new teacher seminars are offered in conjunction with a mentoring program. Our local ROE also provides classes and seminars that are well attended by our teachers, and are offered for free to our first year teachers. The district calendar includes severn early releases. This time is used for Professional Learning Communities and general professional development in all of our schools. The building principals are provided with training each month on topics and strategies that support their learning and develop their capacity for instructional leadership in their buildings.The curriculum department, including the Director of Multilingual Services monitors and analyzes district performance on standardized assessments and local common assessments to determine areas of need for professional development or additional resources to support instruction. The curriculum department is engaged in a math audit with Illinois State University to examine the scope and sequence of the district curriculum, the teacher capacities, and students' performance. In the future, audits will be conducted in additional subject areas. Title III funds are used to support continued teacher learning and maintenance of best practices through ongoing PD in ELD and SLA as well as other topics related to multilingual learners. Teachers in the TPI/TBE program have the opportunity to participate in 2 self-selected days of professional learning about multilingual learners each school year.The district employs literacy specialists and a math specialists who assist with the development and refinement of the district curriculum and provide support for teachers in their instructional and assessment practices. These specialists have extensive training in curriculum and assessment and engage in coaching cycles with teachers, provide support with questions, deliver professional development and oversee the common assessments in their academic area. ESL and bilingual curriculum is aligned to appropriate WIDA language development standards as well as the content standards for each grade level and aligned to the general education scope and sequence.Students who qualify as English Learners will have access to all of the interventions provided to all students. These students will also have bilingual or ESL support provided based on their needs. These services are considered part of English Learners' core curriculum and are provided in push in/pull out or self contained settings and are provided by properly certified staff to meet the unique needs of culturally and linguistically diverse students.

Response from the prior year Consolidated District Plan.

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needs. These services are considered part of English Learners' core curriculum and are provided in push in/pull out or self contained settings and are provided by properly certified staff to meet the unique needs of culturally and linguistically diverse students.

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

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The district does not employ teachers who are not properly licensed for the position for which they are hired. The ROE does a compliance audit annually to ensure that all teachers are properly licensed. On an annual basis, the district will run a report to determine the percentage inexperienced teachers at all buildings and will analyze for any disparities in January. We will then consider one or both of the following options: 1.)We will use the involuntary transfer process pursuant to our teacher collective bargaining agreement to address any disparities. 2.) During the hiring process, preference will be given in Title 1 buildings to teachers with experience.For teachers who are identified as unsatisfactory, we will follow the process identified in the Illinois School Code for professional development.

Response from the prior year Consolidated District Plan.

The district does not employ teachers who are not properly licensed for the position for which they are hired. The ROE does a compliance audit annually to ensure that all teachers are properly licensed. On an annual basis, the district will run a report to determine the percentage inexperienced teachers at all buildings and will analyze for any disparities in January. We will then consider one or both of the following options: 1.)We will use the involuntary transfer process pursuant to our teacher collective bargaining agreement to address any disparities. 2.) During the hiring process, preference will be given in Title 1 buildings to teachers with experience.For teachers who are identified as unsatisfactory, we will follow the process identified in the Illinois School Code for professional development.

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

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A district curriculum that includes library skills and technology skills has been developed and has been aligned with the International Society for Technology in Education (ISTE) standards. Typing skills, which have become increasingly important for younger students, are included in the curriculum beginning in late 2nd grade. All elementary students have a 50 minute block of time each week when they attend a class with an Instructional Media Center (IMC) Specialist who delivers this district curriculum. The IMC specialists also have time built into their schedule to coach teachers in ways to use technology and apply the ISTE standards in their classrooms.

Response from the prior year Consolidated District Plan.

A district curriculum that includes library skills and technology skills has been developed and has been aligned with the International Society for Technology in Education (ISTE) standards. Typing skills, which have become increasingly important for younger students, are included in the curriculum beginning in late 2nd grade. All elementary students have a 50 minute block of time each week when they attend a class with an Instructional Media Center (IMC) Specialist who delivers this district curriculum. The IMC specialists also have time built into their schedule to coach teachers in ways to use technology and apply the ISTE standards in their classrooms.

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

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The gifted identification process for the district is described below. If a student is identified, a plan is developed to ensure that the student is receiving opportunities for instruction that aligns to the student's academic readiness and strengths.Step 1: - Core curriculum is implemented with integrity to provide students with appropriate instruction. Step 2: - Use STAR in fall, winter & spring to screen students. Step 3: - After universal screening, identify students who score in the 98th and 99th percentile, work well above grade level, or have a parent request. Monitor them to determine a need for enrichment. Step 4: - Fill out an Enrichment Intervention Plan- include ways that you are differentiating for the student in ELA and/or math. Step 5: - Through the enrichment activities, begin to collect evidence of the student working at least 1.5 - 2 years above grade level in ELA and/or math. Step 6: - Meet with your principal to share the enrichment plan and evidence. The principal will complete the Identification Recommendation Rubric and then assign a CARES case manager or ask for more information/evidence. Step 7: - Meet with CARES case manager to complete the CARES Gifted Identification form in FileMaker for gifted identification. Step 8: - CARES case manager shares the referral forms and evidence with CARES team (this can be done after a regular CARES meeting). Use the CARES Gifted Identification Team Checklist to aid the team in determining whether or not the student qualifies. If yes, parents should be notified of upcoming CARES meeting. If not identified, parent letter for declined identification explaining this should be sent to parents at this time.Step 9: - Meet with the CARES case manager to develop an individualized instruction plan for the differentiation (Enrichment Plan) that will take place and how the student performance will be monitored. A yellow folder should be added to the student's cum file. Step 10: -CARES meetingThe CARES case manager and referring teacher will briefly share the case.The CARES team will discuss the plan (Differentiation/enrichment activities) with parentsDesign a progress monitoring plan Step 11: - At the end of each grading period, the teacher will send home a Gifted Progress Report.Step 12:- At the beginning of each year, CARES case managers touch base with teachers of identified students to determine if a change in plan is needed.

Response from the prior year Consolidated District Plan.

The gifted identification process for the district is described below. If a student is identified, a plan is developed to ensure that the student is receiving opportunities for instruction that aligns to the student's academic readiness and strengths.Step 1: - Core curriculum is implemented with integrity to provide students with appropriate instruction. Step 2: - Use FastBridge in fall, winter & spring to screen students. Step 3: - After universal screening, identify students who score in the 98th and 99th percentile, work well above grade level, or have a parent request. Monitor them to determine a need for enrichment. Step 4: - Fill out an Enrichment Intervention Plan- include ways that you are differentiating for the student in ELA and/or math. Step 5: - Through the enrichment activities, begin to collect evidence of the student working at least 1.5 - 2 years above grade level in ELA and/or math. Step 6: - Meet with your principal to share the enrichment plan and evidence. The principal will complete the Identification Recommendation Rubric and then assign a CARES case manager or ask for more information/evidence. Step 7: - Meet with CARES case manager to complete the CARES Gifted Identification form in FileMaker for gifted identification. Step 8: - CARES case manager shares the referral forms and evidence with CARES team (this can be done after a regular CARES meeting). Use the CARES Gifted Identification Team Checklist to aid the team in determining whether or not the student qualifies. If yes, parents should be notified of upcoming CARES meeting. If not identified, parent letter for declined identification explaining this should be sent to parents at this time.Step 9: - Meet with the CARES case manager to develop an individualized instruction plan for the differentiation (Enrichment Plan) that will take place and how the student performance will be monitored. A yellow folder should be added to the student's cum file. Step 10: -CARES meetingThe CARES case manager and referring teacher will briefly share the case.The CARES team will discuss the plan (Differentiation/enrichment activities) with parentsDesign a progress monitoring plan Step 11: - At the end of each grading period, the teacher will send home a Gifted Progress Report.Step 12:- At the beginning of each year, CARES case managers touch base with teachers of identified students to determine if a change in plan is needed.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
[5] Title I, Part A, Section 1112(b)(2)
[6] Title I, Part A, Section 1112(b)(13)(B)
[7] Title I, Part A, Section 1112(b)(13)(A)

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

College and Career Readiness Instructions

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

ISBE Goals:

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

District Goal(s):

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

Aligned with Goal #3 of the strategic plan: Goal 3: Establish and strengthen community partnerships with non-profit groups, service clubs, businesses, and other organizations to mobilize resources and enhance student opportunities.

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

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

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

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When students are transitioning from the elementary school in 5th grade to 6th grade at the middle school, the students are provided with an orientation from building administrators and school counselors that takes place during the school day at the middle school which they will attend. During the 5th grade visit to the middle school, the 5th grade teachers meet with the middle school counselors to discuss student needs, special requests, or concerns. All students with IEPs have transition meetings with representation from the elementary school staff, the middle school staff and the parents.In 6th grade, students begin working with the career education program Schoolinks. The students complete surveys to guide their career selection, then continue to utilize the program as they select courses for high school. School counselors and teachers assist 8th grade students in their course selection as they transition from middle school to high school. The Schoolinks program is adapted as the students progress through junior high and high schools in order to guide their course selections as they make decisions about their future. Beginning in the 2026-2027 school year, students in grades 6 and 7 will also participate in a Future Readiness course designed to build foundational career awareness, social-emotional skills, and life readiness skills. This course is aligned to the Illinois PaCE (Personal and Career Exploration) framework standards and CASEL competencies, and provides structured opportunities for students to explore career pathways, develop self-management skills, and connect their coursework to real-world applications. The Future Readiness course complements the work students are already doing in Schoolinks and helps ensure all students enter high school with a stronger awareness of their strengths, interests, and postsecondary options.In high school, the students have options for an internship or entrepreneurial class during their senior year for additional exposure to possible careers and career paths. Both the internship and the entrepreneurial classes partner with local businesses so that the student experiences are authentic and so that the students are connected to employers. Capstone courses within CTE departments are also incorporating work based/internship experiences within the community.An orientation night is offered by the high school for all incoming freshmen. The students and parents receive general information about the school, the curriculum, and the extracurricular offerings. There are teacher/coach representatives available from each curricular department and extracurricular group to answer questions and provide guidance.For students who are planning to attend post-secondary schools, the students have the option to take AP courses and dual credit courses in high school. The dual credit courses are associated with Heartland Community College. Unit 5 students may pursue dual credit coursework across multiple content areas, and in partnership with Heartland Community College, students have access to pathways that allow them to accumulate college credit while completing their high school requirements. The high school counselors provide students with ongoing information about potential scholarships, and they offer education for students and parents about the college entrance and financial aid process. For students with IEPs, transition planning continues beyond the elementary-to-middle transition. In accordance with IDEA requirements, secondary transition planning begins at age 14 and is incorporated into each student's IEP. This planning process involves students, families, special education staff, and general education staff, and addresses postsecondary goals related to education, training, employment, and independent living where appropriate. Transition goals are revisited annually as students move through middle and high school to ensure alignment with each student's evolving interests and needs. The district is committed to ensuring that all students, including those from historically underserved populations, have equitable access to career counseling, dual credit opportunities, and postsecondary planning supports.

Response from the approved prior year Consolidated District Plan.

When students are transitioning from the elementary school in 5th grade to 6th grade at the middle school, the students are provided with an orientation from guidance counselors that takes place during the school day at their elementary school. The 5th grade students visit the middle school on a school day and have the opportunity to attend a class and eat lunch in the middle school cafeteria. During the 5th grade visit to the middle school, the 5th grade teachers meet with the middle school guidance counselors to discuss student needs, special requests, or concerns. All students with IEPs have transition meetings with representation from the elementary school staff, the middle school staff and the parents.In 6th grade, students begin working with the career education program Career Cruising. The students complete surveys to guide their career selection, then continue to utilize the program as they select courses for high school. Guidance counselors assist 8th grade students in their course selection as they transition from middle school to high school. The Career Cruising program is adapted as the students progress through junior high and high schools in order to guide their course selections as they make decisions about their future. In high school, the students have options for an internship or entrepreneurial class during their senior year for additional exposure to possible careers and career paths. Both the internship and the entrepreneurial classes partner with local businesses so that the student experiences are authentic and so that the students are connected to employers. Capstone courses within CTE departments are also incorporating work based/internship experiences within the community.An orientation night is offered by the high school for all incoming freshman. The students and parents receive general information about the school, the curriculum, and the extracurricular offerings. There are teacher/coach representatives available from each curricular department and extracurricular group to answer questions and provide guidance.For students who are planning to attend post-secondary schools, the students have the option to take AP courses and dual credit courses in the high school. The dual credit courses are associated with Heartland Community College. A new program during the 2017-18 school year, also associated with Heartland Community College, allows students to complete an Associates Degree in Computer Science while completing their high school requirements. The high school counselors provide students with ongoing information about potential scholarships, and they offer education for students and parents about the college entrance and college loan processes.

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

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

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

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

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

([count] of 7500 maximum characters used)

At the middle school level, students are exposed to business, technology, and Family and Consumer Sciences curriculum. All students are required to take these classes during an exploratory period in grades 6-8. All 8th grade students attend a career fair that is sponsored by Bloomington Career Academy. In 6th grade, students begin working with the career education program Schoolinks. The students complete surveys to guide their career selection, then continue to utilize the program as they select courses for high school. Programs for each CTE department are available to all students in our high schools.At the high school level, CTE programming expands significantly to provide students with deeper integration of academic content and career-specific skills. Students have access to a wide range of CTE pathways across departments including business, technology, and family and consumer sciences.. Capstone

courses within these departments incorporate work-based and internship experiences that connect students directly with industry professionals and community partners. For students seeking advanced CTE coursework not offered within Unit 5, the district partners with the Bloomington Career Academy (BCA). Through this partnership, students may attend BCA to access specialized programs that provide in-depth, career-focused learning aligned to in-demand industries in the state.One of the district's signature CTE offerings is the Education Pathway, which prepares high school students for careers in education and related fields. Students in the Education Pathway complete coursework in partnership with Heartland Community College, earning college credit while still in high school. The pathway also includes field placements within Unit 5 classrooms, giving students hundreds of hours of authentic, hands-on experience working alongside classroom teachers. This combination of rigorous academic coursework, dual credit opportunities, and embedded practical experience ensures that students graduate not only college-ready but career-ready. Students who successfully complete the Education Pathway graduate with an ISBE Education Pathway seal, a state-recognized credential that distinguishes them as prepared for postsecondary study or entry-level work in the education profession.Across all levels, Unit 5 is committed to coordinating academic and career and technical education content through instructional strategies that are experiential, relevant, and connected to real-world careers. Partnerships with Heartland Community College, the Bloomington Career Academy, local businesses, and community organizations ensure that students have access to meaningful work-based learning opportunities that go beyond the classroom and build the skills most valued by employers and postsecondary institutions in Illinois.

Response from the approved prior year Consolidated District Plan.

At the middle school level, students are exposed to business, technology, FACs curriculum, which are the three Career and Technical Education (CTE) departments. All students are required to work through these classes during an exploratory period in grades 6-8. All 8th grade students attend a career fair that is sponsored by the local area Career Center. In 6th grade, students begin working with the career education program Career Cruising. The students complete surveys to guide their career selection, then continue to utilize the program as they select courses for high school. Programs for each CTE department are available to all students in our high schools.

Legislative References:

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

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

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

Professional Development - Highly Prepared and Effective Teachers and School Leaders Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development is not provided through Title 1, Part A.

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

Training will be provided for schools participating in the 1003 grant. This training will assist schools in identifying their strengths and opportunities for growth with school improvement goals in the areas of math, literacy, and equity. Schools will work with identified learning partners and our district's instructional coaches.

C. Title I, Part D - Delinquent

Professional development is not provided through Part D, Delinquent.

D. Title I, Part D - Neglected

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

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

Unit 5 provides professional development that is timely and ongoing. Classes, webinars, and presentations are offered when there are new resources, instructional strategies, or mandates that impact instruction. For teachers new to the district,a series of new teacher seminars are offered in conjunction with a mentoring program. Our local ROE also provides classes and seminars that are well attended by our teachers, and are offered for free to our first-year teachers. The district calendar includes seven early release days. This time is used for Professional Learning Communities and general professional development in all of our schools. The building principals are provided with training each month on topics and strategies that support their learning and develop their capacity for instructional leadership in their buildings. The curriculum department monitors and analyzes district performance on standardized assessments and local common assessments to determine areas of need for professional development or additional resources to support instruction. The district employs a literacy specialist and a math specialists who assist with the development and refinement of the district curriculum and provide support for teachers in their instructional and assessment practices. These specialists have extensive training in curriculum and assessment and engage in coaching cycles with teachers, provide support with questions, deliver professional development and oversee the common assessments in their academic area.

G. Title III - LIEP

LIEP funds provide for professional development within district and outside of the district. Staff from the TBE and TPI programs participate in a minimum of 2 days of professional development each year specific to their work with English Learners. PD on Spanish Language Arts standards is ongoing as is PD on English Language Development standards. Staff have the opportunity to work with a consultant, watch webinars, or participate in conferences. LIEP funds are used to ensure that staff working with English Learners have additional opportunities to learn best practices in working with multilingual learners.

H. Title III - ISEP

ISEP funds provide for professional development within district and outside of the district for staff who work with immigrant students. These students may or may not be English Learners. Professional development in cultural diversity and inclusion will support educators working with immigrant students in combination with PD listed under LIEP for multilingual learners.

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

Professional development is not provided through Title IV.

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

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

Professional development will be provided in the areas of de-escalation and SEL at the Elem and MS level with students with disabilities and staff who work with disabilities. Curricular PD will be provided to staff in the ELA and Math areas as pertaining to them specifically (new ELA at MS level and new Math at Elem level).

L. IDEA, Part B - Preschool

Professional development will be provided in the areas of inclusion practices, early childhood outcomes, and the social-emotional Pyramid Model.

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

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

Safe and Healthy Learning Environment Instructions

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

ISBE Goals:

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

District Goal(s):

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

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

i. reduce incidences of bullying and harassment;

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

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

a. each major racial and ethnic group;

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

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

d. English proficiency status;

e. gender; and

f. migrant status.

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

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

([count] of 7500 maximum characters used)

The following policies (Student Discipline Philosophy and Prevention of and Response to Bullying, Intimidation, and Harassment) are Board Policies that are enforced in all schools in the district. Student Discipline Philosophy. In support of our mission to educate each student to achieve personal excellence, the District will endeavor to create a safe and secure climate, free from the threat of harm to person or property in all school-related settings. It is the shared responsibility of schools, families, and communities to achieve this by teaching, recognizing, and reinforcing appropriate behavior. To the greatest extent possible, the District will use positive behavior management strategies to encourage all students to maintain personal conduct consistent with District expectations, avoiding any cause for disciplinary action. Students are accountable for conducting themselves within the parameters of District expectations and for complying with reasonable corrective actions imposed for violations. When violations occur, incidents will be investigated thoroughly to determine appropriate disciplinary action, intervention, and/or support. Discipline will be administered in a fair and equitable, but not necessarily equal, manner in consideration of individual circumstances. Parent(s)/guardian(s) are encouraged to review District expectations with their student(s) at the beginning of each school year. A student handbook, which includes the District's discipline philosophy and school rules, shall be distributed to students within 15 days of the beginning of the school year or the first day of a student's attendance. Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. Bullying based on actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations: (1) During any school-sponsored education program or activity. (2) While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities. (3) Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment. (4) Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program, or from the use of technology or an electronic device that is not owned, leased, or used by the District or school, if the bullying causes a substantial disruption to the education process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any non-school-related activity, function, or program. Administrators and teachers have been trained in Restorative Justice practices, and these practices are being implemented in buildings and classrooms to be proactive in addressing discipline. The district discipline policy was rewritten and approved in 2016 to align with SB 100. Our district has also trained all administrators in ACES/Trauma-Informed Schools. A Social Emotional Learning Curriculum has been written for our elementary students. Schools are working on integrating this curriculum into their instructional days. Student data related to discipline, bullying, or harassment is collected in the district student information system and is analyzed by school Positive Behavior Intervention & Supports (PBIS) teams. The data is disaggregated by subgroups to identify any areas of concern that need to be addressed through additional supports or training. The data is also disaggregated by offense type, location, time of day, etc., to determine the need for additional student or staff support or training.

Response from the prior year Consolidated District Plan.

The following policies (Student Discipline Philosophy and Prevention of and Response to Bullying, Intimidation, and Harassment) are Board Policies that are enforced in all schools in the district.Student Discipline PhilosophyIn support of our mission to educate each student to achieve personal excellence, the District will endeavor to create a safe and secure climate, free from the threat of harm to person or property in all school-related settings. It is the shared responsibility of schools, families, and communities to achieve this by teaching, recognizing, and reinforcing appropriate behavior. To the greatest extent possible the District will use positive behavior management strategies to encourage all students to maintain personal conduct consistent with District expectations, avoiding any cause for disciplinary action. Students are accountable for conducting themselves within the parameters of District expectations and for complying with reasonable corrective actions imposed for violations. When violations occur, incidents will be investigated thoroughly to determine appropriate disciplinary action, intervention and/or supports. Discipline will be administered in a fair and equitable, but not necessarily equal, manner in consideration of individual circumstances. Parent(s)/guardian(s) are encouraged to review District expectations with their student(s) at the beginning of each school year. A student handbook, which includes the District's discipline philosophy, and school rules, shall be distributed to students within 15 days of the beginning of the school year or the first day of a student's attendance. Prevention of and Response to Bullying, Intimidation, and HarassmentBullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:1. During any school-sponsored education program or activity. 2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment. 4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the District or school if the bullying causes a substantial disruption to the education process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has

occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.Administrators and teachers have been trained in Restorative Justice practices and these practices are being implemented in buildings and classrooms as a way to be proactive in addressing discipline. The district discipline policy was re-written in and approved in 2016 to align with SB 100. Our district has also trained all administrators in ACES/Trauma Informed Schools. A Social Emotional Learning Curriculum has been written for our elementary students. Schools are working on integrating this curriculum into their instructional days.Student data related to discipline, bullying, or harassment is collected in the district student information system and is analyzed by school Positive Behavior Intervention & Supports (PBIS) teams. The data is disaggregated by subgroups in order to identify any areas of concern that need to be addressed through additional supports or training. The data is also disaggregated by offense type, location, time of day, etc... to determine the need for additional student or staff support or training.

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

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

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

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

([count] of 7500 maximum characters used)

The district will provide transportation and other services in accordance with the McKinney-Vento Act. We work to ensure students experience as little disruption to their school placement as possible, as we prioritize their school of origin. The school of origin is the primary placement goal unless a Best Interest Determination has found that a different placement will better meet the student's needs. Family coordinators connect the families of students experiencing housing insecurity to relevant community resources. Academic supports are provided as needed through the MTSS process. Promise Councils, local agencies, and school and district personnel ensure that missing school supplies, coats, shoes, eyeglasses, or other necessities do not prevent students from accessing the learning environment.

Response from the prior year Consolidated District Plan.

The district will provide transportation for students to be able to continue their education at their school of origin. Parent coordinators and Social Workers in the district work with the families of homeless students to make connections with community resources. Academic supports are provided as needed through the Response to Intervention process. Promise Councils, local agencies and school and district personnel provide school supplies, coats, shoes, eyeglasses, and other necessities to families in need.

Title I Requirement:

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

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

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

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

Attendance Center Designation Instructions

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - NORMAL COMMUNITY HIGH SCHOOL	○	○	◉	○	
0002 - NORMAL COMMUNITY WEST HIGH SCHOOL	○	○	◉	○	
0003 - EUGENE FIELD SCHOOL	○	○	◉	○	
001C - YBMC CHARTER SCH	○	○	◉	○	
1002 - CHIDDIX JR HIGH SCHOOL	○	○	◉	○	
1003 - PARKSIDE JR HIGH SCHOOL	○	○	◉	○	
1004 - KINGSLEY JR HIGH SCHOOL	○	○	◉	○	
1005 - EVANS JUNIOR HIGH SCHOOL	○	○	◉	○	
2002 - SUGAR CREEK ELEM SCHOOL	◉	○	○	○	10/15/2026
2003 - CEDAR RIDGE ELEM SCHOOL	◉	○	○	○	10/15/2026
2004 - CARLOCK ELEM SCHOOL	○	○	◉	○	
2005 - FAIRVIEW ELEM SCHOOL	◉	○	○	○	10/15/2026
2007 - GLENN ELEM SCHOOL	◉	○	○	○	10/15/2026
2008 - COLENE HOOSE ELEM SCHOOL	○	○	◉	○	
2009 - HUDSON ELEM SCHOOL	○	○	◉	○	
2010 - OAKDALE ELEM SCHOOL	◉	○	○	○	10/15/2026
2012 - NORTHPOINT ELEMENTARY SCHOOL	○	○	◉	○	
2013 - PARKSIDE ELEMENTARY SCHOOL	◉	○	○	○	10/15/2026
2014 - TOWANDA ELEM SCHOOL	○	○	◉	○	
2015 - PEPPER RIDGE ELEMENTARY SCHOOL	◉	○	○	○	10/15/2026
2016 - PRAIRIELAND ELEMENTARY SCHOOL	○	○	◉	○	
2017 - FOX CREEK ELEMENTARY SCHOOL	◉	○	○	○	10/15/2026
2018 - GROVE ELEMENTARY SCHOOL	○	○	◉	○	
2019 - BENJAMIN ELEM SCHOOL	○	○	◉	○	
3001 - BRIGHAM ELEMENTARY	○	○	◉	○	
3002 - MCCLEAN CO DETENTION CENTER	○	○	◉	○	

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

- [ ]

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

   Section 1111(d)

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

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

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

   No schools identified under this part

   ([count] of 7500 maximum characters used)

   When a school is identified as comprehensive or targeted, a school improvement plan will be collaboratively developed by administrators, teachers, and parents. The plan will address any academic skill areas where student performance was not aligned to state goals and/or any student group whose performance was significantly discrepant and will include specific evidence-based interventions to support student learning. A needs assessment will be completed, and the plan will address any deficits that are identified. The plan may utilize community resources, additional funds, additional staffing, and supplemental training as needed to fulfill all student and teacher needs in order to promote an effective instructional environment. For all schools, and especially those in the grant, the district works with them closely on school improvement planning and monitors progress. All schools spend time at the last administrator meeting of the school year reviewing and analyzing data from the past year. Our building administrators have been trained in Cycles of Inquiry and conduct a root cause analysis with their teams. They then begin to set SMART Goals and plan action steps. In the fall, schools meet with the district leadership team to review data, the root cause analysis, and share proposed goals and action steps. Cedar Ridge Elementary School currently receives Title I, Part A - School Improvement Part 1003 grant funding and is in the first year of implementation after being designated for targeted support (White, Children with Disabilities, English Learner, Low Income). Cedar Ridge completed the IQFSR with their school leadership team to conduct a comprehensive needs assessment. Upon completion of the IQFSR, schools shared results with building stakeholders, and the school leadership teams began meeting to disaggregate data and plan for school improvement. YouthBuild Mclean County (Comprehensive) and Oakdale Elementary (Targeted - Children with Disabilities) are currently in their 1st implementation year of the 1003a Grant. Fox Creek Elementary (Black/African American), Pepper Ridge Elementary (Children with Disabilities/Low Income), Sugar Creek Elementary (Black/African American, Children with Disabilities), and Kingsley Jr. High School (MultiRacial) were identified for Targeted Improvement and are all in their 2nd year of implementation. The schools utilize their funding to meet with teams, review data, and craft school improvement goals in the areas of math, literacy, and equity. Schools will set specific goals for the upcoming year based on final spring data to increase the percentage of students meeting and exceeding district literacy and math benchmark assessments, as well as reduce opportunity gaps among student groups. In the coming year, schools will utilize their grant money to provide additional intervention and support to students identified through our district screening assessments. Additionally, this funding will provide professional development in best practices in the areas of literacy and math and purchase instructional materials that support these practices. Youth Build will continue to use ROE 17 as a learning partner to provide support and training as they focus on increasing their graduation rate.

   Response from the approved prior year Consolidated District Plan.

   If a school is identified as comprehensive or targeted, a school improvement plan will be collaboratively developed by administrators, teachers and parents. The plan will address any academic skill areas where student performance was not aligned to state goals and/or any subgroups whose performance was significantly discrepant and will include specific evidence-based interventions to support student learning. A needs assessment will be completed and the plan will address any deficits that are identified. The plan may utilize community resources, additional funds, additional staffing, and supplemental training as needed to fulfill all student and teacher needs in order to promote an effective instructional environment. A process for monitoring the plan will be developed and implemented and will include benchmarks throughout the school year so that the plan can be adjusted as needed.Cedar Ridge and Oakdale Elementary schools currently receive Title I, Part A - School Improvement Part 1003 grant funding and are in the first year of implementation. Cedar Ridge Elementary School was identified for Targeted Support to increase the achievement of the children with disabilities student group while Oakdale Elementary School was identified for Comprehensive Support. Both schools made significant improvements since their designation and have qualified for early exit so they will no longer be under the 1003a grant next year. This year, Fox Creek Elementary (Black/African American), Pepper Ridge Elementary (Children with Disabilities/Low Income), Sugar Creek Elementary (Black/African American, Children with Disabilities), and Kingsley Jr. High School (MultiRacial) were identified for Targeted Improvement. All of these schools completed the IQFSR with their school leadership team to conduct a comprehensive needs assessment. Upon completion of the IQFSR, schools shared results with building stakeholders and the school leadership teams began meeting to disaggregate data and plan for school improvement. Our building administrators have been trained in Cycles of Inquiry and conducted a root cause analysis with their teams. The schools are utilizing their current funding to meet with teams, review data, and craft school improvement goals in the areas of math, literacy, and equity. Schools will set specific goals based on final spring data to increase the percentage of students meeting and exceeding on district literacy and math benchmark assessments as well as reduce opportunity gaps among student groups. They are currently planning their action steps, setting their timeline, and identifying necessary resources for implementation. In the coming year, schools will be utilizing their grant money to provide additional intervention and support to students identified through our district screening assessments. Additionally, this funding will provide professional development in best practices in the areas of literacy and math and purchase instructional materials that support these practices.

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

   - ( ) Yes
   - (•) No

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

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

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

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

Section 1114 and 1115

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

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

([count] of 7500 maximum characters used)

The eight Title 1 schools that will administer schoolwide programs will provide differentiated and rigorous curriculum for all students. Through data discussions six times a year, students who need additional support will be identified and will be placed in intervention groups. Title 1 funded teachers will instruct students in the interventions and will provide support to classroom teachers in meeting student needs in the core curriculum. Title 1 funds will be used to purchase additional resources, such as leveled books and technology supports that can be used in interventions or in the classrooms during the core instruction. Title 1 funds will also be used to support parent programs intended to increase parental involvement in the academic process

Response from the approved prior year Consolidated District Plan.

The eight Title 1 schools that will administer schoolwide programs will provide differentiated and rigorous curriculum for all students. Through data discussions six times a year, students who need additional support will be identified and will be placed in intervention groups. Title 1 funded teachers will instruct students in the interventions and will provide support to classroom teachers in meeting student needs in the core curriculum. Title 1 funds will be used to purchase additional resources such as leveled books and technology supports that can be used in interventions or in the classrooms during the core instruction. Title 1 funds will also be used to support parent programs intended to increase parental involvement in the academic process

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

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

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

- [ ]

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

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

   ([count] of 7500 maximum characters used)

   Data available as of March 2025 reflects priorities for children with disabilities throughout McLean County Unit District No. 5, making it possible for us to develop a grant proposal based on fundamental and realistic educational needs. The programs and needs set forth in this abstract are considered an essential ingredient to the enhancement of educational programs and services for children with disabilities within McLean County Unit District No. 5. Needs assessment information was used to identify staff needs to meet goals and objectives of IEPs and to continue to fully implement the Multi-Tiered Systems of Support coordinating early intervening services.

   Response from the approved prior year Consolidated District Plan.

   Data available as of March 2025 reflects priorities for children with disabilities throughout McLean County Unit District No. 5, making it possible for us to develop a grant proposal based on fundamental and realistic educational needs. The programs and needs set forth in this abstract are considered an essential ingredient to the enhancement of educational programs and services for children with disabilities within McLean County Unit District No. 5. Needs assessment information was used to identify staff needs to meet goals and objectives of IEPs and to continue to fully implement the Multi-Tiered Systems of Support coordinating early intervening services.

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

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

   ([count] of 7500 maximum characters used)

   Funds will be used to support an ESY program, employ and train staff, purchase educational and administrative materials and conduct necessary administrative tasks. Dollars will be used for stipends to allow staff to work outside of school to make revisions to special education curriculum and develop a connection for writing IEP goals & objectives to meet standards. Early Intervention- To fully implement MTSS, Paraprofessional interventionists will be employed. This staff will assist with identification practices, work with students on specific areas of deficit to allow for growth to meet grade level expectations and assist teachers with intervention ideas and techniques for use in the classroom. A contract with The Baby Fold will be in place to provide a coordinator at Fairview Elementary and Cedar Ridge Elementary school. Students in need of additional intervention will be identified to be part of an after school tutoring program with oversight from this coordinator.

   Response from the approved prior year Consolidated District Plan.

   Funds will be used to support an ESY program, employ and train staff, purchase educational and administrative materials and conduct necessary administrative tasks. Dollars will be used for stipends to allow staff to work outside of school to make revisions to special education curriculum and develop a connection for writing IEP goals & objectives to meet standards. Early Intervention- To fully implement MTSS, Paraprofessional interventionists will be employed. This staff will assist with identification practices, work with students on specific areas of deficit to allow for growth to meet grade level expectations and assist teachers with intervention ideas and techniques for use in the classroom. A contract with The Baby Fold will be in place to provide a coordinator at Fairview Elementary and Cedar Ridge Elementary school. Students in need of additional intervention will be identified to be part of an after school tutoring program with oversight from this coordinator.

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

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

   ([count] of 7500 maximum characters used)

   No major changes in scope or nature of services.

   Response from the approved prior year Consolidated District Plan.

   No major changes in scope or nature of services.

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

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

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

   ([count] of 7500 maximum characters used)

   Indicator 6-professional development was provided for whole Kindergarten and ECE staff to attend the Educating Autistic students in the Classroom with follow up training for generalization of skills. Early Learning Paraprofessionals have been attending Using Positive Guidance for an Inclusive, Collaborative Classroom PD modules all school year with hands on materials provided through A+ academy.Indicator 9 & 10- professional development provided for all K-22+ special education staff on appropriate child find procedures, evaluation processes and procedures during the school day (substitutes) and after the school day.

*Required field

Overview

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

Program: Youth in Care Stability

Purpose: To comply with ESSA requirements for educational stability for students who are Youth in Care.

Required For: All Illinois school districts and state-authorized charter schools

Resources:
ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014
US Department of Education (USDE) web page for Students in Foster Care
The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351)
Educational Stability Requirements (Effective October 7, 2008)
Public Act 099-0781 (effective 8/12/2016)
USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016)
Finance, Budgets & Funding Transportation Programs (scroll to Foster Care Transportation section)
ESEA of 1965 as Amended, Section 6312(c)

Background

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

Definition and References

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

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

Vehicle Usage:

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

Transportation Programs:

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

Requirements

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

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

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

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

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

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

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

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

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Shelvin	Kristal	Exec Director/ Youth In Care Coordinator	shelvik@unit5.org

Phone*

309 557 4000

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

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Adelman	Joseph	Exec Director of Operations	adelmanj@unit5.org

Phone*

309 557 4000

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

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

Students in foster care shall be enrolled in or continue enrollment in the school of origin that best supports stability following a best interest determination. Students in foster care will be transported to and from school in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. When a student is placed into foster care or changes residences while in foster care and a request is made for transportation to and/or from the student's foster care residence and the student's school of origin, the school will notify the LEA POC. The LEA POC will meet with the DCFS POC to make a best interest determination for the student's school placement. The priority will be for the student to remain in their current school and avoid a change in placement. The other considerations for placement include: --Distance from new home placement? DCFS placement decisions (case pending)? Student, parent preference? Relationships with peers, teachers, and adults? School calendar year (semester vs. trimester)? Proximity to end of grading period? Availability of school support staff? Extracurricular activitiesIf the student's foster care residence is within District boundaries, the LEA POC will arrange for transportation to be provided. (a) the foster parents; (b) the principal of the school of origin; (c) the child (depending on age); (d) the Director of Special Education; (e) the Director of Elementary Education; (f) the First Student Location Manager; (g) the biological parents or relatives of the student when appropriate; (h) the student's teacher, or a counselor, coach, or other meaningful person; and (i) youth in care coordinator (j)other relevant parties. If the student is a "child with a disability", the LEA POC will contact the student's resident district and the DCFS POC. The IEP team for the resident district, in collaboration with the DCFS POC, will determine the student's placement pursuant to the IDEA and its implementing regulations. If the IEP team determines the placement of the student should remain in the student's school of origin, the resident district will provide any necessary transportation and pay to the District maintaining the special educational facilities the per capita cost of educating the student pursuant to 105 ILCS 5/14-7.01.If the student is not a "child with a disability," the LEA POC and DCFS POC should make every effort to reach an agreement regarding the appropriate school placement of the student in foster care. However, if there is disagreement regarding school placement for the student in foster care, the DCFS Deputy Director of Education and Transition Services will be consulted. If the LEA POC and DCFS POC still cannot reach an agreement, then the DCFS Deputy Director of Education and Transition Services will make the final decision.In determining whether a student with or without a disability in foster care should remain in their school of origin, a holistic and well-informed approach should be used including a variety of student-centered factors including the following:1. whether the student is a "child with a disability" under the IDEA who is receiving special education and related services or is receiving accommodations under Section 504, and, if so, the availability of those required services in the resident district;2. the appropriateness of the student's current placement at the school of origin;3. the proximity of the school of origin to the student's foster care residence;4. how the length of the commute would impact the child, including, but not limited to: (a) the time the child would be picked up and dropped off at school or home in order for the child to arrive to school and depart according to regular school hours; (b) the length of time the child would be riding the bus to and from school; (c) the ability of the child to receive educational services; and (d) the child's developmental stage; 5. the preferences of the child;6. the preferences of the child's foster parent(s), or biological parent(s) when appropriate;7. the child's attachment to the school of origin, including meaningful relationships with staff and peers;8. the placement of the child's sibling(s);9. the influence of the school climate on the child, including safety;10. the availability and quality of the services in the school to meet the child's educational and socio-emotional needs;11. the history of school transfers and how they have impacted the child;12. whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.Transportation costs is not considered when determining a child's best interest with regard to school placement.

Response from the approved prior year Consolidated District Plan.

Students in foster care shall be enrolled in or continue enrollment in the school of origin that best supports stability following a best interest determination. Students in foster care will be transported to and from school in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. When a student is placed into foster care or changes residences while in foster care and a request is made for transportation to and/or from the student's foster care residence and the student's school of origin, the school will notify the LEA POC. The LEA POC will contact the DCFS POC for the student.If the student's foster care residence is within District boundaries, the LEA POC will arrange for transportation to be provided. (a) the foster parents; (b) the principal of the school of origin; (c) the child (depending on age); (d) the Director of Special Education; (e) the Director of Elementary Education; (f) the First Student Location Manager; (g) the biological parents or relatives of the student when appropriate; (h) the student's teacher, or a counselor, coach, or other meaningful person; and (i) youth in care coordinator (j)other relevant parties. If the student is a "child with a disability", the LEA POC will contact the student's resident district and the DCFS POC. The IEP team for the resident district, in collaboration with the DCFS POC, will determine the student's placement pursuant to the IDEA and its implementing regulations. If the IEP team determines the placement of the student should remain in the student's school of origin, the resident district will provide any necessary transportation and pay to the District maintaining the special educational facilities the per capita cost of educating the student pursuant to 105 ILCS 5/14-7.01.If the student is not a "child with a disability" the LEA POC and DCFS POC should make every effort to reach an agreement regarding the appropriate school placement of the student in foster care. However, if there is disagreement regarding school placement for the student in foster care, the DCFS Deputy Director of Education and Transition Services will be consulted. If the LEA POC and DCFS POC still cannot reach an agreement, then the DCFS Deputy Director of Education and Transition Services will make the final decision.In determining whether a student with or without a disability in foster care should remain in their school of origin, a holistic and well-informed approach should be used including a variety of student-centered factors including the following:1. whether the student is a "child with a disability" under the IDEA who is receiving special education and related services or is receiving accommodations under Section 504, and, if so, the availability of those required services in the resident district;2. the appropriateness of the student's current placement at the school of origin;3. the proximity of the school of origin to the student's foster care residence;4. how the length of the commute would impact the child, including, but not limited to: (a) the time the child would be picked up and dropped off at school or home in order for the child to arrive to school and depart according to regular school hours; (b) the length of time the child would be riding the bus to and from school; (c) the ability of the child to receive educational services; and (d) the child's developmental stage; 5. the preferences of the child;6. the preferences of the child's foster parent(s), or biological parent(s) when appropriate;7. the child's attachment to the school of origin, including meaningful relationships with staff and peers;8. the placement of the child's sibling(s);9. the influence of the school climate on the child, including safety;10. the availability and quality of the services in the school to meet the child's educational and socio-emotional needs;11. the history of school transfers and how they have impacted the child;12. whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.Transportation costs should not be considered when determining a child's best interest.

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

See IDEA legislation hereSee Section 504 here

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

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

When a student in foster care is also a "child with a disability" under the Individuals with Disabilities Education Act ("IDEA") and the location of the student's foster care residence is outside District boundaries, the LEA POC will contact the student's resident district and the DCFS POC. The IEP team for the resident district, in collaboration with the DCFS POC, will determine the student's placement pursuant to the IDEA and its implementing regulations. If the IEP team determines the placement of the student should remain in the student's school of origin, the resident district will provide any necessary transportation and pay to the District maintaining the special educational facilities the per capita cost of educating the student pursuant to 105 ILCS 5/14-7.01.

Response from the approved prior year Consolidated District Plan.

When a student in foster care is a "child with a disability" under the Individuals with Education Act ("IDEA") and the location of the student's foster care residence is outside District boundaries, the LEA POC will contact the student's resident district and the DCFS POC. The IEP team for the resident district, in collaboration with the DCFS POC, will determine the student's placement pursuant to the IDEA and its implementing regulations. If the IEP team determines the placement of the student should remain in the student's school of origin, the resident district will provide any necessary transportation and pay to the District maintaining the special educational facilities the per capita cost of educating the student pursuant to 105 ILCS 5/14-7.01.

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

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

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

When a student in foster care is an English Learner and receiving language services in their school of origin, the availability of those required services in the school district in which the student's foster care residence is located will be considered in making the best interest determination, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

When a student in foster care is an English Learner and receiving language services in their school of origin, the availability of those required services in the school district in which the student's foster care residence is located will be considered in making the best interest determination, consistent with Title VI and the EEOA.

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

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

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

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

In order to meet the intent of the Fostering Connections to Success and Increasing Adoptions Act of 2008 to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the child, the District has opted to not have a formal dispute resolution process if there is a disagreement between the LEA POC and DCFS POC as to determing the best interest of the student. Instead, the DCFS Deputy Director Education and Transition Services will make the final decision. The following individuals will be consulted by the LEA POC, DCFS POC, and/or the DCFS Deputy Director Education and Transition Services when making the best interest determination in order to give all stakeholders input: (a) the foster parents; (b) the principal of the school of origin; (c) the child (depending on age); (d) the Director of Special Education; (e) the Director of Elementary Education; (f) the First Student Location Manager; (g) the biological parents or relatives of the student when appropriate; (h) the student's teacher, or a counselor, coach, or other meaningful person; and (i) other relevant parties.

Response from the approved prior year Consolidated District Plan.

In order to meet the intent of the Fostering Connections to Success and Increasing Adoptions Act of 2008 to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the child, the District has opted to not have a formal dispute resolution process if there is a disagreement between the LEA POC and DCFS POC as to determing the best interest of the student. Instead, the DCFS Deputy Director Education and Transition Services will make the final decision. The following individuals will be consulted by the LEA POC, DCFS POC, and/or the DCFS Deputy Director Education and Transition Services when making the best interest determination in order to give all stakeholders input: (a) the foster parents; (b) the principal of the school of origin; (c) the child (depending on age); (d) the Director of Special Education; (e) the Director of Elementary Education; (f) the First Student Location Manager; (g) the biological parents or relatives of the student when appropriate; (h) the student's teacher, or a counselor, coach, or other meaningful person; and (i) other relevant parties.

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

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

The Youth in Care Coordinator conducts regularly scheduled and, upon request, professional development specific to youth in care. Additionally, building administrators are provided with updated information to support youth in care during scheduled admin meetings and update documents.

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

When it has been determined that it is in the best interest of a student in foster care to remain at their school of origin, the LEA POC will contact the Director of Operations for the District. The Director of Operations will work with the First Student Location Manager to identify potential cost-effective options for transporting the child to their school of origin or the school to which the BID determined they should attend. The following options are considered when developing a transportation plan for a student in foster care:1. a pre-existing transportation route;2. a new transportation route;3. route-to-route hand-offs;4. district-to-district boundary hand-offs;5. eligibility of the child for transportation through other services such as: (a) special education students (Individuals with Disabilities Education Act); or (b) homeless students (McKinney-Vento Act); and6. alternatives not directly provided by the District such as: (a) contracted services: taxis, student transport companies, Uber, Lyft, etc.*; (b) public transportation such as city buses, rails, etc.; (c) Carpools*; or (d) School/District staff*; and (e) options explored by the DCFS POC outside of those provided by the District, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.A Multifunction School Activity Bus (MFSAB) is NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]The following factors are considered when developing transportation procedures for a student in foster care :1. Safety;2. Duration;3. Time of placement change;4. Type of transportation available;5. Traffic patterns;6. Flexibility in school schedule;7. Impact of extracurricular activities on transportation options; and8. Maturity and behavioral capacity.

Response from the approved prior year Consolidated District Plan.

When it has been determined that it is in the best interest of a student in foster care to remain at his or her school of origin, the LEA POC will contact the Director of Operations for the District. The Director of Operations will work with the First Student Location Manager to identify potential cost-effective options the child could be transported to his or her school of origin. The following options should be considered when developing a transportation plan for a student in foster care:1. a pre-existing transportation route;2. a new transportation route;3. route-to-route hand-offs;4. district-to-district boundary hand-offs;5. eligibility of the child for transportation through other services such as: (a) special education students (Individuals with Disabilities Education Act); or (b) homeless students (McKinney-Vento Act); and6. alternatives not directly provided by the District such as: (a) contracted services: taxis, student transport companies, Uber, Lyft, etc.*; (b) public transportation such as city buses, rails, etc.; (c) Carpools*; or (d) School/District staff*; and (e) options explored by the DCFS POC outside of those provided by the District, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.*NOTE: A valid school bus driver permit is REQUIRED for these options!IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Illinois Vehicle Code. THIS INCLUDES TAXI CABS DRIVERS.REMINDER: A Multifunction School Activity Bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]The following factors will be considered when developing transportation procedures for a foster care student:1. Safety;2. Duration;3. Time of placement change;4. Type of transportation available;5. Traffic patterns;6. Flexibility in school schedule;7. Impact of extracurricular activities on transportation options; and8. Maturity and behavioral capacity.

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

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

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

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

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

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

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

The following funding options will be considered when developing a transportation plan for a student in foster care:1. Title IV-E of the Social Security Act if the student is eligible;2. Title I (but funds reserved for comparable services for children & youth experiencing homelessness may not be used for transportation);3. IDEA funds - If the student has an Individualized Education Program (IEP) that includes provisions for transportation as a related service as defined in their IEP and approved as a related service on the IEP Student Tracking and Reporting System (I-Star), transportation must be provided for the student by the school district responsible for the student's Free Appropriate Public Education (FAPE). DCFS special education youth-in-care transportation costs are reimbursed at 100% and claimed separately via the Special Education Individual Orphanage claim.4. State special education transportation funds, if the student has an IEP; and5. Local fundsIf there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin:

Response from the approved prior year Consolidated District Plan.

The following funding options will be considered when developing a transportation plan for a student in foster care:1. Title IV-E of the Social Security Act if the student is eligible;2. Title I (but funds reserved for comparable services for children & youth experiencing homelessness may not be used for transportation);3. IDEA funds - If the student has an Individualized Education Program (IEP) that includes provisions for transportation as a related service as defined in their IEP and approved as a related service on the IEP Student Tracking and Reporting System (I-Star), transportation must be provided for the student by the school district responsible for the student's Free Appropriate Public Education (FAPE). DCFS special education youth-in-care transportation costs are reimbursed at 100% and claimed separately via the Special Education Individual Orphanage claim.4. State special education

transportation funds, if the student has an IEP; and5. Local fundsIf there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin:--Beginning with the 2017-18 school year, LEAs that incur additional transportation costs for transporting a DCFS foster care student to their school of origin will be reimbursed 50% of their actual costs by DCFS. The other 50% is claimable as Regular Transportation expenditures.

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

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

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

In order to meet the intent of the Fostering Connections to Success and Increasing Adoptions Act of 2008 to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the child, the District attempts to rectify the placement determination using the Best Interest Determination. If the BID meeting is not easily resolved, the district has opted to have the LEA POC and DCFS POC consult the DCFS Deputy Director of Education and Transition Services. If, after consulting with the DCFS Deputy Director of Education and Transition Services, an agreement still cannot be reached, the District will make the final determination.

Response from the approved prior year Consolidated District Plan.

In order to meet the intent of the Fostering Connections to Success and Increasing Adoptions Act of 2008 to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the child, the District has opted to not have a formal dispute resolution process if there is a disagreement between the LEA POC and DCFS POC as to how to provide transportation to the student. Instead, the LEA POC and DCFS POC will consult the DCFS Deputy Director Education and Transition Services. If after consulting with the DCFS Deputy Director of Education and Transition Services an agreement still cannot be reached, the District will make the final determination.

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

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

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

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

The LEA POC will ensure that transportation is provided to and from the student's foster care residence and the school of origin during any dispute with DCFS over how the transportation will be provided or funded.

Response from the approved prior year Consolidated District Plan.

The LEA POC will ensure that transportation is provided to and from the student's foster care residence and the school of origin during any dispute with DCFS over how the transportation will be provided or funded.

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

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

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

District administrators, building administrators, and building educational officer personnel will have a copy of this Foster Care Transportation Plan made available by the LEA POC and/or their building administrator.

Response from the approved prior year Consolidated District Plan.

District administrators, building administrators, and building educational officer personnel will all be given a copy of and trained on this Foster Care Transportation Plan by the LEA POC.

*Required field

BSP Overview

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

BSP Contact Information

1201 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

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

Last Name*	First Name*	Middle Initial
Webb	Leslie	

Phone*: 309 557 4039

Email*: webble@unit5.org

EL Program Director Requirements:

a. Administrative Endorsement ☑

AND

b. ESL/Bilingual Endorsement ☑

OR

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

*Required field

Attendance Center Enrollment Information Instructions

1201 English Learners (ELs) are in the district(This number was current as of the date the application was published and became available for application.)

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

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

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

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

BSP Professional Development Instructions

1201 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROFESSIONAL DEVELOPMENT ACTIVITIES

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

*The required professional development will be provided.

- [x] Yes
- [ ] No

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

*Required field

BSP TBE Requirements Instructions

1201 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROGRAM ENROLLMENT

Does your district offer a TBE program?	Yes ◉	No ○
Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30(c)(3).	Yes ◉	No ○
Does your district have a full-time TBE Spanish program?	Yes ○	No ○
Does your district use Spanish Language Arts Standards?	Yes ◉	No ○

*Required field

TBE Parent Advisory Committee Instructions

1201 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Does your district offer a TBE program?

Yes ◉
No ○

Please check all that apply to the districts Bilingual Parent Advisory Committee (BPAC).

The district attests that:

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

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

Plan was reviewed with BPAC members on 4/8/2026

Board Approval, Certification, and Assurances Instructions

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

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

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

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

Grant Application Certifications and Assurances Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1

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

https://www.ilga.gov/Legislation/ILCS/Articles?ActID=3559&ChapterID=7

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

https://ilga.gov/agencies/JCAR/Sections?PartID=04407000

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

    a) Publishing a statement:
        i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.

ii) Specifying the actions that will be taken against employees for violations of such prohibition.

iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:

1) Abide by the terms of the statement; and

2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.

b) Establishing a drug-free awareness program to inform employees about:

i) The dangers of drug abuse in the workplace;

ii) The grantees or contractors policy of maintaining a drug-free workplace;

iii) Any available drug counseling, rehabilitation, and employee assistance programs; and

iv) The penalties that may be imposed upon an employee for drug violations.

c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.

d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.

e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.

f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.

g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

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

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v.02.17.2026

Certification Regarding Lobbying

Instructions

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

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

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

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

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

v.02.17.2026

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v.02.17.2026

Assurances Instructions

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

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

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

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

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

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

v.02.17.2026

Not calling IWAS Web Servic — Signature of School District Superintendent / Agency Administrator

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

Submit Instructions

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

Consistency Check Lock Application Unlock Application

Application was created on:	3/3/2026
Assurances	
District Data Entry	
Business Manager	
District Administrator	
ISBE Program Administrator #1	
ISBE Program Administrator #2	
ISBE Program Administrator #3	
ISBE Program Administrator #4	
ISBE Program Administrator #5	

Application History(Read Only) Instructions

This Application has not been submitted

Page Review Status Instructions

Expand All

Consolidated District Plan								Page Status	Open Page for editing
Consolidated District Plan									
Contact Information						OPEN			
Needs Assessment and Programs						OPEN			
Plan Specifics									
Needs Assessment Impact				OPEN					
Stakeholders				OPEN					
Parent and Family Engagement				OPEN					
Private Schools Participation				OPEN					
Preschool Coordination				OPEN					
Student Achievement				OPEN					
College and Career				OPEN					
Professional Development				OPEN					
Safe Learning Environment				OPEN					
Title I Specific Pages									
Title I Specific - Part One			OPEN						
Title I Specific - Part Two			OPEN						
IDEA Specific Requirements				OPEN					
Youth in Care Stability Plan									
Youth in Care Stability Plan Contacts			OPEN						
Best Interest Determination Plan			OPEN						
Youth In Care Transportation Plan			OPEN						
Bilingual Service Plan									
BSP Plan Specifics									
BSP Program Contact	OPEN								
Attendance Center Enrollment Information	OPEN								
BSP Professional Development	OPEN								
BSP TBE Requirements	OPEN								
BSP Parent Advisory Committee	OPEN								
Assurance Pages									
Plan Assurances				OPEN					
State Assurances				OPEN					
Debarment				OPEN					
Lobbying				OPEN					
GEPA 442				OPEN					
AssurancesText				OPEN					

Save

2026-2027 BOARD MEMBERS

Stan Gozur

President

Kentrica Coleman

Vice President

Amy Roser

Secretary

Mark Adams II

Board Member

Patrick Mainieri

Board Member

Dr. Kelly Pyle

Board Member

Alex Williams

Board Member

BOARD COMMITTEES

Board Policy - Patrick Mainieri and Dr. Kelly Pyle
Community Engagement - Mark Adams and Alex Williams
Finance - Stan Gozur and Alex Williams
Superintendent Evaluation - Kentrica Coleman and Amy Roser
Behavior Intervention / Parent Teacher Advisory - Kentrica Coleman and Patrick Mainieri

BOARD REPRESENTATIVES

Beyond the Books - Alex Williams
Curriculum - Stan Gozur and Dr. Kelly Pyle
Facilities - Mark Adams and Patrick Mainieri
IASB Cornbelt Division - Dr. Kelly Pyle
Insurance - Alex Williams
Regional Planning Commission- Amy Roser
Risk Management - Amy Roser
Safety - Kentrica Coleman
Unit 5 Education Foundation - Stan Gozur



May 1st, 2026

Marty Hickman
McLean County CUSD 5
1809 W. Hovey Avenue
Normal, IL 61761

Dear Marty:

Thank you for the opportunity to propose lease figures for your upcoming technology acquisition. As you know, American Capital is a leader in providing equipment lease and finance options for Schools and Municipalities.

As members of ASBO, our organization has noted experts in this field who routinely present at ASBO sponsored seminars.

Our expertise in the Education/Municipal Leasing Marketplace is noted by dozens of administrators ranging from Superintendents to Business Managers to Directors of Technology.

The lease options listed below are based upon final credit approval and spread over like term market indexes. Your first lease payment would be due on July 15th. Payments below assume that we are not paying any vendor/supplier before July 1st.

Equipment Cost	Term	Purchase Option	Payment Amount	Fees	Rate
$1,555,600.00	3 Years	True Lease/FMV	$497,672.16/yr	$0	-3.833%
$1,555,600.00	3 Years	$1 Buyout	$537,986.87/yr	$0	3.651%
$1,555,600.00	4 Years	True Lease/FMV	$395,265.03/yr	$0	1.065%
$1,555,600.00	4 Years	$1 Buyout	$410,861.45/yr	$0	3.689%

Your absolute satisfaction and positive relationship with American Capital is extremely important to us.

If you have any questions, please ask. Our team looks forward to working further with McLean County CUSD 5.

Regards,

Jason Marquardt
Executive Vice President

Service Associate Member of ASBO

Jason Marquardt- Executive Vice President
2015 Ogden Avenue, Suite 400, Lisle, IL 60532
(P) 630-512-0066 x118
jmarquardt@americancapital1.com
www.americancapital1.com

To: Board of Education

From: Martin Hickman, CFO

Date: 5/20/2026

Re: Schedule B Recommendations

The Schedule B Committee meets each year to review current Schedule B positions and the associated pay rates. The following adjustments are recommended by the Schedule B Committee as well as the District Administration.

New Additions:

Scholastic Bowl - Junior High - Pay Rate - .04
New for junior high school. It already exists at the high school level and this would create continuity in participation similar to most IESA to IHSA activities.

Mass Media - High School - Pay Rate - .11
Currently operates as a club. Potentially add to junior high level next year. Increasing demand to stream a variety of student activities and athletics that are accessible to all families and not behind a paywall.

Future Health Professionals (HOSA) - Pay Rate - .04
Currently exists at the high school level with no stipend. This club supports a career area in critical need. A significant number of students participate (70-90/year) and compete. Has been active since 2018 and student engagement continues to grow.

Cheer - Assistant Football - Pay Rate - .03
Supports the same model used for competitive sports. Open Gyms and Tryouts in March & April, 20 Contact Days in the Summer, currently attend home JV FB games, they would attend all JV FB games

Cheer - Assistant Competitive Cheer - Pay Rate - .04
Reflects the same model user for competitive sports. Increasing safety concerns given the nature of the stunts required to be competitive.

Existing Schedule B Pay Changes:

Mock Trial - Increase Multiplier from .04 to .09
Increase in workload (increase in length of season and number of competitions) and number of participating students.

Future Business Leaders of America (FBLA) - High School Increase multiplier from .0125 to 0.4
Currently exists at the high level but the pay rate does not reflect the amount of time and the large participation numbers in this club.

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 Community

Student Activity Fund Name Flag Football

To be completed by Accounting Department:
Account Number - Revenue _____
Account Number - Expenditure _____

1. The purpose of the proposed Student Activity Fund is Added New Sport AND Need Activity Act for the Program

2. Income in support of this Student Activity Fund will be obtained from the following sources: Fundraising, donations, Camps

3. Expenditures from this Student Activity Fund will be for these purposes: Camps, Equipment, Apparel, Flag Football Activities

4. **Authorized Signatures:**

The following individuals are authorized to initiate expenditures from this fund:

Student Representative — *Faculty Advisor*

5. Other Comments: _____

Principal

This request was approved by the Board of Education on _____

Business Manager — *Date*

Adopted: February 10, 2010
Reviewed: February 2011
Amended: September 22, 2010

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 Community

Student Activity Fund Name Boys Volleyball

To be completed by Accounting Department:
Account Number - Revenue _____
Account Number - Expenditure _____

1. The purpose of the proposed Student Activity Fund is Added a new sport and Need an Activity Act for the Program

2. Income in support of this Student Activity Fund will be obtained from the following sources: Fundraisers, Camps, donations

3. Expenditures from this Student Activity Fund will be for these purposes: Camps Equipment, Meals, Apparel, Volleyball Needs,

4. **Authorized Signatures:**

The following individuals are authorized to initiate expenditures from this fund:

Student Representative *Faculty Advisor*

5. Other Comments: _____

Principal

This request was approved by the Board of Education on _____

Business Manager *Date*

Adopted: February 10, 2010
Reviewed: February 2011
Amended: September 22, 2010

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 Girls Flag Football

To be completed by Accounting Department:
Account Number - Revenue _____
Account Number - Expenditure _____

1. The purpose of the proposed Student Activity Fund is create an account for the newly established athletic team.

2. Income in support of this Student Activity Fund will be obtained from the following sources: Camps, Tournaments, Fundraising, Donations

3. Expenditures from this Student Activity Fund will be for these purposes: Program needs, Equipment

4. **Authorized Signatures:**
The following individuals are authorized to initiate expenditures from this fund:

N/A
Student Representative

Faculty Advisor

5. Other Comments: _____

Principal

This request was approved by the Board of Education on _____

Business Manager

Date

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 Girls Wrestling

To be completed by Accounting Department:
Account Number - Revenue _____
Account Number - Expenditure _____

1. The purpose of the proposed Student Activity Fund is this is to separate our boys and girls wrestling programs into their own accounts. Currently one account.

2. Income in support of this Student Activity Fund will be obtained from the following sources: Camps, Fundraising, Tournaments, Donations

3. Expenditures from this Student Activity Fund will be for these purposes: Program needs, Equipment, Trips

4. **Authorized Signatures:**
The following individuals are authorized to initiate expenditures from this fund:

N/A
Student Representative

Faculty Advisor

5. Other Comments:

Principal

This request was approved by the Board of Education on _____

Business Manager

Date

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 Boys Volleyball

To be completed by Accounting Department:
Account Number - Revenue _____
Account Number - Expenditure _____

1. The purpose of the proposed Student Activity Fund is use by the newly established athletic team.

2. Income in support of this Student Activity Fund will be obtained from the following sources: Camps, Tournaments, Donations, Fundraisers

3. Expenditures from this Student Activity Fund will be for these purposes: Program Needs, Equipment

4. **Authorized Signatures:**
The following individuals are authorized to initiate expenditures from this fund:

N/A
Student Representative

Faculty Advisor

5. Other Comments: _____

Principal

This request was approved by the Board of Education on _____

Business Manager *Date*