

Committee of the Whole Meeting  
Tuesday, June 3, 2025 7:00 PM

Diamond Lake School Sparkle Center  
25807 Diamond Lake Road  
Mundelein, IL 60060

- I. Call to Order / Roll Call
- II. Pledge of Allegiance
- III. Public Comments (Agenda Items Only)
- IV. Presentations
  - IV.A. Student Growth Celebrations and Assessment Update
- V. Business Agenda
  - V.A. Administrative: Review Omnibus Vote Agenda *REVIEW*
  - V.B. Approve Personnel Items *ACTION*
    - V.B.1. New Hire(s):
      - Maria De Lourdes Ruiz Montoya; District; School Psychologist
      - Deborah Wargaski; DLS; School Social Worker
      - Jaylene Cirilo; WOMS; 7th Grade Math Teacher
  - V.C. Administrative: Approve Resolution to Designate Interest Earnings for the Fiscal Year 2024-2025 *ACTION*
- VI. Board Discussion
- VII. Freedom of Information Requests (0)
- VIII. Notices and Communications
  - VIII.A. D76 Highlight(s):
- IX. Public Comments and Petitions (Non-Agenda Items)
- X. Others
- XI. Executive Session:
  1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1).
- XII. Adjournment

# Student Assessment Update / Actualización de Datos de Evaluaciones



6.3.25

**EMBRACE EMPOWER EXCEL** *Each Child Each Day*

## Priority 1: Academic Excellence- Optimizing learning experiences for all District 76 students.

Goal(s):	Purpose	Measurable Evidence
<p>Know each D76 student by <b>Name, Strength and Need</b>:</p> <p><i>All educators will:</i></p> <ul style="list-style-type: none"> <li>a. Utilize the District-wide multi-tiered system of supports (<b>MTSS</b>) <b>program</b> to maximize student growth including progress monitoring.</li> <li>b. Strengthen the <b>social emotional well-being, learning</b> and engagement for all students.</li> </ul>	<p>Prepare all D76 students to be high school, college/career and future ready and to <b>improve student academic and social/emotional learning growth and achievement.</b></p> <p>Ensure the needs of the “whole child” are met in order to <b>improve student academic and social/emotional learning growth and achievement.</b></p> <p>Provide an MTSS program to <b>improve student academic and social/emotional learning growth and achievement.</b></p>	<ul style="list-style-type: none"> <li>★ 100% of Kindergarten-8th grade students will demonstrate growth within the tiers of instruction as measured by the STAR assessment.</li> <li>★ Pre-K-8th grade students will demonstrate 95% or higher in all categories of the Social Emotional Learning (SEL) Student Survey</li> </ul>

# Definition of Terms

## RTI: Response to Intervention

- 3 Tiers of Instruction:
- Tier I (>30%ile): Instruction Provided to **ALL** Students
- Tier II (29-12%ile): Instruction Provided to Students Who Require **Additional** Support
- Tier III (<11%ile): Instruction Provided to Students Who Require **Intensive** Interventions

## Star Assessments

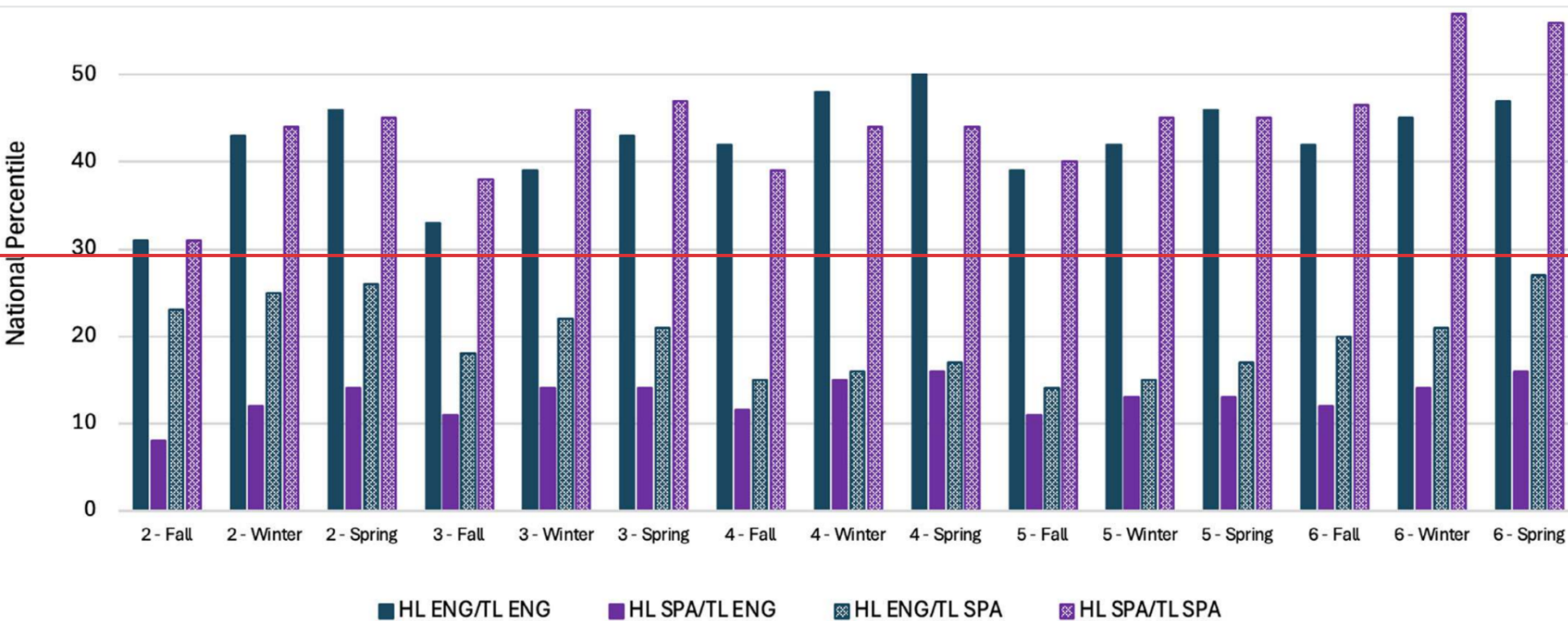
- Three times a year-Fall, Winter, Spring Benchmarks
- Subjects: Reading and Math
- Grades: K - 8th

# STAR and Biliteracy Trajectories



## Renaissance Releases First National Dual-Language Study

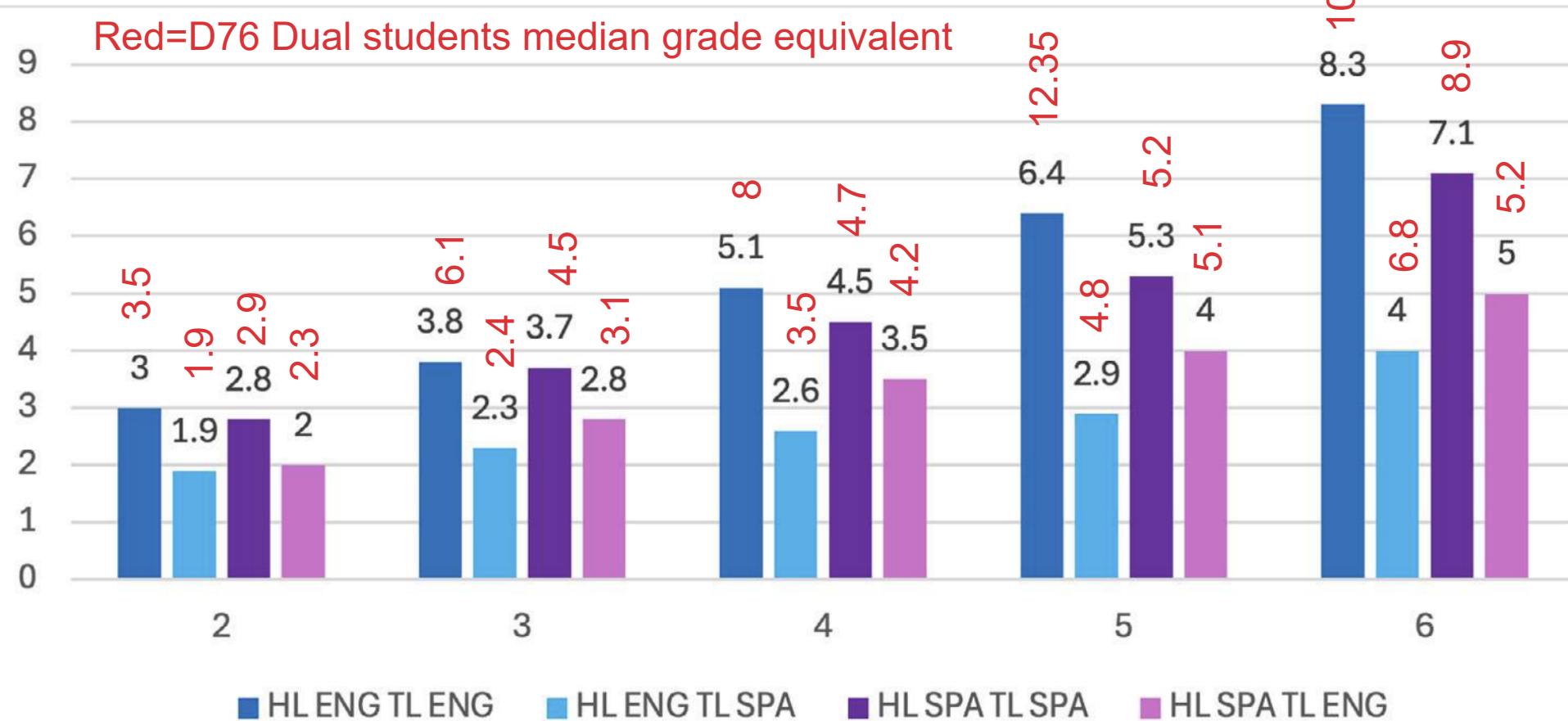
- Compared four groups of students in Dual Language Programs in STAR Reading and STAR Spanish Reading for grades 2-6
  - Home Language (HL) English (ENG) Target Language (TL) ENG
  - HL ENG TL Spanish (SPA)
  - HL SPA TL ENG
  - HL SPA TL SPA
- The scores from students in this study were added this spring
  - We can now compare the performance of students in our Dual Language Program to students nationally.

**FIGURE 3****Star median national percentiles by grade and season**

- In the National Study, (Not D76), All Grades Score Below the 50th% for all groups except 6th grade Spanish for Spanish Speakers
- Red Line is currently the District 76 cut line for intervention

**FIGURE 8****Spring median grade equivalent by home language and test language**

Red=D76 Dual students median grade equivalent



# STAR Reading Tiers Grades 2-6: Monolingual Measures

Grade	Tier 1 (# of students)	Tier 2 (# of students)	Tier 3 (# of students)
2nd Grade	43	17	11
3rd Grade	61	16	12
4th Grade	62	14	14
5th Grade	51	14	13
6th Grade	57	16	8

# Reading Tiers Grades 2-6: Biliteracy Trajectory Included

Grade	Tier 1 (# of students)	Tier 2 (# of students)	Tier 3 (# of students)
2nd Grade	53	9	9
3rd Grade	67	14	8
4th Grade	70	8	12
5th Grade	58	8	12
6th Grade	65	10	6

# Spanish Reading Tiers Grades 2-6: Monolingual Measures

<b>Grade</b>	<b>Tier 1 (# of students)</b>	<b>Tier 2 (# of students)</b>	<b>Tier 3 (# of students)</b>
2nd Grade	23	8	5
3rd Grade	21	7	6
4th Grade	29	10	3
5th Grade	21	4	4
6th Grade	32	2	1

# Spanish Reading Tiers Grades 2-6: Biliteracy Trajectory Included

<b>Grade</b>	<b>Tier 1 (# of students)</b>	<b>Tier 2 (# of students)</b>	<b>Tier 3 (# of students)</b>
2nd Grade	29	5	2
3rd Grade	26	5	3
4th Grade	35	4	3
5th Grade	22	4	3
6th Grade	34	1	0

# Implications for District 76

- District 76 Dual Language student match or outperform nation at all grade levels
- District 76 has an interest in the current **ISBE School Report Card Reform** process to Reflect Dual Language Programs and IAR proficiency and growth scores
- District 76 will use Fastbridge to aide in answering the question for HL SPA students, *“Is the student presenting a reading deficit or are they simply acquiring a new language?”*
- District 76 will revamp score reporting during BOE data presentations to reflect the Biliteracy Trajectory

## ISBE to Re-Norm Proficiency on the IAR

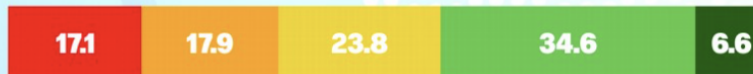
- Currently the cut score for being college ready, or “Proficient” on the IAR is more difficult than the College Board’s expectations
- This results in Illinois outperforming other States, but being considered ‘failing’ in reading and math scores
  - Ex. In District 76, a majority of our students are proficient in reading and math on STAR. According to IAR, only 15-25% of our students are proficient.

# Proficiency: Apples to Oranges

A student who is proficient in CT or FL might not be proficient in Illinois.

To be "proficient" in grade four...	Illinois Expects	Connecticut Expects	Florida Expects
Score on its state test equivalent to NAEP score of:			
Reading	236	224 (-12)	220 (-16)
Math	253	242 (-11)	236 (-17)

Illinois (top of NAEP scale) reports a proficiency rate of **39%** but only includes the top two of five levels



Connecticut (middle of NAEP scale) reports an "achievement index of **63.9%** using scale scores rather than performance levels.



Florida (bottom of NAEP scale) reports "56% achievement" in ELA, including their top three of five performance levels.



# DLS: ELA Assessments

## Early Literacy Foundational Skills

- Alphabet
- Phonemic Awareness
- Phonics
- Vocabulary
- Comprehension

## Star Reading- Developmental Skills and Application

- Author
- Literary
- Argument
- Vocabulary
- Comprehension

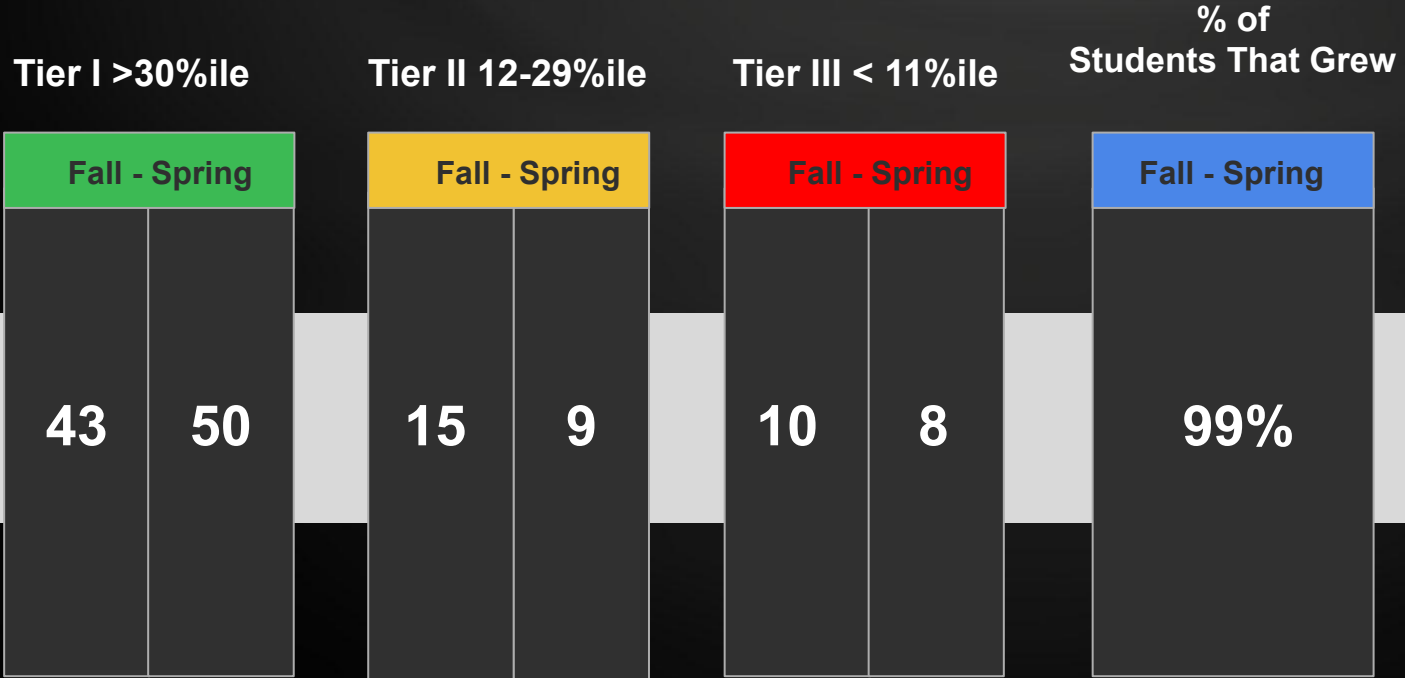


# Kindergarten Star ELA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall - Spring		Fall - Spring		Fall - Spring		Fall - Spring
Early Literacy	43	41	14	12	12	11	97%
ELA	X	17	X	2	X	X	100%



# Kindergarten Star Math - RtI Percentiles





# Kindergarten Star SLA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall - Spring		Fall - Spring		Fall - Spring		Fall - Spring
Early Literacy	26	31	10	9	9	3	95%
SLA	X	X	X	X	X	X	X



# DLS Star ELA - RtI Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
1st Grade Early Lit.	41	12	18	15	15	10	100%
1st Grade Star	14	32	3	1	0	0	
2nd Grade Early Lit.	1	0	8	6	15	9	94%
2nd Grade Star	45	41	2	10	3	4	



# DLS Star Math - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
1st Grade	40	49	15	11	18	10	100%
2nd Grade	45	50	13	20	13	X	100%



# DLS Star SLA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
1st Grade Early Lit.	21	14	10	10	9	5	94%
1st Grade Star	4	4	0	0	0	0	
2nd Grade Early Lit.	8	7	4	1	2	0	100%
2nd Grade Star	15	17	5	4	4	2	



# WOIS Star ELA - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
3rd Grade	56	61	19	16	15	12	88%
4th Grade	52	62	19	14	19	14	81%
5th Grade	45	51	15	14	20	13	72%



# WOIS Star Math - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
3rd Grade	56	57	19	18	15	13	92%
4th Grade	52	53	18	14	19	15	90%
5th Grade	45	43	15	19	19	14	76%



# WOIS Star SLA - RtI Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
3rd Grade	15	21	10	7	6	6	77%
4th Grade	23	29	14	10	7	3	81%
5th Grade	16	21	6	4	6	4	79%



# WOMS Star ELA - RtI Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
6th Grade	47	57	12	16	13	8	87%
7th Grade	64	66	9	9	14	16	86%
8th Grade	68	71	25	20	13	16	80%



# WOMS Star SLA - RtI Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
6th Grade	28	32	5	2	3	1	86%
7th Grade	24	26	4	3	0	1	73%
8th Grade	23	23	4	5	5	4	75%



# WOMS Star Math - Rtl Percentiles

Grade Level	Tier I >30%ile		Tier II 12-29%ile		Tier III < 11%ile		% of Students That Grew
	Fall	Spring	Fall	Spring	Fall	Spring	Fall - Spring
6th Grade	55	56	17	19	10	7	89%
7th Grade	44	55	17	19	20	16	81%
8th Grade	70	69	20	29	12	10	76%



# District 76 Accomplishments that Reflect in the Data

- Complete Revamp of Professional Learning Communities (PLCs) to focus on making data-driven decisions
- All teams completed and/or revised Unit Plans to provide the Guaranteed and Viable Curriculum foundation to make improvements
- Teachers consistently used Learning Targets in every Classroom and linked assessments to learning
- Interventionists began to shift practice to focus on meeting both reading deficits and language needs
- Teachers began to receive training to help focus on skills vocabulary that are relevant to standardized assessments
- Teams began to complete instructional rounds to observe effective teaching practices in balanced literacy blocks
- All grades implemented a Standards-Based Report Card

# 75th+% Breakdown-Reading



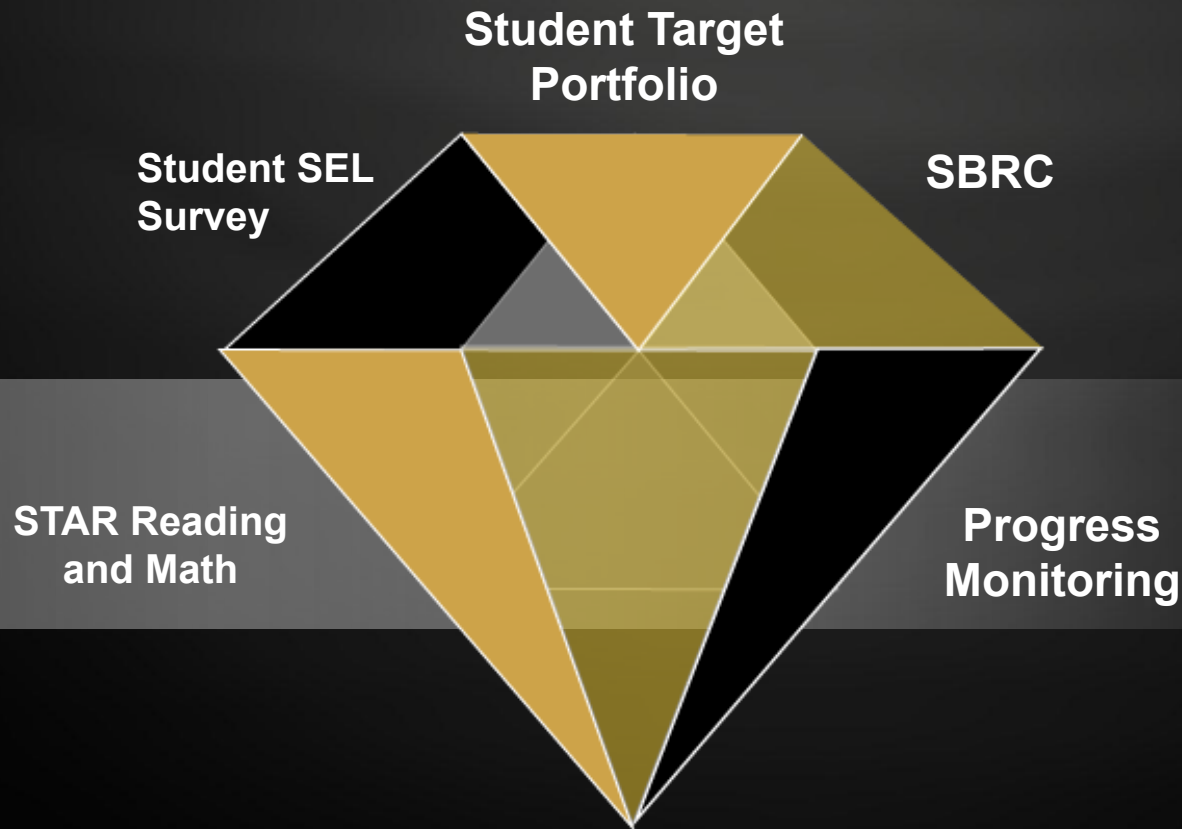
Grade	75th-89th%		90+%		Combined %
	Fall	Spring	Fall	Spring	F - S
3	2.0	15.6	5.6	9.0	7.6 - 24.6
4	18.7	17.8	4.4	6.7	23.1 - 24.5
5	10.0	16.7	10.0	12.8	20.0 - 29.5
6	7.5	14.8	11.3	11.1	18.8 - 25.9
7	9.1	8.7	11.4	12.3	20.5 - 21.0
8	12.3	12.1	17.0	17.8	29.3 - 29.9

# 75th+% Breakdown-Math



Grade	75th-89th%		90+%		Combined %
	Fall	Spring	Fall	Spring	F - S
K	2.9	10.1	2.9	13.2	5.8 - 23.3
1	9.6	18.3	8.2	9.9	17.8 - 28.2
2	19.7	12.7	8.5	15.5	28.2 - 28.2
3	9.9	10.0	8.8	14.5	18.7 - 24.5
4	15.6	16.3	14.4	12.8	30 - 29.1
5	7.6	11.6	8.9	9.0	16.5 - 20.6
6	14.9	11.7	8.1	6.5	23 - 18.2
7	5.9	6.9	9.4	8.1	15.3 - 15.0
8	8.9	12.7	15.8	15.5	24.7 - 28.2

**A Larger  
Picture...**



**Knowing Each Student's Name,  
Strength and Need**

# Humanized Education / Educación Humanizada





# Background

- The District has been using the Marzano Framework for the last 3 years
  - Level One: Safe, Supportive and Collaborative Culture
  - Level Two: Effective Teaching in Every Classroom
  - Level Three: Guaranteed and Viable Curriculum
- 3-Phased Agreement Signed with Marzano Group that will last a minimum of 3 years
- Humanized Education is a Recent Book Written by Dr. Mike Ruyle et al
  - [School Fitness Flywheel](#)
  - [Critical Elements of Humanized Education](#)
- The Concept addresses the critical elements of Levels 4 and 5, which are *Standards-Based Grading* and *Competency-Based Learning*



# Critical Concepts of Humanized Education

<b>Mastery-Based Learning</b> <b>Academic Fitness</b>	<b>Growth-Based Schooling</b> <b>Mental Fitness</b>	<b>Strength-Based Teaching</b> <b>Psychological Fitness</b>
Learning goals and proficiency scales Assessment Personalized instruction Student engagement and self-efficacy Teacher optimism	Positive, safe environments Collaboration and voice Well-being Self-regulation Consistency and transparency	Access via literacy Academic press Meaning and motivation Teacher as facilitator Culture and community



# The Work with D76

- Institute Days PD
- Embedded Coaching from Dr. Ruyle and team
- Leadership Team Coaching
- Action Research

ILT and District Leadership Team meet on **July 21st** with Marzano reps for conduct needs assessment and identify topics, teams, PD and coaching needs



# Revision in the Tiers of Support for 25-26

- District 76 has been using tiers of intervention that were based on the NWEA Map Test, which we stopped using in 2019.
- COVID made it difficult to determine new cut scores, especially because STAR did not update their data for norming the test until this year.
- The MTSS team met in May and determined that the 25th percentile is appropriate to start Tier II interventions.
  - For STAR, the 25% generally equates to one grade level behind
- The Biliteracy Trajectory for Dual students has created new conversations for intervention, and will be considered when placing students in intervention
  - Ex. A student that is Tier II in STAR is actually Tier I when using the STAR Biliteracy Trajectory



# The Change in Tiers for 25-26

## ~~RTI: Response to Intervention~~

- 3 Tiers of Instruction:
- Tier I (>30%ile): Instruction Provided to ALL Students
- Tier II (29-12%ile): Instruction Provided to Students Who Require Additional Support
- Tier III (<11%ile): Instruction Provided to Students Who Require Intensive Interventions

## RTI: Response to Intervention

- 3 Tiers of Instruction:
- Tier I (>26%ile): Instruction Provided to ALL Students
- Tier II (25-11%ile): Instruction Provided to Students Who Require Additional Support
- Tier III (<10%ile): Instruction Provided to Students Who Require Intensive Interventions



# Next Steps

## Instructional Programs and Initiatives

- Summer Exploration Camp
- Humanized Education
  - Assessment and SBRC
  - Literacy - Vocab, Phonics, Word Study
  - Model of Instruction Implementation
- Writing Curriculum Revision
- PLC Manual Development
- Intervention Support PreK

## Instructional Coaching

- 'Boost Your Brilliance' Professional Development
- Coaching Cycles based on Model of Instruction
- PLC Leadership
- Balanced Literacy and Math Framework Modeling
- Peer Observation/Instructional Rounds Facilitation

## Data-Driven Decision Making

- Data Spreadsheet Usage
- Efficient Data Management in PLC's
- Frequent Student Progress Monitoring - Fastbridge
- Increase in Inclusion Model for SPED and Tier2
- Revision of MTSS Manual K-8 - Tiers of Support
- SEL Surveys and New Curriculum



# Questions/Feedback

Preguntas/Comentarios

# Terminology for the BOE/Terminología para el BOE



Reference Guide/Guia de Referencia

**EMBRACE EMPOWER EXCEL** *Each Child Each Day*



# Key Terminology

- **Rtl**-Response to Intervention: The 3 tiers for support for academics
- **PLCs**-Professional Learning Communities: Teachers meet in grade-level teams once a week during plan time to analyze data, conduct PD, and problem-solve students.
- **MTSS**-Multiple Tiers of Systems and Support: The plan for how we support students in multiple tiers in academics, behavior, SEL and attendance
- **IASPA**-Illinois Association of School Personnel Administrators: Dr. Cunningham and Mr. Rogers work with the organization to support our HR practices



# Key Terminology

- **SBRC**-Standards-Based Report Card: We use a 1-4 system for reporting students progress with regard to a Priority Standard
- **ILT**-Instructional Leadership Team: This team of staff stakeholders meets 3 times a year to plan for curriculum and professional development for the district
- **STPs**-Student Target Portfolios: Students set goals and track their progress using these portfolios. They will be digitized next year, and students will use these for student-led conferences in the spring
- **F&P**-Fountas and Pinnell: This is the reading and writing program we use in English and Spanish for instruction and intervention



# Key Terminology

- **SLA**-Spanish Language Arts: The name given to Spanish instruction in the Dual program
- **AAPPL Assessment**-Benchmark teaching in reading, writing, speaking and listening for grades 3-8
- **EL-English Learners**-Students whose primary language is NOT English
- **DESSA**-Assessment given to teachers to help identify student social-emotional learning needs and strengths
- **Focus Skills**-The skills considered essential to underpinning future learning
- **Priority Standards**-The learning standards that appear on the report card
- **Proficiency Scales**-Represent the progression of learning goals



# Key Terminology

- **STAR SGP - Student Growth Percentile**-compares a student's growth to that of his or her academic peers nationwide on a 1–99 scale
- **STAR GE - Grade-Equivalent**-a norm-referenced score that represents how a student's test performance compares with other students nationally. For example, a fifth-grade student with a GE score of 7.6 performed as well as a typical seventh-grader who is 60% through the school year. This score doesn't necessarily mean that the student is capable of reading seventh-grade material or doing seventh-grade math—it only indicates that the student's reading or math skills are well above average for the fifth grade.
- **STAR PR - Percentile Rank**-scores range from 1 to 99 and express student ability relative to the scores of other students in the same grade



BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE MEETING  
Tuesday, June 3<sup>rd</sup>, 2025

The resolution is being submitted for approval at the Committee of the Whole Meeting on June 3<sup>rd</sup>, 2025.

**AGENDA ITEM V-A**

**Administrative: Review Omnibus Vote Agenda *REVIEW***

Items under the Omnibus Vote Agenda are considered routine and/or non-controversial and will be approved by one motion. If any one Board member, staff, administrator, or citizen wishes to have a separate vote on any item or items, that item or items will be pulled from the Omnibus Vote Agenda and voted on separately.

**BE IT RESOLVED**, that the Diamond Lake 76 Board of Education accepts and approves the Omnibus Vote Agenda, Items A thru D as listed:

- |  |                        |
|--|------------------------|
| A. Approval of Minutes<br>Business Meeting | 05.20.25               |
| B. Approval of Payrolls                    | 07.15.2025 & 07.30.25* |
| C. Approval of Treasure's Approval         | 05.2025                |
| D. Approval of Current Bills:              |                        |

\*Pre-approval of Payrolls not to exceed \$400,000.00 each.



BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE MEETING  
Tuesday, June 3<sup>rd</sup>, 2025

The resolution is being submitted for approval at the Committee of the Whole Meeting on June 3<sup>rd</sup>, 2025.

**AGENDA ITEM V-B**

**Personnel: Approve Resolution for Personnel Items: ACTION**

**BE IT RESOLVED**, the Diamond Lake 76 Board of Education accepts and approves the Personnel Items as depicted on the Agenda:

**1. New Hire(s):**

Name(s)	School	Position
Maria De Lourdes Ruiz Montoya	District	School Psychologist
Deborah Wargaski	DLS	School Social Worker
Jaylene Cirilo	WOMS	7th Grade Math Teacher



BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE MEETING  
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**The resolution is being submitted for approval at the Committee of the Whole Meeting on June 3<sup>rd</sup>, 2025.**

**AGENDA ITEM V-D**

**Administrative: Approve Resolution to Designate Interest Earnings for the Fiscal Year 2024-2025 ACTION**

**BE IT RESOLVED**, that the Diamond Lake 76 Board of Education accepts and approves the Designation of Interest Earnings for the Fiscal Year 2024-2025 as recommended.

**RESOLUTION TO  
DESIGNATE INTEREST EARNINGS  
FOR THE FISCAL YEAR 2024-2025**

**WHEREAS**, by regulation (23 Ill. Administrative Code 100.5(a)(4)), the Illinois State Board of Education now specifies that, unless a statute or school board resolution provides otherwise, interest earnings on school district funds shall be added to and become part of principal as of June 30 of each fiscal year;

**WHEREAS**, this Board of Education of DIAMOND LAKE SCHOOL DISTRICT 76, Lake County, State of Illinois, wishes to retain the option of later transferring some or all of the interest earned during the fiscal year and previous fiscal years under Section 1022.44 of the School Code (105 ILCS 5/1022.44);

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Education of DIAMOND LAKE SCHOOL DISTRICT 76, Lake County, State of Illinois, as follows:

- Section 1.** All interest earned in each fund of this School District during the current fiscal year is hereby designated as interest and not as the principal balance in that fund for the fiscal year beginning July 1, 2024, and is subject to being transferred as interest to the extent permitted by law.
- Section 2.** All interest earned in each fund of this School District during any prior fiscal year and retained in the School District fund for which it accrued is hereby designated as interest and not as part of the principal balance in that fund for the fiscal year beginning July 1, 2024, and is subject to being transferred as interest to the extent permitted by law.
- Section 3.** The School Treasurer is directed to maintain a record of the total of all interest earnings so designated for each School District fund as of July 1, 2024, and to provide a report of that record to the Board.
- Section 4.** This Resolution shall be in full force and effect immediately and forthwith upon its passage.

**Section 5:** All resolutions or parts of resolutions in conflict herewith shall be and the same are hereby repealed, and this Resolution shall be in full force and effect immediately and forthwith upon its passage.

**ADOPTED** this 3rd day of June, 2025, upon motion, a second, and a roll call vote taken and the members voted as follows:

	Motion	2 <sup>nd</sup>	Members Voting Aye	Members Voting Nay	Members Abstaining	Members Absent
Joy Hail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Sullivan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elisa Bailis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
David Becker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tina Holland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Reyes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emily Crutchfield	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ATTEST:

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Joy Hail , President | Board of Education  
Diamond Lake School District 76

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Elisa Bailis , Secretary | Board of Education  
Diamond Lake School District 76

STATE OF ILLINOIS            )  
  ) SS  
COUNTY OF LAKE            )

**CERTIFICATE**

I, the undersigned, duly elected, qualified and acting Secretary of the Board of Education of DIAMOND LAKE SCHOOL DISTRICT 76, Lake County, State of Illinois, do further certify that on the 3rd day of June, 2025, there was a resolution entitled:

**RESOLUTION TO  
DESIGNATE INTEREST EARNINGS  
FOR THE FISCAL YEAR 2024-2025**

duly adopted by the Board of Education of DIAMOND LAKE SCHOOL DISTRICT 76, Lake County, State of Illinois, on the 3rd day of June, 2025, at an official meeting of the Board of Education.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all the procedural rules of the Board in conduct of said meeting and in the adoption of said resolution.

Dated this the 3rd day of June, 2025.

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Elisa Bailis , Secretary | Board of Education  
Diamond Lake School District 76



**Diamond Lake School District 76**  
**Embrace Empower Excel** Each Child Each Day

May 20, 2025

TO: Board of Education  
FROM: Eric Rogers  
SUBJECT: Resolution to Designate Interest Earnings for the Fiscal Year 2024-2025

Due to a high amount of interest accrued during the 2024-25 fiscal year, the District would like the option of repurposing monies from fund to fund if necessary. Once all property tax revenue is accounted for, a final tabulation of any interfund transfer will be reported to the Board, but the attached resolution gives the authority to make any necessary transfers.

As of the April 2025 Treasurer's Report, the District has received \$778,042.60 in interest revenue in the Education Fund vs. \$863,913.68 in the prior fiscal year.

This resolution will be presented for action at the June 3, 2025 BOE meeting.



MAY

MOMENT  
OF THE MONTH

*#SparkleOn*