

Regular Meeting
Thursday, May 21, 2026 6:00 PM

Elementary Library-Conference Rm. 2
600 Cedar St
New Berlin, IL 62670

Agenda

1. Call to Order
2. Pretzel Shoutouts
3. Public Comment (*Policy 2:230*)
4. IASB Liaison Talking Points
5. Adjustments to Agenda
6. Reports and Recommendations
 - 6.a. Director Reports
 - 6.a.1. Transportation Director
 - 6.a.2. Food Services Director
 - 6.a.3. Facility Director
 - 6.b. Administrator(s)
 - 6.b.1. Mr. Matthew Jokisch, Elementary Principal
 - 6.b.2. Mr. Brandon Radford, JH Principal
 - 6.b.3. Mrs. Hattie Llewellyn, High School Principal
 - 6.b.4. Mr. Dillon Binkley, District Athletic and Activities Director
 - 6.c. Superintendent
 - 6.c.1. Mrs. Jill Larson, Superintendent
 - 26-27 Staffing
 - State Delay on ACT Scores
7. Consent Agenda
 - 7.a. Financial Report(s)
 - 7.a.1. Bills Payable & Imprest Fund
 - 7.a.2. Student Activity Funds
 - 7.a.3. Payroll
 - 7.a.4. Treasurer's Report
 - 7.b. Approve Second Reading of Press Policy Issue #121 updates
 - 7.c. Open Session Minutes of April 16 and April 27, 2026
 - 7.d. Closed Session Minutes of April 16 and April 27, 2026
 - 7.e. Destroying of Executive Session Tapes for the Month(s) of October 2024 and prior
 - 7.f. Approve the 26-27 Board Meeting Schedule
8. New Business
 - 8.a. Set Public Hearing for FY 26 Amended Budget for June, 25, 2026
 - 8.b. Approve FY 26 Tentative Amended Budget
 - 8.c. Approve the 7th and 8th grade Band Choir Combo Parent Handbook
 - 8.d. Approve Bid for Replacement of the New Berlin Jr/Sr High Stadium Light Poles (using HLS money — already approved by ISBE)the bid for replacement of the football light poles
 - 8.e. Approve the 26-27 NBJH Handbook

- 8.f. Approve the Job Description for Pre-K - 8th Grade Assistant Principal (replaces Elementary AP)
- 8.g. Approve Property & Casualty and Workers' Comp Insurance Renewal for 26-27
- 8.h. Approve Purchase of Postage Machine & Maintenance Agreement
- 8.i. Approve Scholarship Fund and Procedures - Luke Alexander Memorial Book Scholarship
- 8.j. Title I School-Wide Plan
- 8.k. Approve Title I Parent and Family Engagement Policy (including Title I School-Parent-Student Compact)
- 8.l. Approve the Consolidated District Plan (annual for ISBE for Grant purposes)
9. Executive Session - For the purpose of:
 - 9.a. *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]. 5 ILCS 120/2(c)(2)*
10. *Personnel Consent Agenda-*All hires and recommendations are pending proper certifications and/or requirements (Policy 5:280)*
 - 10.a. Courtney Colson as Cook
 - 10.b. Casey Binkley as HS Head Volleyball Coach
 - 10.c. Jean Warren as JH ELA Teacher
11. Resignations:
 - McKenzie Ward-Paraprofessional
 - Angie Marr-Elementary Secretary
 - Ryan McDonald-JV Football Coach
12. Adjournment



NEW BERLIN ELEMENTARY

Let's go Pretzels!

May 2026 Board Report

TO: NBCUSD #16 Board of Education, Mrs. Jill Larson, Superintendent

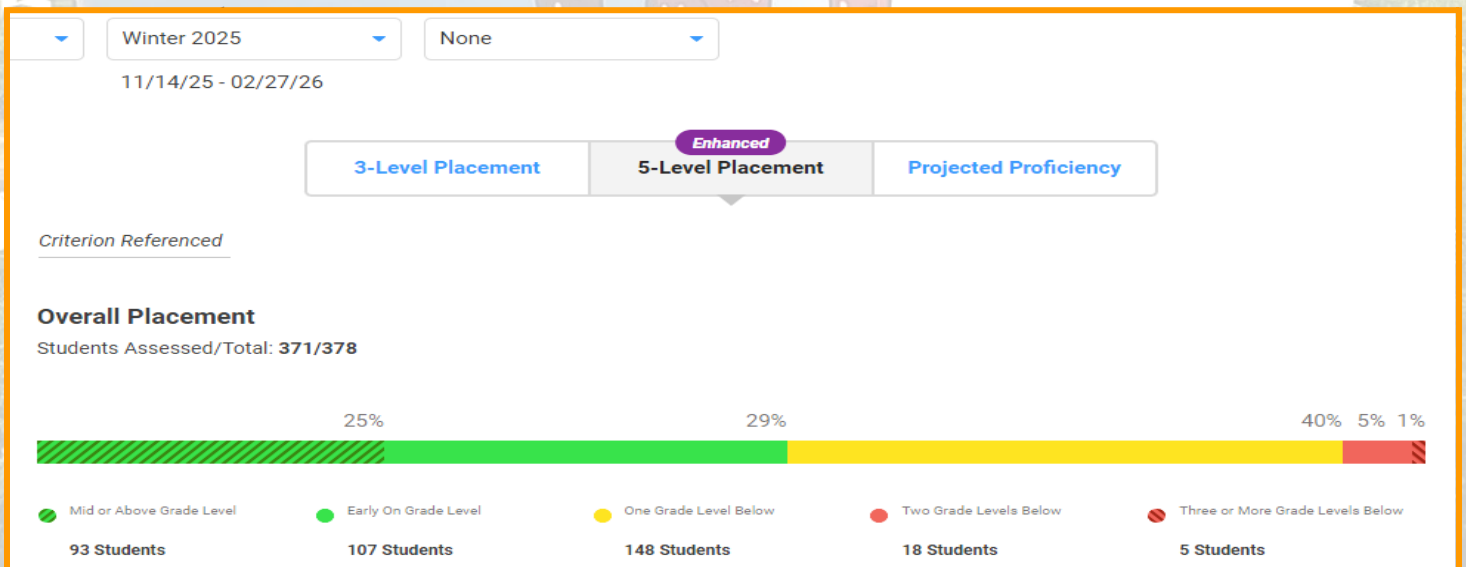
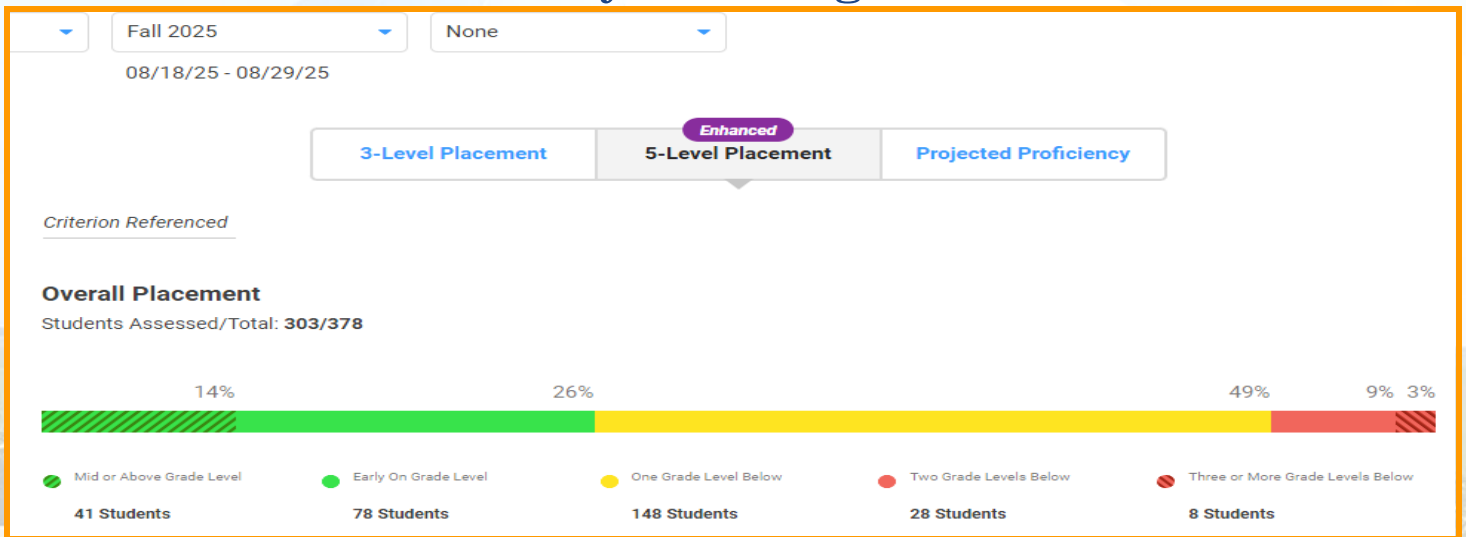
From: Matthew Jokisch, Elementary Principal

Pretzel Positives

☐ Student Shout Outs

- Students have officially exited the testing season 😊
- It was a trying season, but it was met with grit and perseverance
- Scores for IAR and ISA will be forthcoming

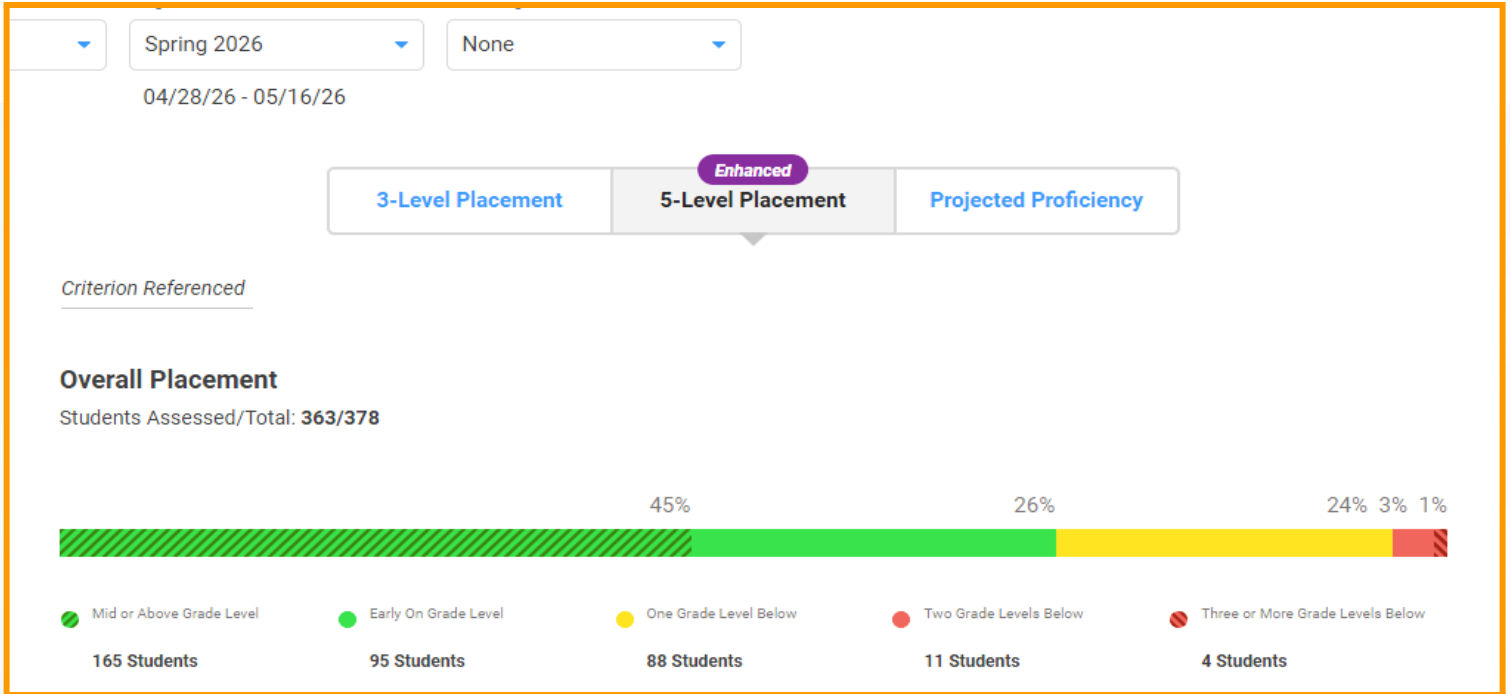
• Scores for iReady Reading are:



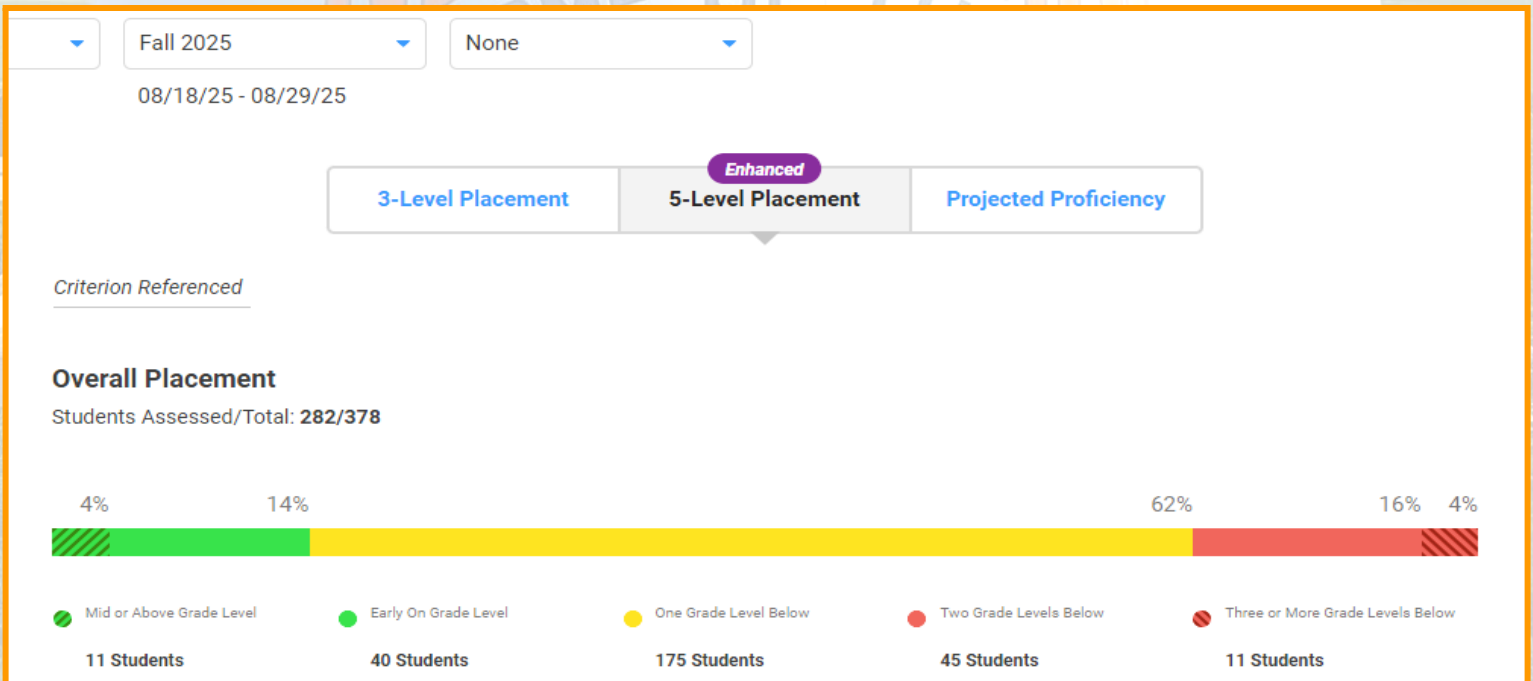


NEW BERLIN ELEMENTARY

Let's go Pretzels!



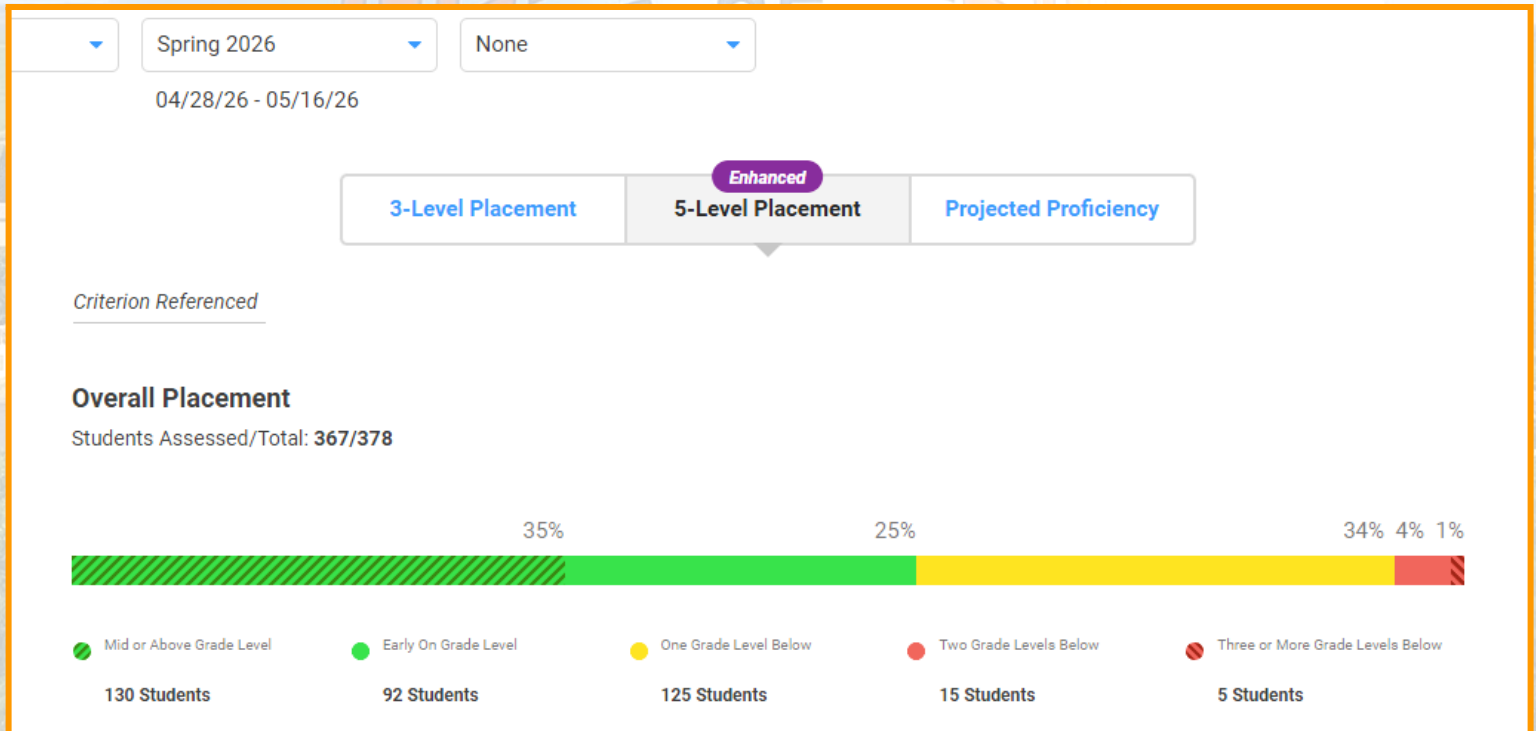
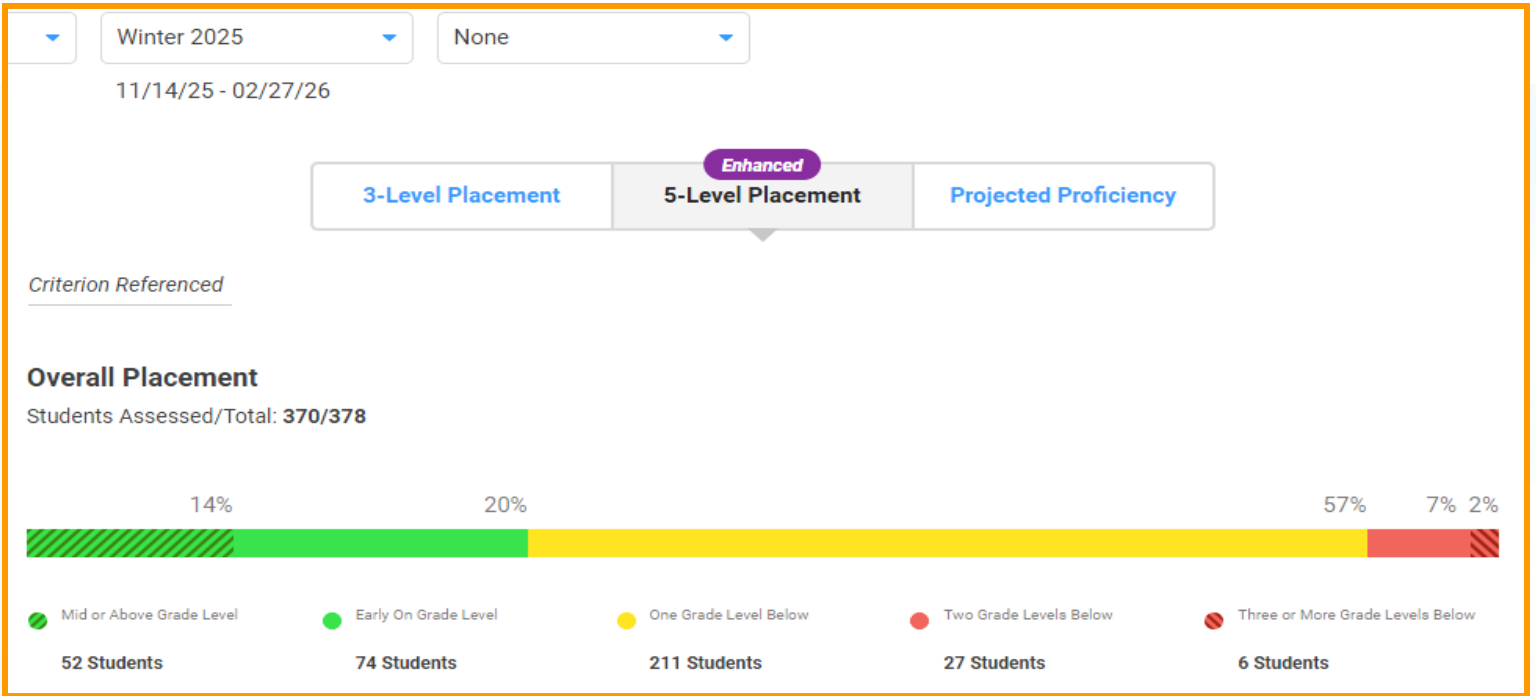
• Scores for iReady Math are:





NEW BERLIN ELEMENTARY

Let's go Pretzels!





May Board Report

Updated May 19, 2026

TO: NBCUSD #16 Board of Education, Jill Larson, Superintendent

From: Brandon Radford, Jr. High Principal

School/Building Improvement:

- 05/01/2026 - 4th PaCE Framework Day of the 25-26 School Year
 - Introduced a PaCE Lab Lesson
 - 6th Grade = Real World - School Situations
 - 7th Grade = Digital & Social Conflicts
 - 8th Grade = Advocacy
 - Xello Station & Panorama Survey
 - 6th Grade = Decision Making Lesson
 - 7th Grade = Time Management Lesson
 - 8th Grade = Learning Styles Lesson
- 05/01/2026 - Afternoon Staff PD
 - Staff was given time to provide feedback to School Handbook for 26-27
 - Worked in Departments for Alignment
 - Came to Reunification site for tour & training
- 05/12 - 05-14 - 5th Grade Classes came over to NBJH to tour and do Q & A with current JH students and Mr. Radford
 - Shoutout to Jamie Brown, Stacey Maxson, Whitney Peecher, and Matthew Jokisch for their help with this.
 - Shoutout to JH students: Willow P., Connor J., Cole M., Harper C., and Syndey L. for helping to give tours and answering questions.
- 05/13/2026 - Hosted Parent Handbook Feedback Meeting at NBJH

Curriculum and Instruction

- Students Moving from iReady to Math Exact Path program
 - 0 - 8th Graders (1 total)
- Students Moving from iReady to ELA Exact Path program
 - 0 - 8th Graders (11 total)
 - 0 - 7th Grader (2 total)

Assessment

- Completed the Spring Panorama Survey (100% completion rate)
- Completed the Spring iReady Diagnostic (100% completion rate)
 - Early look at scores/data is very encouraging
 - Will share final results as apart of S.I.P. in the Fall



Monthly Attendance for April

- 6th Grade = 93.89%
- 7th Grade = 95.92%
- 8th Grade = 95.81%
- School Average = 95.21%

Pretzel Positives

- Congratulations to Sydney L. for being selected to represent NBJH at the IPA Student Breakfast on 05/05/26
- Shoutout to the following JH Track Student who competed at IESA State Track Meet
 - Brody B. - 100 & 200 meters - 8th Place in the 200m
 - Mathis B. - Pole Vault & 1600 Relay - 8th Place in Pole Vault
 - Eli C. - Discus
 - Braxton C. - 1600 Relay
 - Cyrus I. - 800 & 1600 Relay
 - Jack R. - 1600 Relay
 - Maevyn B. - Pole Vault & 4 x 200 Relay - 3rd Place in Pole Vault
 - Logann G. - High Jump & 4 x 200 Relay
 - Aubrey M. - 4 x 200 Relay
 - Cora N. - Long Jump, 200, & 4 x 200 Relay - 3rd Place in Long Jump
 - 8th Grade Boys Relay - 7th Place
 - 7th Grade Girls Relay - 4th Place
- Shout out to Cyrus I. on a School Record in the 800 meters (2:18:38)
- Shout out to Cyrus I., Mathis B., Jack R., and Braxton C. on a School Record in the 1600 Relay
- Shout out to Kinsley A., Aubrey M., Logann G., and Cora N. on a School Record in the SMR 800 (2:11:42)
- Shout out to Aubrey M., Sydney L., Kaylee R., and Kelsey C. on a School Record in the 1600 Relay (5:12:45)
- Shout out to Band & Choir students for a great performance at the Spring Concert on 05/13/2026
 - Shout out to Colton Middleton & Katherine Barrett for their hard work.

Recommendations:

- Approval of the 26-27 NBJH Student Handbook

NEW BERLIN HIGH SCHOOL

MRS. HATTIE LLEWELLYN

High School Principal Board Report



May 2026 Board Report

TO: NBCUSD #16 Board of Education, Mrs. Jill Larson, Superintendent

From: Hattie Llewellyn, High School Principal

School Improvement

- Our leadership teams will begin reviewing and planning for the upcoming school year when we come back in August. We have our 5 Essentials and Panorama Student Success Platform Data to utilize.

Assessment

- All benchmark assessments are completed for the school year. I will have the results for all of our student achievement data included in my June Board report.

Pretzel Positives

NBHS Staff Shout Outs

- Ms. Johnson and the Junior Class Prom Committee for the excellent job putting on this year's prom. The KC Hall was completely transformed into Atlantis!
- Ms. Johnson and the Student Council for all of their hard work in organizing, planning and presenting the Golden Honors Awards.
- Mrs. Hepperly for putting together the Golden Honors Awards presentation and taking pictures. You can view the presentation by clicking [HERE](#)
- Ms. Mills, Ms. Peecher, and Ms. Spann for all of their assistance in doing anything and everything needed to be done to make this year's HS Graduation such a success!

NBHS Student Shout Outs

- The Class of 2026 for all of the great memories and their academic, athletic, and interpersonal achievements- I will be very sad to see this group leave our building!

Recommendations:

HS Volleyball Head Coach - Casey Binkley



New Berlin Athletic Department

Mr. Dillon Binkley
Athletic and Activities Director

May Board Report

Pretzel Positives:

- JH Track had plenty of state finishers
 - Brody Bouthot
 - 23rd- 100
 - 8th- 200
 - Cryus Irani
 - 20th- 800
 - 8th Grade Boys SMR
 - 7th
 - Braxton Crews, Cyrus Irani, Mathis Burger, Jack Ruot
 - Eli Cook
 - 19th- Discus
 - Mathis Burger
 - 8th- Pole Vault
 - Cora Nims
 - 19th- 200
 - 3rd- Long Jump
 - Maevyn Burger
 - 3rd- Pole Vault
 - 4x200
 - 4th place
 - Mavyn Burger, Logan Gossett, Aubrey Marks, Cora Nims

Updates:

- Hosted Sectionals
 - Shout-out to Sports Boosters for purchasing 40 new hurdles to help us host this event

Items to Approve

- None

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>					<u>ACCT AMOUNT</u>		
NUMBER OF INVOICES: 6												\$162.00
ADAMSRIC000	ADAMS, RICK	100.00	7002026031	051126	BNK5	VARSIY SOFTBALL-4/28/26	P	H	05/06/2026	05/11/2026	V	\$100.00
10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH				25-26		62957			\$100.00
NUMBER OF INVOICES: 1												\$-100.00
AFAFLEX 000	AMERICAN FIDELITY ASSURANCE CO	20260501ADFSA	0000000000	P9	BNK5	Payroll accrual	B		05/01/2026	05/01/2026	W	\$1,252.87
10L000 4577 0000 00 000000							25-26		202500501			\$1,252.87
20L000 4577 0000 00 000000												\$1,200.84
40L000 4577 0000 00 000000												\$50.00
												\$2.03
AFAFLEX 000	AMERICAN FIDELITY ASSURANCE CO	20260515ADFSA	0000000000	P9	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$1,252.87
10L000 4577 0000 00 000000							25-26		202500516			\$1,252.87
20L000 4577 0000 00 000000												\$1,197.92
40L000 4577 0000 00 000000												\$50.00
												\$4.95
AFAFLEX 000	AMERICAN FIDELITY ASSURANCE CO	20260515BDFSFA	0000000000	P9	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$-50.00
20L000 4577 0000 00 000000							25-26		202500525			\$-50.00
												\$-50.00
AFAFLEX 000	AMERICAN FIDELITY ASSURANCE CO	20260515CDFSA	0000000000	P9	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$50.00
20L000 4577 0000 00 000000							25-26		202500531			\$50.00
												\$50.00
NUMBER OF INVOICES: 4												\$2,505.74
AFAHSA 000	AMERICAN FIDELITY H.S.A.	20260501ADHSA01	0000000000	P1	BNK5	Payroll accrual	H		05/01/2026	05/01/2026	W	\$302.33
10L000 4574 0000 00 000000							25-26		202500502			\$302.33
20L000 4574 0000 00 000000												\$202.33
												\$100.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>		<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>	
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>	<u>ACCT AMOUNT</u>						
AFAHSA 000	AMERICAN FIDELITY H.S.A.	20260501ADHSA03	0000000000	P1	BNK5	Payroll accrual	H		05/01/2026	05/01/2026	W	\$394.44
	10L000 4574 0000 00 000000						25-26			202500502		\$394.44
											\$394.44	
AFAHSA 000	AMERICAN FIDELITY H.S.A.	20260515ADHSA01	0000000000	P1	BNK5	Payroll accrual	H		05/15/2026	05/15/2026	W	\$302.33
	10L000 4574 0000 00 000000						25-26			202500517		\$302.33
	20L000 4574 0000 00 000000											\$202.33
											\$100.00	
AFAHSA 000	AMERICAN FIDELITY H.S.A.	20260515ADHSA03	0000000000	P1	BNK5	Payroll accrual	H		05/15/2026	05/15/2026	W	\$394.44
	10L000 4574 0000 00 000000						25-26			202500517		\$394.44
											\$394.44	
NUMBER OF INVOICES: 4											\$1,393.54	
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260501ADAF1	0000000000	P9	BNK5	Payroll accrual	B		05/01/2026	05/01/2026	W	\$1,235.61
	10L000 4581 0000 00 000000						25-26			202500500		\$1,235.61
	20L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H						\$1,028.15
	40L000 4581 0000 00 000000											\$92.80
											\$114.66	
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260501ADAF10	0000000000	P9	BNK5	Payroll accrual	B		05/01/2026	05/01/2026	W	\$7.27
	20L000 4581 0000 00 000000						25-26			202500500		\$7.27
											\$7.27	
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260501ADAF11	0000000000	P9	BNK5	Payroll accrual	B		05/01/2026	05/01/2026	W	\$137.47
	10L000 4581 0000 00 000000						25-26			202500500		\$137.47
	20L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H						\$131.22
	40L000 4581 0000 00 000000											\$2.25
											\$4.00	
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260501ADAF12	0000000000	P9	BNK5	Payroll accrual	B		05/01/2026	05/01/2026	W	\$144.87
	10L000 4581 0000 00 000000						25-26			202500500		\$144.87
	20L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H						\$91.77
											\$19.90	

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>		<u>ACCT AMOUNT</u>					
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515ADAF1	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$1,193.37
							25-26		202500515			\$1,193.37
	10L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H						\$985.91
	20L000 4581 0000 00 000000											\$92.80
	40L000 4581 0000 00 000000											\$114.66
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515ADAF10	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$7.27
							25-26		202500515			\$7.27
	20L000 4581 0000 00 000000											\$7.27
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515ADAF11	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$137.47
							25-26		202500515			\$137.47
	10L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H						\$131.22
	20L000 4581 0000 00 000000											\$2.25
	40L000 4581 0000 00 000000											\$4.00
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515ADAF12	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$144.87
							25-26		202500515			\$144.87
	10L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H						\$91.77
	20L000 4581 0000 00 000000											\$19.90
	40L000 4581 0000 00 000000											\$33.20
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515ADAF2	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$912.30
							25-26		202500515			\$912.30
	10L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H						\$706.95
	20L000 4581 0000 00 000000											\$62.80
	40L000 4581 0000 00 000000											\$142.55
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515ADAF5	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$223.01
							25-26		202500515			\$223.01
	10L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H						\$213.06
	20L000 4581 0000 00 000000											\$9.95
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515ADAF6	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$298.74
							25-26		202500515			\$298.74

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>		<u>ACCT AMOUNT</u>					
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515ADAF6				*****CONTINUED*****						
	10L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H						\$281.90
	40L000 4581 0000 00 000000											\$16.84
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515ADAF7	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$296.94
	10L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H	25-26			202500515		\$296.94
	20L000 4581 0000 00 000000											\$158.50
	40L000 4581 0000 00 000000											\$19.35
												\$119.09
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515ADAF8	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$252.39
	10L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H	25-26			202500515		\$252.39
	40L000 4581 0000 00 000000											\$200.93
												\$51.46
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515ADAF9	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$116.14
	10L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H	25-26			202500515		\$116.14
	40L000 4581 0000 00 000000											\$95.38
												\$20.76
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515BDFA1	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$-56.00
	10L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H	25-26			202500524		\$-56.00
	20L000 4581 0000 00 000000											\$-36.00
												\$-20.00
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515BDFA11	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$-3.00
	10L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H	25-26			202500524		\$-3.00
												\$-3.00
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515BDFA12	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$-20.90
	10L000 4581 0000 00 000000					AM FIDELITY SUPPLEMENTAL W/H	25-26			202500524		\$-20.90
												\$-20.90
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20260515BDFA2	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$-8.15
							25-26			202500524		\$-8.15

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>					<u>ACCT AMOUNT</u>		
NUMBER OF INVOICES: 1												\$100.80
AFLAC 000	AMERICAN FAMILY LIFE ASSUR	20260501ADAF2	0000000000	P9	BNK5	Payroll accrual	B		05/01/2026	05/01/2026	W	\$19.63
							25-26			202500492		\$19.63
	10L000 4591 0000 00 000000											\$19.63
AFLAC 000	AMERICAN FAMILY LIFE ASSUR	20260515ADAF2	0000000000	P9	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$19.63
							25-26			202500508		\$19.63
	10L000 4591 0000 00 000000											\$19.63
NUMBER OF INVOICES: 2												\$39.26
ALEXAED 000	ALEXANDER, ED	145.00	7002026031	50	BNK5	VARSIY SOFTBALL-4/7/26	P	H	04/07/2026	04/30/2026	S	\$145.00
							25-26			62832		\$145.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM						\$145.00
NUMBER OF INVOICES: 1												\$145.00
AMERCEN 000	AMERICAN CENTRAL INSURANCE	2026-03	0000000000	0526	BNK5	HRA DISBURSEMENT-MCCLAREY	B		05/15/2026	05/21/2026	R	\$3,000.00
							25-26					\$3,000.00
	10E000 2311 3910 00 000000					BD SERVICES PS HRA REIMB NONEM						\$3,000.00
NUMBER OF INVOICES: 1												\$3,000.00
AREADIST000	AREADISTRIBUTORS, INC	507823	0000000000	0526	BNK5	ELEM BLDG-TISSUE	B		04/16/2026	05/21/2026	R	\$1,764.25
							25-26					\$1,764.25
	20E103 2542 4100 00 000000					NBE CARE/UPKEEP GEN SUPPLIES						\$1,764.25
AREADIST000	AREADISTRIBUTORS, INC	508969	0000000000	0526	BNK5	ELEM BLDG-TOWEL	B		05/12/2026	05/21/2026	R	\$1,467.95
							25-26					\$1,467.95
	20E103 2542 4100 00 000000					NBE CARE/UPKEEP GEN SUPPLIES						\$1,467.95
AREADIST000	AREADISTRIBUTORS, INC	509344	0000000000	0526	BNK5	JH/HS BLDG-TISSUE	B		05/19/2026	05/21/2026	R	\$2,137.95
							25-26					\$2,137.95
	20E301 2542 4100 00 000000					NBHS BLDG SM GEN SUPPLIES						\$2,137.95

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>					<u>ACCT AMOUNT</u>		
NUMBER OF INVOICES: 3												\$5,370.15
AXA EQUI000	AXA EQUITABLE LIFE INSURANCE COMPA	20260501ADAXA	0000000000	P1	BNK5	Payroll accrual	H		05/01/2026	05/01/2026	W	\$2,872.50
							25-26			202500499		\$2,872.50
	10L000 4590 0000 00 000000											\$2,872.50
AXA EQUI000	AXA EQUITABLE LIFE INSURANCE COMPA	20260501ADAXA%	0000000000	P1	BNK5	Payroll accrual	H		05/01/2026	05/01/2026	W	\$2,031.95
							25-26			202500499		\$2,031.95
	10L000 4590 0000 00 000000											\$2,031.95
AXA EQUI000	AXA EQUITABLE LIFE INSURANCE COMPA	20260515ADAXA	0000000000	P1	BNK5	Payroll accrual	H		05/15/2026	05/15/2026	W	\$2,872.50
							25-26			202500514		\$2,872.50
	10L000 4590 0000 00 000000											\$2,872.50
AXA EQUI000	AXA EQUITABLE LIFE INSURANCE COMPA	20260515ADAXA%	0000000000	P1	BNK5	Payroll accrual	H		05/15/2026	05/15/2026	W	\$2,099.54
							25-26			202500514		\$2,099.54
	10L000 4590 0000 00 000000											\$2,099.54
NUMBER OF INVOICES: 4												\$9,876.49
BANDERAC000	BANDELOW, RACHELLE	8.50	6022026002	50	BNK5	PLATES AND NAPKINS	P	H	04/10/2026	04/30/2026	R	\$8.50
							25-26				62937	\$8.50
	10E202 2410 4100 00 000000					NBJH PRINCIPAL GEN SUPPLIES NONEM						\$8.50
NUMBER OF INVOICES: 1												\$8.50
BEARDHS 000	BEARDSTOWN HIGHSCHOOL	250.00	7002026027	50	BNK5	ENTRY FEE HSSB SHOWCASE 4/9-4/10/26	P	H	03/25/2026	04/30/2026	R	\$250.00
							25-26				62848	\$250.00
	10E000 1500 6400 00 000000					INTERSC PRGM DUES AND FEES						\$250.00
NUMBER OF INVOICES: 1												\$250.00
BMO FINA000	BMO FINANCIAL GROUP	0221-0526-1	1032026040	BMO 0526	BNK5	AMAZON-FRY- CLASSROOM SUPPLIES	P	B	04/12/2026	05/21/2026	W	\$263.75

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>		<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>	
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL</u>	<u>DESCRIPTION</u>	<u>1099</u>	<u>ACCT AMOUNT</u>						
BMO FINA000	BMO FINANCIAL GROUP	0704-0526-1	3012026044	BMO 0526	BNK5	KREKEL'S-BULLARD-JH/HS CBE CURRICULUM SUPPLIES	P	B	03/20/2026	05/21/2026	W	\$113.32
							25-26			202500504		\$113.32
	10E301 1200 4100 00 000000					NBHS SP. ED. GEN SUPPLIES						\$113.32
BMO FINA000	BMO FINANCIAL GROUP	0704-0526-2	3012026044	BMO 0526	BNK5	KREKEL'S-BULLARD-JH/HS CBE CURRICULUM SUPPLIES	P	B	03/20/2026	05/21/2026	W	\$21.56
							25-26			202500504		\$21.56
	10E301 1200 4100 00 000000					NBHS SP. ED. GEN SUPPLIES						\$21.56
BMO FINA000	BMO FINANCIAL GROUP	0704-0526-3	3012026025	BMO 0526	BNK5	AMAZON-LLEWELLYN-HS OFFICE COMMUNITY SUPPLIES	P	B	03/22/2026	05/21/2026	W	\$76.53
							25-26			202500504		\$76.53
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES						\$76.53
BMO FINA000	BMO FINANCIAL GROUP	0704-0526-4	3012026044	BMO 0526	BNK5	WALMART-BULLARD-JH/HS CBE CURRICULUM SUPPLIES	P	B	03/27/2026	05/21/2026	W	\$347.03
							25-26			202500504		\$347.03
	10E301 1200 4100 00 000000					NBHS SP. ED. GEN SUPPLIES						\$347.03
BMO FINA000	BMO FINANCIAL GROUP	0704-0526-5	3012026044	BMO 0526	BNK5	AMAZON-BULLARD-JH/HS CBE CURRICULUM SUPPLIES	P	B	04/07/2026	05/21/2026	W	\$58.98
							25-26			202500504		\$58.98
	10E301 1200 4100 00 000000					NBHS SP. ED. GEN SUPPLIES						\$58.98
BMO FINA000	BMO FINANCIAL GROUP	0704-0526-6	1032026006	BMO 0526	BNK5	AMAZON-ANKROM-STRUCTURED CLASSROOM SUPPLIES	P	B	04/08/2026	05/21/2026	W	\$665.99
							25-26			202500504		\$665.99
	10E103 1200 4100 00 000000					NBE SP. ED. GEN SUPPLIES						\$665.99
BMO FINA000	BMO FINANCIAL GROUP	0704-0526-7	1032026006	BMO 0526	BNK5	AMAZON-ANKROM-STRUCTURED CLASSROOM SUPPLIES	P	B	04/13/2026	05/21/2026	W	\$-38.98
							25-26			202500504		\$-38.98
	10E103 1200 4100 00 000000					NBE SP. ED. GEN SUPPLIES						\$-38.98

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL</u>	<u>DESCRIPTION</u>		<u>1099</u>	<u>ACCT AMOUNT</u>					
BMO FINA000	BMO FINANCIAL GROUP	0704-0526-8	3012026044	BMO 0526	BNK5	WALMART-BULLARD-JH/HS CBE CURRICULUM SUPPLIES	P	B	04/13/2026	05/21/2026	W	\$33.67
							25-26			202500504		\$33.67
	10E301 1200 4100 00 000000					NBHS SP. ED. GEN SUPPLIES						\$33.67
BMO FINA000	BMO FINANCIAL GROUP	0746-0526-1	0000000000	BMO 0526	BNK5	TRANS-IL ASSOC PUPIL TRANS		B	04/09/2026	05/21/2026	W	\$100.00
							25-26			202500504		\$100.00
	40E000 2552 3320 00 000000					TRANSP PS TRAVEL						\$100.00
BMO FINA000	BMO FINANCIAL GROUP	0771-0526-1	0000000000	BMO 0526	BNK5	9241-AVANTIS-TEAM MEAL		B	03/27/2026	05/21/2026	W	\$192.01
							25-26			202500504		\$192.01
	10A000 1200 0000 00 000000											\$192.01
BMO FINA000	BMO FINANCIAL GROUP	0771-0526-2	7002026029	BMO 0526	BNK5	GILL PORTER.COM-ELECTRONIC STARTER	P	B	04/06/2026	05/21/2026	W	\$435.00
							25-26			202500504		\$435.00
	10E000 1500 5400 00 000000					ATH CO EQUIPMENT						\$435.00
BMO FINA000	BMO FINANCIAL GROUP	0771-0526-3	7002026016	BMO 0526	BNK5	OVR-TRIPOD	P	B	04/10/2026	05/21/2026	W	\$57.00
							25-26			202500504		\$57.00
	10E000 1500 4100 00 000000					INTERSC PRGM GEN SUPP.						\$57.00
BMO FINA000	BMO FINANCIAL GROUP	0771-0526-4	7002026029	BMO 0526	BNK5	MENARDS-300 FT MEASURE TAPE	P	B	04/13/2026	05/21/2026	W	\$80.97
							25-26			202500504		\$80.97
	10E000 1500 5400 00 000000					ATH CO EQUIPMENT						\$80.97
BMO FINA000	BMO FINANCIAL GROUP	2436-0526-1	0000000000	BMO 0526	BNK5	TRANS-CASEY'S DONUTS		B	03/20/2026	05/21/2026	W	\$28.00
							25-26			202500504		\$28.00
	40E000 2552 4100 00 000000					TRANS SM GEN SUPPLIES						\$28.00
BMO FINA000	BMO FINANCIAL GROUP	2436-0526-2	0000000000	BMO 0526	BNK5	TRANS-DOLLAR GENERAL		B	04/06/2026	05/21/2026	W	\$43.75
							25-26			202500504		\$43.75
	40E000 2552 4100 00 000000					TRANS SM GEN SUPPLIES						\$43.75

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL</u>	<u>DESCRIPTION</u>	<u>1099</u>	<u>ACCT AMOUNT</u>						
BMO FINA000	BMO FINANCIAL GROUP	2436-0526-3	0000000000	BMO 0526	BNK5	TRANS-CASEY'S DONUTS	B		04/10/2026	05/21/2026	W	\$28.00
							25-26			202500504		\$28.00
	40E000 2552 4100 00 000000					TRANS SM GEN SUPPLIES						\$28.00
BMO FINA000	BMO FINANCIAL GROUP	2436-0526-4	0000000000	BMO 0526	BNK5	TRANS-CASEY'S-DONUTS	B		04/10/2026	05/21/2026	W	\$28.00
							25-26			202500504		\$28.00
	40E000 2552 4100 00 000000					TRANS SM GEN SUPPLIES						\$28.00
BMO FINA000	BMO FINANCIAL GROUP	3061-0526-1	1032026001	BMO 0526	BNK5	AMAZON-HAAS- CLASSROOM SUPPLIES	P	B	03/24/2026	05/21/2026	W	\$238.99
							25-26			202500504		\$238.99
	10E103 1200 4100 00 000000					NBE SP. ED. GEN SUPPLIES						\$238.99
BMO FINA000	BMO FINANCIAL GROUP	3061-0526-2	1032026001	BMO 0526	BNK5	AMAZON-HAAS- CLASSROOM SUPPLIES	P	B	03/26/2026	05/21/2026	W	\$33.64
							25-26			202500504		\$33.64
	10E103 1200 4100 00 000000					NBE SP. ED. GEN SUPPLIES						\$33.64
BMO FINA000	BMO FINANCIAL GROUP	3061-0526-3	1032026001	BMO 0526	BNK5	AMAZON-HAAS- CLASSROOM SUPPLIES	P	B	04/08/2026	05/21/2026	W	\$23.95
							25-26			202500504		\$23.95
	10E103 1200 4100 00 000000					NBE SP. ED. GEN SUPPLIES						\$23.95
BMO FINA000	BMO FINANCIAL GROUP	3061-0526-4A	1032026032	BMO 0526	BNK5	AMAZON-MAXSON- CLASSROOM SUPPLIES	P	B	04/10/2026	05/21/2026	W	\$13.68
							25-26			202500504		\$13.68
	10E103 1113 4100 00 000000					NBE SM GENERAL SUPPLIES						\$13.68
BMO FINA000	BMO FINANCIAL GROUP	3061-0526-4B	1032026020	BMO 0526	BNK5	AMAZON-JOKISCH-CLASSROOM SUPPLIES FOR ALL ROOMS	P	B	04/10/2026	05/21/2026	W	\$20.13
							25-26			202500504		\$20.13
	10E103 1113 4100 00 000000					NBE SM GENERAL SUPPLIES						\$20.13
BMO FINA000	BMO FINANCIAL GROUP	3061-0526-5	1032026020	BMO 0526	BNK5	AMAZON-JOKISCH-CLASSROOM SUPPLIES FOR ALL ROOMS	P	B	04/10/2026	05/21/2026	W	\$35.87

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL</u>		<u>DESCRIPTION</u>	<u>1099</u>	<u>ACCT AMOUNT</u>					
BMO FINA000	BMO FINANCIAL GROUP	4163-0526-2	0000000000	BMO 0526	BNK5	9216-NATIONAL FFA-AWARDS	B	04/14/2026	05/21/2026	W		\$467.00
							25-26				202500504	\$467.00
	10A000 1200 0000 00 000000											\$467.00
BMO FINA000	BMO FINANCIAL GROUP	4163-0526-3	0000000000	BMO 0526	BNK5	9216-4 AMIGOS-LUNCH AFTER LIVESTOCK	B	04/17/2026	05/21/2026	W		\$172.86
							25-26				202500504	\$172.86
	10A000 1200 0000 00 000000											\$172.86
BMO FINA000	BMO FINANCIAL GROUP	6542-0526-1	0000000000	BMO 0526	BNK5	IASPA-MEMBERSHIP	B	04/06/2026	05/21/2026	W		\$350.00
							25-26				202500504	\$350.00
	10E000 2520 6400 00 000000				FS DUES & FEES							\$350.00
BMO FINA000	BMO FINANCIAL GROUP	6542-0526-2	0000000000	BMO 0526	BNK5	POSTER COMPLIANCE	B	04/17/2026	05/21/2026	W		\$377.31
							25-26				202500504	\$377.31
	10E000 2520 3900 00 000000				FS OTHER PURCH. SERVICES							\$377.31
BMO FINA000	BMO FINANCIAL GROUP	6583-0526-1	0000000000	BMO 0526	BNK5	9218-WALMART-MR SALTY BREAKFAST	B	03/20/2026	05/21/2026	W		\$125.00
							25-26				202500504	\$125.00
	10A000 1200 0000 00 000000											\$125.00
BMO FINA000	BMO FINANCIAL GROUP	6583-0526-10	0000000000	BMO 0526	BNK5	9218-WALMART-STRAWBERRIES	B	04/13/2026	05/21/2026	W		\$66.79
							25-26				202500504	\$66.79
	10A000 1200 0000 00 000000											\$66.79
BMO FINA000	BMO FINANCIAL GROUP	6583-0526-2	0000000000	BMO 0526	BNK5	9218-WALMART-BREAKFAST MR. SALTY	B	03/21/2026	05/21/2026	W		\$17.82
							25-26				202500504	\$17.82
	10A000 1200 0000 00 000000											\$17.82
BMO FINA000	BMO FINANCIAL GROUP	6583-0526-3	3012026040	BMO 0526	BNK5	WALMART-MCCLAREY-CURRICULUM SUPLIES CTE (FOOD AND FABRIC)	P	B	03/23/2026	05/21/2026	W	\$55.06
							25-26				202500504	\$55.06

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL</u>		<u>DESCRIPTION</u>	<u>1099</u>	<u>ACCT AMOUNT</u>					
BMO FINA000	BMO FINANCIAL GROUP	6583-0526-3				*****CONTINUED*****						
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES						\$55.06
BMO FINA000	BMO FINANCIAL GROUP	6583-0526-4	3012026040	BMO 0526	BNK5	WALMART-MCCLAREY-CURRICULUM SUPLIES CTE (FOOD AND FABRIC)	P	B	03/25/2026	05/21/2026	W	\$57.02
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES	25-26			202500504		\$57.02
BMO FINA000	BMO FINANCIAL GROUP	6583-0526-5	3012026040	BMO 0526	BNK5	WALMART-MCCLAREY-CURRICULUM SUPLIES CTE (FOOD AND FABRIC)	P	B	04/07/2026	05/21/2026	W	\$3.23
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES	25-26			202500504		\$3.23
BMO FINA000	BMO FINANCIAL GROUP	6583-0526-6	0000000000	BMO 0526	BNK5	9218-ALDI-CHOC STRAWBERRIES		B	04/07/2026	05/21/2026	W	\$208.48
	10A000 1200 0000 00 000000						25-26			202500504		\$208.48
BMO FINA000	BMO FINANCIAL GROUP	6583-0526-7	3012026040	BMO 0526	BNK5	WALMART-MCCLAREY-CURRICULUM SUPLIES CTE (FOOD AND FABRIC)	P	B	04/07/2026	05/21/2026	W	\$204.21
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES	25-26			202500504		\$204.21
BMO FINA000	BMO FINANCIAL GROUP	6583-0526-8	0000000000	BMO 0526	BNK5	9218-ANVIL AND FORGE		B	04/08/2026	05/21/2026	W	\$35.02
	10A000 1200 0000 00 000000						25-26			202500504		\$35.02
BMO FINA000	BMO FINANCIAL GROUP	6583-0526-9	0000000000	BMO 0526	BNK5	9218-MEIJER-STRAWBERRIES		B	04/13/2026	05/21/2026	W	\$52.92
	10A000 1200 0000 00 000000						25-26			202500504		\$52.92
BMO FINA000	BMO FINANCIAL GROUP	6591-0526-1	3012026046	BMO 0526	BNK5	MENARDS-WEIDHUNER-CURRICULUM SUPPLIES	P	B	03/19/2026	05/21/2026	W	\$271.91

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL</u>	<u>DESCRIPTION</u>	<u>1099</u>	<u>ACCT AMOUNT</u>						
BMO FINA000	BMO FINANCIAL GROUP	6930-0526-5	0000000000	BMO 0526	BNK5	9202-COUNTY MARKET	B		04/11/2026	05/21/2026	W	\$96.58
							25-26			202500504		\$96.58
	10A000 1200 0000 00 000000											\$96.58
BMO FINA000	BMO FINANCIAL GROUP	7406-0526-10	0000000000	BMO 0526	BNK5	9202-PAPA JOHNS-SANG FAIR GROUNDS	B		04/09/2026	05/21/2026	W	\$104.89
							25-26			202500504		\$104.89
	10A000 1200 0000 00 000000											\$104.89
BMO FINA000	BMO FINANCIAL GROUP	7406-0526-11	7002026016	BMO 0526	BNK5	EPIC-HS BOYS & GIRLS TRACK SUPPLIES-MCDONALD/SHAWGO	P	B	04/10/2026	05/21/2026	W	\$612.38
							25-26			202500504		\$612.38
	10E000 1500 4100 00 000000					INTERSC PRGM GEN SUPP.						\$612.38
BMO FINA000	BMO FINANCIAL GROUP	7406-0526-12	7002026022	BMO 0526	BNK5	AMAZON-A.D. ATHLETIC/OFFICE SUPPLIES/ AWARDS-BINKLEY	P	B	04/10/2026	05/21/2026	W	\$27.05
							25-26			202500504		\$27.05
	10E000 1500 4100 00 000000					INTERSC PRGM GEN SUPP.						\$27.05
BMO FINA000	BMO FINANCIAL GROUP	7406-0526-13	7002026022	BMO 0526	BNK5	AMAZON-A.D. ATHLETIC/OFFICE SUPPLIES/ AWARDS-BINKLEY	P	B	04/10/2026	05/21/2026	W	\$8.97
							25-26			202500504		\$8.97
	10E000 1500 4100 00 000000					INTERSC PRGM GEN SUPP.						\$8.97
BMO FINA000	BMO FINANCIAL GROUP	7406-0526-14	0000000000	BMO 0526	BNK5	9223-AMAZON-ORANGE SCREEN	B		04/10/2026	05/21/2026	W	\$118.99
							25-26			202500504		\$118.99
	10A000 1200 0000 00 000000											\$118.99
BMO FINA000	BMO FINANCIAL GROUP	7406-0526-15	7002026022	BMO 0526	BNK5	STAPLES-A.D. ATHLETIC/OFFICE SUPPLIES/ AWARDS-BINKLEY	P	B	04/11/2026	05/21/2026	W	\$57.66
							25-26			202500504		\$57.66
	10E000 1500 4100 00 000000					INTERSC PRGM GEN SUPP.						\$57.66
BMO FINA000	BMO FINANCIAL GROUP	7406-0526-16	7002026022	BMO 0526	BNK5	AMAZON-A.D. ATHLETIC/OFFICE SUPPLIES/ AWARDS-BINKLEY	P	B	04/11/2026	05/21/2026	W	\$13.53

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>	
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>	<u>ACCT AMOUNT</u>					
BMO FINA000	BMO FINANCIAL GROUP	7406-0526-20	0000000000	BMO 0526	BNK5	9114-SAMS-SNACKS	B	04/16/2026	05/21/2026	W	\$105.94
							25-26		202500504		\$105.94
	10A000 1200 0000 00 000000										\$105.94
BMO FINA000	BMO FINANCIAL GROUP	7406-0526-21	7002026029	BMO 0526	BNK5	AMAZON-MISC. ATHLETIC EQUIP-BINKLEY	P B	04/17/2026	05/21/2026	W	\$129.99
							25-26		202500504		\$129.99
	10E000 1500 5400 00 000000					ATH CO EQUIPMENT					\$129.99
BMO FINA000	BMO FINANCIAL GROUP	7406-0526-22	7002026024	BMO 0526	BNK5	PERFORMANCE HEALTH-ATHLETIC TRAINING SUPPLIES/SCREENING-BINKLEY/RO YER	P B	04/19/2026	05/21/2026	W	\$1,438.98
							25-26		202500504		\$1,438.98
	10E000 1500 4112 00 000000					ATHLETIC TRAINING SUPPLIES					\$1,438.98
BMO FINA000	BMO FINANCIAL GROUP	7406-0526-3	7002026027	BMO 0526	BNK5	TOP TIMES-ATHLETIC FEES/TOURNEY FEES/IESA DUES/SCHOLASTIC BOWL/CHEERLEADING FEES-BINKLEY	P B	03/26/2026	05/21/2026	W	\$494.20
							25-26		202500504		\$494.20
	10E000 1500 6400 00 000000					INTERSC PRGM DUES AND FEES					\$494.20
BMO FINA000	BMO FINANCIAL GROUP	7406-0526-4	0000000000	BMO 0526	BNK5	9216-PAPA JOHNS-FFA	B	03/26/2026	05/21/2026	W	\$234.82
							25-26		202500504		\$234.82
	10A000 1200 0000 00 000000										\$234.82
BMO FINA000	BMO FINANCIAL GROUP	7406-0526-5	0000000000	BMO 0526	BNK5	9241-PILOT-	B	03/27/2026	05/21/2026	W	\$18.93
							25-26		202500504		\$18.93
	10A000 1200 0000 00 000000										\$18.93
BMO FINA000	BMO FINANCIAL GROUP	7406-0526-6	0000000000	BMO 0526	BNK5	9114-REFUND FOR COACH NO LONGER AT SCHOOL	B	04/07/2026	05/21/2026	W	-\$95.64
							25-26		202500504		-\$95.64

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>		<u>ACCT AMOUNT</u>					
BMO FINA000	BMO FINANCIAL GROUP	9165-0526-4	0000000000	BMO 0526	BNK5	9103-SONIC-DRINKS	B		03/26/2026	05/21/2026	W	\$112.13
							25-26			202500504		\$112.13
	10A000 1200 0000 00 000000											\$112.13
BMO FINA000	BMO FINANCIAL GROUP	9165-0526-5	2022026034	BMO 0526	BNK5	TOM- CLASSROOM SUPPLIES	P	B	03/27/2026	05/21/2026	W	\$80.28
							25-26			202500504		\$80.28
	10E202 1115 4100 00 000000					NBJH GEN SUPPLIES						\$80.28
BMO FINA000	BMO FINANCIAL GROUP	9165-0526-6	2022026005	BMO 0526	BNK5	AMAZON-DILLON- CLASSROOM SUPPLIES/SUBSCRIPTIONS	P	B	03/27/2026	05/21/2026	W	\$20.60
							25-26			202500504		\$20.60
	10E202 1115 4100 00 000000					NBJH GEN SUPPLIES						\$20.60
BMO FINA000	BMO FINANCIAL GROUP	9165-0526-7	2022026005	BMO 0526	BNK5	AMAZON-DILLON- CLASSROOM SUPPLIES/SUBSCRIPTIONS	P	B	03/27/2026	05/21/2026	W	\$90.15
							25-26			202500504		\$90.15
	10E202 1115 4100 00 000000					NBJH GEN SUPPLIES						\$90.15
BMO FINA000	BMO FINANCIAL GROUP	9165-0526-8	6022026001	BMO 0526	BNK5	CHAT GTP-RADFORD - JH PRINCIPAL IPA DUES/ADMIN ENROLLMENT/NETWORK MEMBER/SCHOOL MASTERS DUES	P	B	04/05/2026	05/21/2026	W	\$20.00
							25-26			202500504		\$20.00
	10E202 2410 6400 00 000000					NBJH PRINCIPAL DUES & FEES						\$20.00
BMO FINA000	BMO FINANCIAL GROUP	9165-0526-9	3012026051	BMO 0526	BNK5	AMAZON-JH/HS PE DEPARTMENT	P	B	04/08/2026	05/21/2026	W	\$95.68
							25-26			202500504		\$95.68
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES						\$95.68
BMO FINA000	BMO FINANCIAL GROUP	9280-0526-1	0000000000	BMO 0526	BNK5	PRE-K-SAMS-FAMILY NIGHT	B		04/15/2026	05/21/2026	W	\$57.82
							25-26			202500504		\$57.82
	10E500 3720 4100 00 000000					PRE-K PARENTAL SERV. GEN SUPP						\$57.82
NUMBER OF INVOICES: 120											\$18,932.08	
BOBOS 000	BOBCAT OF SPRINGFIELD	W06751	0000000000	0526	BNK5	REPAIR BOB TACH BROKEN	B		03/17/2026	05/21/2026	R	\$650.39

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>		<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>	
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>							<u>ACCT AMOUNT</u>
BOBOS 000	BOBCAT OF SPRINGFIELD	W06751				*****CONTINUED*****						
	20E301 2542 3230 00 000000					NBHS CARE/UPKEEP REPAIR/MAINT.			25-26			\$650.39
											\$650.39	
											NUMBER OF INVOICES: 1	
											\$650.39	
BOUNDBRA000	BOUNDS, BRAD	100.00	7002026031	052026	BNK5	VARSITY BASEBALL-5/19/26	P	H	05/19/2026	05/20/2026	V	\$100.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM			25-26		62986	\$100.00
											\$100.00	
											NUMBER OF INVOICES: 1	
											\$-100.00	
BULLAKAR000	BULLARD, KARIE	400.00	3012026036	50	BNK5	EMRG	P	H	03/26/2026	04/30/2026	R	\$400.00
	10E301 1117 3900 00 000000					ACCOMPANIMENT-MIDDLETON-JH/HS BAND/CHOIR PURCHASED SERVICES			25-26		62867	\$400.00
											\$400.00	
											NUMBER OF INVOICES: 1	
											\$400.00	
BURCHTIM000	BURCH, TIMOTHY	100.00	7002026031	50	BNK5	VARSITY BASEBALL-4/14/26	P	H	04/14/2026	04/30/2026	S	\$100.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM			25-26		62872	\$100.00
											\$100.00	
BURCHTIM000	BURCH, TIMOTHY	100.00	7002026031	042926	BNK5	VARSITY BASEBALL-4/30/26	P	H	04/30/2026	04/29/2026	V	\$100.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM			25-26		62942	\$100.00
											\$100.00	
											NUMBER OF INVOICES: 2	
											\$0.00	
BURGEKEN000	BURGE, KENNY	90.00	7002026031	50	BNK5	JV BASEBALL-4/10/26	P	H	04/10/2026	04/30/2026	S	\$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH			25-26		62833	\$90.00
											\$90.00	

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>		<u>ACCT AMOUNT</u>					
						NUMBER OF INVOICES: 1						\$90.00
CARLINVI000	CARLINVILLE HIGH SCHOOL	225.00	7002026027	50	BNK5	ENTRY FEE JOKISCH GRANDON INVITE-3/23/26	P	H	03/23/2026	04/30/2026	R	\$225.00
10E000	1500 6400 00 000000					INTERSC PRGM DUES AND FEES	25-26			62831		\$225.00
						NUMBER OF INVOICES: 1						\$225.00
CARPELUC000	CARPENTER, LUCAS	100.00	7002026031	50	BNK5	VARSITY BASEBALL-4/7/26	P	H	04/07/2026	04/30/2026	S	\$100.00
10E000	1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	25-26			62834		\$100.00
						NUMBER OF INVOICES: 1						\$100.00
CDWG 001	CDW GOVERNMENT, INC.	A13A21D	0000000000	0526	BNK5	LAPTOP FOR J. LARSON-REIMB FROM ROE 51	B		02/27/2026	05/21/2026	A	\$1,032.90
10E000	2225 5400 00 000000					TECH CO EQUIPMENT	25-26					\$1,032.90
						NUMBER OF INVOICES: 1						\$1,032.90
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	01467265	0000000000	0526	BNK5	JH/HS BLDG-FOOD CREDIT	B		04/20/2026	05/21/2026	A	\$-30.64
10E301	2562 4150 00 000000					NBHS FOOD RAW FOOD	25-26					\$-30.64
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	01470384	0000000000	0526	BNK5	JH/HS BLDG-DAIRY	B		04/29/2026	05/21/2026	A	\$-145.50
10E301	2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT	25-26					\$-145.50
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	01474504	0000000000	0526	BNK5	JH/HS BLDG-FOOD	B		05/11/2026	05/21/2026	A	\$-47.50
10E301	2562 4150 00 000000					NBHS FOOD RAW FOOD	25-26					\$-47.50

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>		<u>ACCT AMOUNT</u>					
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12621546	0000000000	0526	BNK5	JH/HS BLDG-DAIRY	B		05/11/2026	05/21/2026	A	\$365.50
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT	25-26					\$365.50
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12621547	0000000000	0526	BNK5	JH/HS BLDG-DAIRY	B		05/18/2026	05/21/2026	A	\$212.40
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT	25-26					\$212.40
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12640847	0000000000	0526	BNK5	JH/HS BLDG-FOOD	B		05/11/2026	05/21/2026	A	\$528.80
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD	25-26					\$528.80
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12640848	0000000000	0526	BNK5	JH/HS BLDG-FOOD	B		05/18/2026	05/21/2026	A	\$349.65
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD	25-26					\$349.65
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12649895	0000000000	0526	BNK5	JH/HS BLDG-FOOD	B		05/13/2026	05/21/2026	A	\$58.10
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD	25-26					\$58.10
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12676896	0000000000	0526	BNK5	JH/HS BLDG-FOOD	B		05/20/2026	05/21/2026	A	\$256.75
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD	25-26					\$256.75
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12681018	0000000000	0526	BNK5	JH/HS BLDG-FOOD	B		05/20/2026	05/21/2026	A	\$49.95
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD	25-26					\$49.95
NUMBER OF INVOICES: 18												\$4,245.80
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	01470377	0000000000	0526	BNK5	ELEM BLDG-DAIRY	B		04/29/2026	05/21/2026	A	\$-23.15
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS	25-26					\$-23.15

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>		<u>ACCT AMOUNT</u>					
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12555294				*****CONTINUED*****						
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS						\$379.80
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12555298	0000000000	0526	BNK5	ELEM BLDG-DAIRY	B		04/24/2026	05/21/2026	A	\$191.80
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS	25-26					\$191.80
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12555306	1032026054	0526	BNK5	DAWDY/STECK-EL SNACKS/DAIRY	P	B	04/24/2026	05/21/2026	A	\$69.45
	10E103 1200 4150 00 000000					EC SM CLASSROOM SNACKS	25-26					\$69.45
	10E500 2569 4100 00 000000					PRE-K SM SNACKS						\$34.72
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12586542	0000000000	0526	BNK5	ELEM BLDG-FOOD	B		04/27/2026	05/21/2026	A	\$786.45
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD	25-26					\$786.45
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS						\$402.85
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12586547	0000000000	0526	BNK5	ELEM BLDG-FOOD, DAIRY	B		04/29/2026	05/21/2026	A	\$548.40
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD	25-26					\$548.40
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS						\$164.80
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12586549	0000000000	0526	BNK5	ELEM BLDG-DAIRY	B		05/01/2026	05/21/2026	A	\$191.80
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS	25-26					\$191.80
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12601914	0000000000	0526	BNK5	ELEM BLDG-DAIRY	B		04/30/2026	05/21/2026	A	\$23.15
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS	25-26					\$23.15
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12606713	0000000000	0526	BNK5	ELEM BLDG-FOOD	B		05/06/2026	05/21/2026	A	\$291.40
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD	25-26					\$291.40

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL</u>	<u>DESCRIPTION</u>		<u>1099</u>	<u>ACCT AMOUNT</u>					
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12621537	0000000000	0526	BNK5	ELEM BLDG-DAIRY	B		05/15/2026	05/21/2026	A	\$207.00
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS	25-26					\$207.00
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12621539	0000000000	0526	BNK5	ELEM BLDG-DAIRY	B		05/18/2026	05/21/2026	A	\$556.15
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS	25-26					\$556.15
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12634704	0000000000	0526	BNK5	ELEM BLDG-DAIRY	B		05/08/2026	05/21/2026	A	\$76.95
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS	25-26					\$76.95
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12641338	0000000000	0526	BNK5	ELEM BLDG-FOOD	B		05/11/2026	05/21/2026	A	\$480.75
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD	25-26					\$480.75
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12641358	0000000000	0526	BNK5	ELEM BLDG-FOOD	B		05/13/2026	05/21/2026	A	\$606.40
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD	25-26					\$606.40
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12655619	0000000000	0526	BNK5	ELEM BLDG-FOOD	B		05/13/2026	05/21/2026	A	\$97.00
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD	25-26					\$97.00
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12671729	0000000000	0526	BNK5	ELEM BLDG-FOOD	B		05/18/2026	05/21/2026	A	\$72.41
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD	25-26					\$72.41
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12676888	0000000000	0526	BNK5	ELEM BLDG-FOOD	B		05/20/2026	05/21/2026	A	\$461.60
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD	25-26					\$461.60
NUMBER OF INVOICES: 32												\$11,252.26
CLEETON 000	CLEETON SANITATION SERVICE, CO	9434061	0000000000	0526	BNK5	GARBAGE DISPOSAL SERVICE	B		05/01/2026	05/21/2026	A	\$1,235.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>		<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>	
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>	<u>ACCT AMOUNT</u>						
DIRECT E000	DIRECT ENERGY BUSINESS	261350059447928	0000000000	0526	BNK5	JH/HS BLDG-ELELCTRICITY	B		05/15/2026	05/21/2026	W	\$150.11
							25-26			3351636		\$150.11
	20E301 2542 4660 00 000000					NBHS BLDGS ELECTRICITY						\$150.11
						NUMBER OF INVOICES: 9						\$38,036.52
DUGOC 001	DUGAN OIL COMPANY	222833	0000000000	0526	BNK5	TRANS-PLUG AND LABOR	B		05/15/2026	05/21/2026	R	\$13.65
							25-26					\$13.65
	40E000 2552 3230 00 000000					TRANS PS RPR & MAINT						\$13.65
						NUMBER OF INVOICES: 1						\$13.65
EDMENTUM000	EDMENTUM	32655563	2022026020	0526	BNK5	RADFORD-JH EDMENTUM (ELA ENRICHMENT)	P	B	04/15/2026	05/21/2026	A	\$417.44
							25-26					\$417.44
	10E202 1115 4200 00 000000					NBJH TEXTBOOKS						\$417.44
						NUMBER OF INVOICES: 1						\$417.44
ERTOI 001	ERTHAL OIL	305062	0000000000	0526	BNK5	TRANS-WINDOW WASH SOLVENT	B		04/09/2026	05/21/2026	R	\$141.25
							25-26					\$141.25
	40E000 2552 4100 00 000000					TRANS SM GEN SUPPLIES						\$141.25
ERTOI 001	ERTHAL OIL	305144	0000000000	0526	BNK5	TRANS-DIESEL	B		04/23/2026	05/21/2026	R	\$5,720.58
							25-26					\$5,720.58
	40E000 2552 4640 00 000000					TRANS SM GASOLINE						\$5,720.58
ERTOI 001	ERTHAL OIL	305192	0000000000	0526	BNK5	TRANS-DIESEL	B		05/07/2026	05/21/2026	R	\$5,909.41
							25-26					\$5,909.41
	40E000 2552 4640 00 000000					TRANS SM GASOLINE						\$5,909.41
ERTOI 001	ERTHAL OIL	305193	0000000000	0526	BNK5	TRANS-	B		05/07/2026	05/21/2026	R	\$384.00
							25-26					\$384.00
	40E000 2552 4640 00 000000					TRANS SM GASOLINE						\$384.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>					<u>ACCT AMOUNT</u>		
						NUMBER OF INVOICES: 4						\$12,155.24
FRONTIER000	FRONTIER	2171980288	0000000000	0526	BNK5	SECONDARY INTERNET CONNECTION 4/11/26-5/10/26	B		04/11/2026	05/21/2026	W	\$480.00
							25-26			2880526		\$480.00
	20E000 2542 3400 00 000000					DW BLDG PS COMMUNICATION						\$480.00
FRONTIER000	FRONTIER	2174882040	0000000000	0526	BNK5	NEW BERLIN DISTRICT OFFICE PHONES - 4/16/26-5/15/26	B		04/16/2026	05/21/2026	W	\$810.89
							25-26			202500519		\$810.89
	20E000 2542 3400 00 000000					DW BLDG PS COMMUNICATION						\$810.89
FRONTIER000	FRONTIER	2174883107	0000000000	0526	BNK5	JH FAX MACHINE -4/22/26-5/21/26	B		04/22/2026	05/21/2026	W	\$296.71
							25-26			31070526		\$296.71
	20E202 2542 3400 00 000000					JH PS COMMUNICATION						\$296.71
FRONTIER000	FRONTIER	2174886011	0000000000	0526	BNK5	JH PHONES 4/22/26-5/21/26	B		04/22/2026	05/21/2026	W	\$1,064.43
							25-26			60110526		\$1,064.43
	20E202 2542 3400 00 000000					JH PS COMMUNICATION						\$1,064.43
FRONTIER000	FRONTIER	2174886111-	0000000000	0526	BNK5	HS PRINCIPALS OFFICE PHONE-4/22/26-5/21/26	B		04/22/2026	05/21/2026	W	\$1,033.32
							25-26			61110526		\$1,033.32
	20E301 2542 3400 00 000000					HS PS COMMUNICATION						\$1,033.32
FRONTIER000	FRONTIER	2174886412	0000000000	0526	BNK5	AD PHONES - 4/22/26-5/21/26	B		04/22/2026	05/21/2026	W	\$293.22
							25-26			64120526		\$293.22
	20E301 2542 3400 00 000000					HS PS COMMUNICATION						\$293.22
FRONTIER000	FRONTIER	2174886482	0000000000	0526	BNK5	NB ELEM SCHOOL PHONE - 4/22/26-5/21/26	B		04/22/2026	05/21/2026	W	\$1,526.25
							25-26			64820526		\$1,526.25
	20E103 2542 3400 00 000000					NBE BLDG PS COMMUNICATION						\$1,526.25

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT	
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>			
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>					<u>ACCT AMOUNT</u>			
NUMBER OF INVOICES: 7												\$5,504.82	
FRY	COU000	FRY, COURTNEY	175.00	6032026036	0526	BNK5	USING DOMAINS TO FRAME	P	B	04/24/2026	05/21/2026	A	\$175.00
							INSTRUCTION-TUITION						
							REIMBURSEMENT ALLOCATION						
							-25-26 FRY						
								25-26					\$175.00
	10E103	1200 2300 00 000000					SPEC ED BEN TUITION						\$175.00
NUMBER OF INVOICES: 1												\$175.00	
GARAVUI	000	GARAVENTA USA INC.	55027	0000000000	0526	BNK5	SERVICE CALL WHEELCHAIR LIFT	B		03/17/2026	05/21/2026	R	\$2,220.00
								25-26					\$2,220.00
	20E301	2542 3230 00 000000					NBHS CARE/UPKEEP REPAIR/MAINT.						\$2,220.00
NUMBER OF INVOICES: 1												\$2,220.00	
GFS-JHHS000	GORDON	FOOD SERVICE (JH/HS)	841359064	0000000000	0526	BNK5	JH/HS BLDG-FOOD	B		04/15/2026	05/21/2026	W	\$112.94
								25-26			13010526		\$112.94
	10E301	2562 4150 00 000000					NBHS FOOD RAW FOOD						\$112.94
GFS-JHHS000	GORDON	FOOD SERVICE (JH/HS)	841359586	0000000000	0526	BNK5	JH/HS BLDG-FOOD	B		04/26/2026	05/21/2026	W	\$71.97
								25-26			13010526		\$71.97
	10E301	2562 4150 00 000000					NBHS FOOD RAW FOOD						\$71.97
GFS-JHHS000	GORDON	FOOD SERVICE (JH/HS)	841360155	0000000000	0526	BNK5	JH/HS BLDG-FOOD	B		05/06/2026	05/21/2026	W	\$132.63
								25-26			13010526		\$132.63
	10E301	2562 4150 00 000000					NBHS FOOD RAW FOOD						\$132.63
GFS-JHHS000	GORDON	FOOD SERVICE (JH/HS)	841360819	0000000000	0526	BNK5	JH/HS BLDG-FOOD	B		05/19/2026	05/21/2026	W	\$460.24
								25-26			5261103		\$460.24
	10E301	2562 4150 00 000000					NBHS FOOD RAW FOOD						\$460.24
GFS-JHHS000	GORDON	FOOD SERVICE (JH/HS)	9034395960	0000000000	0526	BNK5	JH/HS BLDG-FOOD, DAIRY, DISP	B		04/14/2026	05/21/2026	W	\$2,530.11
								25-26			13010526		\$2,530.11

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>		<u>ACCT AMOUNT</u>					
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9034395960				*****CONTINUED*****						
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD						\$1,710.73
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT						\$706.06
	10E301 2562 4160 00 000000					NBHS FOOD DISPOSABLE SUPP.						\$113.32
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9034662908	0000000000	0526	BNK5	JH/HS BLDG-FOOD, DAIRY, DISP	B		04/21/2026	05/21/2026	W	\$2,602.73
							25-26				13010526	\$2,602.73
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD						\$1,952.73
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT						\$578.70
	10E301 2562 4160 00 000000					NBHS FOOD DISPOSABLE SUPP.						\$71.30
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9034931156	0000000000	0526	BNK5	JH/HS BLDG-FOOD, DAIRY, DISP, GEN	B		04/28/2026	05/21/2026	W	\$2,502.03
							25-26				13010526	\$2,502.03
	10E301 2562 4100 00 000000					NBHS FOOD GEN. SUPPLIES						\$84.87
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD						\$1,601.68
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT						\$490.07
	10E301 2562 4160 00 000000					NBHS FOOD DISPOSABLE SUPP.						\$325.41
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9035203441	0000000000	0526	BNK5	JH/HS BLDG-FOOD, DAIRY, DISP	B		05/05/2026	05/21/2026	W	\$2,616.20
							25-26				13010526	\$2,616.20
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD						\$1,551.71
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT						\$897.03
	10E301 2562 4160 00 000000					NBHS FOOD DISPOSABLE SUPP.						\$167.46
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9035484445	0000000000	0526	BNK5	JH/HS BLDG-FOOD DAIRY, DISP	B		05/12/2026	05/21/2026	W	\$3,605.90
							25-26				13010526	\$3,605.90
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD						\$2,833.82
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT						\$647.56
	10E301 2562 4160 00 000000					NBHS FOOD DISPOSABLE SUPP.						\$124.52
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9035570400	0000000000	0526	BNK5	JH/HS BLDG-FOOD	B		05/13/2026	05/21/2026	W	\$35.29
							25-26				13010526	\$35.29
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD						\$35.29

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>					<u>ACCT AMOUNT</u>		
NUMBER OF INVOICES: 10											\$14,670.04	
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	841359068	0000000000	0526	BNK5	ELEM BLDG-FOOD	B		04/15/2026	05/21/2026	W	\$92.99
							25-26			11030526		\$92.99
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD						\$92.99
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	841359681	0000000000	0526	BNK5	ELEM BLDG-FOOD	B		04/28/2026	05/21/2026	W	\$143.94
							25-26			11030526		\$143.94
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD						\$143.94
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	841360223	0000000000	0526	BNK5	ELEM BLDG-FOOD	B		05/07/2026	05/21/2026	W	\$98.94
							25-26			202500535		\$98.94
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD						\$98.94
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	841360797	0000000000	0526	BNK5	ELEM BLDG-FOOD	B		05/18/2026	05/21/2026	W	\$251.86
							25-26			5261301		\$251.86
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD						\$251.86
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	9034395838	1032026055	0526	BNK5	PRE-K RUPPEL-EL SNACKS/DAIRY	P	B	04/14/2026	05/21/2026	W	\$124.70
							25-26			11000526		\$124.70
	10E500 2569 4100 00 000000					PRE-K SM SNACKS						\$124.70
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	9034395841	1032026054	0526	BNK5	PRE-K STECK-DAWDY/STECK-EL SNACKS/DAIRY	P	B	04/14/2026	05/21/2026	W	\$156.55
							25-26			11000526		\$156.55
	10E103 1200 4150 00 000000					EC SM CLASSROOM SNACKS						\$78.27
	10E500 2569 4100 00 000000					PRE-K SM SNACKS						\$78.28
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	9034395924	0000000000	0526	BNK5	ELEM BLDG-FOOD, DAIRY, DISP	B		04/14/2026	05/21/2026	W	\$2,045.26
							25-26			11030526		\$2,045.26
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD						\$1,708.12
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS						\$234.04
	10E103 2562 4160 00 000000					NBE FOOD PREP DISP. SUPPLIES						\$103.10

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL</u>		<u>DESCRIPTION</u>		<u>1099</u>		<u>ACCT AMOUNT</u>			
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	9034662870	0000000000	0526	BNK5	ELEM BLDG-FOOD, DAIRY, DISP	B	04/21/2026	05/21/2026	W		\$1,446.41
							25-26		11030526			\$1,446.41
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD						\$1,094.49
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS						\$278.90
	10E103 2562 4160 00 000000					NBE FOOD PREP DISP. SUPPLIES						\$73.02
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	9034931126	0000000000	0526	BNK5	ELEM BLDG-FOOD, DAIRY, DISP	B	04/28/2026	05/21/2026	W		\$566.19
							25-26		11030526			\$566.19
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD						\$408.73
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS						\$84.44
	10E103 2562 4160 00 000000					NBE FOOD PREP DISP. SUPPLIES						\$73.02
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	9035203426	1032026055	0526	BNK5	RUPPEL-EL SNACKS/DAIRY	P B	05/05/2026	05/21/2026	W		\$254.28
							25-26		11000526			\$254.28
	10E500 2569 4100 00 000000					PRE-K SM SNACKS						\$254.28
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	9035203431	0000000000	0526	BNK5	ELEM BLDG-FOOD, DAIRY, DISP	B	05/05/2026	05/21/2026	W		\$2,249.00
							25-26		11030526			\$2,249.00
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD						\$1,715.28
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS						\$269.33
	10E103 2562 4160 00 000000					NBE FOOD PREP DISP. SUPPLIES						\$264.39
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	9035203437	0000000000	0526	BNK5	ELEM BLDG-FOOD, DISP	B	05/05/2026	05/21/2026	W		\$178.08
							25-26		11030526			\$178.08
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD						\$121.92
	10E103 2562 4160 00 000000					NBE FOOD PREP DISP. SUPPLIES						\$56.16
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	9035484413	0000000000	0526	BNK5	ELEM BLDG-FOOD, DAIRY, DISP	B	05/12/2026	05/21/2026	W		\$2,128.81
							25-26		11030526			\$2,128.81
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD						\$166.80
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS						\$1,680.75
	10E103 2562 4160 00 000000					NBE FOOD PREP DISP. SUPPLIES						\$281.26
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	9035484417-	0000000000	0526	BNK5	ELEM BLDG-FOOD	B	05/12/2026	05/21/2026	W		\$122.20
							25-26		11030526			\$122.20

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT	
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>			
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>					<u>ACCT AMOUNT</u>			
GFS-NBE 000	GORDON FOOD SERVICE (NBE)	9035484417-	*****CONTINUED*****										
	10E103 2562 4150 00 000000		NBE FOOD PREP RAW FOOD							\$122.20			
NUMBER OF INVOICES: 14											\$9,859.21		
GIFFIN,W000	GIFFIN,WINNING,COHEN & BODEWES, P.	27758	0000000000	0526	BNK5	LEGAL FEES-ADMINISTRATION	B		04/13/2026	05/21/2026	A	\$1,900.00	
	80E000 2369 3180 00 000000		TORT FUND LEGAL SERVICES		ATTOR		25-26			\$1,900.00			
GIFFIN,W000	GIFFIN,WINNING,COHEN & BODEWES, P.	27839	0000000000	0526	BNK5	LEGAL FEES-BUSINESS GENERAL	B		04/13/2026	05/21/2026	A	\$200.00	
	80E000 2369 3180 00 000000		TORT FUND LEGAL SERVICES		ATTOR		25-26			\$200.00			
GIFFIN,W000	GIFFIN,WINNING,COHEN & BODEWES, P.	28185	0000000000	0526	BNK5	LEGAL FEES-ADMINISTRATION	B		05/11/2026	05/21/2026	A	\$3,400.00	
	80E000 2369 3180 00 000000		TORT FUND LEGAL SERVICES		ATTOR		25-26			\$3,400.00			
GIFFIN,W000	GIFFIN,WINNING,COHEN & BODEWES, P.	28267	0000000000	0526	BNK5	LEGAL FEES-BUSINESS	B		05/11/2026	05/21/2026	A	\$200.00	
	80E000 2369 3180 00 000000		TORT FUND LEGAL SERVICES		ATTOR		25-26			\$200.00			
NUMBER OF INVOICES: 4											\$5,700.00		
GRAY AIM000	GRAY, AIMEE	120.00	7002026031	50	BNK5	COED JH SCHOLASTIC BOWL-3/26/26	P	H	03/26/2026	04/30/2026	R	\$120.00	
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH				25-26			62821		\$120.00	
NUMBER OF INVOICES: 1											\$120.00		
GROSEDRE000	GROSENHEIDER, DREW	100.00	7002026031	50	BNK5	VARSITY BASEBALL-4/4/26	P	H	04/04/2026	04/30/2026	S	\$100.00	
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH		NONEM		25-26			62836		\$100.00	

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>		<u>ACCT AMOUNT</u>					
GROSEDRE000	GROSENHEIDER, DREW	145.00	7002026031	50	BNK5	VARSITY BASEBALL-4/6/26	P	H	04/06/2026	04/30/2026	S	\$145.00
							25-26				62837	\$145.00
10E000	1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM						\$145.00
NUMBER OF INVOICES: 2											\$245.00	
GROSSRIC000	GROSS, RICARDO S.	100.00	7002026031	051126	BNK5	VARISTY SOFTBALL-4/21/26	P	H	05/06/2026	05/11/2026	V	\$100.00
							25-26				62958	\$100.00
10E000	1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH						\$100.00
NUMBER OF INVOICES: 1											\$-100.00	
HARMSHEN000	HARMS, HENRY	130.00	7002026031	50	BNK5	COED VARSITY TRACK-4/7/26	P	H	04/07/2026	04/30/2026	S	\$130.00
							25-26				62838	\$130.00
10E000	1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM						\$130.00
HARMSHEN000	HARMS, HENRY	130.00	7002026031	50	BNK5	COED VARSITY TRACK-4/14/26	P	H	04/14/2026	04/30/2026	S	\$130.00
							25-26				62873	\$130.00
10E000	1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM						\$130.00
NUMBER OF INVOICES: 2											\$260.00	
HEART TE000	HEART TECHNOLOGIES, INC	10264409	0000000000	052026	BNK5	1/2 HORNS ELEM BLDG		H	04/06/2026	05/20/2026	V	\$3,497.98
	No						25-26				252600333	\$3,497.98
61E103	2542 5200 00 000000					NBE CO BLDG IMPROVEMENTS						\$3,497.98
HEART TE000	HEART TECHNOLOGIES, INC	10264409	0000000000	052026	BNK5	1/2 HORNS ELEM BLDG		H	04/06/2026	05/20/2026	A	\$3,497.98
							25-26				252600352	\$3,497.98
90E103	2530 5300 00 000000					HLS IMPROVEMENTS - NBE						\$3,497.98
HEART TE000	HEART TECHNOLOGIES, INC	10264410	0000000000	052026	BNK5	1/2 CLOCK HS GYM		H	04/06/2026	05/20/2026	V	\$2,292.26
	No						25-26				252600333	\$2,292.26
61E301	2542 5200 00 000000					HS CO BLDG IMPROVEMENTS						\$2,292.26

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>					<u>ACCT AMOUNT</u>		
HEART TE000	HEART TECHNOLOGIES, INC	10264410	0000000000	052026	BNK5	1/2 CLOCK HS GYM	H		04/06/2026	05/20/2026	A	\$2,292.26
							25-26			252600352		\$2,292.26
	61E301 2542 5200 00 000000					HS CO BLDG IMPROVEMENTS						\$2,292.26
											NUMBER OF INVOICES: 4	\$0.00
HPS 000	HPS	LLC29737	0000000000	0526	BNK5	DUES CALCULATION FOR PREV 12 MONTHS	B		04/22/2026	05/21/2026	R	\$1,887.74
							25-26					\$1,887.74
	10E000 2562 6400 00 000000					FOOD PREP DUES & FEES						\$1,887.74
											NUMBER OF INVOICES: 1	\$1,887.74
IASB 001	IASB	480555	0000000000	0526	BNK5	ISAB MEMBERSHIP DUES	B		05/01/2026	05/21/2026	A	\$3,982.00
							25-26					\$3,982.00
	10E000 2311 6400 00 000000					SCH BD DUES & FEES						\$3,982.00
											NUMBER OF INVOICES: 1	\$3,982.00
IASB 001	IASB	481765	0000000000	0526	BNK5	BOARD BOOK SUBSCRIPTION	B		05/01/2026	05/21/2026	A	\$6,250.00
							25-26					\$6,250.00
	10E000 2311 6400 00 000000					SCH BD DUES & FEES						\$6,250.00
											NUMBER OF INVOICES: 2	\$10,232.00
IASBO 000	ILLINOIS ASSOC. OF SCHOOL BUSINESS	1134.00	0012026039	0526	BNK5	IASBO ANNUAL MEMBERSHIP & PROFESSIONAL DEVELOPMENT	P	B	05/04/2026	05/21/2026	R	\$1,134.00
							25-26					\$1,134.00
	10E000 2520 6400 00 000000					FS DUES & FEES						\$340.00
	10E601 2210 3140 00 000000					TITLE II PS TRAINING						\$794.00
											NUMBER OF INVOICES: 1	\$1,134.00
IDSIGNS 000	ID SIGNS	239366	3012026024	0526	BNK5	INVITES-JOHNSON-GOLDEN HONORS SUPPLIES	P	B	04/27/2026	05/21/2026	A	\$128.75
							25-26					\$128.75
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES						\$128.75

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>		<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>	
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>	<u>ACCT AMOUNT</u>						
IILLDQ	001 ILLINOIS DEPT OF REVENUE	20260515ADSTA	0000000000	P1	BNK5	Payroll accrual	H		05/15/2026	05/15/2026	W	\$50.00
							25-26			202500509		\$50.00
	10L000 4530 0000 00 000000											\$10.00
	20L000 4530 0000 00 000000											\$20.00
	40L000 4530 0000 00 000000											\$20.00
IILLDQ	001 ILLINOIS DEPT OF REVENUE	20260515ADSTX	0000000000	P1	BNK5	Payroll accrual	H		05/15/2026	05/15/2026	W	\$16,904.80
							25-26			202500509		\$16,904.80
	10L000 4530 0000 00 000000											\$14,412.26
	20L000 4530 0000 00 000000											\$793.92
	40L000 4530 0000 00 000000											\$1,698.62
IILLDQ	001 ILLINOIS DEPT OF REVENUE	20260515BDSTX	0000000000	P1	BNK5	Payroll accrual	H		05/15/2026	05/15/2026	W	\$-155.86
							25-26			202500509		\$-155.86
	10L000 4530 0000 00 000000											\$-150.57
	20L000 4530 0000 00 000000											\$-5.29
IILLDQ	001 ILLINOIS DEPT OF REVENUE	20260515CDSTX	0000000000	P1	BNK5	Payroll accrual	H		05/15/2026	05/15/2026	W	\$105.37
							25-26			202500509		\$105.37
	10L000 4530 0000 00 000000											\$67.14
	20L000 4530 0000 00 000000											\$38.23
IILLDQ	001 ILLINOIS DEPT OF REVENUE	20260515DDSTX	0000000000	P1	BNK5	Payroll accrual	H		05/15/2026	05/15/2026	W	\$332.80
							25-26			202500509		\$332.80
	10L000 4530 0000 00 000000											\$332.80
NUMBER OF INVOICES: 7											\$31,727.84	
ILLEA	001 ILLINOIS EDUCATION ASSN	20260501ADI1	0000000000	P1	BNK5	Payroll accrual	H		05/01/2026	05/01/2026	R	\$2,948.79
							25-26			62956		\$2,948.79
	10L000 4593 0000 00 000000											\$2,948.79
NUMBER OF INVOICES: 1											\$2,948.79	
ILMLR	001 IL MUNICIPAL RETIREMENT	20260501ADIM	0000000000	P9	BNK5	Payroll accrual	B		05/01/2026	05/01/2026	W	\$5,202.20

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>		<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>	
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL</u>	<u>DESCRIPTION</u>	<u>1099</u>	<u>ACCT AMOUNT</u>						
ILMLR	001 IL MUNICIPAL RETIREMENT	20260515BFRM	0000000000	P9	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$-29.83
	50L000 4572 0000 00 000000						25-26			202500521		\$-29.83
												\$-29.83
ILMLR	001 IL MUNICIPAL RETIREMENT	20260515CDIM	0000000000	P9	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$51.43
	20L000 4540 0000 00 000000						25-26			202500527		\$51.43
												\$51.43
ILMLR	001 IL MUNICIPAL RETIREMENT	20260515CFRM	0000000000	P9	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$76.46
	50L000 4572 0000 00 000000						25-26			202500527		\$76.46
												\$76.46
												NUMBER OF INVOICES: 10
												\$32,849.71
ILMP	000 ILMO PRODUCTS CO	0001649441	0000000000	0526	BNK5	JH/HS BLDG-PICKUP OF CARBON DIOXIDE	B		05/11/2026	05/21/2026	A	\$50.00
	10E301 1117 3230 00 000000						25-26					\$50.00
						NBHS REPAIR & MAINT SERVICES						\$50.00
												NUMBER OF INVOICES: 1
												\$50.00
INTRS	001 INTERNAL REVENUE SERVICE	20260501ADFC	0000000000	P1	BNK5	Payroll accrual	H		05/01/2026	05/01/2026	W	\$7,250.44
	10L000 4570 0000 00 000000						25-26			202500495		\$7,250.44
	20L000 4570 0000 00 000000											\$4,623.36
	40L000 4570 0000 00 000000											\$1,102.44
												\$1,524.64
INTRS	001 INTERNAL REVENUE SERVICE	20260501ADFTA	0000000000	P1	BNK5	Payroll accrual	H		05/01/2026	05/01/2026	W	\$2,885.00
	10L000 4520 0000 00 000000						25-26			202500495		\$2,885.00
	20L000 4520 0000 00 000000											\$2,315.00
	40L000 4520 0000 00 000000											\$325.00
												\$245.00
INTRS	001 INTERNAL REVENUE SERVICE	20260501ADFTP	0000000000	P1	BNK5	Payroll accrual	H		05/01/2026	05/01/2026	W	\$261.76
							25-26			202500495		\$261.76

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL</u>	<u>DESCRIPTION</u>	<u>1099</u>	<u>ACCT AMOUNT</u>						
INTRS	001 INTERNAL REVENUE SERVICE	20260515DDFTX	0000000000	P1	BNK5	Payroll accrual	H	05/15/2026	05/15/2026	W		\$1,144.18
	10L000 4520 0000 00 000000						25-26		202500511			\$1,144.18
											\$1,144.18	
INTRS	001 INTERNAL REVENUE SERVICE	20260515DDMED	0000000000	P1	BNK5	Payroll accrual	H	05/15/2026	05/15/2026	W		\$101.51
	10L000 4580 0000 00 000000						25-26		202500511			\$101.51
											\$101.51	
INTRS	001 INTERNAL REVENUE SERVICE	20260515DFMED	0000000000	P1	BNK5	Payroll accrual	H	05/15/2026	05/15/2026	W		\$101.51
	50L000 4580 0000 00 000000						25-26		202500511			\$101.51
											\$101.51	
											NUMBER OF INVOICES: 27	
											\$109,816.52	
ISCORP-I000	ISCORP-INTEGRATED SYSTEMS CORP	3330	0000000000	0526	BNK5	SKYWARD HOSTING SERVICES	B	05/01/2026	05/21/2026	A		\$4,970.00
	10E000 2225 4700 00 000000					TECH SM SOFTWARE	25-26					\$4,970.00
											\$4,970.00	
											NUMBER OF INVOICES: 1	
											\$4,970.00	
JEFFECCLI000	JEFFERS, CLINT	90.00	7002026031	50	BNK5	JV BASEBALL-4/10/26	P H	04/10/2026	04/30/2026	S		\$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM	25-26		62839			\$90.00
											\$90.00	
											NUMBER OF INVOICES: 1	
											\$90.00	
JOHNCFP 000	JOHNSON CONTROLS FIRE PROTECTION L	25387462	0000000000	0526	BNK5	ANNUAL INVOICE SERVICE AGREEMENT FIRE ALARM	B	05/01/2026	05/21/2026	A		\$4,266.47
	20E301 2542 3230 00 000000					NBHS CARE/UPKEEP REPAIR/MAINT.	25-26					\$4,266.47
											\$4,266.47	
											NUMBER OF INVOICES: 1	
											\$4,266.47	
JOKISMAT000	JOKISCH, MATTHEW	268.25	6032026001	0526	BNK5	JOKISCH/ACREE- PRINCIPAL TRAVEL	P B	04/15/2026	05/21/2026	A		\$268.25

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>					<u>ACCT AMOUNT</u>		
JOKISMAT000	JOKISCH, MATTHEW	268.25				*****CONTINUED*****						
	10E103 2410 3320 00 000000				NBE PRINCIPAL TRAVEL	NONEM	25-26					\$268.25
											\$268.25	
											NUMBER OF INVOICES: 1	\$268.25
JOSI 000	JOSTENS INC.	1090	3012026028	0526	BNK5	2026 GRAD TASSELS-LLEWELLYN-HS GRAD GEN SUPPLIES	P	B	05/11/2026	05/21/2026	A	\$55.00
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES	25-26					\$55.00
											\$55.00	
JOSI 000	JOSTENS INC.	N003468672	7002026022	0526	BNK5	GOLDEN HONOR-SR. ATHLETES-A.D. ATHLETIC/OFFICE SUPPLIES/ AWARDS-BINKLEY	P	B	05/11/2026	05/21/2026	A	\$209.75
	10E000 1500 4100 00 000000					INTERSC PRGM GEN SUPP.	25-26					\$209.75
											\$209.75	
											NUMBER OF INVOICES: 2	\$264.75
JUAREHAR000	JUAREZ, HARRY	130.00	7002026031	50	BNK5	JH TRACK-4/8/26	P	H	04/08/2026	04/30/2026	S	\$130.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	25-26			62840		\$130.00
											\$130.00	
											NUMBER OF INVOICES: 1	\$130.00
KAPSSC 001	KAPLAN SCHOOL SUPPLY CORP.	0007411889	0000000000	0526	BNK5	PRE-K-RUPPEL-SUPPLIES	B		04/24/2026	05/21/2026	A	\$96.00
	10E500 1125 4100 00 000000					PRE-K SM GENERAL	25-26					\$96.00
											\$96.00	
KAPSSC 001	KAPLAN SCHOOL SUPPLY CORP.	0007413001	0000000000	0526	BNK5	PRE-K-RUPPEL	B		04/28/2026	05/21/2026	A	\$1,411.74
	10E500 1125 4100 00 000000					PRE-K SM GENERAL	25-26					\$1,411.74
											\$1,411.74	

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
ACH VOID DOWNLOAD		DISCOUNT DESCRIPTION	DISC AMT		ADJUSTMENT DESCRIPTION		FY	ADJ AMT	CHECK NBR	INVOICE AMOUNT		
ACCOUNT NUMBER(S)		QUICK KEY	ACCOUNT LEVEL	DESCRIPTION	1099	ACCT AMOUNT						
						NUMBER OF INVOICES: 2						\$1,507.74
KELLMJ 001	M.J. KELLNER CO. INC.	646079	0000000000	0526	BNK5	ELEM BLDG-DETERGENT	B		04/29/2026	05/21/2026	A	\$204.35
									25-26			\$204.35
	10E103 2562 4100 00 000000					NBE FOOD PREP GEN SUPPLIES						\$204.35
KELLMJ 001	M.J. KELLNER CO. INC.	646080	0000000000	0526	BNK5	JH/HS BLDG-DETERGENT	B		04/29/2026	05/21/2026	A	\$117.46
									25-26			\$117.46
	10E301 2562 4100 00 000000					NBHS FOOD GEN. SUPPLIES						\$117.46
						NUMBER OF INVOICES: 2						\$321.81
KOEHLWES000	KOEHLER, WESLEY	175.00	0000000000	0526	BNK5	WEBSITE SERVICES MONTHLY BILLING	B		05/13/2026	05/21/2026	R	\$175.00
									25-26			\$175.00
	10E000 2225 3150 00 000000					TECH PS PROF SERVICES NONEM						\$175.00
						NUMBER OF INVOICES: 1						\$175.00
KONA ICE000	KONA ICE	285.00	3012026029	50	BNK5	LLEWELLYN-PBIS/PRETZEL SUCCESS	P	H	04/07/2026	04/30/2026	R	\$285.00
									25-26		62866	\$285.00
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES						\$285.00
						NUMBER OF INVOICES: 1						\$285.00
KRUCKALE000	KRUCKEBERG, ALEX	525.00	0012026022	0526	BNK5	FUND OF LEARNING DESIGN-TUITION REIMBURSEMENT ALLOCATION - 25-26-KRUCKEBURG	P	B	02/18/2026	05/21/2026	A	\$525.00
									25-26			\$525.00
	10E301 1117 2300 00 000000					HS BEN TUITION REIMB						\$525.00
KRUCKALE000	KRUCKEBERG, ALEX	525.00-	0012026022	0526	BNK5	CURRICULUM ALIGNMENT AND PLANNING-TUITION	P	B	04/06/2026	05/21/2026	A	\$525.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>		<u>ACCT AMOUNT</u>					
KRUCKALE000	KRUCKEBERG, ALEX	525.00-				*****CONTINUED*****						
						REIMBURSEMENT ALLOCATION - 25-26-KRUCKEBURG						
							25-26					\$525.00
	10E301 1117 2300 00 000000					HS BEN TUITION REIMB						\$525.00
KRUCKALE000	KRUCKEBERG, ALEX	525.00--	0012026022	0526	BNK5	QUALITY ASSURANCE-TUITION REIMBURSEMENT ALLOCATION - 25-26-KRUCKEBURG	P	B	04/06/2026	05/21/2026	A	\$525.00
							25-26					\$525.00
	10E301 1117 2300 00 000000					HS BEN TUITION REIMB						\$525.00
NUMBER OF INVOICES: 3												
\$1,575.00												
LAKSL 000	LAKESHORE LEARNING MATERIALS	207825	0000000000	0526	BNK5	PRE-K-RUPPEL-SUPPLIES	B		04/26/2026	05/21/2026	A	\$2,666.31
							25-26					\$2,666.31
	10E500 1125 4100 00 000000					PRE-K SM GENERAL						\$2,666.31
LAKSL 000	LAKESHORE LEARNING MATERIALS	93770074	0000000000	0526	BNK5	PRE-K RUPPEL-	B		04/30/2026	05/21/2026	A	\$119.57
							25-26					\$119.57
	10E500 1125 4100 00 000000					PRE-K SM GENERAL						\$119.57
LAKSL 000	LAKESHORE LEARNING MATERIALS	93812097	0000000000	0526	BNK5	PRE-K-STECK	B		05/10/2026	05/21/2026	A	\$3,521.44
							25-26					\$3,521.44
	10E500 1125 4100 00 000000					PRE-K SM GENERAL						\$3,521.44
LAKSL 000	LAKESHORE LEARNING MATERIALS	93812108	0000000000	0526	BNK5	PRE K RUPPEL-	B		05/10/2026	05/21/2026	A	\$43.98
							25-26					\$43.98
	10E500 1125 4100 00 000000					PRE-K SM GENERAL						\$43.98
LAKSL 000	LAKESHORE LEARNING MATERIALS	93845875	0000000000	0526	BNK5	PRE-K-RUPPEL-DINO EGGS	B		05/17/2026	05/21/2026	A	\$49.99
							25-26					\$49.99
	10E500 1125 4100 00 000000					PRE-K SM GENERAL						\$49.99

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>					<u>ACCT AMOUNT</u>		
						NUMBER OF INVOICES: 5				\$6,401.29		
LANZOAUD000	LANZOTTI, AUDREY	1136.00	6032026013	0526	BNK5	TUITION REIMBURSEMENT ALLOCATION -25-26- LANZOTTI	P	B	04/15/2026	05/21/2026	A	\$1,136.00
10E103 1113 2300 00 000000			NBE BEN TUITION REIMB				25-26					\$1,136.00
						NUMBER OF INVOICES: 1				\$1,136.00		
LAWARDAR000	LAWARY, DARREN	145.00	7002026031	50	BNK5	VARSITY SOFTBALL-4/7/26	P	H	04/07/2026	04/30/2026	S	\$145.00
10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		NONEM		25-26				62841	\$145.00
						NUMBER OF INVOICES: 1				\$145.00		
LEE O'KE000	LEE O'KEEFE INS. AGENCY	195496	0000000000	0526	BNK5	POLICY #106127590 7/1/26-7/1/27		B	05/13/2026	05/21/2026	A	\$3,987.00
80E000 2364 3800 00 000000			TORT PS LIABILITY INSURANCE				25-26					\$3,987.00
						NUMBER OF INVOICES: 1				\$3,987.00		
LEVIRS 000	LEVI, RAY & SHOUP, INC	363692	0000000000	0526	BNK5	LICENSE TO BACKUP SERVERS		B	05/05/2026	05/21/2026	A	\$409.00
10E000 2225 3150 00 000000			TECH PS PROF SERVICES				25-26					\$409.00
						NUMBER OF INVOICES: 1				\$409.00		
MALWBC 000	MALWAREBYTES CORP	IN100344058	0312026055	0526	BNK5	Malwarebytes renewal	P	B	05/15/2026	05/21/2026	A	\$14,769.44
10E000 2225 4700 00 000000			TECH SM SOFTWARE				25-26					\$14,769.44
						NUMBER OF INVOICES: 1				\$14,769.44		
MASONRYA000	MASON, RYAN	90.00	7002026031	50	BNK5	JH BASEBALL OFFICIAL	P	H	03/31/2026	04/30/2026	S	\$90.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>		<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>	
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>							<u>ACCT AMOUNT</u>
MASONRYA000	MASON, RYAN	90.00	*****CONTINUED*****									
						08/20/25						
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM	25-26			62842		\$90.00
											\$90.00	
											NUMBER OF INVOICES: 1	
											\$90.00	
MCMIRD 001	R.D. McMILLEN ENTERPRISES	1108107	0000000000	0526	BNK5	JH/HS BLDG-MULTI PURPOSE CLEANER	B		04/16/2026	05/21/2026	R	\$511.05
	20E301 2542 4100 00 000000					NBHS BLDG SM GEN SUPPLIES	25-26					\$511.05
											\$511.05	
MCMIRD 001	R.D. McMILLEN ENTERPRISES	1108962	0000000000	0526	BNK5	JH/HS BLDG-SQUEEGEE BLADE	B		05/15/2026	05/21/2026	R	\$85.59
	20E301 2542 4100 00 000000					NBHS BLDG SM GEN SUPPLIES	25-26					\$85.59
											\$85.59	
											NUMBER OF INVOICES: 2	
											\$596.64	
MEDIACOM000	MEDIACOM	60090199-MAY 2026	0000000000	0526	BNK5	EXTRA BAN WIDTH-5/1/26-5/31/26	B		04/21/2026	05/21/2026	W	\$550.00
	20E000 2542 3400 00 000000					DW BLDG PS COMMUNICATION	25-26			1090526		\$550.00
											\$550.00	
											NUMBER OF INVOICES: 1	
											\$550.00	
MENAR 001	MENARDS	29943	0000000000	0526	BNK5	JH/HS BLDG-POTHOLE PATCH	B		04/08/2026	05/21/2026	A	\$143.71
	20E301 2542 4100 00 000000					NBHS BLDG SM GEN SUPPLIES	25-26					\$143.71
											\$143.71	
MENAR 001	MENARDS	31944	0000000000	0526	BNK5	JH/HS BLDG-SUPPLIES	B		05/01/2026	05/21/2026	A	\$184.27
	20E301 2542 4100 00 000000					NBHS BLDG SM GEN SUPPLIES	25-26					\$184.27
											\$184.27	
											NUMBER OF INVOICES: 2	
											\$327.98	
MIDWBS 000	MIDWEST BUS SALES, INC	C050082684:01	0000000000	0526	BNK5	TRANS-CONV BLADE	B		04/16/2026	05/21/2026	A	\$51.12

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>					<u>ACCT AMOUNT</u>		
NUMBER OF INVOICES: 1												\$412.60
NEWBE	001 NEW BERLIN EDUCATION ASSN.	20260501ADNB	0000000000	P1	BNK5	Payroll accrual	H		05/01/2026	05/01/2026	A	\$285.71
	10L000 4595 0000 00 000000						25-26			252600351		\$285.71
												\$285.71
NUMBER OF INVOICES: 1												\$285.71
NEWBW	001 NEW BERLIN WATER & SEWER DPT	0010004900	0000000000	0526	BNK5	JH/HS BLDG- WATER AND SEWER 4/1/26-4/30/26	B		05/07/2026	05/21/2026	S	\$570.45
	20E301 2542 3700 00 000000					NBHS WATER SEWER SERVICES	25-26					\$570.45
												\$570.45
NEWBW	001 NEW BERLIN WATER & SEWER DPT	0020049300	0000000000	0526	BNK5	NEW BERLIN ELEMENTARY WATER & SEWER 4/1/26-	B		05/07/2026	05/21/2026	S	\$1,449.71
	20E103 2542 3700 00 000000					NBE CARE/UPKEEP WATER SEWER	25-26					\$1,449.71
												\$1,449.71
NUMBER OF INVOICES: 2												\$2,020.16
NIELSKIM000	NIELSON, KIM	100.00	7002026031	50	BNK5	VARSTIY BASEBALL-4/7/26	P	H	04/07/2026	04/30/2026	S	\$100.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	25-26				62843	\$100.00
												\$100.00
NUMBER OF INVOICES: 1												\$100.00
NIEMELOR000	NIEMEIER, LORI	139.20-	0000000000	0526	BNK5	IASBO ANNUAL CONF-MILEAGE	B		02/17/2026	05/21/2026	A	\$139.20
	10E601 2210 3320 00 493220					TITLE II IMPR OF INSTR TRAVEL	25-26					\$139.20
												\$139.20
NUMBER OF INVOICES: 1												\$139.20
NORVIJAM000	NORVILLE, JAMES	100.00	7002026031	042926	BNK5	VARSITY BASEBALL-4/30/26	P	H	04/30/2026	04/29/2026	S	\$100.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM	25-26				62951	\$100.00
												\$100.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>		<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>	
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL</u>	<u>DESCRIPTION</u>	<u>1099</u>							<u>ACCT AMOUNT</u>
NORVIJAM000	NORVILLE, JAMES	90.00	7002026031	50	BNK5	JV BASEBALL-3/31/26	P	H	03/31/2026	04/30/2026	S	\$90.00
10E000 1500 3190 00 000000						INTERSC PGRM OTHER PRO & TECH	25-26				62844	\$90.00
											\$90.00	
NUMBER OF INVOICES: 2											\$190.00	
OLSONMAT000	OLSON, MATT	100.00	7002026031	50	BNK5	VARSITY BASEBALL-4/14/26	P	H	04/14/2026	04/30/2026	S	\$100.00
10E000 1500 3190 00 000000						INTERSC PGRM OTHER PRO & TECH	25-26				62874	\$100.00
											\$100.00	
NUMBER OF INVOICES: 1											\$100.00	
OTIS ELE000	OTIS ELEVATOR COMPANY	CT15850001	0000000000	0526	BNK5	JH/HS POWER OUTAGE-ELEVATOR HAD TO BE RESET	B		05/05/2026	05/21/2026	R	\$796.25
20E301 2542 3230 00 000000						NBHS CARE/UPKEEP REPAIR/MAINT.	25-26					\$796.25
											\$796.25	
OTIS ELE000	OTIS ELEVATOR COMPANY	F10000316070	0000000000	0526	BNK5	JH/HS FUEL SURCHARGE FOR RESETTING ELEVATOR	B		05/11/2026	05/21/2026	R	\$175.00
20E301 2542 3230 00 000000						NBHS CARE/UPKEEP REPAIR/MAINT.	25-26					\$175.00
											\$175.00	
NUMBER OF INVOICES: 2											\$971.25	
OXLEYWIL000	OXLEY, WILLIAM	90.00	7002026031	50	BNK5	JV BASEBALL-4/17/26	P	H	04/17/2026	04/30/2026	S	\$90.00
10E000 1500 3190 00 000000						INTERSC PGRM OTHER PRO & TECH NONEM	25-26				62875	\$90.00
											\$90.00	
NUMBER OF INVOICES: 1											\$90.00	
PITBO 001	PITNEY BOWES	3107883921	0000000000	0526	BNK5	POSTAGE MACHINE LEASE-3/30/26-6/29/26	B		05/11/2026	05/21/2026	W	\$163.53
10E305 2410 3250 00 000000						NBHS PRINCIPAL RENTALS	25-26				94880526	\$163.53
											\$163.53	

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>		<u>ACCT AMOUNT</u>					
NUMBER OF INVOICES: 1												\$163.53
PITBPP 001	PITNEY BOWES- PURCHASE POWER	502.25	0000000000	0526	BNK5	POSTAGE FOR MACHINE	B		05/13/2026	05/21/2026	W	\$502.25
							25-26			1800526		\$502.25
10E000 2520 3400 00 000000						FISCAL SERV PS COMMUNICATION						\$502.25
NUMBER OF INVOICES: 1												\$502.25
POLE VAU000	POLE VAULT STL	250.00	7002026017	50	BNK5	POLES FOR JH BOYS & GIRLS TRACK SUPPLIES-BURGER/TBA	P	H	02/03/2026	04/30/2026	R	\$250.00
							25-26			62849		\$250.00
10E000 1500 4100 00 000000						INTERSC PRGM GEN SUPP.						\$250.00
POLE VAU000	POLE VAULT STL	665.00	7002026016	50	BNK5	POLES FOR HS BOYS & GIRLS TRACK SUPPLIES-MCDONALD/SHAWGO	P	H	02/03/2026	04/30/2026	R	\$415.00
							25-26			62849		\$415.00
10E000 1500 4100 00 000000						INTERSC PRGM GEN SUPP.						\$415.00
NUMBER OF INVOICES: 2												\$665.00
PORTSS 000	PORTABLE SANITATION SYSTEMS	I24108	0000000000	0526	BNK5	JH/HS BLDG-4/30/26-5/27/26	B		04/30/2026	05/21/2026	A	\$290.00
							25-26					\$290.00
20E301 2542 3210 00 000000						NBHS CARE/UPKEEP SANITATION						\$290.00
PORTSS 000	PORTABLE SANITATION SYSTEMS	I24358	0000000000	0526	BNK5	JH/HS BLDG-5/7/26-6/3/26	B		05/07/2026	05/21/2026	A	\$431.00
							25-26					\$431.00
20E301 2542 3210 00 000000						NBHS CARE/UPKEEP SANITATION						\$431.00
NUMBER OF INVOICES: 2												\$721.00
PRAIRIE 001	PRAIRIE STATE PLUMBING & HEATING,	39928	0000000000	0526	BNK5	JH/HS BLDG-UTILITY SINK SOUTH EAST CORNER	B		04/28/2026	05/21/2026	R	\$1,149.00
							25-26					\$1,149.00
20E301 2542 3230 00 000000						NBHS CARE/UPKEEP REPAIR/MAINT.						\$1,149.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>		<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>	
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>							<u>ACCT AMOUNT</u>
						NUMBER OF INVOICES:	1					\$1,149.00
QUALEI 000	QUALITY ELEVATOR INSPECTIONS, INC	8148	0000000000	0526	BNK5	HYDRAULIC ELEVATOR-JH/HS	B		02/24/2026	05/21/2026	R	\$650.00
20E301 2542 3230 00 000000			NBHS CARE/UPKEEP REPAIR/MAINT.						25-26			\$650.00
						NUMBER OF INVOICES:	1					\$650.00
RAPTOR T000	RAPTOR TECHNOLOGIES LLC	INV260277	0000000000	0526	BNK5	ANNUAL FEES-TRAINING PROGRAM	B		05/18/2026	05/21/2026	R	\$2,094.75
10E000 2520 4700 00 000000			FS SM SOFTWARE						25-26			\$2,094.75
						NUMBER OF INVOICES:	1					\$2,094.75
RECTOJUL000	RECTOR, JULIE	525	7002026031	0526	BNK5	SCOREKEEPER-1/12,1/15,1/20,1/27,2/2,2/3,2/4,2/11,2/12,2/16,2/25,2/26,3/2,3/3	P B		04/15/2026	05/21/2026	R	\$525.00
10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH						25-26			\$525.00
						NUMBER OF INVOICES:	1					\$525.00
REES 000	RELIABLE ENVIRONMENTAL SOLUTIONS,	15647	0000000000	0526	BNK5	ASBESTOS 3 YEAR REINSPECTION	B		05/08/2026	05/21/2026	R	\$975.00
20E301 2542 3230 00 000000			NBHS CARE/UPKEEP REPAIR/MAINT.						25-26			\$975.00
						NUMBER OF INVOICES:	1					\$975.00
REINSTEI000	REINSTEIN QUIZBOWL	100.00	7002026013	50	BNK5	JH SCHOLASTIC BOWL SUPPLIES-KRUCKEBERG	P H		03/25/2026	04/30/2026	R	\$100.00
10E000 1500 4100 00 000000			INTERSC PGRM GEN SUPP.						25-26		62850	\$100.00
						NUMBER OF INVOICES:	1					\$100.00
REUSCZAC000	REUSCHEL, ZACH	120.00	7002026031	50	BNK5	COED JH SCHOLASTIC	P H		03/26/2026	04/30/2026	R	\$120.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>					<u>ACCT AMOUNT</u>		
REUSCZAC000	REUSCHEL, ZACH	120.00				*****CONTINUED*****						
						BOWL-3/26/26						
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	25-26			62822		\$120.00
												\$120.00
						NUMBER OF INVOICES: 1						\$120.00
RIVHS 000	RIVERTON HIGH SCHOOL	250.00	7002026027	50	BNK5	ENTRY FEE HS TRACK-MEMORIAL INVITE	P H		04/10/2026	04/30/2026	R	\$250.00
	10E000 1500 6400 00 000000					INTERSC PRGM DUES AND FEES	25-26			62871		\$250.00
												\$250.00
						NUMBER OF INVOICES: 1						\$250.00
ROCHS 001	ROCHESTER HIGH SCHOOL	200.00	7002026027	50	BNK5	ROCHESTER VARSITY TRACK INVITE 4/24/26	P H		04/14/2026	04/30/2026	R	\$200.00
	10E000 1500 6400 00 000000					INTERSC PRGM DUES AND FEES	25-26			893621829		\$200.00
												\$200.00
						NUMBER OF INVOICES: 1						\$200.00
SANDS 001	SANGAMON DIESEL SERVICE	106185	0000000000	0526	BNK5	TRANS-BUS 7,16,119		B	04/01/2026	05/21/2026	R	\$195.00
												\$195.00
	40E000 2552 3190 00 000000					TRANS PS OTHER PROF SERV	25-26					\$195.00
												\$195.00
						NUMBER OF INVOICES: 1						\$195.00
SANGCOC0000	SANGAMON COUNTY COLLECTOR	20-19.4-426-014	0000000000	0526	BNK5	FARM LAND-PROPERTY TAX 2024 PAYABLE 2026		B	04/20/2026	05/21/2026	W	\$999.84
	20E301 2542 3900 00 000000					NBHS BLDGS OTHER PURCH SERV.	25-26			20260526		\$999.84
												\$999.84
						NUMBER OF INVOICES: 1						\$999.84
SANGMROE000	SANGAMON-MENARD CO. R O E	418.09	0000000000	0526	BNK5	TRANS-DRIVER TRAINING,		B	04/20/2026	05/21/2026	R	\$418.09

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>		<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>	
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>							<u>ACCT AMOUNT</u>
SANGMROE000	SANGAMON-MENARD CO. R O E	418.09				*****CONTINUED*****						
						SAFETY REMINDER						
	40E000 2552 4700 00 000000					TRANS SM SOFTWARE			25-26			\$418.09
												\$418.09
						NUMBER OF INVOICES: 1						\$418.09
SASED 001	SANGAMON AREA SPECIAL EDUCATION	158992.18	0000000000	0526	BNK5	SASED-FY26 4TH QRTR	B		04/29/2026	05/21/2026	R	\$158,992.18
									25-26			\$158,992.18
	10E000 4120 6000 00 000000					SPECIAL PROGRAMS TUITION						\$158,992.18
												\$158,992.18
						NUMBER OF INVOICES: 1						\$158,992.18
SCOTWJ 001	W.J. SCOTT CO.	741918-IN	0000000000	0526	BNK5	TRANS-REPAIR GAS NOZZLE	B		04/17/2026	05/21/2026	R	\$520.30
									25-26			\$520.30
	40E000 2552 3230 00 000000					TRANS PS RPR & MAINT						\$520.30
												\$520.30
						NUMBER OF INVOICES: 1						\$520.30
SENIC 001	SENTINEL INSECT CONTROL	361816	0000000000	0526	BNK5	JH/HS BLDG-PEST CONTROL	B		05/01/2026	05/21/2026	R	\$76.00
									25-26			\$76.00
	20E301 2542 3210 00 000000					NBHS CARE/UPKEEP SANITATION						\$76.00
												\$76.00
SENIC 001	SENTINEL INSECT CONTROL	361817	0000000000	0526	BNK5	ELEM BLDG-PEST CONTROL	B		05/01/2026	05/21/2026	R	\$46.00
									25-26			\$46.00
	20E103 2542 3210 00 000000					NBE CARE/UPKEEP SANITATION						\$46.00
												\$46.00
						NUMBER OF INVOICES: 2						\$122.00
SENTURO 000	SENTURO LLC	1249	0312026056	0526	BNK5	Sentoro Renewal license	P B		05/11/2026	05/21/2026	R	\$1,700.00
									25-26			\$1,700.00
	10E000 2225 4700 00 000000					TECH SM SOFTWARE						\$1,700.00
												\$1,700.00
						NUMBER OF INVOICES: 1						\$1,700.00
SHEPPT 000	SHEPPARD TRUCKING	0507	0000000000	0526	BNK5	JH/HS BLDG-ROCK	B		05/01/2026	05/21/2026	R	\$1,112.25

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT	
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT	
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT LEVEL	DESCRIPTION	1099							ACCT AMOUNT	
SOUCP 001	SOUTH COUNTY PUBLICATIONS, LTD	60.00	0000000000	042926	BNK5	RENEWAL DIST OFFICE	H	04/29/2026	04/29/2026	R		\$60.00	
	10E000 2311 3900 00 000000			SCH BD OTHER PURCH. SERVICES			25-26			62953		\$60.00	
												\$60.00	
												NUMBER OF INVOICES: 3	\$56.00
T-MOBILE000	T-MOBILE	990259433-APR 26	0000000000	0526	BNK5	TRANS-TABLETS/ADMIN HOT SPOTS	B	05/05/2026	05/21/2026	W		\$353.70	
	10E000 2225 4700 00 000000			TECH SM SOFTWARE			25-26			94330526		\$353.70	
	40E000 2552 3400 00 000000			TRANSP PS COMMUNICATION								\$62.00	
												\$291.70	
												NUMBER OF INVOICES: 1	\$353.70
TALBEWIL001	TALBERT, WILLIAM	42.00	0000000000	50	BNK5	CASEY'S CREDIT CARD MACHING DONE-REIMB BILL FOR PAYING CASH	H	03/27/2026	04/30/2026	R		\$42.00	
	40E000 2552 4100 00 000000			TRANS SM GEN SUPPLIES			25-26			62851		\$42.00	
												NUMBER OF INVOICES: 1	\$42.00
TEXAS LI000	TEXAS LIFE INSURANCE CO.	20260501ADAF3	0000000000	P9	BNK5	Payroll accrual	B	05/01/2026	05/01/2026	W		\$278.56	
	10L000 4581 0000 00 000000			AM FIDELITY SUPPLEMENTAL W/H			25-26			202500503		\$278.56	
	40L000 4581 0000 00 000000											\$249.35	
												\$29.21	
TEXAS LI000	TEXAS LIFE INSURANCE CO.	20260515ADAF3	0000000000	P9	BNK5	Payroll accrual	B	05/15/2026	05/15/2026	W		\$278.56	
	10L000 4581 0000 00 000000			AM FIDELITY SUPPLEMENTAL W/H			25-26			202500518		\$278.56	
	40L000 4581 0000 00 000000											\$249.35	
												\$29.21	
												NUMBER OF INVOICES: 2	\$557.12
THIS 001	THIS	20260501ADT88EE	0000000000	T1	BNK5	Payroll accrual	O	05/01/2026	05/01/2026	W		\$1,771.67	

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>		<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>	
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>							<u>ACCT AMOUNT</u>
NUMBER OF INVOICES: 26											\$7,583.61	
THOMPRIC000	THOMPSON, RICHARD	100.00	7002026031	052026	BNK5	VARSITY BASEBALL-5/19/26	P	H	05/19/2026	05/20/2026	V	\$100.00
10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		NONEM		25-26			62991	\$100.00	
THOMPRIC000	THOMPSON, RICHARD	145.00	7002026031	50	BNK5	VARSITY BASEBALL-4/6/26	P	H	04/06/2026	04/30/2026	S	\$145.00
10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		NONEM		25-26			62846	\$145.00	
THOMPRIC000	THOMPSON, RICHARD	90.00	7002026031	50	BNK5	JV BASEBALL-4/10/26	P	H	04/10/2026	04/30/2026	S	\$90.00
10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		NONEM		25-26			62876	\$90.00	
NUMBER OF INVOICES: 3											\$135.00	
THOROGAL000	THOROMAN, GALE	100.00	7002026031	50	BNK5	VARSITY SOFTBALL-4/14/26	P	H	04/14/2026	04/30/2026	S	\$100.00
10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		OTHER		25-26			62877	\$100.00	
NUMBER OF INVOICES: 1											\$100.00	
TRI-CITY000	TRI-CITY SCHOOLS	300.00	7002026027	50	BNK5	ENTRY FEE SPRING SLAM	P	H	04/07/2026	04/30/2026	R	\$300.00
10E000 1500 6400 00 000000			INTERSC PRGM DUES AND FEES				25-26			62865	\$300.00	
NUMBER OF INVOICES: 1											\$300.00	
TRS	001 TRS STATE OF ILLINOIS	20260501ADT94SB	0000000000	T1	BNK5	Payroll accrual	O		05/01/2026	05/01/2026	W	\$729.33
10L000 4510 0000 00 000000							25-26			202500497	\$729.33	
											\$729.33	
TRS	001 TRS STATE OF ILLINOIS	20260501AFT58EE	0000000000	T1	BNK5	Payroll accrual	O		05/01/2026	05/01/2026	W	\$1,141.90
10L000 4510 0000 00 000000							25-26			202500497	\$1,141.90	
											\$1,141.90	

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL</u>	<u>DESCRIPTION</u>	<u>1099</u>							<u>ACCT AMOUNT</u>
TRS	001 TRS STATE OF ILLINOIS	20260515AFT94SU	0000000000	T1	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$2,023.15
	10L000 4510 0000 00 000000						25-26			202500497		\$2,023.15
												\$2,023.15
TRS	001 TRS STATE OF ILLINOIS	20260515AFT94TA	0000000000	T1	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$329.67
	10L000 4510 0000 00 000000						25-26			202500497		\$329.67
												\$329.67
TRS	001 TRS STATE OF ILLINOIS	20260515AFTFED	0000000000	T1	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$554.08
	10L000 4510 0000 00 000000						25-26			202500497		\$554.08
												\$554.08
TRS	001 TRS STATE OF ILLINOIS	20260515BFT58EE	0000000000	T1	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$-20.93
	10L000 4510 0000 00 000000						25-26			202500497		\$-20.93
												\$-20.93
TRS	001 TRS STATE OF ILLINOIS	20260515BFT94EE	0000000000	T1	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$-324.68
	10L000 4510 0000 00 000000						25-26			202500497		\$-324.68
												\$-324.68
TRS	001 TRS STATE OF ILLINOIS	20260515CFT58EE	0000000000	T1	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$9.94
	10L000 4510 0000 00 000000						25-26			202500497		\$9.94
												\$9.94
TRS	001 TRS STATE OF ILLINOIS	20260515CFT94EE	0000000000	T1	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$154.16
	10L000 4510 0000 00 000000						25-26			202500497		\$154.16
												\$154.16
TRS	001 TRS STATE OF ILLINOIS	20260515DFT58EE	0000000000	T1	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$44.62
	10L000 4510 0000 00 000000						25-26			202500497		\$44.62
												\$44.62
TRS	001 TRS STATE OF ILLINOIS	20260515DFT94EE	0000000000	T1	BNK5	Payroll accrual	B		05/15/2026	05/15/2026	W	\$692.36
	10L000 4510 0000 00 000000						25-26			202500497		\$692.36
												\$692.36

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT	
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>		<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>	<u>ACCT AMOUNT</u>							
						NUMBER OF INVOICES: 28							\$47,064.54
TRSSP 000	TRS STATE OF ILLINOIS	20260501ADSSP%	0000000000	P1	BNK5	Payroll accrual	H	05/01/2026	05/01/2026	W	\$446.73		
	10L000 4590 0000 00 000000						25-26		202500498		\$446.73		
											\$446.73		
TRSSP 000	TRS STATE OF ILLINOIS	20260501ADSSPA	0000000000	P1	BNK5	Payroll accrual	H	05/01/2026	05/01/2026	W	\$650.00		
	10L000 4590 0000 00 000000						25-26		202500498		\$650.00		
											\$650.00		
TRSSP 000	TRS STATE OF ILLINOIS	20260501ADSSPR	0000000000	P1	BNK5	Payroll accrual	H	05/01/2026	05/01/2026	W	\$274.48		
	10L000 4590 0000 00 000000						25-26		202500498		\$274.48		
											\$274.48		
TRSSP 000	TRS STATE OF ILLINOIS	20260515ADSSP%	0000000000	P1	BNK5	Payroll accrual	H	05/15/2026	05/15/2026	W	\$517.64		
	10L000 4590 0000 00 000000						25-26		202500513		\$517.64		
											\$517.64		
TRSSP 000	TRS STATE OF ILLINOIS	20260515ADSSPA	0000000000	P1	BNK5	Payroll accrual	H	05/15/2026	05/15/2026	W	\$650.00		
	10L000 4590 0000 00 000000						25-26		202500513		\$650.00		
											\$650.00		
TRSSP 000	TRS STATE OF ILLINOIS	20260515ADSSPR	0000000000	P1	BNK5	Payroll accrual	H	05/15/2026	05/15/2026	W	\$274.47		
	10L000 4590 0000 00 000000						25-26		202500513		\$274.47		
											\$274.47		
TRSSP 000	TRS STATE OF ILLINOIS	20260515BDSSP%	0000000000	P1	BNK5	Payroll accrual	H	05/15/2026	05/15/2026	W	\$-90.12		
	10L000 4590 0000 00 000000						25-26		202500513		\$-90.12		
											\$-90.12		
TRSSP 000	TRS STATE OF ILLINOIS	20260515CDSSP%	0000000000	P1	BNK5	Payroll accrual	H	05/15/2026	05/15/2026	W	\$68.47		
	10L000 4590 0000 00 000000						25-26		202500513		\$68.47		
											\$68.47		

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>		<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>	
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>	<u>ACCT AMOUNT</u>						
TRSSP 000	TRS STATE OF ILLINOIS	20260515DDSSP%	0000000000	P1	BNK5	Payroll accrual	H		05/15/2026	05/15/2026	W	\$207.94
							25-26			202500513		\$207.94
	10L000 4590 0000 00 000000											\$207.94
NUMBER OF INVOICES: 9											\$2,999.61	
TRUCI 001	TRUCK CENTERS, INC.	F120406349:01	0000000000	0526	BNK5	TRANS-SENSOR	B		03/10/2026	05/21/2026	R	\$229.76
							25-26					\$229.76
	40E000 2552 4190 00 000000					TRANS SM PARTS SUPPLIES						\$229.76
TRUCI 001	TRUCK CENTERS, INC.	X103108880:01	0000000000	0526	BNK5	TRANS-BASE	B		04/23/2026	05/21/2026	R	\$406.14
							25-26					\$406.14
	40E000 2552 4190 00 000000					TRANS SM PARTS SUPPLIES						\$406.14
NUMBER OF INVOICES: 2											\$635.90	
TRUG 001	TRUGREEN CHEMLAWN # 2751	222734124	0000000000	0526	BNK5	JH/HS AERATION/SEED	B		04/14/2026	05/21/2026	W	\$1,185.00
							25-26			5778654		\$1,185.00
	20E301 2542 3230 00 000000					NBHS CARE/UPKEEP REPAIR/MAINT.						\$1,185.00
TRUG 001	TRUGREEN CHEMLAWN # 2751	223921436	0000000000	0526	BNK5	JH/HS BASEBALL FIELD	B		05/02/2026	05/21/2026	W	\$239.12
							25-26			5778717		\$239.12
	20E301 2542 3230 00 000000					NBHS CARE/UPKEEP REPAIR/MAINT.						\$239.12
TRUG 001	TRUGREEN CHEMLAWN # 2751	223922966	0000000000	0526	BNK5	JH/HS SOFTBALL FIELD	B		05/02/2026	05/21/2026	W	\$169.83
							25-26			5778687		\$169.83
	20E301 2542 3230 00 000000					NBHS CARE/UPKEEP REPAIR/MAINT.						\$169.83
TRUG 001	TRUGREEN CHEMLAWN # 2751	223922994	0000000000	0526	BNK5	JH/HS BLDG-FOOTBALL FIELD	B		05/02/2026	05/21/2026	W	\$239.12
							25-26			5778627		\$239.12
	20E301 2542 3230 00 000000					NBHS CARE/UPKEEP REPAIR/MAINT.						\$239.12
TRUG 001	TRUGREEN CHEMLAWN # 2751	223925340	0000000000	0526	BNK5	JH/HS	B		05/02/2026	05/21/2026	W	\$140.00
							25-26			5778738		\$140.00
	20E301 2542 3230 00 000000					NBHS CARE/UPKEEP REPAIR/MAINT.						\$140.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>		<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>	
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>	<u>ACCT AMOUNT</u>						
TRUG 001	TRUGREEN CHEMLAWN # 2751	223927393	0000000000	0526	BNK5	ELEM BLDG-LAWN SERVICE	B		05/02/2026	05/21/2026	W	\$134.55
	20E103 2542 3230 00 000000					NBE CARE/UPKEEP REPAIR MAINT.	25-26			5778954		\$134.55
											\$134.55	
NUMBER OF INVOICES: 6											\$2,107.62	
UMB BANK000	UMB BANK NA	213600.00	0000000000	50	BNK5	CUSD #16 SANG & MORGAN CNTY	H		04/09/2026	04/30/2026	W	\$213,600.00
	30E000 5220 6200 00 000000					GO BOND INTEREST	25-26			202500489		\$213,600.00
											\$213,600.00	
UMB BANK000	UMB BANK NA	589587.50	0000000000	50	BNK5	CUSD #16 SANG & MORGAN CNTY	H		04/09/2026	04/30/2026	W	\$589,587.50
	30E000 5220 6200 00 000000					GO BOND INTEREST	25-26			202500489		\$589,587.50
											\$589,587.50	
NUMBER OF INVOICES: 2											\$803,187.50	
VILAYTRO000	VILAYHONG, TROY	90.00	7002026031	50	BNK5	JV BASEBALL-4/17/26	P	H	04/17/2026	04/30/2026	S	\$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM	25-26			62878		\$90.00
											\$90.00	
NUMBER OF INVOICES: 1											\$90.00	
WATTS CO000	WATTS COPY SYSTEMS INC.	1502519	0000000000	0526	BNK5	TRANS-COPY USAGE	B		05/01/2026	05/21/2026	A	\$61.43
	40E000 2552 3250 00 000000					TRANS PS RENTALS	25-26					\$61.43
											\$61.43	
WATTS CO000	WATTS COPY SYSTEMS INC.	1502520	0000000000	0526	BNK5	COPIER USAGE	B		05/01/2026	05/21/2026	A	\$1,309.22
	10E000 2321 3250 00 000000					SUPINT. OFFICE RENTALS	25-26					\$42.52
	10E000 2520 3250 00 000000					FS RENTALS						\$42.52
	10E103 1113 3250 00 000000					NBE RENTALS						\$501.45
	10E103 2410 3250 00 000000					NBE PRINCIPAL RENTALS						\$149.59
	10E202 1115 3250 00 000000					NBJH RENTALS						\$30.70
	10E202 2410 3250 00 000000					NBJH PRINCIPAL RENTALS						\$160.04
	10E301 1117 3250 00 000000					NBHS RENTALS						\$157.27

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL DESCRIPTION</u>		<u>1099</u>					<u>ACCT AMOUNT</u>		
WATTS C0000	WATTS COPY SYSTEMS INC.	1502520				*****CONTINUED*****						
	10E305 2410 3250 00 000000					NBHS PRINCIPAL RENTALS						\$225.13
NUMBER OF INVOICES: 2											\$1,370.65	
WILSOLIN001	WILSON, LINDA	100.00	7002026031	50	BNK5	VARSITY SOFTBALL-4/14/26	P	H	04/14/2026	04/30/2026	S	\$100.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	25-26				62879	\$100.00
NUMBER OF INVOICES: 1											\$100.00	
WUELLBRI000	WUELLNER, BRIAN	100.00	7002026031	50	BNK5	VARISTY BASEBALL-3/26/26	P	H	03/26/2026	04/30/2026	R	\$100.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM	25-26				62823	\$100.00
WUELLBRI000	WUELLNER, BRIAN	100.00	7002026031	50	BNK5	VARISTY BASEBALL-3/26/26	P	H	03/26/2026	04/30/2026	S	\$100.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM	25-26				62827	\$100.00
WUELLBRI000	WUELLNER, BRIAN	145.00	7002026031	50	BNK5	VARSITY SOFTBALL-3/25/26	P	H	03/25/2026	04/30/2026	R	\$145.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM	25-26				62823	\$145.00
WUELLBRI000	WUELLNER, BRIAN	145.00	7002026031	50	BNK5	VARSITY SOFTBALL-3/25/26	P	H	03/25/2026	04/30/2026	S	\$145.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH NONEM	25-26				62828	\$145.00
NUMBER OF INVOICES: 4											\$490.00	
WUELLDOU000	WUELLNER, DOUGLAS	100.00	7002026031	50	BNK5	VARSITY BASEBALL-3/26/26	P	H	03/26/2026	04/30/2026	R	\$100.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH OTHER	25-26				62824	\$100.00
WUELLDOU000	WUELLNER, DOUGLAS	100.00	7002026031	50	BNK5	VARSITY BASEBALL-3/26/26	P	H	03/26/2026	04/30/2026	S	\$100.00
							25-26				62829	\$100.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
<u>ACH VOID DOWNLOAD</u>		<u>DISCOUNT DESCRIPTION</u>	<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>		<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>		
<u>ACCOUNT NUMBER(S)</u>		<u>QUICK KEY</u>	<u>ACCOUNT LEVEL</u>	<u>DESCRIPTION</u>	<u>1099</u>					<u>ACCT AMOUNT</u>		
WUELLDOU000	WUELLNER, DOUGLAS	100.00		*****CONTINUED*****								
10E000	1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH	OTHER							\$100.00
WUELLDOU000	WUELLNER, DOUGLAS	100.00	7002026031	50	BNK5	VARSITY BASEBALL-4/4/26	P	H	04/04/2026	04/30/2026	S	\$100.00
10E000	1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH	OTHER		25-26			62847		\$100.00
WUELLDOU000	WUELLNER, DOUGLAS	145.00	7002026031	50	BNK5	VARISTY SOFTBALL-3/25/26	P	H	03/25/2026	04/30/2026	R	\$145.00
10E000	1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH	OTHER		25-26			62824		\$145.00
WUELLDOU000	WUELLNER, DOUGLAS	145.00	7002026031	50	BNK5	VARISTY SOFTBALL-3/25/26	P	H	03/25/2026	04/30/2026	S	\$145.00
10E000	1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH	OTHER		25-26			62830		\$145.00
NUMBER OF INVOICES: 5												\$590.00
TOTAL NUMBER OF BATCH INVOICES: 394												\$421,856.12
TOTAL NUMBER OF OPEN INVOICES: 21												\$26,012.53
TOTAL NUMBER OF HISTORY INVOICES: 120												\$994,919.03
109 ACH CHECK INVOICES												\$88,428.64
92 COMPUTER CHECK INVOICES												\$212,204.95
8 VOID CHECK INVOICES												\$-6,350.24
326 WIRE TRAN CHECK INVOICES												\$1,148,504.33
TOTAL INVOICES: 535												\$1,442,787.68
BANK TOTALS:		BANK	BANK ACCOUNT #					INVOICE AMOUNT		NET AMOUNT		
		BNK5	**A000 1010 0000 00 000000					\$1,442,787.68		\$1,442,787.68		

LIQUIDATION STATUS (LQ) CODE LEGEND:
L = LIQUIDATION PENDING C = CLOSED PO/NOT RECEIVING
P = PARTIAL LIQUIDATION F = FULL LIQUIDATION
BLANK = NO LIQUIDATION

Description: SBAA Entity 103 Acct. Receipt/Disbursement Summary Rpt - BOARD REPORT - MONTHLY

Account	Description	Jul. 1, 2025 Beginning Balance	Posted SBAA Receipts	Posted SBAA Disbursements	Apr. 30, 2026 Ending Balance
95L103 8101 0000 00 000000	NBE GENERAL FND/NONCATE/NBE GENERAL FUND	-11,954.35	-8,231.38	5,612.00	-14,573.73
95L103 8102 0000 00 000000	NBE CONSUMBABLE/NONCATE/NBE CONSUMABLES	-120.62	0.00	0.00	-120.62
95L103 8103 0000 00 000000	NBE SHOE DONAT/NONCATE/NBE SHOE DONATION	11.80	0.00	0.00	11.80
95L103 8104 0000 00 000000	NBE MKT DAY K-5/NONCATE/NBE MARKET DAY K-5	0.00	0.00	0.00	0.00
95L103 8105 0000 00 000000	NBE OFFICE/NONCATE/NBE OFFICE	-747.51	0.00	0.00	-747.51
95L103 8106 0000 00 000000	NBE MKT DAY LIB/NONCATE/NBE MARKET DAY LIBRARY	0.00	0.00	0.00	0.00
95L103 8107 0000 00 000000	NBE YEARKBOOK/NONCATE/NBE YEARKBOOK	-1,343.22	-938.19	1,041.04	-1,240.37
95L103 8108 0000 00 000000	NBE SANG AUDITO/NONCATE/NBE SANGAMON AUDITORIUM	-6.00	0.00	0.00	-6.00
95L103 8109 0000 00 000000	NBE PEPSI/NONCATE/NBE PEPSI	-766.87	-199.01	0.00	-965.88
95L103 8110 0000 00 000000	NBE FUND & GRNT/NONCATE/NBE FALL FUNDRAISER	-10,470.52	0.00	1,379.55	-9,090.97
95L103 8111 0000 00 000000	NBE LOST LIB BK/NONCATE/NBE GENERAL LIBRARY	128.51	-11,446.66	7,196.83	-4,121.32
95L103 8112 0000 00 000000	NBE AUTHOR VIST/NONCATE/NBE AUTHOR VISIT FUND	-738.07	0.00	0.00	-738.07
95L103 8113 0000 00 000000	NBE PBIS REW/BT/NONCATE/NBE PBIS REWARDS / BOX TO	-1,990.56	-60.00	0.00	-2,050.56
95L103 8114 0000 00 000000	NBE TEACH GRANT/NONCATE/NBE TEACHERS GRANT	-150.00	0.00	0.00	-150.00
95L103 8115 0000 00 000000	NBE BEHAV SUPPS/NONCATE/NBE STAFF BEHAVOIR SUPPLI	538.00	0.00	0.00	538.00
95L103 8116 0000 00 000000	NBE NURSE'S DON/NONCATE/NBE NURSE'S DONATION	-34.33	0.00	0.00	-34.33
95L103 8117 0000 00 000000	NBE SCHOOL INT/NONCATE/NBE WHOLD SCHOOL INT	-1,437.04	0.00	0.00	-1,437.04
95L103 8119 0000 00 000000	NBE MENTORING/NONCATE/NBE MENTORING	-336.41	0.00	0.00	-336.41
95L103 8120 0000 00 000000	NBE ART FUND/NONCATE/NBE ART FUND	-175.00	0.00	0.00	-175.00
95L103 8121 0000 00 000000	NBE ART DON/NONCATE/NBE ART DONATION	-203.96	0.00	0.00	-203.96
95L103 8122 0000 00 000000	DO SOCIAL FUND/NONCATE/NBE D.O. SOCIAL FUND	-40.00	0.00	0.00	-40.00
95L103 8123 0000 00 000000	NBE K-GRAD/NONCATE/K-GRADUATION	-616.38	0.00	0.00	-616.38
95L103 8124 0000 00 000000	NBE SOC WORK/NONCATE/SOCIAL WORK/STUDENT SUPPORT	-73.62	0.00	0.00	-73.62
95L103 8125 0000 00 000000	NBE LIB BDAY/NONCATE/NBE LIBRARY BIRTHDAY BOOK CL	-191.67	0.00	58.33	-133.34
95L103 8126 0000 00 000000	NBE LIB FINES/NONCATE/NBE LIBRARY FINES	-136.40	0.00	0.00	-136.40
95L103 8127 0000 00 000000	NBE STUD CNCL/NONCATE/NBE STUDENT COUNCIL	-238.25	0.00	0.00	-238.25
95L103 8128 0000 00 000000	NONCATE/ELEM THEATER SUMMER CAMP	-543.00	0.00	0.00	-543.00
	Total Liability Accounts:	-31,635.47	-20,875.24	15,287.75	-37,222.96
	Total Liability Accounts:	-31,635.47	-20,875.24	15,287.75	-37,222.96
	Grand Total:	-31,635.47	-20,875.24	15,287.75	-37,222.96

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

Description: SBAA Entity 103 Account Activity Report - MONTHLY BOARD REPORT

Account: 95L103 8101 0000 00 000000 NBE GENERAL FND///NONCATE /NBE GENERAL FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		14,015.98CR	
04/20/2026	Receipt	766	VARIOUS PAYORS	E. BECKMAN-2K FIELD TRIP	8.50CR	14,024.48CR	L 8101 0000 00 000000
04/20/2026	Receipt	766	VARIOUS PAYORS	CASH-2K FIELD TRIP	161.75CR	14,186.23CR	L 8101 0000 00 000000
04/23/2026	Receipt	767	VARIOUS PAYORS	2ND MORAN FIELD TRIP-. COLANTINO	8.50CR	14,194.73CR	L 8101 0000 00 000000
04/23/2026	Receipt	767	VARIOUS PAYORS	2ND MORAN FIELD TRIP-	182.00CR	14,376.73CR	L 8101 0000 00 000000
04/23/2026	Receipt	767	VARIOUS PAYORS	2ND COOPER-FIELD TRIP-S. PRIOR	8.50CR	14,385.23CR	L 8101 0000 00 000000
04/23/2026	Receipt	767	VARIOUS PAYORS	2ND COOPER-FIELD TRIP	188.50CR	14,573.73CR	L 8101 0000 00 000000
				Ending balance		14,573.73CR	

Account: 95L103 8102 0000 00 000000 NBE CONSUMBABLE///NONCATE /NBE CONSUMABLES

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		120.62CR	
				Ending balance		120.62CR	

Account: 95L103 8103 0000 00 000000 NBE SHOE DONAT///NONCATE /NBE SHOE DONATION

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		11.80	
				Ending balance		11.80	

Account: 95L103 8104 0000 00 000000 NBE MKT DAY K-5///NONCATE /NBE MARKET DAY K-5

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L103 8105 0000 00 000000 NBE OFFICE///NONCATE /NBE OFFICE

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		747.51CR	
				Ending balance		747.51CR	

Account: 95L103 8106 0000 00 000000 NBE MKT DAY LIB///NONCATE /NBE MARKET DAY LIBRARY

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L103 8107 0000 00 000000 NBE YEARBOOK///NONCATE /NBE YEARBOOK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,240.37CR	
				Ending balance		1,240.37CR	

Account: 95L103 8108 0000 00 000000 NBE SANG AUDITO//NONCATE /NBE SANGAMON AUDITORIUM

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		6.00CR	
				Ending balance		6.00CR	

Account: 95L103 8109 0000 00 000000 NBE PEPSI//NONCATE /NBE PEPSI

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		904.14CR	
04/08/2026	Receipt		765 SPRINGFIELD PEPSI COLA	PEPSI	61.74CR	965.88CR	L 8109 0000 00 000000
				Ending balance		965.88CR	

Account: 95L103 8110 0000 00 000000 NBE FUND & GRNT//NONCATE /NBE FALL FUNDRAISER

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		9,090.97CR	
				Ending balance		9,090.97CR	

Account: 95L103 8111 0000 00 000000 NBE LOST LIB BK//NONCATE /NBE GENERAL LIBRARY

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,537.34CR	
04/06/2026	Receipt		764 VARIOUS PAYORS	BOOK FAIR	4,097.53CR	7,634.87CR	L 8111 0000 00 000000
04/06/2026	Receipt		764 VARIOUS PAYORS	C.BERSCHNEIDER	20.00CR	7,654.87CR	L 8111 0000 00 000000
04/06/2026	Receipt		764 VARIOUS PAYORS	B. SPEARS	66.43CR	7,721.30CR	L 8111 0000 00 000000
04/06/2026	Receipt		764 VARIOUS PAYORS	J COMBS	43.94CR	7,765.24CR	L 8111 0000 00 000000
04/06/2026	Receipt		764 VARIOUS PAYORS	C BERGSCHNEIDER	19.28CR	7,784.52CR	L 8111 0000 00 000000
04/06/2026	Receipt		764 VARIOUS PAYORS	S PRIOR	13.93CR	7,798.45CR	L 8111 0000 00 000000
04/07/2026	Check		200580 LITERATI INC	BOOK FAIR	3,677.13	4,121.32CR	L 8111 0000 00 000000
				Ending balance		4,121.32CR	

Account: 95L103 8112 0000 00 000000 NBE AUTHOR VIST//NONCATE /NBE AUTHOR VISIT FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		738.07CR	
				Ending balance		738.07CR	

Account: 95L103 8113 0000 00 000000 NBE PBIS REW/BT//NONCATE /NBE PBIS REWARDS / BOX TOPS

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,030.66CR	
04/28/2026	Receipt		768 BOX TOPS FOR ED	BOX TOP	17.00CR	2,047.66CR	L 8113 0000 00 000000
04/28/2026	Receipt		768 BOX TOPS FOR ED	BOX TOP	2.90CR	2,050.56CR	L 8113 0000 00 000000
				Ending balance		2,050.56CR	

Account: 95L103 8114 0000 00 000000 NBE TEACH GRANT///NONCATE /NBE TEACHERS GRANT

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		150.00CR	
				Ending balance		150.00CR	

Account: 95L103 8115 0000 00 000000 NBE BEHAV SUPPS///NONCATE /NBE STAFF BEHAVOIR SUPPLIES

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		538.00	
				Ending balance		538.00	

Account: 95L103 8116 0000 00 000000 NBE NURSE'S DON///NONCATE /NBE NURSE'S DONATION

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		34.33CR	
				Ending balance		34.33CR	

Account: 95L103 8117 0000 00 000000 NBE SCHOOL INT///NONCATE /NBE WHOLD SCHOOL INT

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,437.04CR	
				Ending balance		1,437.04CR	

Account: 95L103 8118 0000 00 000000 NBE TECH FUNDRA///NONCATE /NBE TECH FUNDRAISER

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L103 8119 0000 00 000000 NBE MENTORING///NONCATE /NBE MENTORING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		336.41CR	
				Ending balance		336.41CR	

Account: 95L103 8120 0000 00 000000 NBE ART FUND///NONCATE /NBE ART FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		175.00CR	
				Ending balance		175.00CR	

Account: 95L103 8121 0000 00 000000 NBE ART DON///NONCATE /NBE ART DONATION

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		203.96CR	
				Ending balance		203.96CR	

Account: 95L103 8122 0000 00 000000 DO SOCIAL FUND///NONCATE /NBE D.O. SOCIAL FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		40.00CR	
				Ending balance		40.00CR	

Account: 95L103 8123 0000 00 000000 NBE K-GRAD///NONCATE /K-GRADUATION

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		616.38CR	
				Ending balance		616.38CR	

Account: 95L103 8124 0000 00 000000 NBE SOC WORK///NONCATE /SOCIAL WORK/STUDENT SUPPORT

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		73.62CR	
				Ending balance		73.62CR	

Account: 95L103 8125 0000 00 000000 NBE LIB BDAY///NONCATE /NBE LIBRARY BIRTHDAY BOOK CLUB

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		133.34CR	
				Ending balance		133.34CR	

Account: 95L103 8126 0000 00 000000 NBE LIB FINES///NONCATE /NBE LIBRARY FINES

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		136.40CR	
				Ending balance		136.40CR	

Account: 95L103 8127 0000 00 000000 NBE STUD CNCL///NONCATE /NBE STUDENT COUNCIL

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		238.25CR	
				Ending balance		238.25CR	

Account: 95L103 8128 0000 00 000000 NONCATE /ELEM THEATER SUMMER CAMP

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		543.00CR	
				Ending balance		543.00CR	

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

Description: SBAA Entity 400 Acct. Receipt/Disbursement Summary Rpt - MONTHLY BOARD REPORT

Account	Description	Jul. 1, 2025 Beginning Balance	Posted SBAA Receipts	Posted SBAA Disbursements	Apr. 30, 2026 Ending Balance
95L400 9101 0000 00 000000	JH GENERAL FUND/NONCATE/JH FUND	-2,074.88	-912.89	1,208.03	-1,779.74
95L400 9102 0000 00 000000	JH CHEER/NONCATE/JH CHEERLEADING	-4,896.59	-11,334.23	12,490.87	-3,739.95
95L400 9103 0000 00 000000	JH STUD COUNCIL/NONCATE/JH STUDENT COUNCIL	-10,875.23	-8,089.20	6,350.60	-12,613.83
95L400 9104 0000 00 000000	JH BOYS BASK/NONCATE/JH BOYS BASKETBALL	-1,802.75	-5,993.00	5,913.71	-1,882.04
95L400 9105 0000 00 000000	JH GIRLS BASKET/NONCATE/JH GIRLS BASKETBALL	-3,777.09	-15,140.10	4,209.36	-14,707.83
95L400 9106 0000 00 000000	JH VOLLEYBALL/NONCATE/JH VOLLEYBALL	-11,146.44	-8,727.00	9,481.15	-10,392.29
95L400 9108 0000 00 000000	JH YEARBOOK/NONCATE/JH YEARBOOK	-4,176.61	-926.57	979.00	-4,124.18
95L400 9110 0000 00 000000	JH SOFTBALL/NONCATE/JH SOFTBALL	-1,406.79	-9,809.02	6,245.47	-4,970.34
95L400 9114 0000 00 000000	JH TRACK/NONCATE/JH TRACK	-3,592.43	-3,480.00	1,724.11	-5,348.32
95L400 9115 0000 00 000000	JH BOX TOPS/NONCATE/JH BOX TOPS	0.00	0.00	0.00	0.00
95L400 9116 0000 00 000000	JH BOYS BASE/NONCATE/JH BOYS BASEBALL	-3,484.03	-5,160.00	3,854.76	-4,789.27
95L400 9119 0000 00 000000	6TH GRADE FUNDR/NONCATE/6TH GRADE FUNDRAISING	-1,303.40	-831.00	831.00	-1,303.40
95L400 9120 0000 00 000000	6TH BOYS BASKET/NONCATE/6TH BOYS BASKETBALL	-209.85	-2,087.00	1,653.19	-643.66
95L400 9121 0000 00 000000	JH SCHOL BOWL/NONCATE/JH SCHOLASTIC BOWL	-101.19	0.00	0.00	-101.19
95L400 9122 0000 00 000000	JH SCIENCE CLUB/NONCATE/JH SCIENCE CLUB	0.00	0.00	0.00	0.00
95L400 9123 0000 00 000000	JH PE/NONCATE/JH PE	-747.20	-20.00	0.00	-767.20
95L400 9124 0000 00 000000	JH FLOWER FUND/NONCATE/JH FLOWER FUND	33.33	0.00	0.00	33.33
95L400 9125 0000 00 000000	JH PBIS FUND/NONCATE/JH PBIS FUND	-1,616.55	0.00	0.00	-1,616.55
95L400 9201 0000 00 000000	HS YEARBOOK/NONCATE/HS YEARBOOK	1,323.28	-1,924.00	905.01	304.29
95L400 9202 0000 00 000000	HS ART FUND/NONCATE/HS ART FUND	-2,200.29	-1,472.18	2,236.46	-1,436.01
95L400 9203 0000 00 000000	HS BAND/NONCATE/HS BAND	-1,195.12	-521.25	1,238.49	-477.88
95L400 9204 0000 00 000000	HS BRICK FUND/NONCATE/HS BRICK FUND	0.00	0.00	0.00	0.00
95L400 9205 0000 00 000000	HS FLOWER/NONCATE/HS FLOWER	0.00	0.00	0.00	0.00
95L400 9206 0000 00 000000	HS CLASS 2001/NONCATE/HS CLASS OF 2001	0.00	0.00	0.00	0.00
95L400 9207 0000 00 000000	HS PEP CLUB/NONCATE/HS PEP CLUB	0.00	0.00	0.00	0.00
95L400 9208 0000 00 000000	HS SPANISH/NONCATE/HS SPANISH CLUB	-633.50	-1,346.00	1,190.50	-789.00
95L400 9210 0000 00 000000	HS CLASS 1999/NONCATE/HS CLASS OF 1999	0.00	0.00	0.00	0.00
95L400 9211 0000 00 000000	HS CLASS 2000/NONCATE/HS CLASS OF 2000	0.00	0.00	0.00	0.00
95L400 9212 0000 00 000000	HS CLASS 2002/NONCATE/HS CLASS OF 2002	0.00	0.00	0.00	0.00
95L400 9213 0000 00 000000	HS CLASS 2003/NONCATE/HS CLASS OF 2003	0.00	0.00	0.00	0.00
95L400 9214 0000 00 000000	HS JOINT CONC/NONCATE/HS JOINT CONCESSION	0.00	0.00	0.00	0.00
95L400 9215 0000 00 000000	HS DRAMA CLUB/NONCATE/HS DRAMA CLUB	0.00	0.00	0.00	0.00
95L400 9216 0000 00 000000	HS FFA/NONCATE/HS FFA	-2,054.32	-19,008.97	22,190.42	1,127.13
95L400 9217 0000 00 000000	HS HOMECOMING/NONCATE/HS HOMECOMING	-5,411.89	-4,230.65	4,741.49	-4,901.05
95L400 9218 0000 00 000000	HS FCCLA/NONCATE/HS FCCLA	-2,671.89	-5,039.50	4,265.88	-3,445.51
95L400 9219 0000 00 000000	HS CHARACT SCH/NONCATE/HS CHARACTER SCHOLARSHIP	0.00	0.00	0.00	0.00
95L400 9220 0000 00 000000	HS NUT CTR/NONCATE/HS NUTRITION CENTER	0.00	-1,885.00	1,609.68	-275.32
95L400 9223 0000 00 000000	HS BASEBALL/NONCATE/HS BASEBALL	-3,763.26	-5,764.00	5,237.82	-4,289.44

Account	Description	Jul. 1, 2025 Beginning Balance	Posted SBAA Receipts	Posted SBAA Disbursements	Apr. 30, 2026 Ending Balance
95L400 9224 0000 00 000000	HS STUDENT COUN/NONCATE/HS STUDENT COUNCIL	-1,169.39	-614.99	647.77	-1,136.61
95L400 9226 0000 00 000000	HS BOYS BASKETB/NONCATE/HS BOYS BASKETBALL	-43,112.17	-22,944.73	27,887.50	-38,169.40
95L400 9227 0000 00 000000	HS FB CHEERLEAD/NONCATE/HS FOOTBALL CHEERLEADING	0.00	0.00	0.00	0.00
95L400 9228 0000 00 000000	HS BB CHEERLEAD/NONCATE/HS BASKETBALL CHEERLEADIN	-4,087.70	-26,461.00	24,458.33	-6,090.37
95L400 9229 0000 00 000000	HS FOOTBALL/NONCATE/HS FOOTBALL	-26,841.19	-10,322.10	24,663.68	-12,499.61
95L400 9230 0000 00 000000	HS BOYS TRACK/NONCATE/HS BOYS TRACK	0.00	0.00	0.00	0.00
95L400 9231 0000 00 000000	HS VOLLEYBALL/NONCATE/HS VOLLEYBALL	-16,216.87	-21,460.79	17,906.85	-19,770.81
95L400 9232 0000 00 000000	HS GENERAL FUND/NONCATE/HS GENERAL FUND	-25,280.68	-4,645.13	2,234.07	-27,691.74
95L400 9233 0000 00 000000	HS GIRLS SOFTBA/NONCATE/HS SOFTBALL	-5,640.77	-1,831.75	4,154.42	-3,318.10
95L400 9236 0000 00 000000	HS SADD/NONCATE/HS SADD	-1,168.96	-2,515.00	862.50	-2,821.46
95L400 9239 0000 00 000000	HS ROESCH TRUST/NONCATE/HS ROESCH TRUST	0.00	0.00	0.00	0.00
95L400 9241 0000 00 000000	HS TRACK/NONCATE/HS CO-ED TRACK	-3,827.55	-1,635.00	2,230.60	-3,231.95
95L400 9242 0000 00 000000	HS CHOIR/NONCATE/HS CHOIR	-552.56	0.00	140.00	-412.56
95L400 9246 0000 00 000000	HS KEY CLUB/NONCATE/HS KEY CLUB	-807.74	-540.00	680.00	-667.74
95L400 9249 0000 00 000000	HS SCHOL BOWL/NONCATE/HS SCHOLASTIC BOWL	-1,531.77	-6,085.00	970.42	-6,646.35
95L400 9250 0000 00 000000	HS CLASS 2005/NONCATE/HS CLASS OF 2005	0.00	0.00	0.00	0.00
95L400 9251 0000 00 000000	HS TECH PREP/NONCATE/HS TECHNICAL PREP	0.00	0.00	0.00	0.00
95L400 9252 0000 00 000000	HS CLASS 2006/NONCATE/HS CLASS OF 2006	0.00	0.00	0.00	0.00
95L400 9255 0000 00 000000	HS DISCRETION/NONCATE/HS DISCRETIONARY	0.00	0.00	0.00	0.00
95L400 9258 0000 00 000000	HS SPORTS COMP/NONCATE/HS SPORTS COMPLEX	0.00	0.00	0.00	0.00
95L400 9260 0000 00 000000	HS CLASS 2009/NONCATE/HS CLASS OF 2009	0.00	0.00	0.00	0.00
95L400 9262 0000 00 000000	HS CLASS 2010/NONCATE/HS CLASS OF 2010	0.00	0.00	0.00	0.00
95L400 9263 0000 00 000000	HS LIBRARY FUND/NONCATE/HS LIBRARY FUND	-2,327.26	-400.00	903.62	-1,823.64
95L400 9264 0000 00 000000	HS PRETZL PRIDE/NONCATE/HS PRETZEL PRIDE	0.00	0.00	0.00	0.00
95L400 9265 0000 00 000000	HS CLASS 2011/NONCATE/HS CLASS OF 2011	0.00	0.00	0.00	0.00
95L400 9266 0000 00 000000	HS CLASS 2012/NONCATE/HS CLASS OF 2012	0.00	0.00	0.00	0.00
95L400 9267 0000 00 000000	HS CLASS 2013/NONCATE/HS CLASS OF 2013	0.00	0.00	0.00	0.00
95L400 9268 0000 00 000000	HS FLAGS/NONCATE/HS FLAGS	-748.80	0.00	0.00	-748.80
95L400 9269 0000 00 000000	HS CLASS 2014/NONCATE/HS CLASS OF 2014	0.00	0.00	0.00	0.00
95L400 9270 0000 00 000000	HS SAMSUNG GRNT/NONCATE/HS SAMSUNG GRANT	0.00	0.00	0.00	0.00
95L400 9271 0000 00 000000	POST SEASON ATH/NONCATE/POST SEASON ATHLETIC FUND	0.00	-10,580.20	11,060.20	480.00
95L400 9272 0000 00 000000	PRETZEL FESTIVA/NONCATE/PRETZEL FESTIVAL	-2,722.22	0.00	0.00	-2,722.22
95L400 9273 0000 00 000000	HS CLASS 2015/NONCATE/HS CLASS OF 2015	0.00	0.00	0.00	0.00
95L400 9274 0000 00 000000	ATH GENERAL FND/NONCATE/ATHLETICS GENERAL FUND	-12,693.25	-43,807.17	28,245.92	-28,254.50
95L400 9278 0000 00 000000	ACT PREP ACCT/NONCATE/ACT PREP ACCOUNT	0.00	0.00	0.00	0.00
95L400 9279 0000 00 000000	HS CLASS 2016/NONCATE/HS CLASS OF 2016	0.00	0.00	0.00	0.00
95L400 9280 0000 00 000000	HS CLASS 2017/NONCATE/HS CLASS OF 2017	0.00	0.00	0.00	0.00
95L400 9281 0000 00 000000	SANGAMON CONF./NONCATE/SANGAMON CONFERENCE ACCOUN	0.00	0.00	0.00	0.00
95L400 9282 0000 00 000000	GREENHOUSE ACCT/NONCATE/GREENHOUSE ACCOUNT	-4,833.97	0.00	600.00	-4,233.97

<u>Account</u>	<u>Description</u>	<u>Jul. 1, 2025 Beginning Balance</u>	<u>Posted SBAA Receipts</u>	<u>Posted SBAA Disbursements</u>	<u>Apr. 30, 2026 Ending Balance</u>
95L400 9283 0000 00 000000	HS CLASS 2018/NONCATE/HS CLASS OF 2018	0.00	0.00	0.00	0.00
95L400 9284 0000 00 000000	CREWS SCHOLARSH/NONCATE/DAMIEN CREWS SCHOLARSHIP	-1,176.72	0.00	0.00	-1,176.72
95L400 9285 0000 00 000000	ROYALTIES/NONCATE/ROYALTIES	0.00	0.00	0.00	0.00
95L400 9286 0000 00 000000	HS CLASS 2019/NONCATE/HS CLASS OF 2019	0.00	0.00	0.00	0.00
95L400 9287 0000 00 000000	HS WRESTLING/NONCATE/HS WRESTLING	-2,417.04	0.00	2,417.04	0.00
95L400 9288 0000 00 000000	HS CLASS 2020/NONCATE/CLASS OF 2020	0.00	0.00	0.00	0.00
95L400 9289 0000 00 000000	HS CLASS 2021/NONCATE/HS CLASS OF 2021	0.00	0.00	0.00	0.00
95L400 9290 0000 00 000000	THORNTON AG SCH/NONCATE/THORNTON AG SCHOLARSHIP A	0.00	0.00	0.00	0.00
95L400 9291 0000 00 000000	HS CLASS 2022/NONCATE/HS CLASS OF 2022	0.00	0.00	0.00	0.00
95L400 9292 0000 00 000000	HS CLASS 2023/NONCATE/HS CLASS OF 2023	0.00	0.00	0.00	0.00
95L400 9293 0000 00 000000	HS CLASS 2024/NONCATE/HS CLASS OF 2024	0.00	0.00	0.00	0.00
95L400 9294 0000 00 000000	CLASS OF 2025/NONCATE/HS CLASS OF 2025	-550.26	0.00	0.00	-550.26
95L400 9295 0000 00 000000	MASCOT FUND/NONCATE/HS-MASCOT FUNDRAISER	0.00	0.00	0.00	0.00
95L400 9296 0000 00 000000	HS CLASS 2026/NONCATE/HS CLASS OF 2026	-5,177.38	-810.00	749.59	-5,237.79
95L400 9297 0000 00 000000	HS CLASS 2027/NONCATE/HS CLASS OF 2027	-3,176.41	-4,987.85	3,561.72	-4,602.54
95L400 9298 0000 00 000000	HS CLASS 2028/NONCATE/HS CLASS OF 2028	-1,837.40	-6,095.25	2,936.50	-4,996.15
95L400 9299 0000 00 000000	MAINT RECYCLE/NONCATE/MAINT RECYCLE FUND	-1,297.40	-460.00	512.53	-1,244.87
95L400 9300 0000 00 000000	CLASS OF 2029/NONCATE/HS CLASS OF 2029	0.00	-1,208.29	0.00	-1,208.29
95L400 9301 0000 00 000000	LUKE ALEXANDER/NONCATE/9301-LUKE ALEXANDER SCHLAR	0.00	0.00	0.00	0.00
	Total Liability Accounts:	-236,980.15	-281,105.81	256,380.26	-261,705.70
	Total Liability Accounts:	-236,980.15	-281,105.81	256,380.26	-261,705.70
	Grand Total:	-236,980.15	-281,105.81	256,380.26	-261,705.70

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

Description: SBAA Entity 400 Account Activity Report - MONTHLY BOARD REPORT

Account: 95L400 9101 0000 00 000000 JH GENERAL FUND///NONCATE /JH FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,561.95CR	
04/06/2026	Check	306030	BANDELOW RACHELLE M	SONIC-DID NOT HAVE CREDIT CARD	117.16	2,444.79CR	L 9101 0000 00 000000
04/09/2026	Check	306034	SANG COUNTY JH SCHOOLMASTERS	5 STUDENTS 1 ADULT	80.00	2,364.79CR	L 9101 0000 00 000000
04/16/2026	Receipt	2436	SPRINGFIELD PEPSI COLA	PEPSI	56.81CR	2,421.60CR	L 9101 0000 00 000000
04/17/2026	Check	306036	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-MEL-O-CREAM	79.80	2,341.80CR	L 9101 0000 00 000000
04/17/2026	Check	306036	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-AMAZON	44.90	2,296.90CR	L 9101 0000 00 000000
04/17/2026	Check	306036	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-SAMS	517.16	1,779.74CR	L 9101 0000 00 000000
				Ending balance		1,779.74CR	

Account: 95L400 9102 0000 00 000000 JH CHEER///NONCATE /JH CHEERLEADING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,915.70CR	
04/13/2026	JE	000005874		CHICKEN DINNER	824.25CR	3,739.95CR	L 9102 0000 00 000000
				Ending balance		3,739.95CR	

Account: 95L400 9103 0000 00 000000 JH STUD COUNCIL///NONCATE /JH STUDENT COUNCIL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		13,766.58CR	
04/08/2026	Check	306033	KONA ICE	IAR TESTING	528.00	13,238.58CR	L 9103 0000 00 000000
04/17/2026	Check	306036	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-MALIBU JACKS	624.75	12,613.83CR	L 9103 0000 00 000000
				Ending balance		12,613.83CR	

Account: 95L400 9104 0000 00 000000 JH BOYS BASK///NONCATE /JH BOYS BASKETBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,882.04CR	
				Ending balance		1,882.04CR	

Account: 95L400 9105 0000 00 000000 JH GIRLS BASKET///NONCATE /JH GIRLS BASKETBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		7,707.83CR	
04/17/2026	Receipt	2439	NEW BERLIN SPORTS BOOSTERS	UNIFORMS	7,000.00CR	14,707.83CR	L 9105 0000 00 000000
				Ending balance		14,707.83CR	

Account: 95L400 9106 0000 00 000000 JH VOLLEYBALL///NONCATE /JH VOLLEYBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		10,379.81CR	
04/09/2026	Receipt	2423	VARIOUS PAYORS	SERVE-A-THON	165.00CR	10,544.81CR	L 9106 0000 00 000000
04/09/2026	Receipt	2423	VARIOUS PAYORS	C ARNDT	94.00CR	10,638.81CR	L 9106 0000 00 000000

Account: 95L400 9106 0000 00 000000

JH VOLLEYBALL//NONCATE /JH VOLLEYBALL

Post Date	Type	Ck/JE/Re#	Vendor/Payor	Description	Amount	Balance	Detail Account
04/09/2026	Receipt	2423	VARIOUS PAYORS	T MILLER	50.00CR	10,688.81CR	L 9106 0000 00 000000
04/09/2026	Receipt	2423	VARIOUS PAYORS	K GARSKE	175.00CR	10,863.81CR	L 9106 0000 00 000000
04/09/2026	Receipt	2423	VARIOUS PAYORS	N WALTER	50.00CR	10,913.81CR	L 9106 0000 00 000000
04/09/2026	Receipt	2423	VARIOUS PAYORS	BROSI FAMILY TRUST	100.00CR	11,013.81CR	L 9106 0000 00 000000
04/09/2026	Receipt	2423	VARIOUS PAYORS	J SEVERINO	65.00CR	11,078.81CR	L 9106 0000 00 000000
04/17/2026	Check	306038	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-4 AMIGOS	226.00	10,852.81CR	L 9106 0000 00 000000
04/17/2026	Check	306038	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-4 AMIGOS	305.29	10,547.52CR	L 9106 0000 00 000000
04/17/2026	Check	306038	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-4 AMIGOS	155.23	10,392.29CR	L 9106 0000 00 000000
				Ending balance		10,392.29CR	

Account: 95L400 9108 0000 00 000000

JH YEARBOOK//NONCATE /JH YEARBOOK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,124.18CR	
				Ending balance		4,124.18CR	

Account: 95L400 9110 0000 00 000000

JH SOFTBALL//NONCATE /JH SOFTBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,970.34CR	
				Ending balance		4,970.34CR	

Account: 95L400 9114 0000 00 000000

JH TRACK//NONCATE /JH TRACK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,025.34CR	
04/13/2026	JE	000005873		TRIVIA NIGHT	390.00CR	2,415.34CR	L 9114 0000 00 000000
04/16/2026	Receipt	2437	VARIOUS PAYORS	CASH-RUN JUMP THROW-A-THON	60.00CR	2,475.34CR	L 9114 0000 00 000000
04/16/2026	Receipt	2437	VARIOUS PAYORS	S. CURTIS	150.00CR	2,625.34CR	L 9114 0000 00 000000
04/16/2026	Receipt	2437	VARIOUS PAYORS	DJ SPIEGEL	50.00CR	2,675.34CR	L 9114 0000 00 000000
04/16/2026	Receipt	2437	VARIOUS PAYORS	S SUNLEY	500.00CR	3,175.34CR	L 9114 0000 00 000000
04/16/2026	Receipt	2437	VARIOUS PAYORS	M SUNLEY	30.00CR	3,205.34CR	L 9114 0000 00 000000
04/16/2026	Receipt	2437	VARIOUS PAYORS	S PRIOR	250.00CR	3,455.34CR	L 9114 0000 00 000000
04/16/2026	Receipt	2437	VARIOUS PAYORS	R KAAZ	30.00CR	3,485.34CR	L 9114 0000 00 000000
04/17/2026	Check	306038	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-ATHLETIC NET	95.64	3,389.70CR	L 9114 0000 00 000000
04/17/2026	Check	306038	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-HOME DEPOT	61.38	3,328.32CR	L 9114 0000 00 000000
04/17/2026	Receipt	2438	VARIOUS PAYORS	NB BOOSTER-UNIFORMS	500.00CR	3,828.32CR	L 9114 0000 00 000000
04/17/2026	Receipt	2438	VARIOUS PAYORS	R. LAWLESS- RUN JUMP THROWN	150.00CR	3,978.32CR	L 9114 0000 00 000000
04/21/2026	Receipt	2443	VARIOUS PAYORS	RUN JUMP THROW-A-THON	480.00CR	4,458.32CR	L 9114 0000 00 000000
04/21/2026	Receipt	2443	VARIOUS PAYORS	L BURGER	50.00CR	4,508.32CR	L 9114 0000 00 000000
04/21/2026	Receipt	2443	VARIOUS PAYORS	PEECHER ELECTRIC	100.00CR	4,608.32CR	L 9114 0000 00 000000
04/21/2026	Receipt	2443	VARIOUS PAYORS	D. NIMS	150.00CR	4,758.32CR	L 9114 0000 00 000000

Account: 95L400 9114 0000 00 000000 JH TRACK//NONCATE /JH TRACK

Post Date	Type	Ck/JE/Re#	Vendor/Payor	Description	Amount	Balance	Detail Account
04/21/2026	Receipt	2443	VARIOUS PAYORS	D. MARKS	100.00CR	4,858.32CR	L 9114 0000 00 000000
04/21/2026	Receipt	2443	VARIOUS PAYORS	R COOPER	125.00CR	4,983.32CR	L 9114 0000 00 000000
04/21/2026	Receipt	2443	VARIOUS PAYORS	K SIMS 50	50.00CR	5,033.32CR	L 9114 0000 00 000000
04/21/2026	Receipt	2443	VARIOUS PAYORS	C ROTH	160.00CR	5,193.32CR	L 9114 0000 00 000000
04/21/2026	Receipt	2443	VARIOUS PAYORS	C KNEPLER	50.00CR	5,243.32CR	L 9114 0000 00 000000
04/21/2026	Receipt	2443	VARIOUS PAYORS	G DANENBERGER	30.00CR	5,273.32CR	L 9114 0000 00 000000
04/21/2026	Receipt	2443	VARIOUS PAYORS	L. BURGER	50.00CR	5,323.32CR	L 9114 0000 00 000000
04/21/2026	Receipt	2443	VARIOUS PAYORS	P. SIMS	25.00CR	5,348.32CR	L 9114 0000 00 000000
				Ending balance		5,348.32CR	

Account: 95L400 9115 0000 00 000000 JH BOX TOPS//NONCATE /JH BOX TOPS

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9116 0000 00 000000 JH BOYS BASE//NONCATE /JH BOYS BASEBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,789.27CR	
				Ending balance		4,789.27CR	

Account: 95L400 9119 0000 00 000000 6TH GRADE FUNDR//NONCATE /6TH GRADE FUNDRAISING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,303.40CR	
				Ending balance		1,303.40CR	

Account: 95L400 9120 0000 00 000000 6TH BOYS BASKET//NONCATE /6TH BOYS BASKETBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		803.52CR	
04/17/2026	Check	306039	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-PAPA JOHNS	159.86	643.66CR	L 9120 0000 00 000000
				Ending balance		643.66CR	

Account: 95L400 9121 0000 00 000000 JH SCHOL BOWL//NONCATE /JH SCHOLASTIC BOWL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		101.19CR	
				Ending balance		101.19CR	

Account: 95L400 9122 0000 00 000000 JH SCIENCE CLUB//NONCATE /JH SCIENCE CLUB

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	

Account: 95L400 9122 0000 00 000000 JH SCIENCE CLUB//NONCATE /JH SCIENCE CLUB

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Ending balance		0.00	

Account: 95L400 9123 0000 00 000000 JH PE//NONCATE /JH PE

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		767.20CR	
				Ending balance		767.20CR	

Account: 95L400 9124 0000 00 000000 JH FLOWER FUND//NONCATE /JH FLOWER FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		33.33	
				Ending balance		33.33	

Account: 95L400 9125 0000 00 000000 JH PBIS FUND//NONCATE /JH PBIS FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,616.55CR	
				Ending balance		1,616.55CR	

Account: 95L400 9201 0000 00 000000 HS YEARBOOK//NONCATE /HS YEARBOOK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		404.29	
04/24/2026	Receipt	2450	VARIOUS PAYORS	J. SPANN-YEARBOOK	50.00CR	354.29	L 9201 0000 00 000000
04/24/2026	Receipt	2450	VARIOUS PAYORS	M. SCHUTZ-YEARBOOK	50.00CR	304.29	L 9201 0000 00 000000
				Ending balance		304.29	

Account: 95L400 9202 0000 00 000000 HS ART FUND//NONCATE /HS ART FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,316.63CR	
04/06/2026	Check	306029	BLICK ART MATERIALS	TAPE, GLUE,	128.05	1,188.58CR	L 9202 0000 00 000000
04/16/2026	Receipt	2433	VARIOUS PAYORS	ART FAIR SUBMISSIONS	190.00CR	1,378.58CR	L 9202 0000 00 000000
04/16/2026	Receipt	2433	VARIOUS PAYORS	ROCHESTER	129.00CR	1,507.58CR	L 9202 0000 00 000000
04/16/2026	Receipt	2433	VARIOUS PAYORS	PLEASANT PLAINS	102.00CR	1,609.58CR	L 9202 0000 00 000000
04/16/2026	Receipt	2433	VARIOUS PAYORS	ATHENS	25.00CR	1,634.58CR	L 9202 0000 00 000000
04/17/2026	Check	306037	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-MICHAELS	83.29	1,551.29CR	L 9202 0000 00 000000
04/17/2026	Check	306037	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-WAL MART	38.90	1,512.39CR	L 9202 0000 00 000000
04/17/2026	Check	306037	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-MICHAELS	76.38	1,436.01CR	L 9202 0000 00 000000
				Ending balance		1,436.01CR	

Account: 95L400 9203 0000 00 000000 HS BAND//NONCATE /HS BAND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		477.88CR	
				Ending balance		477.88CR	

Account: 95L400 9204 0000 00 000000 HS BRICK FUND//NONCATE /HS BRICK FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9205 0000 00 000000 HS FLOWER//NONCATE /HS FLOWER

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9206 0000 00 000000 HS CLASS 2001//NONCATE /HS CLASS OF 2001

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9207 0000 00 000000 HS PEP CLUB//NONCATE /HS PEP CLUB

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9208 0000 00 000000 HS SPANISH//NONCATE /HS SPANISH CLUB

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		479.50CR	
04/22/2026	Receipt	2447	VARIOUS PAYORS	T-SHIRTS	686.00CR	1,165.50CR	L 9208 0000 00 000000
04/22/2026	Receipt	2447	VARIOUS PAYORS	E.HAYES	40.00CR	1,205.50CR	L 9208 0000 00 000000
04/22/2026	Receipt	2447	VARIOUS PAYORS	S. MCCOY	40.00CR	1,245.50CR	L 9208 0000 00 000000
04/22/2026	Receipt	2447	VARIOUS PAYORS	T. STRITZEL	40.00CR	1,285.50CR	L 9208 0000 00 000000
04/22/2026	Receipt	2447	VARIOUS PAYORS	J. NELSON	40.00CR	1,325.50CR	L 9208 0000 00 000000
04/22/2026	Receipt	2447	VARIOUS PAYORS	T. WAGNER	40.00CR	1,365.50CR	L 9208 0000 00 000000
04/22/2026	Receipt	2447	VARIOUS PAYORS	KOUNTRY KIDS	80.00CR	1,445.50CR	L 9208 0000 00 000000
04/28/2026	Check	306046	PRIMO DESIGNS	T-SHIRTS	656.50	789.00CR	L 9208 0000 00 000000
				Ending balance		789.00CR	

Account: 95L400 9210 0000 00 000000 HS CLASS 1999//NONCATE /HS CLASS OF 1999

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	

Account: 95L400 9210 0000 00 000000 HS CLASS 1999//NONCATE /HS CLASS OF 1999

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Ending balance		0.00	

Account: 95L400 9211 0000 00 000000 HS CLASS 2000//NONCATE /HS CLASS OF 2000

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9212 0000 00 000000 HS CLASS 2002//NONCATE /HS CLASS OF 2002

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9213 0000 00 000000 HS CLASS 2003//NONCATE /HS CLASS OF 2003

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9214 0000 00 000000 HS JOINT CONC//NONCATE /HS JOINT CONCESSION

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9215 0000 00 000000 HS DRAMA CLUB//NONCATE /HS DRAMA CLUB

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9216 0000 00 000000 HS FFA//NONCATE /HS FFA

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,696.10CR	
04/09/2026	Check	306035	FLORIDA FRUIT ASSOC. INC	STRAWBERRIES	3,255.00	1,558.90	L 9216 0000 00 000000
04/09/2026	Receipt	2422	VARIOUS PAYORS	CASH	285.00CR	1,273.90	L 9216 0000 00 000000
04/09/2026	Receipt	2422	VARIOUS PAYORS	L LASCODY	15.00CR	1,258.90	L 9216 0000 00 000000
04/09/2026	Receipt	2422	VARIOUS PAYORS	K BRAMBLETT	225.00CR	1,033.90	L 9216 0000 00 000000
04/09/2026	Receipt	2422	VARIOUS PAYORS	K WYS	20.00CR	1,013.90	L 9216 0000 00 000000
04/09/2026	Receipt	2422	VARIOUS PAYORS	SPRINGFIELD PLASTICS	1,000.00CR	13.90	L 9216 0000 00 000000
04/17/2026	Check	306036	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-WALWART	64.44	78.34	L 9216 0000 00 000000
04/17/2026	Check	306036	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-TACO BELL	33.60	111.94	L 9216 0000 00 000000
04/17/2026	Check	306036	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-DARCY PINT	154.10	266.04	L 9216 0000 00 000000

Account: 95L400 9216 0000 00 000000

HS FFA//NONCATE /HS FFA

Post Date	Type	Ck/JE/Re#	Vendor/Payor	Description	Amount	Balance	Detail Account
04/17/2026	Check	306037	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-MEL O CREAM	172.20	438.24	L 9216 0000 00 000000
04/17/2026	Check	306037	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-PAPA JOHNS	104.89	543.13	L 9216 0000 00 000000
04/21/2026	Check	306040	SECTION 14 IAVAT	SECTION BANQUET	84.00	627.13	L 9216 0000 00 000000
04/23/2026	Check	306044	NEW BERLIN CUSD #16	CASH FOR BANQUET	500.00	1,127.13	L 9216 0000 00 000000
				Ending balance		1,127.13	

Account: 95L400 9217 0000 00 000000

HS HOMECOMING//NONCATE /HS HOMECOMING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		5,401.05CR	
04/28/2026	Check	306045	JONES MICHAEL	DJ FOR PROM	500.00	4,901.05CR	L 9217 0000 00 000000
				Ending balance		4,901.05CR	

Account: 95L400 9218 0000 00 000000

HS FCCLA//NONCATE /HS FCCLA

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,244.59CR	
04/16/2026	Receipt	2432	VARIOUS PAYORS	CHOC COVERED PRETZELS AND BREAKFAST MR. SALTY	1,265.00CR	3,509.59CR	L 9218 0000 00 000000
04/16/2026	Receipt	2432	VARIOUS PAYORS	CHOC COVERED PRETZELS AND BREAKFAST MR. SALTY	450.00CR	3,959.59CR	L 9218 0000 00 000000
04/17/2026	Check	306039	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-SAMS BREAKFAST MR SAL	120.58	3,839.01CR	L 9218 0000 00 000000
04/22/2026	Check	306041	ILLINOIS ASSOC OF FCCLA	FCCLA STATE CONFERENCE FEES	935.00	2,904.01CR	L 9218 0000 00 000000
04/29/2026	Receipt	2452	VARIOUS PAYORS	CASH	180.00CR	3,084.01CR	L 9218 0000 00 000000
04/29/2026	Receipt	2452	VARIOUS PAYORS	K. GLYNN	15.00CR	3,099.01CR	L 9218 0000 00 000000
04/29/2026	Receipt	2452	VARIOUS PAYORS	K. SPANN	346.50CR	3,445.51CR	L 9218 0000 00 000000
				Ending balance		3,445.51CR	

Account: 95L400 9219 0000 00 000000

HS CHARACT SCH//NONCATE /HS CHARACTER SCHOLARSHIP

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9220 0000 00 000000

HS NUT CTR//NONCATE /HS NUTRITION CENTER

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		71.42CR	
04/07/2026	Check	306032	NEW BERLIN CUSD #16	CRATE OF MILK	23.05	48.37CR	L 9220 0000 00 000000
04/17/2026	Receipt	2441	NEW BERLIN SPORTS BOOSTERS	SPORTS BOOSTERS	250.00CR	298.37CR	L 9220 0000 00 000000
04/29/2026	Check	306047	NEW BERLIN CUSD #16	CRATE OF MILK FROM CAFE-4/21/26	23.05	275.32CR	L 9220 0000 00 000000
				Ending balance		275.32CR	

Account: 95L400 9223 0000 00 000000 HS BASEBALL//NONCATE /HS BASEBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,264.44CR	
04/07/2026	Receipt	2420	VARIOUS PAYORS	DONATION-D VESPA	25.00CR	4,289.44CR	L 9223 0000 00 000000
				Ending balance		4,289.44CR	

Account: 95L400 9224 0000 00 000000 HS STUDENT COUN//NONCATE /HS STUDENT COUNCIL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,136.61CR	
				Ending balance		1,136.61CR	

Account: 95L400 9226 0000 00 000000 HS BOYS BASKETB//NONCATE /HS BOYS BASKETBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		40,955.58CR	
04/17/2026	Check	306038	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-JIMMY JOHNS	376.18	40,579.40CR	L 9226 0000 00 000000
04/22/2026	Check	306042	ILLINOIS COLLEGE BASKETBALL	ENTRY FEE SUMMER LEAGUE HS V & JV	660.00	39,919.40CR	L 9226 0000 00 000000
04/22/2026	Check	306043	LINCOLN HIGH SCHOOL	ENTRY FEE SUMMER LEAGUE	300.00	39,619.40CR	L 9226 0000 00 000000
04/23/2026	Receipt	2448	VARIOUS PAYORS	C. NEUMAN-TORN JERSEY	40.00CR	39,659.40CR	L 9226 0000 00 000000
04/30/2026	Check	306051	NORTH MAC HIGH SCHOOL	ENTRY FEE SUMMER LEAGUE JV 6/4/26	175.00	39,484.40CR	L 9226 0000 00 000000
04/30/2026	Check	306051	NORTH MAC HIGH SCHOOL	ENTRY FEE SUMMER LEAGUE VARSITY 6/5&6/6/26	375.00	39,109.40CR	L 9226 0000 00 000000
04/30/2026	Check	306052	WILLIAMSVILLE HIGH SCHOOL	ENTRY FEE SUMMER LEAGUE JV 6/12/26	150.00	38,959.40CR	L 9226 0000 00 000000
04/30/2026	Check	306053	PLEASANT PLAINS HIGH SCHOOL	ENTRY FEE SUMMER LEAGUE JV/V 6/16,6/23/26	280.00	38,679.40CR	L 9226 0000 00 000000
04/30/2026	Check	306054	WINCHESTER HIGH SCHOOL	ENTRY FEE SUMMER LEAGUE 6/22/26	160.00	38,519.40CR	L 9226 0000 00 000000
04/30/2026	Check	306055	WARRENSBURG-LATHAM CUSD #11	ENTRY FEE FOR SUMMER LEAGUE JV/V 6/2/26	350.00	38,169.40CR	L 9226 0000 00 000000
				Ending balance		38,169.40CR	

Account: 95L400 9227 0000 00 000000 HS FB CHEERLEAD//NONCATE /HS FOOTBALL CHEERLEADING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9228 0000 00 000000 HS BB CHEERLEAD//NONCATE /HS BASKETBALL CHEERLEADING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		6,994.16CR	
04/13/2026	JE	000005874		CHICKEN DINNER	824.25	6,169.91CR	L 9228 0000 00 000000
04/17/2026	Check	306039	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-SAMS	79.54	6,090.37CR	L 9228 0000 00 000000
				Ending balance		6,090.37CR	

Account: 95L400 9229 0000 00 000000 HS FOOTBALL//NONCATE /HS FOOTBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		12,499.61CR	
				Ending balance		12,499.61CR	

Account: 95L400 9230 0000 00 000000 HS BOYS TRACK//NONCATE /HS BOYS TRACK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9231 0000 00 000000 HS VOLLEYBALL//NONCATE /HS VOLLEYBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		19,770.81CR	
				Ending balance		19,770.81CR	

Account: 95L400 9232 0000 00 000000 HS GENERAL FUND//NONCATE /HS GENERAL FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		27,568.91CR	
04/16/2026	Receipt		2435 SPRINGFIELD PEPSI COLA	PEPSI	156.50CR	27,725.41CR	L 9232 0000 00 000000
04/17/2026	Check		306036 NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-KRISPY KREME	69.56	27,655.85CR	L 9232 0000 00 000000
04/17/2026	Check		306036 NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-SUBWAY	11.67	27,644.18CR	L 9232 0000 00 000000
04/17/2026	Check		306036 NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-SUBWAY	7.50	27,636.68CR	L 9232 0000 00 000000
04/30/2026	JE		000005953	APR 2026 INTEREST	55.06CR	27,691.74CR	L 9232 0000 00 000000
				Ending balance		27,691.74CR	

Account: 95L400 9233 0000 00 000000 HS GIRLS SOFTBA//NONCATE /HS SOFTBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,934.28CR	
04/17/2026	Check		306038 NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-BOOMBAH	371.02	3,563.26CR	L 9233 0000 00 000000
04/17/2026	Check		306038 NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-JUG SPORTS	136.25	3,427.01CR	L 9233 0000 00 000000
04/17/2026	Check		306038 NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-PAPA JOHNS	108.91	3,318.10CR	L 9233 0000 00 000000
				Ending balance		3,318.10CR	

Account: 95L400 9236 0000 00 000000 HS SADD//NONCATE /HS SADD

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,121.46CR	
04/07/2026	Receipt		2421 VARIOUS PAYORS	S SUNLEY-AFTER PROM	500.00CR	2,621.46CR	L 9236 0000 00 000000
04/07/2026	Receipt		2421 VARIOUS PAYORS	S SAPETTI-AFTER PROM	100.00CR	2,721.46CR	L 9236 0000 00 000000
04/07/2026	Receipt		2421 VARIOUS PAYORS	KOUNTRY KIDS-AFTER PROM	100.00CR	2,821.46CR	L 9236 0000 00 000000
				Ending balance		2,821.46CR	

Account: 95L400 9239 0000 00 000000 HS ROESCH TRUST///NONCATE /HS ROESCH TRUST

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9241 0000 00 000000 HS TRACK///NONCATE /HS CO-ED TRACK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,169.26CR	
04/07/2026	Check	306031	BSN SPORTS LLC	HOODIE, BACKPACK,1/4 ZIP	474.60	2,694.66CR	L 9241 0000 00 000000
04/13/2026	JE	000005873		TRIVA NIGHT	390.00	2,304.66CR	L 9241 0000 00 000000
04/14/2026	Receipt	2429	VARIOUS PAYORS	TRIVIA NIGHT 4/11/26	940.00CR	3,244.66CR	L 9241 0000 00 000000
04/14/2026	Receipt	2429	VARIOUS PAYORS	TRIVIA NIGHT-J. YATES	100.00CR	3,344.66CR	L 9241 0000 00 000000
04/17/2026	Check	306038	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-AMAZON-AQUA BAG	112.71	3,231.95CR	L 9241 0000 00 000000
				Ending balance		3,231.95CR	

Account: 95L400 9242 0000 00 000000 HS CHOIR///NONCATE /HS CHOIR

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		412.56CR	
				Ending balance		412.56CR	

Account: 95L400 9246 0000 00 000000 HS KEY CLUB///NONCATE /HS KEY CLUB

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,347.74CR	
04/17/2026	Check	306037	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-KIWANIS INT	680.00	667.74CR	L 9246 0000 00 000000
				Ending balance		667.74CR	

Account: 95L400 9249 0000 00 000000 HS SCHOL BOWL///NONCATE /HS SCHOLASTIC BOWL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		6,551.35CR	
04/21/2026	Receipt	2444	VARIOUS PAYORS	L. KAPINUS-	95.00CR	6,646.35CR	L 9249 0000 00 000000
				Ending balance		6,646.35CR	

Account: 95L400 9250 0000 00 000000 HS CLASS 2005///NONCATE /HS CLASS OF 2005

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9251 0000 00 000000 HS TECH PREP///NONCATE /HS TECHNICAL PREP

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9252 0000 00 000000 HS CLASS 2006//NONCATE /HS CLASS OF 2006

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9255 0000 00 000000 HS DISCRETION//NONCATE /HS DISCRETIONARY

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9258 0000 00 000000 HS SPORTS COMP//NONCATE /HS SPORTS COMPLEX

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9260 0000 00 000000 HS CLASS 2009//NONCATE /HS CLASS OF 2009

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9262 0000 00 000000 HS CLASS 2010//NONCATE /HS CLASS OF 2010

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9263 0000 00 000000 HS LIBRARY FUND//NONCATE /HS LIBRARY FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,823.64CR	
				Ending balance		1,823.64CR	

Account: 95L400 9264 0000 00 000000 HS PRETZL PRIDE//NONCATE /HS PRETZEL PRIDE

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9265 0000 00 000000 HS CLASS 2011//NONCATE /HS CLASS OF 2011

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9266 0000 00 000000 HS CLASS 2012///NONCATE /HS CLASS OF 2012

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9267 0000 00 000000 HS CLASS 2013///NONCATE /HS CLASS OF 2013

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9268 0000 00 000000 HS FLAGS///NONCATE /HS FLAGS

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		748.80CR	
				Ending balance		748.80CR	

Account: 95L400 9269 0000 00 000000 HS CLASS 2014///NONCATE /HS CLASS OF 2014

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9270 0000 00 000000 HS SAMSUNG GRNT///NONCATE /HS SAMSUNG GRANT

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9271 0000 00 000000 POST SEASON ATH///NONCATE /POST SEASON ATHLETIC FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,362.40CR	
04/17/2026	Check	306037	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-RAISING CANES	286.99	3,075.41CR	L 9271 0000 00 000000
04/17/2026	Check	306037	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-SAMS	51.31	3,024.10CR	L 9271 0000 00 000000
04/17/2026	Check	306037	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-PAPA JOHNS	200.00	2,824.10CR	L 9271 0000 00 000000
04/21/2026	JE	000005902		POST SEASON	2,824.10	0.00	L 9271 0000 00 000000
04/30/2026	Check	306049	WHITE JOSHUA	OFFICIAL FOR IESA SECTIONALS	240.00	240.00	L 9271 0000 00 000000
04/30/2026	Check	306050	SMITH BRADLEY	OFFICIAL IESA SECTIONALS	240.00	480.00	L 9271 0000 00 000000
				Ending balance		480.00	

Account: 95L400 9272 0000 00 000000 PRETZEL FESTIVA///NONCATE /PRETZEL FESTIVAL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,722.22CR	
				Ending balance		2,722.22CR	

Account: 95L400 9273 0000 00 000000 HS CLASS 2015//NONCATE /HS CLASS OF 2015

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9274 0000 00 000000 ATH GENERAL FND//NONCATE /ATHLETICS GENERAL FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		19,001.42CR	
04/08/2026	JE	000005866		MOVED TO ATHLETIC	2,417.04CR	21,418.46CR	L 9274 0000 00 000000
04/09/2026	Receipt	2424	TALBERT WILLIAM R	CARDINAL TICKETS-TALBERT	235.00CR	21,653.46CR	L 9274 0000 00 000000
04/09/2026	Receipt	2425	VARIOUS PAYORS	SUMMER CAMP	40.00CR	21,693.46CR	L 9274 0000 00 000000
04/09/2026	Receipt	2425	VARIOUS PAYORS	SUMMER CAMP-A DEGROOT	40.00CR	21,733.46CR	L 9274 0000 00 000000
04/09/2026	Receipt	2425	VARIOUS PAYORS	SUMMER CAMP M MCQUEEN	80.00CR	21,813.46CR	L 9274 0000 00 000000
04/09/2026	Receipt	2425	VARIOUS PAYORS	SUMMER CAMP-J SMITH	30.00CR	21,843.46CR	L 9274 0000 00 000000
04/10/2026	Receipt	2426	VARIOUS PAYORS	C MOORE-COUPON BOOK	25.00CR	21,868.46CR	L 9274 0000 00 000000
04/10/2026	Receipt	2426	VARIOUS PAYORS	A PULS-SUMMER CAMP	60.00CR	21,928.46CR	L 9274 0000 00 000000
04/10/2026	Receipt	2426	VARIOUS PAYORS	A PULS-SUMMER CAMP	60.00CR	21,988.46CR	L 9274 0000 00 000000
04/13/2026	Receipt	2428	VARIOUS PAYORS	CARDINAL TICKETS	60.00CR	22,048.46CR	L 9274 0000 00 000000
04/15/2026	Receipt	2430	VARIOUS PAYORS	SUMMER CAMPS	190.00CR	22,238.46CR	L 9274 0000 00 000000
04/15/2026	Receipt	2430	VARIOUS PAYORS	C. BINKLEY	80.00CR	22,318.46CR	L 9274 0000 00 000000
04/15/2026	Receipt	2430	VARIOUS PAYORS	C. KOESTER	100.00CR	22,418.46CR	L 9274 0000 00 000000
04/15/2026	Receipt	2430	VARIOUS PAYORS	T. ATTIG	70.00CR	22,488.46CR	L 9274 0000 00 000000
04/15/2026	Receipt	2430	VARIOUS PAYORS	C. KOESTER	30.00CR	22,518.46CR	L 9274 0000 00 000000
04/15/2026	Receipt	2431	VARIOUS PAYORS	SUMMER CAMPS-R. PIEPER	80.00CR	22,598.46CR	L 9274 0000 00 000000
04/16/2026	Receipt	2434	VARIOUS PAYORS	CARDINAL TICKETS \$1000 DONATION \$180.00	100.00CR	22,698.46CR	L 9274 0000 00 000000
04/16/2026	Receipt	2434	VARIOUS PAYORS	CARDINAL TICKETS \$1000 DONATION \$180.00-J. FRANK	360.00CR	23,058.46CR	L 9274 0000 00 000000
04/16/2026	Receipt	2434	VARIOUS PAYORS	CARDINAL TICKETS \$1000 DONATION \$180.00-J. FRANK	80.00CR	23,138.46CR	L 9274 0000 00 000000
04/16/2026	Receipt	2434	VARIOUS PAYORS	CARDINAL TICKETS \$1000 DONATION \$180.00-M. BREWER	440.00CR	23,578.46CR	L 9274 0000 00 000000
04/16/2026	Receipt	2434	VARIOUS PAYORS	CARDINAL TICKETS \$1000 DONATION \$180.00-B BANDY	160.00CR	23,738.46CR	L 9274 0000 00 000000
04/16/2026	Receipt	2434	VARIOUS PAYORS	CARDINAL TICKETS \$1000 DONATION \$180.00-J. ANGELI	40.00CR	23,778.46CR	L 9274 0000 00 000000
04/17/2026	Check	306039	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-SAMS	85.80	23,692.66CR	L 9274 0000 00 000000
04/17/2026	Receipt	2440	VARIOUS PAYORS	CARDINAL TICKETS-L BERGSCHNEIDER	400.00CR	24,092.66CR	L 9274 0000 00 000000
04/17/2026	Receipt	2440	VARIOUS PAYORS	CARDINAL TICKETS-M BERGSCHNEIDER	40.00CR	24,132.66CR	L 9274 0000 00 000000
04/20/2026	Receipt	2442	PLAYON SPORTS	PLAYON SPORTS	387.74CR	24,520.40CR	L 9274 0000 00 000000
04/21/2026	JE	000005902		ATHLETIC FUND	2,824.10CR	27,344.50CR	L 9274 0000 00 000000
04/22/2026	Receipt	2445	VARIOUS PAYORS	J. DARR-SUMMER CAMP	40.00CR	27,384.50CR	L 9274 0000 00 000000

Account: 95L400 9274 0000 00 000000 ATH GENERAL FND///NONCATE /ATHLETICS GENERAL FUND

Post Date	Type	Ck/JE/Re#	Vendor/Payor	Description	Amount	Balance	Detail Account
04/22/2026	Receipt	2445	VARIOUS PAYORS	E. MONTENEGRO-SUMMER CAMP	140.00CR	27,524.50CR	L 9274 0000 00 000000
04/22/2026	Receipt	2445	VARIOUS PAYORS	E. MONTENEGRO-SUMMER CAMP	40.00CR	27,564.50CR	L 9274 0000 00 000000
04/22/2026	Receipt	2445	VARIOUS PAYORS	A. HERTER-CARDINAL TICKETS	240.00CR	27,804.50CR	L 9274 0000 00 000000
04/22/2026	Receipt	2445	VARIOUS PAYORS	C. GRIDER-CARDINAL TICKETS	160.00CR	27,964.50CR	L 9274 0000 00 000000
04/22/2026	Receipt	2446	VARIOUS PAYORS	SUMMER CAMP	70.00CR	28,034.50CR	L 9274 0000 00 000000
04/22/2026	Receipt	2446	VARIOUS PAYORS	B. GREENWOOD-SUMMER CAMP	80.00CR	28,114.50CR	L 9274 0000 00 000000
04/22/2026	Receipt	2446	VARIOUS PAYORS	C. SCHMIDELER-SUMMER CAMP	200.00CR	28,314.50CR	L 9274 0000 00 000000
04/29/2026	Check	306048	SOUTH COUNTY PUBLICATIONS, L	SUBSCRIPTION-ATHLETICS	60.00	28,254.50CR	L 9274 0000 00 000000
				Ending balance		28,254.50CR	

Account: 95L400 9278 0000 00 000000 ACT PREP ACCT///NONCATE /ACT PREP ACCOUNT

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9279 0000 00 000000 HS CLASS 2016///NONCATE /HS CLASS OF 2016

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9280 0000 00 000000 HS CLASS 2017///NONCATE /HS CLASS OF 2017

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9281 0000 00 000000 SANGAMON CONF.///NONCATE /SANGAMON CONFERENCE ACCOUNT

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9282 0000 00 000000 GREENHOUSE ACCT///NONCATE /GREENHOUSE ACCOUNT

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,233.97CR	
				Ending balance		4,233.97CR	

Account: 95L400 9283 0000 00 000000 HS CLASS 2018///NONCATE /HS CLASS OF 2018

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9284 0000 00 000000 CREWS SCHOLARSH//NONCATE /DAMIEN CREWS SCHOLARSHIP FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,176.72CR	
				Ending balance		1,176.72CR	

Account: 95L400 9285 0000 00 000000 ROYALTIES//NONCATE /ROYALTIES

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9286 0000 00 000000 HS CLASS 2019//NONCATE /HS CLASS OF 2019

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9287 0000 00 000000 HS WRESTLING//NONCATE /HS WRESTLING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,417.04CR	
04/08/2026	JE	000005866		CLOSED HS WRESTLING	2,417.04	0.00	L 9287 0000 00 000000
				Ending balance		0.00	

Account: 95L400 9288 0000 00 000000 HS CLASS 2020//NONCATE /CLASS OF 2020

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9289 0000 00 000000 HS CLASS 2021//NONCATE /HS CLASS OF 2021

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9290 0000 00 000000 THORNTON AG SCH//NONCATE /THORNTON AG SCHOLARSHIP AWARD

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9291 0000 00 000000 HS CLASS 2022//NONCATE /HS CLASS OF 2022

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9292 0000 00 000000 HS CLASS 2023//NONCATE /HS CLASS OF 2023

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9293 0000 00 000000 HS CLASS 2024//NONCATE /HS CLASS OF 2024

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9294 0000 00 000000 CLASS OF 2025//NONCATE /HS CLASS OF 2025

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		550.26CR	
				Ending balance		550.26CR	

Account: 95L400 9295 0000 00 000000 MASCOT FUND//NONCATE /HS-MASCOT FUNDRAISER

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9296 0000 00 000000 HS CLASS 2026//NONCATE /HS CLASS OF 2026

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		5,227.79CR	
04/24/2026	Receipt	2449	VARIOUS PAYORS	M. SCHUTZ-CLASS DUES	10.00CR	5,237.79CR	L 9296 0000 00 000000
				Ending balance		5,237.79CR	

Account: 95L400 9297 0000 00 000000 HS CLASS 2027//NONCATE /HS CLASS OF 2027

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,796.51CR	
04/10/2026	Receipt	2427	VARIOUS PAYORS	CASH-CLASS DUES	48.00CR	4,844.51CR	L 9297 0000 00 000000
04/10/2026	Receipt	2427	VARIOUS PAYORS	J TOLLIVER	10.00CR	4,854.51CR	L 9297 0000 00 000000
04/17/2026	Check	306037	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APR-ANDERSON PROM	251.97	4,602.54CR	L 9297 0000 00 000000
				Ending balance		4,602.54CR	

Account: 95L400 9298 0000 00 000000 HS CLASS 2028//NONCATE /HS CLASS OF 2028

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,996.15CR	
				Ending balance		4,996.15CR	

Account: 95L400 9299 0000 00 000000 MAINT RECYCLE//NONCATE /MAINT RECYCLE FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		1,244.87CR	
				Ending balance		1,244.87CR	

Account: 95L400 9300 0000 00 000000 CLASS OF 2029//NONCATE /HS CLASS OF 2029

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		1,208.29CR	
				Ending balance		1,208.29CR	

Account: 95L400 9301 0000 00 000000 LUKE ALEXANDER//NONCATE /9301-LUKE ALEXANDER SCHLARSHIP

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

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

Check Dates 04/17/2026 through 05/21/2026 - Check Number

EMPLOYEE NAME	EMP TYPE	CHECK NUMBER	CONTRACT T	OTHER TAXABLE		FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER REIMBURSE		TAXABLE	NET
				PAY	+ PAY	+ BENS	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS	- BENS
JAMIE M HULETT	AIDE	000062927	R		1,569.84		185.84	1,384.00	73.64	60.46	111.28			1,138.62
LAUREN F HULETT	AIDE	000062928	R		1,340.46		175.52	1,164.94	76.02	57.66	93.74			937.52
JAMIE M HULETT	AIDE	000062973	R		2,222.88		215.23	2,007.65	148.47	91.33	161.24			1,606.61
LAUREN F HULETT	AIDE	000062974	R		1,945.66		202.75	1,742.91	145.37	86.27	140.03			1,371.24
JESSIE N ADAMS	AIDE	900078001	R		1,091.40		196.31	895.09	0.06	44.31	72.23			778.49
BASMA ALSAMMA	PREKA	900078003	R		1,169.28		93.22	1,076.06	18.16	45.22	86.35			926.33
D'VON AUNA	AIDE	900078005	R		705.60		187.61	517.99		25.64	42.05			450.30
KYLIE M BUCHANAN	AIDE	900078012	R		1,072.50		48.26	1,024.24	12.98	50.70	82.05			878.51
JENNIFER MARIE COPELAND	AIDE	900078014	R		1,283.52		83.16	1,200.36		59.42	96.24	83.11		961.59
BROOKE L FUCHS	AIDE	900078024	R		1,087.50		89.54	997.96		17.22	80.09			900.65
NOLAN R HART	AIDE	900078027	R		1,139.52		68.68	1,070.84	17.64	53.01	85.84	47.34		867.01
DANIEL J HILL	AIDE	900078029	R		1,073.25		163.50	909.75		36.99	73.29	12.60		786.87
ANNA M LAUDERBACK	AIDE	900078038	R		968.55		43.58	924.97		45.79	74.09			805.09
SAMANTHA MARTIN	AIDE	900078042	R		1,336.99		150.76	1,186.23	29.18	50.67	95.35			1,011.03
HANNAH D STECK	AIDE	900078055	R		1,302.71		58.62	1,244.09	34.96	61.58	99.66			1,047.89
MCKENZIE WARD	AIDE	900078057	R		1,316.38		153.80	1,162.58	79.17	57.55	95.49	11.51		918.86
JESSICA R WISDOM	AIDE	900078059	R		1,084.39		48.80	1,035.59	14.11	51.26	82.95			887.27
REBECCA CURRY	AIDE	900078063	R		1,353.41		272.79	1,080.62	0.84	53.49	87.32	38.04		900.93
CALEB B LEETHAM	AIDE	900078071	R		633.60		171.34	462.26		22.88	37.55			401.83
ANNA K LLEWELLYN	AIDE	900078072	R		1,185.92		313.31	872.61	44.16	43.19	70.84			714.42
DESTINY R MOORE	AIDE	900078074	R		257.25		11.58	245.67		12.16	19.68			213.83
ZACH REUSCHEL	AIDE	900078078	R		1,222.16		123.23	1,098.93	20.45	54.40	88.27			935.81
AMANDA J ROBINSON	AIDE	900078079	R		1,205.65		201.45	1,004.20		49.71	80.97			873.52
MIGUEL T BOHRER	AIDE	900078085	R		1,044.54		189.83	854.71		34.26	68.98	23.47		728.00
JESSIE N ADAMS	AIDE	900078163	R		1,501.80		214.78	1,287.02	39.26	63.71	103.63			1,080.42
BASMA ALSAMMA	PREKA	900078165	R		1,739.27		-2.93	1,742.20	87.95	78.20	139.27			1,436.78
D'VON AUNA	AIDE	900078167	R		987.15		200.28	786.87		38.95	63.59			684.33
KYLIE M BUCHANAN	AIDE	900078174	R		1,570.50		70.67	1,499.83	60.54	74.24	120.14			1,244.91
JENNIFER MARIE COPELAND	AIDE	900078176	R		1,789.87		105.94	1,683.93		83.35	134.98	83.11		1,382.49
BROOKE L FUCHS	AIDE	900078185	R		1,344.90		101.12	1,243.78		29.39	96.29			1,118.10
NOLAN R HART	AIDE	900078188	R		1,658.95		92.05	1,566.90	67.25	77.56	125.58	47.34		1,249.17
DANIEL J HILL	AIDE	900078190	R		1,608.60		187.59	1,421.01		62.30	114.24	12.60		1,231.87
ANNA M LAUDERBACK	AIDE	900078199	R		1,435.20		64.58	1,370.62		67.85	109.79			1,192.98
SAMANTHA MARTIN	AIDE	900078203	R		1,909.00		176.51	1,732.49	86.79	77.71	139.11			1,428.88
HANNAH D STECK	AIDE	900078216	R		1,923.11		86.54	1,836.57	99.28	90.91	147.12			1,499.26

Check Dates 04/17/2026 through 05/21/2026 - Check Number

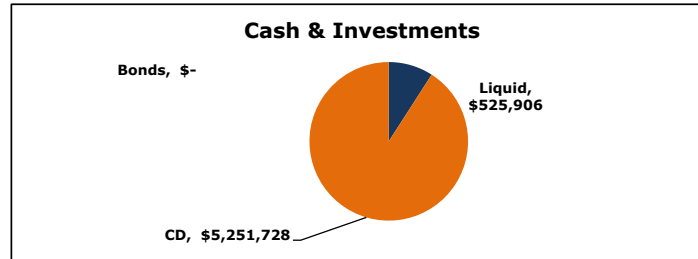
EMPLOYEE NAME	EMP TYPE	CHECK NUMBER	T	CONTRACT PAY	OTHER + PAY	TAXABLE + BENS	FED TAX - SHELTER	FED TAX = GROSS	FEDERAL - TAX	STATE - TAX	SOC SEC - TAX	OTHER REIMBURSE - DEDS	TAXABLE + DEDS	TAXABLE - BENS	NET = PAY
McKENZIE WARD	AIDE	900078218	R		1,900.43		191.76	1,708.67	144.21	84.58	140.17	11.51			1,328.20
JESSICA R WISDOM	AIDE	900078220	R		1,445.22		65.03	1,380.19	48.57	68.32	110.56				1,152.74
REBECCA CURRY	AIDE	900078224	R		1,967.51		300.43	1,667.08	59.49	82.52	134.31	38.04			1,352.72
JESSICA GREEN	AIDE	900078229	R		1,022.40		46.01	976.39		40.29	78.21				857.89
CALEB B LEETHAM	AIDE	900078233	R		1,253.70		199.25	1,054.45	38.36	52.20	84.98				878.91
ANNA K LLEWELLYN	AIDE	900078234	R		1,712.22		336.99	1,375.23	104.47	68.07	111.10				1,091.59
DESTINY R MOORE	AIDE	900078236	R		1,212.75		54.57	1,158.18	26.37	57.33	92.77				981.71
ZACH REUSCHEL	AIDE	900078240	R		1,533.08		137.22	1,395.86	50.14	69.10	112.06				1,164.56
AMANDA J ROBINSON	AIDE	900078241	R		1,738.39		225.43	1,512.96	17.13	74.89	121.72				1,299.22
MIGUEL T BOHRER	AIDE	900078247	R		1,607.28		215.16	1,392.12		60.87	112.03	23.47			1,195.75
Summary Totals					\$61,474.29		\$6,517.69	\$54,956.60	\$1,645.02	\$2,567.51	\$4,417.23	\$432.14			\$45,894.70
4	Check(s) Reported														
41	Deposit(s) Reported														

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

NEW BERLIN C.U.S.D. #16
TREASURER'S REPORT
April 30, 2026

FUND	Beginning Cash Balance	Receipts	Disbursements		Misc. Transactions	Ending Cash Balance
			Payroll	Accounts Payable		
10 Education	(1,489,709.64)	265,473.20	449,797.23	342,621.73	(497.55)	(2,017,152.95)
20 Building	1,473,409.42	2,042.51	26,093.18	70,356.21	-	1,379,002.54
30 Bond & Interest	346,650.91	478.19	-	803,187.50	-	(456,058.40)
40 Transportation	(106,413.31)	112,396.54	38,058.40	51,692.70	(818.44)	(84,586.31)
50 IMRF	78,680.49	108.54	-	41,897.12	1,315.99	38,207.90
60 Capital Projects Fund	14,606.35	-	-	10,725.00	240.67	4,122.02
61 Sales Tax Fund	3,305,973.49	81,452.68	-	14,759.24	-	3,372,666.93
70 Working Cash Fund	2,992,741.44	1,073.57	-	-	-	2,993,815.01
80 Tort Immunity	(212,348.64)	-	-	12,495.96	-	(224,844.60)
90 Fire Prevention & Safety	771,398.32	1,062.73	-	-	1.23	772,462.28
TOTAL	\$ 7,174,988.83	\$ 464,087.96	\$ 513,948.81	\$ 1,347,735.46	\$ 241.90	\$ 5,777,634.42

FUND	CASH			INVESTMENTS					BONDS			TOTAL
	UCB - General Fund	UCB MM	WBSB MM	WBSB #1	WBSB #3	CSB #1	CSB #2	CSB #3			Griggsville-Perry Bonds	
	4.1300%	2.5300%	1.6400%	4.5000%	4.5% - 7/25/25	2.23% - 5/21/26	2.23% - 5/21/26	5.0000%			2.5000%	
10 Education	(2,017,152.95)	-	-	-	-	-	-	-	-	-	-	(2,017,152.95)
20 Operations & Maintenance	1,379,002.54	-	-	-	-	-	-	-	-	-	-	1,379,002.54
30 Bond & Interest	(456,058.40)	-	-	-	-	-	-	-	-	-	-	(456,058.40)
40 Transportation	(84,586.31)	-	-	-	-	-	-	-	-	-	-	(84,586.31)
50 IMRF / Social Security	38,207.90	-	-	-	-	-	-	-	-	-	-	38,207.90
60 Capital Projects Fund	(212,936.11)	-	183,148.31	-	-	-	33,909.78	52.81	-	-	-	4,174.79
61 Capital Projects Fund - Sales Tax	369,330.29	-	-	-	-	-	3,003,283.95	-	-	-	-	3,372,614.24
70 Working Cash	779,333.36	-	-	-	-	888,894.77	1,325,586.80	-	-	-	-	2,993,814.93
80 Tort	(224,844.60)	-	-	-	-	-	-	-	-	-	-	(224,844.60)
90 Fire Prevention & Safety	771,457.08	-	1,005.20	-	-	-	-	-	-	-	-	772,462.28
TOTAL	\$ 341,752.80	\$ -	\$ 184,153.51	\$ -	\$ -	\$ 888,894.77	\$ 4,362,780.53	\$ 52.81	\$ -	\$ -	\$ -	\$ 5,777,634.42
		\$525,906.31				\$5,251,728.11				\$0.00		\$ 5,777,634.42



Document Status: Draft Update

BOARD OF EDUCATION

2:200 Types of Board of Education Meetings

General

For all meetings of the Board of Education and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. 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 in the District's main office. Board policy 2:220, *Board of Education 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 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 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 shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with ten days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the Board's meeting room, 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]. 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, 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, 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, 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 3 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 President or by any 3 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^{Q1} 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 Meetings 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 Board of Education Meetings), 2:220 (Board of Education Meeting Procedure), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 6:235 (Access to Electronic Networks), 8:30 (Visitors to and Conduct on School Property)

Adopted: December 13, 2023

Questions and Answers:

***Required Question 1. Some attorneys find the Open Meetings Act's (OMA's) posting requirements

for special meetings to be unclear and recommend that a board post notices and agendas of such meetings at the district's main office *and* at the location where the meeting is to be held. Consult the board attorney for guidance on this issue and ensure that posting practices align with this policy and administrative procedure 2:200-AP, *Types of School Board Meetings*. Posting at the meeting location promotes greater transparency.

Does the Board post notices and agendas for special meetings at the location where the meeting is to be held, in addition to posting at the district's main office? If yes, note that this policy may require posting in the same manner for reconvened and rescheduled meetings, in alignment with OMA.

- No (Default)
 - Yes (IASB will revise this sentence after "the District's main office" to add "and the location where the meeting is to be held")
-

Document Status: Draft Update

BOARD OF EDUCATION

2:220 Board of Education Meeting Procedure

Agenda

The Board of Education President is responsible for focusing the Board meeting agendas on appropriate content. 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 extensive discussion 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 Board member may submit suggested agenda items to the Board President for his or her consideration. District residents may suggest inclusions for the agenda. Such suggestions must be received by the Superintendent or designee by 4:00 p.m. on the Wednesday prior to the Board meeting. Discussion items **suggested by District residents** [PRESSPlus1](#) may be added to the agenda at the beginning of a regular meeting. 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 shall 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 Board policy 2:200, *Types of Board of Education Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

Voting Method

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. The sequence for casting votes is rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote [Q1](#) shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

Any Board member may request that his or her vote be changed before the President announces the result.

Any Board member may include a written explanation of his or her vote in the District file containing

individual Board member statements; the explanation will not be part of the minutes.

Minutes

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

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted "yea" and "nay";
5. If the meeting is adjourned to another date, the time and place of the adjourned 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;
8. Upon request by a Board member, a record of how he or she voted on a particular motion; and
9. 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 its next regularly scheduled open 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 all 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's main office, in the presence of the Secretary, the Superintendent or designee, or any 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's administrative offices or their official storage location, and (2) in the presence of the Recording 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's administrative offices or their official storage location except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within 10 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's main 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 the particular closed meeting.

Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. 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's main office or official storage location, 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 policy 2:80, *Board Member Oath and Conduct*. 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

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, (3) a family or other emergency, ~~or~~ (4) unexpected childcare obligations, or (5) performance of active military duty as a service member. [PRESSPlus2](#) If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording 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 President is absent or unable to perform the office's duties, the 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 President nor 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 at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board 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, 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), 2:150 (Committees), 2:200 (Types of Board of Education Meetings), 2:210 (Organizational Board of Education Meeting), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

Adopted: December 13, 2023

Questions and Answers:

***Required Question 1. Does the Board take a roll call vote on *all* action items?

No (Default)

Yes (IASB will replace this paragraph with the following sentence: The Board shall take a roll call vote on all matters requiring its action, including but not limited to, all questions involving the expenditure of money and all questions involving the closing of a meeting to the public.)

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 121, March 2026**

PRESSPlus 2. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/7(a), amended by P.A. 104-438. OMA borrows the definition for *active military duty* from the Service Member Employment and Reemployment Act, 330 ILCS 61/1-10. 5 ILCS 120/7(a), amended by P.A. 104-438. It means any full-time military service regardless of length or voluntariness, including, but not limited to, annual training, full-time National Guard Duty, and State active duty. 330 ILCS 61/1-10. *Service*

member means a resident of Illinois who is a member of any component of the U.S. Armed Forces or the National Guard of any state, D.C., a commonwealth, or territory of the U.S. **Issue 121, March 2026**

Document Status: Draft Update

BOARD OF EDUCATION

2:250 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 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. [PRESSPlus1](#)

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. Email requests must include the entirety of the request within the body of the email and not as an attachment or hyperlink. [PRESSPlus2](#) 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

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. [PRESSPlus3](#)

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 records made 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 requested 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, he or she 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 Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the Board of Education 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/, 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)

Adopted: January 18, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Freedom of Information Act (FOIA), 5 ILCS 140/2, amended by P.A 104-438. *Junk mail* means any unsolicited commercial mail or commercial electronic communication sent to a district and not responded to by a district. **Issue 121, March 2026**

PRESSPlus 2. Updated in response to FOIA, 5 ILCS 140/3(c), amended by P.A. 104-438. **Issue 121, March 2026**

PRESSPlus 3. Updated in response to FOIA, 5 ILCS 140/3(j), added by P.A. 104-438. **Issue 121, March 2026**

Document Status: Draft Update

BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her 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.; 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 he or she 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 avail him or herself of 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 a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying 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 his or her 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 his or her findings with the Superintendent. The Complaint Manager may request a specific extension of time from the Superintendent (but no longer than 14 days).

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 his or her 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 after 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 a 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 the Complaint Managers.

Nondiscrimination Coordinator:

Jill Larson, Supt.
600 N. Cedar, New Berlin, IL 62670
jlarson@pretzelpride.com
217-488-2040

Title IX Coordinator:

Jill Larson, Supt.
600 N. Cedar, New Berlin, IL 62670
jlarson@pretzelpride.com
217-488-2040

Complaint Managers:

Brandon Radford, JH Principal
300 Ellis St., New Berlin, IL 62670
bradford@pretzelpride.com
217-488-6012

Lori Niemeier, CSBO
600 N. Cedar, New Berlin, IL 62670
lniemeier@pretzelpride.com
217-488-2040

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 of 1964.
- 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-

105 ILCS 45/, Education for Homeless Children Act.

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 and Minority Recruitment), 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)

Adopted: June 26, 2025

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391, and for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

OPERATIONAL SERVICES

4:165 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 policy 6:60, *Curriculum Content*;
 - b. Information in policy 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 policy 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 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 policies 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 employee-student 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 policy 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 policy 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. [PRESSPlus1](#)

LEGAL REF.:

105 ILCS 5/10-23.13, 5/22-85.5, and 5/27-1015-9.1a, and 5/27-13.2. [PRESSPlus2](#)

105 ILCS ~~110/3~~5/27-215, 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: January 18, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to the repeal of 105 ILCS 5/27-13.2, by P.A. 104-391. **Issue 121, March 2026**

PRESSPlus 2. The Legal References are updated in response to 105 ILCS 27/1015 and 27/215, both renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

General Personnel

5:30 Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with Board of Education policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. If the Superintendent's recommendation is rejected, the Superintendent must submit another. The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the Board's approval. No individual will be employed who has been convicted of a criminal offense listed in 105 ILCS 5/21B-80(c).

All applicants must complete either a District application or the Regional Office of Education application in order to be considered for employment.

Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in his or her charge of the District's administration.

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure that these checks are completed. The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database. The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, Regional Superintendent, State Superintendent, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, the Ill. State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law. The Board reserves its right to authorize additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in 105 ILCS 5/21B-80 or who falsifies, or omits facts from, his or her employment application or other employment

documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment.

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following:

1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.
2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria.
3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation.
4. The District does not request or require an applicant to disclose wage or salary history as a condition of employment.
5. The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation.
6. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.
7. The District does not request of an applicant or employee access in any manner to his or her personal online account, such as social networking websites, including a request for passwords to such accounts.
8. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

Sexual Misconduct Related Employment History Review (EHR)

Prior to hiring an applicant for a position involving *direct contact with children or students*, the Superintendent shall ensure that an EHR is performed as required by State law. When the applicant is a superintendent candidate, the Board President shall ensure that the EHR is initiated before a successful superintendent candidate is offered employment by the Board.

Physical Examinations

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the District.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity. The Board will pay the expenses of any such examination. [PRESSPlus1](#)

Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

Vacancies

Please refer to the following current agreement:

Agreement between the Board of Education School District #16 and the New Berlin Education Association.

LEGAL REF.:

8 U.S.C. §1324a et seq., Immigration Reform and Control Act.

15 U.S.C. §1681 et seq., Fair Credit Reporting Act.

42 U.S.C. §12112, Americans with Disabilities Act; 29 C.F.R. Part 1630.

105 ILCS 5/10-16.7, 5/10-20.7, 5/10-21.4, 5/10-21.9, 5/10-22.34, 5/10-22.34b, 5/21B-10, 5/21B-80, 5/21B-85, 5/22-6.5, 5/22-94, and 5/24-5.

20 ILCS 2630/3.3, Criminal Identification Act.

820 ILCS 55/, Right to Privacy in the Workplace Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 112/, Equal Pay Act of 2003.

Duldulao v. St. Mary of Nazareth Hospital, 136 Ill. App. 3d 763 (1st Dist. 1985), *aff'd in part and remanded* 115 Ill.2d 482 (Ill. 1987).

Kaiser v. Dixon, 127 Ill. App. 3d 251 (2nd Dist. 1984).

Molitor v. Chicago Title & Trust Co., 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 4:60 (Purchases and Contracts), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:220 (Substitute Teachers), 5:280 (Duties and Qualifications)

Adopted: December 13, 2023

PRESSPlus Comments

PRESSPlus 1. Consult the board attorney if a staff member requests more than one physical examination to obtain a second opinion. **Issue 121, March 2026**

Document Status: Draft Update

General Personnel

5:50 Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition

All District workplaces are drug- and alcohol-free workplaces.

All employees are prohibited from engaging in any of the following activities while on District premises or while performing work for the District:

1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance, or being impaired by or under the influence of any illegal substance or any detectible use of any illegal substance regardless of when or where the use occurred.
2. Distribution, consumption, use, possession, or being impaired by or under the influence of an alcoholic beverage; being present on District premises or while performing work for the District when alcohol consumption is detectible, regardless of when and/or where the use occurred.
3. Distribution, consumption, possession, use, or being impaired by or under the influence of cannabis; being present on District premises or while performing work for the District when impaired by or under the influence of cannabis, regardless of when and/or where the use occurred, unless distribution, possession, and/or use is by a school nurse or school administrator pursuant to *Ashley's Law*, 105 ILCS 5/22-33. The District considers employees impaired by or under the influence of cannabis when there is 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.

Upon the Superintendent or designee's reasonable suspicion of an employee's violation of any of the prohibited activities stated above, the Superintendent or designee may direct the employee to undergo a drug and/or alcohol test to corroborate or refute the alleged violation. State law protects the District from liability when it takes actions pursuant to a reasonable workplace drug policy, including but not limited to subjecting an employee or applicant to reasonable drug and alcohol testing, reasonable and nondiscriminatory random drug testing, discipline, termination of employment, or withdrawal of a job offer due to a failure of a drug test.

For purposes of this policy a controlled substance means a substance that is:

1. Not legally obtainable,
2. Being used in a manner different than prescribed,
3. Legally obtainable, but has not been legally obtained, or
4. Referenced in federal or State controlled substance acts.

For purposes of this policy, *District premises* means workplace as defined in the Cannabis Regulation and Tax Act (CRTA) in addition to District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. *School grounds* means the real property comprising any school, any conveyance used to transport students to school or a school-related activity, and any public way within 1,000 feet of any school ground, designated

school bus stops where students are waiting for the school bus, and school-sponsored or school-sanctioned events or activities. "Vehicles used for school purposes" means school buses or other school vehicles.

As a condition of employment, each employee shall:

1. Abide by the terms of this Board policy respecting a drug-and alcohol-free workplace; and
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five calendar days after such a conviction.

Unless otherwise prohibited by this policy, prescription and over-the-counter medications are not prohibited when taken in standard dosages and/or according to prescriptions from the employee's licensed health care provider, provided that an employee's work performance is not impaired.

To make employees aware of the dangers of drug and alcohol abuse, the Superintendent or designee shall perform each of the following:

1. Provide each employee with a copy of this policy.
2. Post notice of this policy in a place where other information for employees is posted.
3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations.
4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees.
5. Establish a drug-free awareness program to inform employees about:
 - a. The dangers of drug abuse in the workplace,
 - b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
 - c. The penalties that the District may impose upon employees for violations of this policy.
6. Remind employees that policy 6:60, *Curriculum Content*, requires the District to educate students, depending upon their grade, about drug and substance abuse prevention and relationships between drugs, alcohol, and violence.

E-Cigarette, Tobacco, and Cannabis Prohibition

All employees are covered by the conduct prohibitions contained in policy 8:30, *Visitors to and Conduct on School Property*. The prohibition on the use of e-cigarettes, tobacco, and cannabis products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location.

Tobacco has the meaning provided in 105 ILCS 5/10-20.5b.

Cannabis has the meaning provided in the CRTA, 410 ILCS 705/1-10.

E-Cigarette is short for electronic cigarette and shall have the meaning provided in the Prevention of Tobacco Use by ~~Minors~~ Persons Under 21 Years of Age [PRESSPlus1](#) and Sale and Distribution of Tobacco Products Act, 720 ILCS 675/1(a-9).

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. In addition or alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

Disclaimer

The Board reserves the right to interpret, revise or discontinue any provision of this policy pursuant to the **Suspension of Policies** subhead in policy 2:240, *Board Policy Development*.

LEGAL REF.:

20 U.S.C. §7101 et seq., Safe and Drug-Free School and Communities Act of 1994.

21 U.S.C. §812; 21 C.F.R. §1308.11-1308.15, Controlled Substances Act.

41 U.S.C. §8101 et seq., Drug-Free Workplace Act of 1988.

42 U.S.C. §12114, Americans With Disabilities Act.

21 C.F.R. Parts 1100, 1140, and 1143.

30 ILCS 580/, Drug-Free Workplace Act.

105 ILCS 5/10-20.5b.

410 ILCS 82/, Smoke Free Illinois Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.

410 ILCS 705/1-1 et seq., Cannabis Regulation and Tax Act.

720 ILCS 675, Prevention of Tobacco Use by Persons under 21 Years of Age and Sale and Distribution of Tobacco Products Act.

820 ILCS 55/, Right to Privacy in the Workplace Act.

23 Ill.Admin.Code §22.20.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 8:30 (Visitors to and Conduct on School Property)

Adopted: January 19, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in alignment with 720 ILCS 675/1(a-9), amended by P.A. 101-2. **Issue 121, March 2026**

Document Status: Draft Update

Professional Personnel

5:250 Leaves of Absence

Each of the provisions in this policy applies to all professional personnel to the extent that 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 bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, Personal Leave, Leave of Absence Without Pay, Maternity/Paternity Leave, Association Leave, Professional Leave

Please refer to the following current agreement:

Agreement between the Board of Education School District #16 and the New Berlin Education Association.

Staff members 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, unless a longer leave is provided in an applicable collective bargaining agreement, 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.

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 staff member at the funeral or alternative to a funeral of a covered family member, which includes an employee's child, stepchild, spouse, [PRESSPlus1](#) 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, (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 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, if the District employs at least 50 but not more than 249 employees on a full-time basis, an employee is entitled to a total of six 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.

Leave for Service in the Military

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

Leave for Service in the General Assembly

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 staff member hired to replace one in the General Assembly does not acquire tenure.

School Visitation Leave

An eligible professional staff member 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 teacher's child, if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

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

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

An unpaid leave from work is available to any staff member 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, if 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.).

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

Upon request, the Board will grant: (1) an unpaid leave of absence to a teacher who is elected to serve as an officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) up to twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System to attend meetings and seminars as described in 105 ILCS 5/24-6.3, (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in 105 ILCS 5/24-6.2, and (4) 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.

Leave to Serve as an Election Judge

Any staff member who was 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 staff member 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.

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.

Family Neonatal Intensive Care Leave [PRESSPlus2](#)

An unpaid leave from work is available to any staff member whose child [PRESSPlus3](#) is a patient in a neonatal intensive care unit (NICU) in accordance with the requirements of the Family Neonatal Intensive Care Leave Act. If the District employs at least 51 employees, 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. [Q1](#) The District may require reasonable verification of the employee's child's length of stay in a NICU. [PRESSPlus4](#)

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 (Sick Days, Vacation, Holidays, and Leaves)

Adopted: December 13, 2023

Questions and Answers:

***Required Question 1. A district that employs 50 or fewer employees may substitute the following sentence: "If the District employs at least 16 but not more than 50 employees, an employee is entitled to a total 10 days of unpaid leave while a child of the employee is a patient in a NICU." 820 ILCS 157/10, added by P.A. 104-259, eff. 6-1-26. A district that employs 15 or fewer employees is not subject to the requirements of 820 ILCS 157/. If the district employs 15 or fewer employees, it may choose to delete this subhead.

How many employees are employed by the district, including part-time workers?

- 51 or more full- or part-time employees. (Default)
 - 50 or fewer full- or part-time employees. (IASB will substitute the following sentence: "If the District employs at least 16 but not more than 50 employees, an employee is entitled to a total 10 days of unpaid leave while a child of the employee is a patient in a NICU.")
-

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. A covered family member includes a spouse under 105 ILCS 154/5. **Issue 121, March 2026**

PRESSPlus 2. Updated in response to 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26. This leave is separate from FMLA leave, and an employer must allow the employee to take the leave in addition to FMLA leave. The term *employee* includes part-time workers. **Issue 121, March 2026**

PRESSPlus 3. *Child* means an employee's son or daughter who is a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis. **Issue 121, March 2026**

PRESSPlus 4. An employer may not request confidential information protected by the Health Insurance Portability and Accountability Act or other law when asking for reasonable verification. Consult the board attorney for guidance on acceptable forms of verification. **Issue 121, March 2026**

Document Status: Draft Update

Educational Support Personnel

5:330 Sick Days, Vacation, Holidays, and Leaves

Each of the provisions in this policy applies to all educational support personnel to the extent that 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 bargaining agreement or individual agreement will control.

All non-certified employees will be allowed to use their sick, personal and vacation time in hours instead of ½ or full days.

Sick and Bereavement Leave

All non-certified employees will receive one (1) sick day per month, accumulating ten (10) days a year. Twelve-month employees will receive 13 days a year.

Employees eligible to participate in IMRF under the 600 hour standard or other such IMRF standards shall be entitled to no less than (10) days sick leave at full pay each year.

Full or part-time educational support personnel who work at least 600 hours per year receive 10 paid sick leave days per year. Part-time employees will receive sick leave pay equivalent to their regular workday.

Sick leave shall be interpreted to mean 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 Superintendent or designee shall monitor the use of employee's sick leave.

The following scale will increase available sick leave days for employees working 600 hours or 9 months as follows: (Employees with contracts exceeding 9 months will receive an additional day of sick leave for each additional month worked)

If 50 days are accumulated after 10 years of service 12 days

If 80 days are accumulated after 15 years of service 13 days

If 110 days are accumulated after 20 years of service 15 days

If 140 days are accumulated after 25 years of service 20 days

Employees who retire into the IMRF System will be paid an amount equal to \$5.00 per unused accumulated sick day up to a maximum of (240). Days used to purchase retirement years will not be reimbursed. Sick days accumulated past the (240) cannot be used for purchase of retirement years or reimbursement from the district. Only days granted in this school district will be reimbursed.

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 staff

member 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 his or her 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 during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

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 the 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 to foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, 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.

Three (3) paid days will be granted for reason of bereavement for death of each immediate family member. These days will not be charged against the employee's sick leave or personal leave. "Immediate family" shall include the employee's or employee's spouse's parents, step-parents, spouse, brothers, sisters, children, step-children, grandparents, grandchildren, parent-in-law, brother and sister-in-law, daughter-in-law, son-in-law, grandparent-in-law, nieces, nephews, aunts, uncles, legal guardians, and any legal dependent.

Vacation

After one year of continuous employment, year-round employees shall be eligible for paid vacation days according to the following schedule:

After one (1) year continuous employment – ten (10) working days

After ten (10) years continuous employment – fifteen (15) working days

After fifteen (15) years continuous employment – seventeen & one-half (17.5) working days

After twenty (20) years continuous employment –twenty (20) working days

If someone starts working mid-year, they must work a full year before they receive any vacation days.

For instance, the employee starts working on February 1st. When February 1st of the next year comes around, he/she will receive 10 days of vacation. When July 1 of that year comes around, he/she will receive pro-rated vacation days - .83 per month (10/12) for 5 months = 5 x .83 = 4.15 = 4 days. After that, every July 1st he/she will receive the vacation days coming to them for that year:

After 1 year – 10 days

After 10 years – 15 days

After 15 years – 17.5 days

After 20 years – 20 days

Vacation is accrued each quarter at the rate of ¼ time of the total yearly allotment. Vacation days earned in one fiscal year must be used by the end of the following 15 months or the employee will lose them. Educational support personnel holding supervisor or confidential employment positions may carry over vacation for 1 year & 6 months before losing it. Employee terminating their employment is entitled to remuneration for the amount of vacation earned to the date of termination, provided they have been in the employ of the District for one year. Vacation remuneration shall be paid only when employment is terminated by the action of the School Board or by a two weeks notice in writing by the employee.

Requests for vacation should be submitted to the employee's supervisor one (1) week in advance and must be approved by the Superintendent. Every effort will be made to meet the desires of the employee and the needs of the school system.

There are times during the year when vacations may be denied by the supervisor/Superintendent due to the amount of workload. Employees should have alternate dates for vacation planned.

Holidays

School District full time 12 month employees will be paid for but will not be required to work on the holidays listed below unless the holiday is waived in the official school calendar and considered a day of student attendance. In the event that a holiday is waived and used for student attendance, the full time year round (12 month) employee will be expected to work on that holiday and will be given an extra day to his/her vacation day allotment for use at another time, with approval of his/her supervisor, during that year. Unless the District has a waiver or modification of the School Code pursuant to Section 2-3.25g or 24-2(b) allowing it to schedule school on a legal school holiday listed below, District employees will not be required to work on:

Day before New Year's	Labor Day
New Year's Day	Columbus Day
Martin Luther King Jr.'s Birthday	Veterans Day
Abraham Lincoln's Birthday or President's Day	2024 General Election Day, when required by law PRESSPlus1
Casimir Pulaski's Birthday	Thanksgiving Day
Friday before Easter	Day after Thanksgiving
Memorial Day	Day before Christmas
Juneteenth National Freedom Day	Christmas Day
Independence Day	

If the Fourth of July falls on Saturday, the employee will take Friday as the holiday. If it falls on a Sunday, the employee will take Monday as the holiday.

A holiday will not cause a deduction from an employee's time or compensation. The District may

require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

Full time employees will be eligible for full day pay at their straight time rate, provided they meet the following requirements:

1. The employee must work within the payroll period during which the holiday occurs.
2. The employee must work the last scheduled working day before the holiday and the first scheduled work day after the holiday, unless on approved vacation or approved personal leave. If a sick day is used, the employee must have a doctor's office notice.

Personal Leave/Special Leave

First year employees will receive (1) personal day immediately upon employment. Employee will then be on a nine (9) month probation and receive a second personal day after four (4) months of employment accumulating two (2) personal days a year. Educational support personnel holding supervisory or confidential positions shall receive three (3) personal days each school year.

Employees shall be given two (2) personal leave days per year by the Board of Education subject to the following conditions:

1. Personal leave days cannot be accumulated. Those days not used will be transferred to sick leave.
2. No reason need be given if five working days prior notice is given.
3. With less than five working days notice, written reason must be given to the immediate supervisor.
4. No days may be used immediately before or immediately after a holiday unless prior approval is granted by the immediate supervisor.
5. There are times during the year when personal days may be denied by the supervisor/Superintendent due to the amount of workload. Employees should have alternate dates for personal days planned. No more than two (2) employees may be gone at the same time in their department unless approved by the supervisor.
6. Teachers' Aides must follow the guidelines listed above. In addition to the above, aides will also go by the guidelines listed below:
 - a. Personal day requests must be made to appropriate principal forty-eight (48 hours) in advance of the day for which the leave is requested.
 - b. No personal leave will be granted for an absence occurring the day before or after the following holidays: Thanksgiving, Christmas, Easter or during the first 5 student attendance days or last 5 student attendance days of the school year or a day on which semester tests are scheduled.
 - c. No more than 2 aides, district wide, may be granted personal leave on the same day without the Superintendent's prior approval.

Leave to Serve as a Trustee of the III Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the III. Municipal Retirement Fund in accordance with State law.

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted

professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leave for Service in the Military.
2. Leave for Service in the General Assembly.
3. School Visitation Leave.
4. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence.
5. Family Bereavement Leave.
6. Child Extended Bereavement Leave.
7. Leave to serve as an election judge.
8. COVID-19 Paid Administrative Leave.
9. Family Neonatal Intensive Care Leave. [PRESSPlus2](#)

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. 987); 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: July 31, 2025

PRESSPlus Comments

PRESSPlus 1. The General Assembly passed legislation adding General Election Day as a school holiday for 2020, 2022, and 2024. Language referring to a General Election holiday when required by law is maintained in this policy should this practice continue. **Issue 121, March 2026**

PRESSPlus 2. Updated in response to 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26. See policy 5:250, *Leaves of Absence*, for important information about this leave. **Issue 121, March 2026**

Document Status: Draft Update

INSTRUCTION

6:65 Student Social and Emotional Development

Social and Emotional Learning [PRESSPlus1](#) (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age- and culturally appropriate classroom instruction, and District-wide and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Ongoing staff professional development and training support to promote students' SEL development. ~~This may include providing all personnel with age-appropriate academic and SEL and how to promote it.~~
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.
5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.

7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

LEGAL REF.:

~~Children's Mental Health Act~~, 405 ILCS 49/, Children's Mental Health Act.

CROSS REF.: 1:30, (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

Adopted: January 18, 2023

PRESSPlus Comments

PRESSPlus 1. Updated throughout for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

INSTRUCTION

6:100 Using Animals in the Educational Program

Animals may be brought into school facilities for educational purposes according to procedures developed by the Superintendent assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

Animal Experiments

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible.

Animal Dissection

The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with the School Code.

Students who object to performing, participating in, or observing the dissection of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection. The Superintendent or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REF.:

105 ILCS 5/2-3.122 and; 5/27-~~265~~¹⁴, and 112/1 et seq. [PRESSPlus1](#)

105 ILCS 5/112, Dissection Alternatives Act.

CROSS REF.: 6:40 (Curriculum Development)

Adopted: August 19, 2021

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/27-265, renumbered by P.A. 104-391, and for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

INSTRUCTION

6:145 Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District in accordance with federal law.

This program will:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students through appropriate local, State and federal educational programs, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant ~~children~~ students [PRESSPlus1](#) with full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Provide, to the extent feasible:
 - a. Advocacy and outreach programs to migrant children and their families, including helping such children and families gain access to other education, health, nutrition, and social services,
 - b. Professional development programs, including mentoring, for District staff,
 - c. Family literacy programs,
 - d. The integration of information technology into educational and related programs, and
 - e. Programs to facilitate the transition of secondary school students to postsecondary education or employment.
 - f. Provide programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language.

Migrant Education Program for Parent/Guardian and Family Member Engagement

Parents/guardians and family members of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians and family members of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.:

20 U.S.C. §6318.

20 U.S.C. §6391 et seq., Education of Migratory Children.

34 C.F.R. §200.81 et seq.

CROSS REF.: 6:170 (Title I Programs)

Adopted: August 19, 2021

PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 121, March 2026**

Document Status: Draft Update

INSTRUCTION

6:170 Title I Programs

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Title I Parent and Family Engagement

The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts plans. [PRESSPlus1](#)

District-Level Parent and Family Engagement Plan Compact

The Superintendent or designee shall develop a District-Level Parent and Family Engagement Plan Compact (District Plan) according to Title I requirements. This District Plan-Level Parent and Family Engagement Compact shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the District Plan Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parent and Family Engagement Plan Compact

Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Plan Compact (School Plan) according to Title I requirements. This School Plan-Level Parent and Family Engagement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the School Plan Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Incorporated

by Reference: 6:170-AP1, E1 (District-Level Parent and Family Engagement Plan Compact) and

6:170-AP1, E2 (School-Level Parent and Family Engagement Plan Compact)

LEGAL REF.:

Title I of the Elementary and Secondary Education Act, 20 U.S.C. §§6301-6514, Title I of the Elementary and Secondary Education Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

Adopted: August 19, 2021

PRESSPlus Comments

PRESSPlus 1. To comply with the Elementary and Secondary Education Act (ESEA), a board must incorporate by reference the district's exhibits 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan*, and 6:170-AP1, E2, *School-Level Parent and Family Engagement Plan*. These exhibits, which have both been renamed to more closely align with federal statutes and guidance and terminology used by ISBE, contain all legally required components and are compatible with sample templates contained in the U.S. Dept. of Education's non-regulatory guidance titled Parent and Family Engagement (2025), at: www.ed.gov/media/document/parent-and-family-engagement-guidance-2025-109202.pdf.

Districts receiving a Title I, Part A allocation that are required to submit proof of parent and family engagement (PFE) compliance to the Ill. State Board of Education (ISBE) as part of their FY 2027 Consolidated District Plan (CDP) will need to submit this adopted policy and both exhibits 6:170-AP1, E1 and 6:170-AP1, E2. **Please note that the plans must be customized to reflect the district's actual Title I parent and family engagement activities.** At the end of March, ISBE will offer a recorded webinar on CDPs that will include additional information on Title I requirements. **Issue 121, March 2026**

Document Status: Draft Update

STUDENTS

7:20 Harassment of Students Prohibited

No person, including a **School** District employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from 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; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any employee with whom the student is comfortable speaking.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.

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

Nondiscrimination Coordinator:

Jill Larson, Supt.

600 N. Cedar, New Berlin, IL 62670

ilarson@pretzelpride.com

Title IX Coordinator:

Jill Larson, Supt.

600 N. Cedar, New Berlin, IL 62670

ilarson@pretzelpride.com

217-488-2040

217-488-2040

Complaint Managers:

Brandon Radford, JH Principal
300 Ellis St., New Berlin, IL 62670
bradford@pretzelpride.com
217-488-6012

Lori Niemeier, CSBO
600 N. Cedar, New Berlin, IL 62670
lniemeier@pretzelpride.com
217-488-2040

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment 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 consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor

or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy 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, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.

42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/22-110, 5/26A, and 5/27-1, ~~and 5/27-23.7~~. [PRESSPlus1](#)

775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

23 Ill.Admin.Code §1.240 and Part 200.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace

Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

Adopted: June 26, 2025

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

STUDENTS

7:50 School Admissions and Student Transfers To and From Non-District Schools

Age

To be eligible for admission, a child must be 5 years old on or before September 1 of that school term. A child entering first grade must be 6 years of age on or before September 1 of that school term. Based upon an assessment of a child's readiness to attend school, the District may permit him or her to attend school prior to these dates. A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be 6 years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at 3 years of age. Early entrance to kindergarten or first grade may also be available through Board policy 6:135, *Accelerated Placement Program*.

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U. S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade

level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services (DCFS) when enrolling in or changing schools. The District's liaison ensures that DCFS' Office of Education and Transition Services receives all written notices and records pertaining to students in the legal custody of DCFS as required by State law.

Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

Foreign Students

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition.

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. F-1 visa student admission is limited to high schools, and attendance may not exceed 12 months.

The Board may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

Re-enrollment

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. However, at the Superintendent's or designee's discretion and depending on program availability, the individual may be enrolled in a graduation incentives program established under 105 ILCS 5/26-16 or an alternative learning opportunities program established under 105 ILCS 5/13B-1 (see 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*). Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under policy 7:210, *Expulsion Procedures*. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, including adult education programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals with Disabilities Education Improvement Act or accommodation plans under the Rehabilitation Act, Section 504.

LEGAL REF.:

8 U.S.C. §1101 et seq., Illegal Immigrant and Immigrant Responsibility Act of 1996.

20 U.S.C. §1232g, Family Educational Rights and Privacy Act.

20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act.

29 U.S.C. §794, Rehabilitation Act of 1973, Section 504.

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.

105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-20.59, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/22-105, 5/26-1, and 5/26-2, ~~and 5/27-8.1~~. [PRESSPlus1](#)

105 ILCS 10/8.1, Ill. School Student Records Act.

105 ILCS 45/, Education for Homeless Children Act.

105 ILCS 70/, Educational Opportunity for Military Children Act.

325 ILCS 50/, Missing Children Records Act.

325 ILCS 55/, Missing Children Registration Law.

410 ILCS 315/2, Communicable Disease Prevention Act.

20 Ill.Admin.Code Part 1290, Missing Person Birth Records and School Registration.

23 Ill.Admin.Code Part 226, Special Education.

23 Ill.Admin.Code Part 375, Student Records.

CROSS REF.: 4:110 (Transportation), 6:30 (Organization of Instruction), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:340 (Student Records)

Adopted: January 18, 2023

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

STUDENTS

7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grades 6 and 12.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was risk-assessed or screened for lead poisoning.
5. The IDPH will provide all students entering sixth grade and their parents/guardians information about the link between human papillomavirus (HPV) and HPV-related cancers and the availability of the HPV vaccine.
6. The District will provide informational materials regarding influenza and influenza vaccinations developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students who register after the first day of school of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required

immunization by the first day of school, the student must present, by the first day of school, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by the first day of school may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in kindergarten and the second, sixth, and ninth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second, sixth, or ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease*, and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.

3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.:

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.

105 ILCS 5/~~27-8.1~~22-105 and [PRESSPlus1](#)

105 ILCS 45/1-20, Education for Homeless Children Act.

410 ILCS 45/7.1, Lead Poisoning Prevention Act.

410 ILCS 315/2e, Communicable Disease Prevention Act.

23 Ill.Admin.Code §1.530.

77 Ill. Admin.Code Part 664, Socio-Emotional and Developmental Screening.

77 Ill.Admin.Code Part 665, Child and Student Health Examination and Immunization.

77 Ill.Admin.Code Part 690, Control of Notifiable Diseases and Conditions Code.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 6:180 (Extended Instructional Programs), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

Adopted: December 19, 2024

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

STUDENTS

7:185 Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, **the term** *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the

District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. 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*.

4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated

by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

105 ILCS ~~5/27-240~~110/3.10. [PRESSPlus1](#)

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: June 26, 2025

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/27-240, renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

STUDENTS

7:240 Conduct Code for Participants in Extracurricular Activities

The Superintendent or designee, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with Board of Education policy. The conduct code shall: (1) require participants in extracurricular activities to conduct themselves as good citizens and exemplars of their school at all times, including after school, on days when school is not in session, and whether on or off school property; (2) emphasize that hazing and bullying activities are strictly prohibited; and (3) notify participants that failure to abide by it could result in discipline, up to and including removal from the activity. Participants who violate the conduct code will be allowed to give an explanation before being progressively disciplined. The conduct code shall be reviewed by the Building Principal periodically at his or her discretion and presented to the Board.

Participants in extracurricular activities must abide by the conduct code for the activity and Board policy 7:190, *Student Behavior*. All coaches and sponsors of extracurricular activities shall annually review the conduct code with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 7 through 12 participating in these programs.

Extracurricular Drug and Alcohol Testing Program

The District maintains an extracurricular drug and alcohol testing program in order to foster the health, safety, and welfare of its students. Participation in extracurricular activities is a privilege and participants need to be exemplars. The program promotes healthy and drug-free participation.

Each student and his or her parents/guardians must consent to having the student submit to random drug and alcohol testing in order to participate in any extracurricular activity. Failure to sign the District's *Consent to Participate in Extracurricular Drug and Alcohol Testing Program* form will result in non-participation.

If a test is "positive," the student will not participate in extracurricular activities until after a "follow-up" test is requested by the Building Principal or designee and the results are reported. The Building Principal or designee will request a "follow-up" test after such an interval of time that the substance previously found would normally be eliminated from the body. If this "follow-up" test is negative, the student will be allowed to resume extracurricular activities. If a "positive" result is obtained from the "follow-up" test, or any later test, the same previous procedure shall be followed.

The Superintendent or designee shall develop procedures to implement this policy. No student shall be expelled or suspended from school as a result of any verified positive test conducted under this program other than when independent reasonable suspicion of drug and/or alcohol usage exists. This program does not affect the District policies, practices, or rights to search or test any student who at the time exhibits cause for reasonable suspicion of drug and/or alcohol use.

Performance Enhancing Drug Testing of High School Student Athletes

The Illinois High School Association (IHSA) prohibits participants in an athletic activity sponsored or sanctioned by IHSA from ingesting or otherwise using any performance enhancing substance on its banned substance list, without a written prescription and medical documentation provided by a licensed physician who evaluated the student-athlete for a legitimate medical condition. IHSA administers a performance-enhancing substance testing program. Under this program, student athletes are subject to random drug testing for the presence in their bodies of performance-enhancing substances on the IHSA's banned substance list. In addition to being penalized by IHSA, a student may be disciplined according to Board policy 7:190, *Student Behavior*.

LEGAL REF.:

Mahanoy Area Sch. Dist. v. B.L., ~~141 S.Ct. 2038~~ 594 U.S. 180 (2021). [PRESSPlus1](#)

Bd. of Educ. of Independent Sch. Dist. No. 92 v. Earls, 536 U.S. 822 (2002).

Vernonia Sch. Dist. 475 v. Acton, 515 U.S. 646 (1995).

Clements v. Bd. of Educ. of Decatur, 133 Ill.App.3d 531 (4th Dist. 1985).

Kevin Jordan v. O'Fallon THSD 203, 302 Ill.App.3d 1070 (5th Dist. 1999).

Todd v. Rush County Schs., 133 F.3d 984 (7th Cir. 1998).

105 ILCS 5/24-24, ~~and 5/27-255(d)~~ ~~23.3, and 25/2~~.

CROSS REF.: 5:280 (Duties and Qualifications), 6:190 (Extracurricular and Co-Curricular Activities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:300 (Extracurricular Athletics)

Adopted: January 19, 2022

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/27-255(d), renumbered by P.A. 104-391, and for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

STUDENTS

7:260 Exemption from Physical Education

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Special activities in physical education will be provided for students whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents their participation in the physical education courses.

State law prohibits a school board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated in 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*.

Students in grades 7 and 8 may submit a written request to the Building Principal to be excused from physical education courses because of his or her ongoing participation in an interscholastic or extracurricular athletic program (organized school-sponsored or school-sanctioned activities for students that are not part of the curriculum, not graded, not for credit, generally take place outside of school instructional hours, and under the direction of a coach, athletic director, or band leader). The Building Principal will evaluate requests on a case-by-case basis.

The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

1. The time of year when the student's participation ceases;
2. The student's class schedule; and
3. The student's future or planned additional participation in activities qualifying for substitutions for physical education as outlined in policy 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*.

LEGAL REF.:

105 ILCS 5/27-710 [PRESSPlus1](#)

225 ILCS 60/, Medical Practice Act.

23 Ill.Admin.Code §1.420(p) and §1.425(d), (e).

CROSS REF.: 6:60 (Curriculum Content), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students)

Adopted: January 19, 2022

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/27-710, renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

STUDENTS

7:300 Extracurricular Athletics

Student participation in school-sponsored extracurricular athletic activities is contingent upon the following:

1. The student must meet the academic criteria set forth in Board policy 6:190, *Extracurricular and Co-Curricular Activities*.
2. A parent/guardian of the student must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved.
3. The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice registered nurse, or a physician assistant. The **Pre-Participation Physical Examination Form**, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness.
4. The student must show proof of accident insurance coverage either by an insurance [PRESSPlus1](#) policy purchased through the District-approved insurance plan or a parent/guardian written statement that the student is covered under a family insurance [plan policy](#).
5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and his or her parents/guardians must provide written consent to random drug and alcohol testing pursuant to the Extracurricular Drug and Alcohol Testing Program.
7. The student and his or her parents/guardians must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association, or the Southern Illinois Junior High School Athletic Association), and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about [the Board's concussion](#) policy 7:305, *Student Athlete Concussions and Head Injuries*.

The Superintendent or designee (1) is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirements comply with Board policy 7:10, *Equal Educational Opportunities*, and (2) shall maintain the necessary records to ensure student compliance with this policy.

LEGAL REF.:

105 ILCS 5/10-20.30, [and](#) 5/22-80, [and](#) 25/2. [PRESSPlus2](#)

23 Ill.Admin.Code §1.530(b).

CROSS REF.: 4:100 (Insurance Management), 4:170 (Safety), 6:190 (Extracurricular and Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:305 (Student Concussions and Head Injuries), 7:340 (Student Records)

Adopted: July 31, 2025

PRESSPlus Comments

PRESSPlus 1. Updated throughout for continuous improvement. **Issue 121, March 2026**

PRESSPlus 2. The Legal References are updated. **Issue 121, March 2026**

Document Status: Draft Update

COMMUNITY RELATIONS

8:90 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine

~~District Board~~ [PRESSPlus1](#) policy, the Board of Education welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, ~~or~~ a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent.

Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has bylaws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
6. An agreement to maintain and protect its own finances.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

CROSS REF.: 8:80 (Gifts to the District)

Adopted: August 19, 2021

PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 121, March 2026**

Document Status: Review and Monitoring

STUDENTS

7:220 Bus Conduct

All students must follow the District's *School Bus Safety Rules*. [PRESSPlus1](#)

School Bus Suspensions

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in Board of Education policy 7:190, *Student Behavior*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the Board of Education may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Academic Credit for Missed Classes During School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

LEGAL REF.:

Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99.

105 ILCS 5/10-20.14, 5/10-22.6, and 10/.

720 ILCS 5/14-3(m).

23 Ill.Admin.Code Part 375, Student Records.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 7:130 (Student Rights and Responsibilities), 7:170 (Vandalism), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities), 7:340 (Student Records)

Adopted: August 19, 2021

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 121, March 2026

Document Status: Review and Monitoring

STUDENTS

7:230 Misconduct by Students with Disabilities

Behavioral Interventions [PRESSPlus1](#)

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Board of Education will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

LEGAL REF.:

Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1412, 1413, and 1415.

Gun-Free Schools Act, 20 U.S.C. §7151 et seq.

34 C.F.R. §§300.101, 300.530 - 300.536.

105 ILCS 5/10-22.6 and 5/14-8.05.

23 Ill.Admin.Code §226.400.

Honig v. Doe, 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

Adopted: August 19, 2021

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by

logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary

- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 121, March 2026

Document Status: Review and Monitoring

STUDENTS

7:280 Communicable and Chronic Infectious Disease

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the Board of Education's policies. The Superintendent will develop procedures to safeguard these rights while managing health and safety concerns. [PRESSPlus1](#)

LEGAL REF.:

105 ILCS 5/10-21.11.

23 Ill.Admin.Code §§ 1.610 and 226.300.

77 Ill.Admin.Code Part 690.

20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act of 2004.

29 U.S.C. §794(a), Rehabilitation Act of 1973, Section 504.

Adopted: August 19, 2021

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 121, March 2026

Board Meeting Dates and Times For Fiscal Year 26/27

<u>Date</u>	<u>Time</u>
July 16, 2026	(3 rd Thursday at 6:00 PM)
August 20, 2026	(3 rd Thursday at 6:00 PM)
September 24, 2026	(4 th Thursday at 6:00 PM)
October 15, 2026	(3 rd Thursday at 6:00 PM)
November 16, 2026	(3 rd Monday at 6:00 PM)
December 17, 2026	(3 rd Thursday at 6:00 PM)
January 21, 2027	(3 rd Thursday at 6:00 PM)
February 18, 2027	(3 rd Thursday at 6:00 PM)
March 18, 2027	(3 rd Thursday at 6:00 PM)
April 15, 2027	(3 rd Thursday at 6:00 PM)
May 20, 2027	(3 rd Thursday at 6:00 PM)
June 24, 2027	(4 th Thursday at 6:00 PM)

NOTICE OF PUBLIC HEARING

NOTICE IS HEREBY given by the Board of Education of School District No. 16 in the County of Sangamon/Morgan, State of Illinois, that the tentative amended budget for Fiscal Year 2026 for Community Unit School District No. 16, New Berlin, Illinois, shall be on file for public inspection in the District Office, 600 N. Cedar, New Berlin Elementary School, New Berlin, IL., from the hours of 8:00 a.m. thru 4:00 p.m. from Friday, May 22, 2026 thru Thursday, June 25, 2026.

NOTICE IS FURTHER given that the Public Hearing for the adoption of a permanent amended budget for Fiscal Year 2026 shall be held at 6:00 p.m., Thursday, June 25, 2026, at the New Berlin Elementary School, 600 N. Cedar St., New Berlin, IL.

Dated this 21st day of May, 2026.

Board of Education of School District No. 16 in the County of Sangamon/Morgan, State of Illinois.

TENTATIVE BUDGET AMENDMENT

July 1, 2025 through June 30, 2026

Presented 05/21/26

FUND	FY26 ENDING FUND BALANCE (Unaudited)	FY26 REVENUES (Proposed)	FY26 EXPENDITURES (Proposed)	SURPLUS/ (DEFICIT)	FY26 ENDING FUND BALANCE (Proposed)	Policy 4:20 - Fund Balance Commitment	FY22 REVENUES (Proposed)	FY22 EXPENDITURES (Proposed)	SURPLUS/ (DEFICIT)	FY22 ENDING FUND BALANCE (Proposed)
EDUCATION *	\$ 1,118,022	9,734,660	10,845,138	(1,110,478)	\$ 7,544	\$ 1,626,771	9,734,660	10,882,138	(1,147,478)	\$ (29,456)
OPERATIONS & MAINTENANCE *	\$ 1,741,093	2,115,955	2,110,746	5,209	\$ 1,746,302	\$ 316,612	2,115,955	2,110,746	5,209	\$ 1,746,302
DEBT SERVICE	\$ 465,000	2,300,450	2,300,450	0	\$ 465,000	\$ 345,068	2,300,450	2,300,450	0	\$ 465,000
TRANSPORTATION *	\$ 318,871	1,112,230	1,427,780	(315,550)	\$ 3,321	\$ 214,167	1,112,230	1,427,780	(315,550)	\$ 3,321
IMRF / SOCIAL SECURITY *	\$ 207,908	372,060	418,195	(46,135)	\$ 161,773	\$ 62,729	372,060	418,195	(46,135)	\$ 161,773
CAPITAL PROJECTS	\$ 3,532,068	280,000	3,565,000	(3,285,000)	\$ 247,068	\$ 534,750	280,000	3,565,000	(3,285,000)	\$ 247,068
SALES TAX	\$ 3,157,261	1,005,000	928,325	76,675	\$ 3,233,936	\$ 139,249	1,005,000	928,325	76,675	\$ 3,233,936
WORKING CASH	\$ 2,889,910	127,540	-	127,540	\$ 3,017,450	\$ -	127,540	-	127,540	\$ 3,017,450
TORT	\$ 26,297	432,660	432,660	0	\$ 26,297	\$ 64,899	432,660	441,020	(8,360)	\$ 17,937
FIRE PREVENTION & SAFETY	\$ 896,318	67,810	57,750	10,060	\$ 906,378	\$ 8,663	135,110	432,600	(297,490)	\$ 598,828
TOTAL	\$ 14,352,750	\$ 17,548,365	\$ 22,086,044	\$ (4,537,679)	\$ 9,815,071	\$ 3,312,907	\$ 17,615,665	\$ 22,506,254	\$ (4,890,589)	\$ 9,462,161
						\$ -				
* OPERATING FUNDS	\$ 6,067,897	\$ 13,090,385	\$ 14,383,664	(1,293,279)	\$ 4,774,618	\$ 2,157,550	\$ 13,090,385	\$ 14,420,664	(1,330,279)	\$ 4,737,618

* (Ed, O & M, Trans, & Working Cash)

District Type:

- School District
- Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2025 - June 30, 2026

Accounting Basis:

- Cash
- Accrual

Is this an amended budget? Yes _____

Date of Amended Budget: June 25, 2026
(MM/DD/YY)

District Name: New Berlin CUSD 16

District RCDT No: 51084016026

Unbalanced budget; however, a Deficit Reduction Plan is not required at this time.

If your FY2025 AFR states that you need to do a deficit reduction plan and your FY2026 budget is balanced, please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of New Berlin CUSD 16, County of Sangamon,
State of Illinois, for the Fiscal Year beginning July 1, 2025 and ending June 30, 2026.

WHEREAS the Board of Education of New Berlin CUSD 16,
County of Sangamon, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

AND WHEREAS a public hearing was held as to such budget on the _____ day of _____, 20____, notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows:

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be beginning July 1, 2025 and ending June 30, 2026.

Section 2: That the following budget containing an estimate of amounts available in each Fund, separately, and expenditures from each be and the same is hereby adopted as the budget of this school district for said fiscal year.

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this _____ day of _____, 20____ by a roll call vote of _____ Yeas, and _____ Nays, to wit:

** MEMBERS VOTING YEA:	** MEMBERS VOTING NAY:

* Based on the 23 Illinois Administrative Code-Part 100 and inconformity with Section 17-1 of the School Code.
 ** Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.

(1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).
 (2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted through IWAS: <https://apps.isbe.net/iwas/asp/login.asp?js=true>

Please type the member signatures before submitting to ISBE. We do not accept PDF copies.

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>											
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
3	ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds)1 as of July 1, 2025		1,130,111	1,741,094	465,001	319,325	209,339	8,110,114	2,889,911	0	896,318	
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	7,484,570	1,437,630	1,622,125	652,055	372,060	1,185,000	127,540	267,000	85,110	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
7	STATE SOURCES	3000	1,076,015	0	0	460,175	0	100,000	0	165,660	50,000	
8	FEDERAL SOURCES	4000	495,750	0	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues ⁸		9,056,335	1,437,630	1,622,125	1,112,230	372,060	1,285,000	127,540	432,660	135,110	
10	Receipts/Revenues for "On Behalf" Payments ²	3998	499,500									
11	Total Receipts/Revenues		9,555,835	1,437,630	1,622,125	1,112,230	372,060	1,285,000	127,540	432,660	135,110	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	5,568,280				149,955			0		
14	SUPPORT SERVICES	2000	3,403,203	1,397,421		1,427,780	268,240	3,815,000		441,020	432,600	
15	COMMUNITY SERVICES	3000	2,330	0		0	0			0		
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	735,000	35,000	0	0	0	0		0	0	
17	DEBT SERVICES	5000	0	0	2,300,450	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures ⁹		9,708,813	1,432,421	2,300,450	1,427,780	418,195	3,815,000		441,020	432,600	
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180	499,500	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		10,208,313	1,432,421	2,300,450	1,427,780	418,195	3,815,000		441,020	432,600	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(652,478)	5,209	(678,325)	(315,550)	(46,135)	(2,530,000)	127,540	(8,360)	(297,490)	
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (7000)											
25	PERMANENT TRANSFER FROM VARIOUS FUNDS											
26	Abolishment the Working Cash Fund ¹⁶	7110										
27	Abatement of the Working Cash Fund ¹⁶	7110										
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130	678,325									
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		678,325								
32	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ^{3a} Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold ⁴	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets ⁵	7300										
39	Transfer to Debt Service to Pay Principal on Leases	7400			0							
40	Transfer to Debt Service to Pay Interest on Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			678,325							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						0				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds ⁸		678,325	678,325	678,325	0	0	0	0	0	0	

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
47	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or Abatement of the Working Cash Fund ¹⁶	8110							0			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130		678,325								
53	Transfer of Interest ⁶	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150						678,325				
55	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} and Int Proceeds to Debt Service Fund	8170										
57	Taxes Pledged to Pay Principal on Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on Leases	8420										
59	Other Revenues Pledged to Pay Principal on Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on Leases	8440										
61	Taxes Pledged to Pay Interest on Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on Leases	8520										
63	Other Revenues Pledged to Pay Interest on Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640	678,325									
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	Total Other Uses of Funds ⁹		678,325	678,325	0	0	0	678,325	0	0	0	
80	Total Other Sources/Uses of Fund		0	0	678,325	0	0	(678,325)	0	0	0	
81	ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2026		477,633	1,746,303	465,001	3,775	163,204	4,901,789	3,017,451	(8,360)	598,828	
82												
83	Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2025											
84	RECEIPTS/REVENUES (For Student Activity Funds)											
85	Total Student Activity Direct Receipts/Revenues (Local Sources)	1799	315,583									
86	DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)											
87	Total Student Activity Direct Disbursements/Expenditures	1999	321,134									
88	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(5,551)									
89	Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2026		(5,551)									
90												

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
91	Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2025		1,130,111	1,741,094	465,001	319,325	209,339	8,110,114	2,889,911	0	896,318	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	7,800,153	1,437,630	1,622,125	652,055	372,060	1,185,000	127,540	267,000	85,110	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0	0	0	0	0	0	
95	STATE SOURCES	3000	1,076,015	0	0	460,175	0	100,000	0	165,660	50,000	
96	FEDERAL SOURCES	4000	495,750	0	0	0	0	0	0	0	0	
97	Total Direct Receipts/Revenues ⁸		9,371,918	1,437,630	1,622,125	1,112,230	372,060	1,285,000	127,540	432,660	135,110	
98	Receipts/Revenues for "On Behalf" Payments ²	3998	499,500	0	0	0	0	0	0	0	0	
99	Total Receipts/Revenues		9,871,418	1,437,630	1,622,125	1,112,230	372,060	1,285,000	127,540	432,660	135,110	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	5,889,414				149,955				0	
102	SUPPORT SERVICES	2000	3,403,203	1,397,421		1,427,780	268,240	3,815,000		441,020	432,600	
103	COMMUNITY SERVICES	3000	2,330	0		0	0			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	735,000	35,000	0	0	0	0	0	0	0	
105	DEBT SERVICES	5000	0	0	2,300,450	0	0			0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0	0	0	0	
107	Total Direct Disbursements/Expenditures ⁹		10,029,947	1,432,421	2,300,450	1,427,780	418,195	3,815,000		441,020	432,600	
108	Disbursements/Expenditures for "On Behalf" Payments ²	4180	499,500	0	0	0	0	0	0	0	0	
109	Total Disbursements/Expenditures		10,529,447	1,432,421	2,300,450	1,427,780	418,195	3,815,000		441,020	432,600	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(658,029)	5,209	(678,325)	(315,550)	(46,135)	(2,530,000)	127,540	(8,360)	(297,490)	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds ⁸		678,325	678,325	678,325	0	0	0	0	0	0	
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds ⁹		678,325	678,325	0	0	0	678,325	0	0	0	
117	Total Other Sources/Uses of Fund		0	0	678,325	0	0	(678,325)	0	0	0	
118	ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2026		472,082	1,746,303	465,001	3,775	163,204	4,901,789	3,017,451	(8,360)	598,828	
119	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121	Description	Acct #	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	Total By Object
122			Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
123	Object Name											
124	Salaries	100	6,133,753	513,926		598,900		0		0	0	7,246,579
125	Employee Benefits	200	1,382,500	109,095		75,380	418,195	0		0	0	1,985,170
126	Purchased Services	300	319,430	274,400	0	62,500		0		441,020	0	1,097,350
127	Supplies & Materials	400	886,820	405,000		241,000		0		0	0	1,532,820
128	Capital Outlay	500	197,500	95,000		450,000		3,815,000		0	432,600	4,990,100
129	Other Objects	600	788,810	35,000	2,300,450	0	0	0		0	0	3,124,260
130	Non-Capitalized Equipment	700	0	0		0		0		0	0	0
131	Termination Benefits	800	0	0		0				0	0	0
132	Total Expenditures		9,708,813	1,432,421	2,300,450	1,427,780	418,195	3,815,000		441,020	432,600	19,976,279

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)7 as of July 1, 2025		1,130,111	1,741,094	465,001	319,325	209,339	8,110,114	2,889,911	0	896,318
4	Total Direct Receipts & Other Sources ⁸		9,734,660	2,115,955	2,300,450	1,112,230	372,060	1,285,000	127,540	432,660	135,110
5	OTHER RECEIPTS										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141									
8	Notes and Warrants Payable	433									
9	Other Current Assets	199									
10	Total Other Receipts		0	0	0	0	0	0	0	0	0
11	Total Direct Receipts, Other Sources, & Other Receipts		9,734,660	2,115,955	2,300,450	1,112,230	372,060	1,285,000	127,540	432,660	135,110
12	Total Amount Available		10,864,771	3,857,049	2,765,451	1,431,555	581,399	9,395,114	3,017,451	432,660	1,031,428
13	Total Direct Disbursements & Other Uses ⁹		10,387,138	2,110,746	2,300,450	1,427,780	418,195	4,493,325	0	441,020	432,600
14	OTHER DISBURSEMENTS										
15	Interfund Loans Receivable (Loans to Other Funds) ¹⁰	141									
16	Interfund Loans Payable (Repayment of Loans)	411									
17	Notes and Warrants Payable	433									
18	Other Current Liabilities	499									
19	Total Other Disbursements		0	0	0	0	0	0	0	0	0
20	Total Direct Disbursements, Other Uses, & Other Disbursements		10,387,138	2,110,746	2,300,450	1,427,780	418,195	4,493,325	0	441,020	432,600
21	ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2026		477,633	1,746,303	465,001	3,775	163,204	4,901,789	3,017,451	(8,360)	598,828
22											
23	Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2025		268,616								
24	Total Direct Receipts & Other Sources ⁸		315,583								
25	Total Amount Available		584,199								
26	Total Direct Disbursements & Other Uses ⁹		321,134								
27	Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2026		263,065								
28											
29	Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2025		1,398,727	1,741,094	465,001	319,325	209,339	8,110,114	2,889,911	0	896,318
30	Total Direct Receipts & Other Sources ⁸		10,050,243	2,115,955	2,300,450	1,112,230	372,060	1,285,000	127,540	432,660	135,110
31	Total Other Receipts		0	0	0	0	0	0	0	0	0
32	Total Direct Receipts, Other Sources, & Other Receipts		10,050,243	2,115,955	2,300,450	1,112,230	372,060	1,285,000	127,540	432,660	135,110
33	Total Amount Available		11,448,970	3,857,049	2,765,451	1,431,555	581,399	9,395,114	3,017,451	432,660	1,031,428
34	Total Direct Disbursements & Other Uses ⁹		10,708,272	2,110,746	2,300,450	1,427,780	418,195	4,493,325	0	441,020	432,600
35	Total Other Disbursements		0	0	0	0	0	0	0	0	0
36	Total Direct Disbursements, Other Uses, & Other Disbursements		10,708,272	2,110,746	2,300,450	1,427,780	418,195	4,493,325	0	441,020	432,600
37	Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2026		740,698	1,746,303	465,001	3,775	163,204	4,901,789	3,017,451	(8,360)	598,828

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
2											
3	RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)										
4	AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	1100									
5	Designated Purposes Levies ^{11 (1110-1120)}	-	4,856,785	1,332,930	1,619,775	644,305	115,540		115,540	266,700	66,610
6	Leasing Purposes Levy ¹²	1130	231,080								
7	Special Education Purposes Levy	1140	1,866,045								
8	FICA and Medicare Only Levies	1150					249,020				
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies (Describe & Itemize)	1190	57,385								
12	Total Ad Valorem Taxes Levied by District		7,011,295	1,332,930	1,619,775	644,305	364,560	0	115,540	266,700	66,610
13	PAYMENTS IN LIEU OF TAXES	1200									
14	Mobile Home Privilege Tax	1210									
15	Payments from Local Housing Authority	1220									
16	Corporate Personal Property Replacement Taxes ¹³	1230	114,755				3,500				
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	Total Payments in Lieu of Taxes		114,755	0	0	0	3,500	0	0	0	0
19	TUITION	1300									
20	Regular Tuition from Pupils or Parents (In State)	1311									
21	Regular Tuition from Other Districts (In State)	1312									
22	Regular Tuition from Other Sources (In State)	1313									
23	Regular Tuition from Other Sources (Out of State)	1314									
24	Summer School Tuition from Pupils or Parents (In State)	1321									
25	Summer School Tuition from Other Districts (In State)	1322									
26	Summer School Tuition from Other Sources (In State)	1323									
27	Summer School Tuition from Other Sources (Out of State)	1324									
28	CTE Tuition from Pupils or Parents (In State)	1331									
29	CTE Tuition from Other Districts (In State)	1332									
30	CTE Tuition from Other Sources (In State)	1333									
31	CTE Tuition from Other Sources (Out of State)	1334									
32	Special Education Tuition from Pupils or Parents (In State)	1341									
33	Special Education Tuition from Other Districts (In State)	1342									
34	Special Education Tuition from Other Sources (In State)	1343									
35	Special Education Tuition from Other Sources (Out of State)	1344									
36	Adult Tuition from Pupils or Parents (In State)	1351									
37	Adult Tuition from Other Districts (In State)	1352									
38	Adult Tuition from Other Sources (In State)	1353									
39	Adult Tuition from Other Sources (Out of State)	1354									
40	Total Tuition		0								
41	TRANSPORTATION FEES	1400									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411									
43	Regular Transportation Fees from Other Districts (In State)	1412									
44	Regular Transportation Fees from Other Sources (In State)	1413									
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415									
46	Regular Transportation Fees from Other Sources (Out of State)	1416									
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421									
48	Summer School Transportation Fees from Other Districts (In State)	1422									
49	Summer School Transportation Fees from Other Sources (In State)	1423									
50	Summer School Transportation Fees from Other Sources (Out of State)	1424									
51	CTE Transportation Fees from Pupils or Parents (In State)	1431									
52	CTE Transportation Fees from Other Districts (In State)	1432									
53	CTE Transportation Fees from Other Sources (In State)	1433									
54	CTE Transportation Fees from Other Sources (Out of State)	1434									
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441									

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
56	Special Education Transportation Fees from Other Districts (In State)	1442									
57	Special Education Transportation Fees from Other Sources (In State)	1443									
58	Special Education Transportation Fees from Other Sources (Out of State)	1444									
59	Adult Transportation Fees from Pupils or Parents (In State)	1451									
60	Adult Transportation Fees from Other Districts (In State)	1452									
61	Adult Transportation Fees from Other Sources (In State)	1453									
62	Adult Transportation Fees from Other Sources (Out of State)	1454									
63	Total Transportation Fees					0					
64	EARNINGS ON INVESTMENTS	1500									
65	Interest on Investments	1510	5,000	35,000	2,350	7,750	4,000	235,000	12,000	300	18,500
66	Gain or Loss on Sale of Investments	1520									
67	Unrealized Gain or Loss on Investments	1530									
68	Total Earnings on Investments		5,000	35,000	2,350	7,750	4,000	235,000	12,000	300	18,500
69	FOOD SERVICE	1600									
70	Sales to Pupils - Lunch	1611	141,000								
71	Sales to Pupils - Breakfast	1612									
72	Sales to Pupils - A la Carte	1613									
73	Sales to Pupils - Other (Describe & Itemize)	1614	50,000								
74	Sales to Adults	1620	15,000								
75	Other Food Service (Describe & Itemize)	1690	2,000								
76	Total Food Service		208,000								
77	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
78	Admissions - Athletic	1711	40,000								
79	Admissions - Other	1719									
80	Fees	1720	20,000								
81	Book Store Sales	1730									
82	Other District/School Activity Revenue (Describe & Itemize)	1790									
83	Student Activity Fund Revenues	1799	315,583								
84	Total District/School Activity Income (without Student Activity Funds 1799)		60,000	0							
85	Total District/School Activity Income (with Student Activity Funds 1799)		375,583								
86	TEXTBOOK INCOME	1800									
87	Textbook Rentals - Regular Textbooks	1811	80,000								
88	Textbook Rentals - Summer School Textbooks	1812									
89	Textbook Rentals - Adult/Continuing Education Textbooks	1813									
90	Textbook Rentals - Other (Describe & Itemize)	1819									
91	Textbook Sales - Regular Textbooks	1821	475								
92	Textbook Sales - Summer School	1822									
93	Textbook Sales - Adult/Continuing Education	1823									
94	Textbook Sales - Other (Describe & Itemize)	1829									
95	Other Textbook Income (Describe & Itemize)	1890									
96	Total Textbooks		80,475								
97	OTHER REVENUE FROM LOCAL SOURCES	1900									
98	Rentals	1910	45	3,700							
99	Contributions and Donations from Private Sources	1920									
100	Impact Fees from Municipal or County Governments	1930									
101	Services Provided Other Districts	1940									
102	Refund of Prior Years' Expenditures	1950									
103	Payments of Surplus Moneys from TIF Districts	1960		46,000							
104	Drivers' Education Fees	1970	5,000								
105	Proceeds from Vendors' Contracts	1980	0	0	0	0	0	0	0	0	0
106	School Facility Occupation Tax Proceeds	1983						950,000			
107	Payment from Other Districts	1991									
108	Sale of Vocational Projects	1992									
109	Other Local Fees (Describe & Itemize)	1993									

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
110	Other Local Revenues <i>(Describe & Itemize)</i>	1999		20,000							
111	Total Other Revenue from Local Sources		5,045	69,700	0	0	0	950,000	0	0	0
112	Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	7,484,570	1,437,630	1,622,125	652,055	372,060	1,185,000	127,540	267,000	85,110
113	Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		7,800,153								
114	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										
115	Flow-Through Revenue from State Sources	2100									
116	Flow-Through Revenue from Federal Sources	2200									
117	Other Flow-Through Revenue <i>(Describe & Itemize)</i>	2300									
118	Total Flow-Through Receipts/Revenues From One District to Another District	2000	0	0		0	0				
119	RECEIPTS/REVENUES FROM STATE SOURCES (3000)										
120	UNRESTRICTED GRANTS-IN-AID (3001-3099)										
121	Evidence Based Funding Formula (Section 18-8.15)	3001	728,140							165,660	
122	Reorganization Incentives (Accounts 3005-3021)	3005									
123	Other Unrestricted Grants-In-Aid From State Sources <i>(Describe & Itemize)</i>	3099									
124	Total Unrestricted Grants-In-Aid		728,140	0	0	0	0	0		165,660	0
125	RESTRICTED GRANTS-IN-AID (3100-3900)										
126	SPECIAL EDUCATION										
127	Special Education - Private/Public Facility Tuition	3100									
128	Special Education - Orphanage - Individual	3120	30,500								
129	Special Education - Orphanage - Summer Individual	3130									
130	Special Education - Other <i>(Describe & Itemize)</i>	3199									
131	Total Special Education		30,500	0		0					
132	CAREER AND TECHNICAL EDUCATION (CTE)										
133	CTE - Technical Education - Tech Prep	3200									
134	CTE - Secondary Program Improvement (CTEI)	3220	24,500								
135	CTE - WECEP	3225									
136	CTE - Agriculture Education	3235	15,000								
137	CTE - Instructor Practicum	3240									
138	CTE - Student Organizations	3270									
139	CTE - Other <i>(Describe & Itemize)</i>	3299	850								
140	Total Career and Technical Education		40,350	0		0					
141	State Free Lunch & Breakfast	3360	2,500								
142	School Breakfast Initiative	3365									
143	Driver Education	3370	7,500								
144	Adult Education (from ICCB)	3410									
145	Adult Education - Other <i>(Describe & Itemize)</i>	3499									
146	TRANSPORTATION										
147	Transportation - Regular and Vocational	3500				283,440					
148	Transportation - Special Education	3510				176,735					
149	Transportation - Other <i>(Describe & Itemize)</i>	3599									
150	Total Transportation		0	0		460,175	0				
151	Learning Improvement - Change Grants	3610									
152	Scientific Literacy	3660									
153	Truant Alternative/Optional Education	3695									
154	Early Childhood - Block Grant	3705	267,025								
155	Chicago General Education Block Grant	3766									
156	Chicago Educational Services Block Grant	3767									
157	School Safety & Educational Improvement Block Grant	3775									
158	Technology - Technology for Success	3780									
159	State Charter Schools	3815									

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
160	Extended Learning Opportunities - Summer Bridges	3825									
161	Infrastructure Improvements - Planning/Construction	3920									
162	School Infrastructure - Maintenance Projects	3925						100,000			50,000
163	Other Restricted Revenue from State Sources (Describe & Itemize)	3999									
164	Total Restricted Grants-In-Aid		347,875	0	0	460,175	0	100,000	0	0	50,000
165	Total Receipts/Revenues from State Sources	3000	1,076,015	0	0	460,175	0	100,000	0	165,660	50,000
166	RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
167	UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)										
168	Federal Impact Aid	4001									
169	Other Unrestricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4009									
170	Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0
171	RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)										
172	Head Start	4045									
173	Construction (Impact Aid)	4050									
174	MAGNET	4060									
175	Other Restricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4090									
176	Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0		0	0	0			0
177	RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)										
178	TITLE V										
179	Title V - Flexibility and Accountability	4100									
180	Title V - SEA Projects	4105									
181	Title V - Rural Education Initiative (REI)	4107									
182	Title V - Other (Describe & Itemize)	4199									
183	Total Title V		0	0		0	0				
184	FOOD SERVICE										
185	Breakfast Start-Up Expansion	4200									
186	National School Lunch Program	4210	125,000								
187	Special Milk Program	4215									
188	School Breakfast Program	4220	45,000								
189	Summer Food Service Admin/Program	4225									
190	Child and Adult Care Food Program	4226									
191	Fresh Fruit and Vegetables	4240									
192	Food Service - Other (Describe & Itemize)	4299									
193	Total Food Service		170,000				0				
194	TITLE I										
195	Title I - Low Income	4300	110,325								
196	Title I - Low Income - Neglected, Private	4305									
197	Title I - Migrant Education	4340									
198	Title I - Other (Describe & Itemize)	4399									
199	Total Title I		110,325	0		0	0				
200	TITLE IV										
201	Title IV - Student Support & Academic Enrichment Grant	4400									
202	Title IV - Part A - Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415									
203	Title IV - 21st Century	4421									
204	Title IV - Other (Describe & Itemize)	4499									
205	Total Title IV		0	0		0	0				
206	FEDERAL - SPECIAL EDUCATION										
207	Federal Special Education - Preschool Flow-Through	4600	7,500								
208	Federal Special Education - Preschool Discretionary	4605									
209	Federal Special Education - IDEA Flow Through	4620	160,000								

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
210	Federal Special Education - IDEA Room & Board	4625									
211	Federal Special Education - IDEA Discretionary	4630									
212	Federal Special Education - IDEA - Other (Describe & Itemize)	4699									
213	Total Federal Special Education		167,500	0		0	0				
214	CTE - PERKINS										
215	CTE - Perkins-Title III E Tech Prep	4770									
216	CTE - Other (Describe & Itemize)	4799									
217	Total CTE - Perkins		0	0			0				
218	Federal - Adult Education	4810									
219	Qualified Zone Academy Bond Tax Credits	4866									
220	Qualified School Construction Bond Credits	4867									
221	Build America Bond Tax Credits	4868									
222	Build America Bond Interest Reimbursement	4869									
223	Total Stimulus Programs		0	0	0	0	0	0		0	0
224	Race to the Top Program	4901									
225	Race to the Top - Preschool Expansion Grant	4902									
226	Title III - Instruction for English Learners & Immigrant Students	4905									
227	Title III - English Language Acquisition	4909									
228	McKinney Education for Homeless Children	4920									
229	Title II - Eisenhower - Professional Development Formula	4930									
230	Title II - Teacher Quality	4932	17,925								
231	Title II - Part A - Supporting Effective Instruction - State Grants	4935									
232	Federal Charter Schools	4960									
233	State Assessment Grants	4981									
234	Grant for State Assessments and Related Activities	4982									
235	Medicaid Matching Funds - Administrative Outreach	4991	15,000								
236	Medicaid Matching Funds - Fee-For-Service Program	4992	15,000								
237	Other Restricted Grants Received from Fed. Govt. thru State (Describe & Itemize)	4998									
238	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		495,750	0	0	0	0	0		0	0
239	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	495,750	0	0	0	0	0	0	0	0
240	TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		9,056,335	1,437,630	1,622,125	1,112,230	372,060	1,285,000	127,540	432,660	135,110
241	TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		9,371,918								

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
3	10 - EDUCATIONAL FUND (ED)										
4	INSTRUCTION (ED)	1000									
5	Regular Programs	1100	2,606,450	708,220	33,925	135,120	6,500	11,720	0	0	3,501,935
6	Tuition Payment to Charter Schools	1115			5,500						5,500
7	Pre-K Programs	1125	192,580	44,955	2,000	6,200					245,735
8	Special Education Programs (Functions 1200 - 1220)	1200	1,005,000	209,025		14,430					1,228,455
9	Special Education Programs Pre-K	1225									0
10	Remedial and Supplemental Programs K-12	1250	51,005	5,795	9,095	13,085					78,980
11	Remedial and Supplemental Programs Pre-K	1275									0
12	Adult/Continuing Education Programs	1300									0
13	CTE Programs	1400				2,800					2,800
14	Interscholastic Programs	1500	345,000	58,075	50,800	30,500	9,000	11,500			504,875
15	Summer School Programs	1600									0
16	Gifted Programs	1650									0
17	Driver's Education Programs	1700									0
18	Bilingual Programs	1800									0
19	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
20	Pre-K Programs - Private Tuition	1910									0
21	Regular K-12 Programs Private Tuition	1911									0
22	Special Education Programs K-12 Private Tuition	1912									0
23	Special Education Programs Pre-K Tuition	1913									0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
26	Adult/Continuing Education Programs Private Tuition	1916									0
27	CTE Programs Private Tuition	1917									0
28	Interscholastic Programs Private Tuition	1918									0
29	Summer School Programs Private Tuition	1919									0
30	Gifted Programs Private Tuition	1920									0
31	Bilingual Programs Private Tuition	1921									0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Student Activity Fund Expenditures	1999						321,134			321,134
34	Total Instruction¹⁴ (Without Student Activity Funds 1999)	1000	4,200,035	1,026,070	101,320	202,135	15,500	23,220	0	0	5,568,280
35	Total Instruction (With Student Activity Funds 1999)	1000	4,200,035	1,026,070	101,320	202,135	15,500	344,354	0	0	5,889,414
36	SUPPORT SERVICES (ED)	2000									
37	Support Services - Pupil	2100									
38	Attendance & Social Work Services	2110	135,000	35,050	500	2,000					172,550
39	Guidance Services	2120	90,000	22,120	1,000	6,000					119,120
40	Health Services	2130	162,500	10,040	3,500	2,000	2,000				180,040
41	Psychological Services	2140									0
42	Speech Pathology & Audiology Services	2150									0
43	Other Support Services - Pupils (Describe & Itemize)	2190	140,000	40	2,500	5,000					147,540
44	Total Support Services - Pupil	2100	527,500	67,250	7,500	15,000	2,000	0	0	0	619,250
45	Support Services - Instructional Staff	2200									
46	Improvement of Instruction Services	2210	375	90	49,275						49,740
47	Educational Media Services	2220	233,045	31,180	57,500	278,850	175,000	7,000			782,575
48	Assessment & Testing	2230			6,740						6,740
49	Total Support Services - Instructional Staff	2200	233,420	31,270	113,515	278,850	175,000	7,000	0	0	839,055
50	Support Services - General Administration	2300									
51	Board of Education Services	2310	19,080		49,500	5,000		13,000			86,580
52	Executive Administration Services	2320	205,920	29,280	4,500	2,500		3,000			245,200
53	Special Area Administration Services	2330			500						500
54	Tort Immunity Services	2361, 2365	0	0	0	0	0	0	0	0	0
55	Total Support Services - General Administration	2300	225,000	29,280	54,500	7,500	0	16,000	0	0	332,280
56	Support Services - School Administration	2400									
57	Office of the Principal Services	2410	559,448	119,315	15,500	5,350		4,090			703,703
58	Other Support Services - School Administration (Describe & Itemize)	2490									0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
59	Total Support Services - School Administration	2400	559,448	119,315	15,500	5,350	0	4,090	0	0	703,703
60	Support Services - Business	2500									
61	Direction of Business Support Services	2510									0
62	Fiscal Services	2520	207,600	68,700	22,000	2,000		1,000			301,300
63	Operation & Maintenance of Plant Services	2540									0
64	Pupil Transportation Services	2550			255						255
65	Food Services	2560	180,750	40,615	4,500	371,095	5,000	2,500			604,460
66	Internal Services	2570									0
67	Total Support Services - Business	2500	388,350	109,315	26,755	373,095	5,000	3,500	0	0	906,015
68	Support Services - Central	2600									
69	Direction of Central Support Services	2610									0
70	Planning, Research, Development & Evaluation Services	2620									0
71	Information Services	2630									0
72	Staff Services	2640									0
73	Data Processing Services	2660									0
74	Total Support Services - Central	2600	0	0	0	0	0	0	0	0	0
75	Other Support Services - Misc. (Describe & Itemize)	2900				2,900					2,900
76	Total Support Services	2000	1,933,718	356,430	217,770	682,695	182,000	30,590	0	0	3,403,203
77	COMMUNITY SERVICES (ED)	3000			340	1,990					2,330
78	PAYMENTS TO OTHER DIST & GOVT UNITS (ED)	4000									
79	Payments to Other Dist & Govt Units (In-State)	4100									
80	Payments for Regular Programs	4110									0
81	Payments for Special Education Programs	4120						631,000			631,000
82	Payments for Adult/Continuing Education Programs	4130									0
83	Payments for CTE Programs	4140						104,000			104,000
84	Payments for Community College Programs	4170									0
85	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
86	Total Payments to Other Dist & Govt Units (In-State)	4100			0			735,000			735,000
87	Payments for Regular Programs - Tuition	4210									0
88	Payments for Special Education Programs - Tuition	4220									0
89	Payments for Adult/Continuing Education Programs - Tuition	4230									0
90	Payments for CTE Programs - Tuition	4240									0
91	Payments for Community College Programs - Tuition	4270									0
92	Payments for Other Programs - Tuition	4280									0
93	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290									0
94	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
95	Payments for Regular Programs - Transfers	4310									0
96	Payments for Special Education Programs - Transfers	4320									0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
98	Payments for CTE Programs - Transfers	4340									0
99	Payments for Community College Program - Transfers	4370									0
100	Payments for Other Programs - Transfers	4380									0
101	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
102	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
103	Payments to Other Dist & Govt Units (Out of State)	4400									0
104	Total Payments to Other Dist & Govt Units	4000			0			735,000			735,000
105	DEBT SERVICE (ED)	5000									
106	Debt Service - Interest on Short-Term Debt	5100									
107	Tax Anticipation Warrants	5110									0
108	Tax Anticipation Notes	5120									0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130									0
110	State Aid Anticipation Certificates	5140									0
111	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
112	Total Debt Service - Interest on Short-Term Debt	5100						0			0
113	Debt Service - Interest on Long-Term Debt	5200									0
114	Total Debt Service	5000						0			0
115	PROVISION FOR CONTINGENCIES (ED)	6000									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
116	Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))		6,133,753	1,382,500	319,430	886,820	197,500	788,810	0	0	9,708,813
117	Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		6,133,753	1,382,500	319,430	886,820	197,500	1,109,944	0	0	10,029,947
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)										(652,478)
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)										(658,029)
120											
121	20 - OPERATIONS AND MAINTENANCE FUND (O&M)										
122	SUPPORT SERVICES (O&M)	2000									
123	Support Services - Pupil	2100									
124	Other Support Services - Pupils (Describe & Itemize)	2190									0
125	Support Services - Business	2500									
126	Direction of Business Support Services	2510									0
127	Facilities Acquisition & Construction Services	2530									0
128	Operation & Maintenance of Plant Services	2540	513,926	109,095	274,400	405,000	95,000				1,397,421
129	Pupil Transportation Services	2550									0
130	Food Services	2560									0
131	Total Support Services - Business	2500	513,926	109,095	274,400	405,000	95,000	0	0	0	1,397,421
132	Other Support Services - Misc. (Describe & Itemize)	2900									0
133	Total Support Services	2000	513,926	109,095	274,400	405,000	95,000	0	0	0	1,397,421
134	COMMUNITY SERVICES (O&M)	3000									0
135	PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000									
136	Payments to Other Dist & Govt Units (In-State)	4100									
137	Payments for Regular Programs	4110									0
138	Payments for Special Education Programs	4120									0
139	Payments for CTE Program	4140						35,000			35,000
140	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
141	Total Payments to Other Dist & Govt Units (In-State)	4100						35,000			35,000
142	Payments to Other Dist & Govt Units (Out of State) ¹⁴	4400									0
143	Total Payments to Other Dist & Govt Unit	4000						35,000			35,000
144	DEBT SERVICE (O&M)	5000									
145	Debt Service - Interest on Short-Term Debt	5100									
146	Tax Anticipation Warrants	5110									0
147	Tax Anticipation Notes	5120									0
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130									0
149	State Aid Anticipation Certificates	5140									0
150	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
151	Total Debt Service - Interest on Short-Term Debt	5100						0			0
152	Debt Service - Interest on Long-Term Debt	5200									0
153	Total Debt Service	5000						0			0
154	PROVISION FOR CONTINGENCIES (O&M)	6000									0
155	Total Direct Disbursements/Expenditures		513,926	109,095	274,400	405,000	95,000	35,000	0	0	1,432,421
156	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										5,209
157											
158	30 - DEBT SERVICE FUND (DS)										
159	PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000									
160	Payments to Other Dist & Govt Units (In-State)	4100									
161	Payments for Regular Programs	4110									0
162	Payments for Special Education Programs	4120									0
163	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
164	Total Payments to Other Dist & Govt Units (In-State)	4000						0			0
165	DEBT SERVICE (DS)	5000									
166	Debt Service - Interest on Short-Term Debt	5100									
167	Tax Anticipation Warrants	5110									0
168	Tax Anticipation Notes	5120									0
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
170	State Aid Anticipation Certificates	5140									0
171	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
172	Total Debt Service - Interest On Short-Term Debt	5100						0			0
173	Debt Service - Interest on Long-Term Debt	5200						1,625,450			1,625,450
174	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300						675,000			675,000
175	Debt Service - Other (Describe & Itemize)	5400									0
176	Total Debt Service	5000			0			2,300,450			2,300,450
177	PROVISION FOR CONTINGENCIES (DS)	6000									0
178	Total Direct Disbursements/Expenditures				0			2,300,450			2,300,450
179	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(678,325)
180											
181	40 - TRANSPORTATION FUND (TR)										
182	SUPPORT SERVICES (TR)	2000									
183	Support Services - Pupils	2100									
184	Other Support Services - Pupils (Describe & Itemize)	2190									0
185	Support Services - Business										
186	Pupil Transportation Services	2550	598,900	75,380	62,500	241,000	450,000				1,427,780
187	Other Support Services - Business (Describe & Itemize)	2900									0
188	Total Support Services	2000	598,900	75,380	62,500	241,000	450,000	0	0	0	1,427,780
189	COMMUNITY SERVICES (TR)	3000									0
190	PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000									
191	Payments to Other Dist & Govt Units (In-State)	4100									
192	Payments for Regular Program	4110									0
193	Payments for Special Education Programs	4120									0
194	Payments for Adult/Continuing Education Programs	4130									0
195	Payments for CTE Programs	4140									0
196	Payments for Community College Programs	4170									0
197	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
198	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
199	Payments to Other Dist & Govt Units (Out-of-State) (Describe & Itemize)	4400									0
200	Total Payments to Other Dist & Govt Units	4000			0			0			0
201	DEBT SERVICE (TR)	5000									
202	Debt Service - Interest on Short-Term Debt	5100									
203	Tax Anticipation Warrants	5110									0
204	Tax Anticipation Notes	5120									0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
206	State Aid Anticipation Certificates	5140									0
207	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
208	Total Debt Service - Interest On Short-Term Debt	5100						0			0
209	Debt Service - Interest on Long-Term Debt	5200									0
210	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									0
211	Debt Service - Other (Describe & Itemize)	5400									0
212	Total Debt Service	5000						0			0
213	PROVISION FOR CONTINGENCIES (TR)	6000									0
214	Total Direct Disbursements/Expenditures		598,900	75,380	62,500	241,000	450,000	0	0	0	1,427,780
215	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(315,550)
216											
217	50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)										
218	INSTRUCTION (MR/SS)	1000									
219	Regular Program	1100		67,980							67,980
220	Pre-K Programs	1125									0
221	Special Education Programs (Functions 1200-1220)	1200		54,525							54,525
222	Special Education Programs Pre-K	1225									0
223	Remedial and Supplemental Programs K-12	1250		3,670							3,670

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
224	Remedial and Supplemental Programs Pre-K	1275									0
225	Adult/Continuing Education Programs	1300									0
226	CTE Programs	1400									0
227	Interscholastic Programs	1500		23,780							23,780
228	Summer School Programs	1600									0
229	Gifted Programs	1650									0
230	Driver's Education Programs	1700									0
231	Bilingual Programs	1800									0
232	Truant Alternative & Optional Programs	1900									0
233	Total Instruction	1000		149,955							149,955
234	SUPPORT SERVICES (MR/SS)	2000									
235	Support Services - Pupil	2100									
236	Attendance & Social Work Services	2110		1,750							1,750
237	Guidance Services	2120		1,300							1,300
238	Health Services	2130		16,330							16,330
239	Psychological Services	2140									0
240	Speech Pathology & Audiology Services	2150									0
241	Other Support Services - Pupils (Describe & Itemize)	2190		16,320							16,320
242	Total Support Services - Pupil	2100		35,700							35,700
243	Support Services - Instructional Staff	2200									
244	Improvement of Instruction Services	2210		120							120
245	Educational Media Services	2220		23,190							23,190
246	Assessment & Testing	2230									0
247	Total Support Services - Instructional Staff	2200		23,310							23,310
248	Support Services - General Administration	2300									
249	Board of Education Services	2310		120							120
250	Executive Administration Services	2320		8,075							8,075
251	Special Area Administrative Services	2330									0
252	Claims Paid from Self Insurance Fund	2361									0
253	Risk Management and Claims Services Payments	2365									0
254	Total Support Services - General Administration	2300		8,195							8,195
255	Support Services - School Administration	2400									
256	Office of the Principal Services	2410		26,010							26,010
257	Other Support Services - School Administration (Describe & Itemize)	2490									0
258	Total Support Services - School Administration	2400		26,010							26,010
259	Support Services - Business	2500									
260	Direction of Business Support Services	2510									0
261	Fiscal Services	2520		20,425							20,425
262	Facilities Acquisition & Construction Services	2530									0
263	Operation & Maintenance of Plant Service	2540		64,750							64,750
264	Pupil Transportation Services	2550		68,700							68,700
265	Food Services	2560		21,150							21,150
266	Internal Services	2570									0
267	Total Support Services - Business	2500		175,025							175,025
268	Support Services - Central	2600									
269	Direction of Central Support Services	2610									0
270	Planning, Research, Development & Evaluation Services	2620									0
271	Information Services	2630									0
272	Staff Services	2640									0
273	Data Processing Services	2660									0
274	Total Support Services - Central	2600		0							0
275	Other Support Services - Misc. (Describe & Itemize)	2900									
276	Total Support Services	2000		268,240							268,240
277	COMMUNITY SERVICES (MR/SS)	3000									
278	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									
279	Payments for Regular Programs	4110									0
280	Payments for Special Education Programs	4120									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only		(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2		Funct #	Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
281	Payments for CTE Programs	4140									0
282	Total Payments to Other Dist & Govt Units	4000		0							0
283	DEBT SERVICE (MR/SS)	5000									
284	Debt Service - Interest on Short-Term Debt	5100									
285	Tax Anticipation Warrants	5110									0
286	Tax Anticipation Notes	5120									0
287	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
288	State Aid Anticipation Certificates	5140									0
289	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
290	Total Debt Service	5000						0			0
291	PROVISION FOR CONTINGENCIES (MR/SS)	6000									0
292	Total Direct Disbursements/Expenditures			418,195				0			418,195
293	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(46,135)
294											
295	60 - CAPITAL PROJECTS (CP)										
296	SUPPORT SERVICES (CP)	2000									
297	Support Services - Business										
298	Facilities Acquisition & Construction Services	2530					3,815,000				3,815,000
299	Other Support Services - Business (Describe & Itemize)	2900									0
300	Total Support Services	2000	0	0	0	0	3,815,000	0	0		3,815,000
301	PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									
302	Payments to Other Dist & Govt Units (In-State)	4100									
303	Payments to Regular Programs	4110									0
304	Payment for Special Education Programs	4120									0
305	Payment for CTE Programs	4140									0
306	Payments to Other Govt Units - Programs (In-State) (Describe & Itemize)	4190									0
307	Total Payments to Other Districts & Govt Units	4000			0			0			0
308	PROVISION FOR CONTINGENCIES (CP)	6000									0
309	Total Direct Disbursements/Expenditures		0	0	0	0	3,815,000	0	0		3,815,000
310	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(2,530,000)
311											
312	70 WORKING CASH FUND (WC)										
313											
314	80 - TORT FUND (TF)										
315	INSTRUCTION (TF)	1000									
316	Regular Programs	1100	0	0	0	0	0	0	0	0	0
317	Tuition Payment to Charter Schools	1115									0
318	Pre-K Programs	1125									0
319	Special Education Programs (Functions 1200 - 1220)	1200									0
320	Special Education Programs Pre-K	1225									0
321	Remedial and Supplemental Programs K-12	1250									0
322	Remedial and Supplemental Programs Pre-K	1275									0
323	Adult/Continuing Education Programs	1300									0
324	CTE Programs	1400									0
325	Interscholastic Programs	1500									0
326	Summer School Programs	1600									0
327	Gifted Programs	1650									0
328	Driver's Education Programs	1700									0
329	Bilingual Programs	1800									0
330	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
331	Pre-K Programs - Private Tuition	1910									0
332	Regular K-12 Programs Private Tuition	1911									0
333	Special Education Programs K-12 Private Tuition	1912									0
334	Special Education Programs Pre-K Tuition	1913									0
335	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
336	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
337	Adult/Continuing Education Programs Private Tuition	1916									0
338	CTE Programs Private Tuition	1917									0
339	Interscholastic Programs Private Tuition	1918									0
340	Summer School Programs Private Tuition	1919									0
341	Gifted Programs Private Tuition	1920									0
342	Bilingual Programs Private Tuition	1921									0
343	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
344	Total Instruction¹⁴	1000	0	0	0	0	0	0	0	0	0
345	SUPPORT SERVICES (TF)	2000									
346	Support Services - Pupil	2100									
347	Attendance & Social Work Services	2110									0
348	Guidance Services	2120									0
349	Health Services	2130									0
350	Psychological Services	2140									0
351	Speech Pathology & Audiology Services	2150									0
352	Other Support Services - Pupils <i>(Describe & Itemize)</i>	2190									0
353	Total Support Services - Pupil	2100	0	0	0	0	0	0	0	0	0
354	Support Services - Instructional Staff	2200									
355	Improvement of Instruction Services	2210									0
356	Educational Media Services	2220									0
357	Assessment & Testing	2230									0
358	Total Support Services - Instructional Staff	2200	0	0	0	0	0	0	0	0	0
359	Support Services - General Administration	2300									
360	Board of Education Services	2310									0
361	Executive Administration Services	2320									0
362	Special Area Administration Services	2330									0
363	Claims Paid from Self Insurance Fund	2361									0
364	Risk Management and Claims Services Payments	2365			441,020						441,020
365	Total Support Services - General Administration	2300	0	0	441,020	0	0	0	0	0	441,020
366	Support Services - School Administration	2400									
367	Office of the Principal Services	2410									0
368	Other Support Services - School Administration <i>(Describe & Itemize)</i>	2490									0
369	Total Support Services - School Administration	2400	0	0	0	0	0	0	0	0	0
370	Support Services - Business	2500									
371	Direction of Business Support Services	2510									0
372	Fiscal Services	2520									0
373	Facilities Acquisition & Construction Services	2530									0
374	Operation & Maintenance of Plant Services	2540									0
375	Pupil Transportation Services	2550									0
376	Food Services	2560									0
377	Internal Services	2570									0
378	Total Support Services - Business	2500	0	0	0	0	0	0	0	0	0
379	Support Services - Central	2600									
380	Direction of Central Support Services	2610									0
381	Planning, Research, Development & Evaluation Services	2620									0
382	Information Services	2630									0
383	Staff Services	2640									0
384	Data Processing Services	2660									0
385	Total Support Services - Central	2600	0	0	0	0	0	0	0	0	0
386	Other Support Services - Misc. <i>(Describe & Itemize)</i>	2900									
387	Total Support Services	2000	0	0	441,020	0	0	0	0	0	441,020
388	COMMUNITY SERVICES (TF)	3000									
389	PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
390	Payments to Other Dist & Govt Units (In-State)	4100									
391	Payments for Regular Programs	4110									0
392	Payments for Special Education Programs	4120									0
393	Payments for Adult/Continuing Education Programs	4130									0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
394	Payments for CTE Programs	4140									0
395	Payments for Community College Programs	4170									0
396	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
397	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
398	Payments for Regular Programs - Tuition	4210									0
399	Payments for Special Education Programs - Tuition	4220									0
400	Payments for Adult/Continuing Education Programs - Tuition	4230									0
401	Payments for CTE Programs - Tuition	4240									0
402	Payments for Community College Programs - Tuition	4270									0
403	Payments for Other Programs - Tuition	4280									0
404	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290									0
405	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
406	Payments for Regular Programs - Transfers	4310									0
407	Payments for Special Education Programs - Transfers	4320									0
408	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
409	Payments for CTE Programs - Transfers	4340									0
410	Payments for Community College Program - Transfers	4370									0
411	Payments for Other Programs - Transfers	4380									0
412	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
413	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
414	Payments to Other Dist & Govt Units (Out of State)	4400									0
415	Total Payments to Other Dist & Govt Units	4000			0			0			0
416	DEBT SERVICE (TF)	5000									
417	Debt Service - Interest on Short-Term Debt										
418	Tax Anticipation Warrants	5110									0
419	Tax Anticipation Notes	5120									0
420	Corporate Personal Property Replacement Tax Anticipation Notes	5130									0
421	State Aid Anticipation Certificates	5140									0
422	Other Interest or Short-Term Debt (Describe & Itemize)	5150									0
423	Debt Service - Interest on Long-Term Debt	5200									0
424	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									0
425	Debt Service - Other (Describe & Itemize)	5400									0
426	Total Debt Service	5000			0			0			0
427	PROVISION FOR CONTINGENCIES (TF)	6000									0
428	Total Direct Disbursements/Expenditures		0	0	441,020	0	0	0	0	0	441,020
429	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(8,360)
430											
431	90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
432	SUPPORT SERVICES (FP&S)	2000									
433	Support Services - Business	2500									
434	Facilities Acquisition & Construction Services	2530					432,600				432,600
435	Operation & Maintenance of Plant Service	2540									0
436	Total Support Services - Business	2500	0	0	0	0	432,600	0	0		432,600
437	Other Support Services - Misc. (Describe & Itemize)	2900									0
438	Total Support Services	2000	0	0	0	0	432,600	0	0		432,600
439	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
440	Payments to Regular Programs	4110									0
441	Payments to Special Education Programs	4120									0
442	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
443	Total Payments to Other Districts & Govt Units (FPS)	4000						0			0
444	DEBT SERVICE (FP&S)	5000									
445	Debt Service - Interest on Short-Term Debt	5100									
446	Tax Anticipation Warrants	5110									0
447	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
448	Total Debt Service - Interest on Short-Term Debt	5100						0			0
449	Debt Service - Interest on Long-Term Debt	5200									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total
450	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize)	5300									
451	Total Debt Service	5000						0			0
452	PROVISIONS FOR CONTINGENCIES (FP&S)	6000									0
453	Total Direct Disbursements/Expenditures		0	0	0	0	432,600	0	0		432,600
454	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(297,490)

7th/8th Band Choir Combo **Student & Parent Handbook and Interest Form**

Read the following handbook and turn in the signed interest form to Mr. Middleton if you would like to participate in the band/choir combo class.

Admittance to the combo class will be at the discretion of the band and choir teachers based on students' current level of responsibility and consistent preparation for band class.

Handbook Sections

Introduction
Course Description
Expectations for Combo Students
Class Schedule
Performance Dates
Grading Policy
Drop Policy
Combo Interest Sheet

Requires both student and parent/guardian signatures.

Introduction

With the approval of superintendent Jill Larson, Junior High Principal Brandon Radford, and the New Berlin CUSD 16 school board, we are happy to offer a combined 7th/8th Grade Band and Choir class for interested students beginning August 2026.

We are excited for students who love music to get to express their talents and interests in both ensembles. Participating in two ensembles does come with increased responsibilities and expectations so students can be a contributing member to both ensembles.

Rest assured that our music department is willing to support students so they can successfully participate. If a student is accepted into combo class, it is because we are confident they can handle it! It is also important that students and their families understand the expectations and responsibilities. This handbook will describe many of the policies and expectations that are unique to the experience.

Please reach out to either Ms. Barrett (kbarrett@pretzelpride.com) or Mr. Middleton (cmiddleton@pretzelpride.com) with questions or concerns, and we will be happy to help guide each student in deciding if combo class is right for them!

Course Description

Band/Choir Combo is a full year course offered to 7th and 8th grade students who want to both play in the band and sing in the choir. Previous participation in band is required (exceptions may be made at the discretion of the band director). No previous choral experience is required to participate in this class.

Students will receive instruction in fundamental music concepts for both ensemble settings, including rhythm, pitch, tone production, sight-reading, and ensemble performance. Emphasis is placed on proper technique, collaboration, and musicianship while fostering an appreciation for a variety of musical styles and genres.

Students will participate in rehearsals and performances as both band and choir members.

Participation in this class requires attending performances outside of the normal school day for both ensembles.

Expectations for Combo Students

- Students are expected to know what class they are supposed to attend each day.
- Students will be responsible for being prepared musically and with needed materials for both classes.
- Students will be expected to complete classwork and homework for both classes (including practice).
- Students are expected to keep class materials organized.

- Students will perform **all** concert music for **both** ensembles and will be graded at the same standard as fellow ensemble members. This means they may need to practice band or choir music at home in order to feel prepared for the performances.

Class Schedule

Students will attend band every Monday and Wednesday.

Students will attend choir every Tuesday and Thursday.

Students will alternate between band and choir on Fridays with the following schedule:

August - December

Friday 8/21/26	Band
Friday 8/28/26	Choir
Friday 9/4/26	Band
Friday 9/11/26	Choir
Friday 9/18/26	Band

Friday 9/25/26	Choir
Friday 10/2/26	Band
Friday 10/9/26	No School
Friday 10/16/26	Choir
Friday 10/23/26	Band
Friday 10/30/26	Choir
Friday 11/6/26	Band
Friday 11/13/26	Choir
Friday 11/20/26	Band
Friday 11/27/26	No School
Friday 12/4/26	Choir
Friday 12/11/26	Band
Friday 12/18/26	Choir

January - May

Friday 1/8/27	Band
Friday 1/15/27	Choir
Friday 1/22/27	Band
Friday 1/29/27	Choir
Friday 2/5/27	Band
Friday 2/12/27	Choir
Friday 2/19/27	Band

Friday 2/26/27	Choir
Friday 3/5/27	Band
Friday 3/12/27	Choir
Friday 3/19/27	Band
Friday 3/26/27	Choir
Friday 4/2/27	No School - Spring Break
Friday 4/9/27	Band
Friday 4/16/27	Choir
Friday 4/23/27	Band
Friday 4/30/27	Choir
Friday 5/7/27	Emergency Day Band (If school is in session)
Friday 5/14/27	Emergency Day Choir (If school is in session)
Friday 5/21/27	Emergency Day Band (If school is in session)
Friday 5/28/27	Emergency Day Choir (If school is in session)

Performance Dates

Performance dates are TBA at this time.

Combo students will be expected to perform in all required events for both ensembles.

Choir Performance Absence Policy

- ❖ Sport schedules are all unique and will be worked out on a case-by-case basis
 - Individual Players need to give both myself and their respective coach the schedules and see if there are any conflicts and work those out at least a week before the performance/game.
- ❖ **If you are NOT able to make a performance, please contact the director as soon as you are able.**
- ❖ If you miss a performance: you have one week (from your return to school) to arrange singing through your music for me to make up your concert grade.

Grading Policy

Combo students will be in their own Skyward class that both the band and choir teacher will contribute to.

Students will have a shared grading policy between the teachers, including:

- Participation - 10%
 - Entered bi-weekly - 4 points available per day. 40 points available every 2 weeks (20 possible points per teacher).
- Assignments - 20%
- Tests - 25%
 - Students will be given at least 2 extra days to complete Tests or Assignments.
- Performances - 45%
 - Performance grades will be split between students' band & choir performances.
 - Each teacher will add half of the overall performance grade.
 - Ex: If 40 points are available for a concert performance grade, then Ms. Barrett and Mr. Middleton will each give 20 points.

Dropping Policy

Students who make the commitment to be in combo class are expected to be in the course for the entire year.

In the event a student is unable to meet the academic demands for band, choir, or their other classes, a parent/guardian, the band or choir teacher, or administrator can initiate a request or recommendation to drop combo class and choose to perform in band or choir only. Once the request has been shared with the band or choir teacher, both teachers will either approve or deny the drop request. Parents/guardians will be informed by email and teachers will initiate the drop procedures at school.

Except for emergency situations, all drops will occur at the end of the nearest grading period.

7th/8th Band Choir Combo Interest Form

Return this form signed by both the student and the parent/guardian and
return to Mr. Middleton.

Students (and their guardians) who are accepted into combo class will receive email communication from
either the band or choir teacher upon their acceptance.

Student Name: _____

Grade for the Upcoming School Year: _____

Previous Band Experience: (Circle) Yes No If yes, how many years? _____

Previous Choir Experience: (Circle) Yes No If yes, how many years? _____

Student Statements

To participate in combo class, I understand my responsibility and am willing to

- Know my class schedule and attend band and choir classes on their assigned day.
- Prepare my music and bring needed materials to both classes.
- Complete classwork and homework for both classes (including practice).
- Keep class materials organized.
- Attend and participate in all required performances for both band and choir.

- Have **all** concert music for **both** ensembles prepared by each concert day, even if that means I need to make time for additional practice at home.

Student Signature: _____

Date: _____

Parent Statements

I understand the expectations for my student including

- Students are expected to be prepared musically and with needed materials for both classes.
- Students are expected to complete classwork and homework for both classes (including practice).
- Students are expected to attend and participate in all required performances for both band and choir.
- Students are expected to have **all** concert music for **both** ensembles prepared by each concert day, which may require additional practice at home.

I am willing to

- Help my student learn the combo schedule.
- Ensure my student is able to attend all required performances for both band and choir.
- Reach out to my student's teachers proactively with questions or concerns.

Parent/Guardian Signature: _____

Date: _____

Teacher Contact Information

Katie Barrett
NBJHS Choir
kbarrett@pretzelpride.com

Colton Middleton
NBJHS Band
cmiddleton@pretzelpride.com



May 1, 2026

New Berlin CUSD #16
600 N. Cedar
New Berlin, IL 62670

Re: Stadium Light Pole Replacement
BLDD Project #266EF01.400
BID TABULATION

Enclosed is a Bid Tabulation Form showing the results of the bids opened on 5/1/2026 for the above-referenced project. We have reviewed the bid of Anderson Electric, Inc., and it appears to be in order.

Please advise if the Owner intends to accept the Base Bid as submitted by Anderson Electric, Inc. in the amount of \$183,640.00.

We also recommend maintaining a construction contingency of approximately 10% of the bid amount to cover unforeseen conditions that may occur during construction. ISBE has approved \$206,808 in Fire Prevention and Safety Funding for the construction of this project.

We left the original bids and bid bonds with you. Please return the bid bond to each unsuccessful bidder after the board has approved a contract.

Please notify us of the board's actions concerning this bid, as well as your time frame for establishing a pre-construction conference and issuing a Notice to Proceed.

Sincerely,

BLDD Architects, Inc.

A handwritten signature in blue ink, appearing to read "Paul O'Connell", is written over a light blue rectangular background.

AIA, NCARB, LEED AP
Associate | Senior Architect

enclosures

H:\C\266EF01.400 New Berlin Stadium Light Pole Replacement\Information\Bidding\backup\Bid Tab Ltr.docx

Bid Tabulation Form

DATE: 5/1/2026
TIME: 10:00 a.m.
PROJECT NAME: Stadium Light Pole Replacement
CLIENT: New Berlin CUSD #16
LOCATION: District Office
BLDD PROJECT: 266EF01.400

Contractor	Bid Bond	Base Bid	Comments
Anderson Electric, Inc.	Yes	\$183,640.00	70 Days to complete the Work.
B&B Electric, Inc.	Yes	\$192,950.00	62 Days to complete the Work

To: New Berlin CUSD #16
600 N. Cedar
New Berlin, IL 62670

Project: Stadium Light Pole Replacement

Date: 5/1/2026

Submitted by:
(full name)

Anderson Electric, Inc.

(full address)

3501 6th Street Frontage Road W.

Springfield, IL 62703

1. OFFER

Having examined the Place of the Work and all matters referred to in the Instructions to Bidders and the Contract Documents prepared by BLDD Architects, Inc., Architect for the above mentioned project, we, the undersigned, hereby offer to enter into a contract to perform the Work for:

(Amount shall be shown in both words and figures. In case of discrepancy, the amount shown in words shall govern.)

- A. Base Bid: All work associated with the Stadium Light pole Replacement Project for the contract sum of:

One Hundred Eight Three Thousand, Six Hundred Forty & No/100---- Dollars (\$ 183,640.00).

We have included herewith, the Bid Security as required by the Instructions to Bidders.

All federal taxes, State of Illinois taxes, and local municipal taxes as applicable are included in the Bid Sum. Purchasing of building materials for incorporation into the project is exempt from the Illinois Retailer's Occupation and Use Tax (sales tax) and therefore such tax shall be excluded from the Bid Sum.

2. ACCEPTANCE

This offer shall be open to acceptance and is irrevocable for thirty (30) days from the Bid closing date.

If the Bid is accepted by the Owner within the time period stated above, we will:

- A. Execute the Agreement within ten (10) days of receipt of Notice of Award.
B. Furnish the required bonds within ten (10) days of receipt of Notice of Award in the form described in the Supplementary Conditions.

- C. Furnish the required Certificate of Insurance within ten (10) days of receipt of Notice of Award in the form and amounts described in the Supplementary Conditions.
- D. Commence work as established by the written Notice to Proceed.

If this Bid is accepted within the time stated, and we fail to commence the Work or we fail to provide the required Bonds(s), the Bid Security shall be forfeited as damages to the Owner by reason of our failures.

In the event our Bid is not accepted within the time stated above, the required security deposit shall be returned to the undersigned, in accordance with the provisions of the Instructions to Bidders; unless a mutually satisfactory arrangement is made for its retention and validity for an extended period of time.

3. CONTRACT TIME

Pending receipt of the Notice to Proceed, the Contractor will have access to the site no earlier than 6:00 a.m. on June 1, 2026.

The Owner requires that the work of this contract be completed as quickly as possible. Consideration will be given to time of completion when reviewing the submitted bids.

We, the undersigned bidder, will fully complete the Work in seventy (70) consecutive calendar days from the date established as the Date of Commencement in the Notice to Proceed to be issued by the Architect. [Refer to Section 01 1000 – Project Summary for Work Sequence.]

4. ADDENDA

The following Addenda have been received. The modifications to the Bid Documents noted therein have been considered and all costs thereto are included in the Bid Sum.

Addendum # _____ Dated _____

Addendum # _____ Dated _____

Addendum # _____ Dated _____

Addendum # _____ Dated _____

We understand, and hereby agree, that we are obligated to use the indicated subcontractors, unless prior written permission to change has been obtained from the Owner.

5. BID FORM SIGNATURE(S)

The Corporate Seal of

Anderson Electric, Inc.

(Bidder - please print the full name of your Proprietorship, Partnership, or Corporation)

was hereunto affixed in the presence of:



Rodney W. Frey Jr. Vice President
(Authorized signing officer) (Title)

M. Dill Interim CEO
(Authorized signing officer) (Title)

If the bid is a joint venture or partnership, add additional forms of execution for each member of the joint venture in the appropriate form or forms as above.

END 00 4100



AIA Document A310tm - 2010

Bid Bond

Contractor:

(Name, Legal Status and Address)

Anderson Electric Inc.
3501 6th Street Frontage Rd W
Springfield IL 62703

Surety:

(Name, Legal Status and Principal Place of Business)

Fidelity & Deposit Company of Maryland
1299 Zurich Way 5th Floor
Schaumburg IL 60196

Owner:

(Name, Legal Status and Address)

New Berlin C.U.S.D. #16
600 Cedar Street
New Berlin, IL 62670

Bond Amount: Five percent of bid

Project:

(Name, location or address, and Project number, if any)

Stadium Light Pole Replacement New Berlin High School

The Contractor and Surety are bound to the Owner in the amount set forth above, for the payment of which the Contractor and Surety bind themselves, their heirs, executors, administrators, successors and assigns, jointly and severally, as provided herein. The conditions of this Bond are such that if the Owner accepts the bid of the Contractor within the time specified in the bid documents, or within such time period as may be agreed to by the Owner and Contractor, and the Contractor either (1) enters into a contract with the Owner in accordance with the terms of such bid, and give such bond or bonds as may be Specified in the bidding or Contract Documents, with a surety admitted in the jurisdiction of the Project and otherwise acceptable to the Owner, for the faithful performance of such Contract and for the prompt payment of labor and material furnished in the prosecution thereof; or (2) pays to the Owner the difference, not to exceed the amount of this Bond, between the amount specified in said bid and such larger amount for which the Owner may in good faith contract with another party to perform the work covered by said bid, then this obligation shall be null and void, otherwise to remain in full force and effect. The Surety hereby waived any notice of an agreement between the Owner and Contractor to extend the time in which the Owner may accept the bid. Waiver of notice by the Surety shall not apply to any extension exceeding sixty (60) days in the aggregate beyond the time for acceptance of bids specified in the bid documents, and the Owner and Contractor shall obtain the Surety's consent for an extension beyond sixty (60) days.

If this Bond is issued in connection with a subcontractor's bid to a Contractor, the term Contractor in this Bond shall be deemed to be Subcontractor and the term Owner shall be deemed to be Contractor.

When this Bond has been furnished to comply with a statutory or other legal requirement in the location of the Project, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this Bond shall be construed as a statutory bond and not as a common law bond.

ADDITIONS AND DELETIONS:

The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

The document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

Any singular reference to Contractor, Surety, Owner or other party shall be considered plural where applicable.

Signed and sealed this 1st day of May, 2026

Sara Reynolds
(Witness)

Catherine L. Allen
(Witness)

Anderson Electric Inc.
(Contractor as Principal) (Seal)

Rodney A. Frey, Jr.
(Title) Rodney A. Frey, Jr., Vice President

Fidelity & Deposit Company of Maryland
(Surety) (Seal)

Holli Schorey
(Title) Holli Schorey, Attorney-in-Fact



State of Illinois

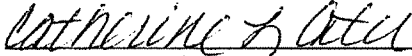
} ss:

County of Macon

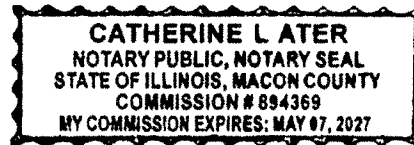
On 1st day of May, 2026 before me, a Notary Public in and for said County and State, residing therein, duly commissioned and sworn, personally appeared **Holli Schorey**

known to me to be Attorney-in-Fact of Fidelity & Deposit Company of Maryland the corporation described in and that executed the within and foregoing instrument, and known to me to be the person who executed the said instrument in behalf of the said corporation, and he duly acknowledged to me that such corporation executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year stated in this certificate above.



(Notary Public)



**ZURICH AMERICAN INSURANCE COMPANY
COLONIAL AMERICAN CASUALTY AND SURETY COMPANY
FIDELITY AND DEPOSIT COMPANY OF MARYLAND
POWER OF ATTORNEY**

KNOW ALL MEN BY THESE PRESENTS: That the ZURICH AMERICAN INSURANCE COMPANY, a corporation of the State of New York, the COLONIAL AMERICAN CASUALTY AND SURETY COMPANY, a corporation of the State of Illinois, and the FIDELITY AND DEPOSIT COMPANY OF MARYLAND a corporation of the State of Illinois (herein collectively called the "Companies"), by Christopher Nolan, Vice President, in pursuance of authority granted by Article V, Section 8, of the By-Laws of said Companies, which are set forth on the reverse side hereof and are hereby certified to be in full force and effect on the date hereof, do hereby nominate, constitute, and Wesley P. SHADE, Daniel A. MARTINI, Michael K. BREHENY, James MORGASON, Ashlyn B. TUCKER, Joseph A. MARTINI, Matthew D. BENNETT, Holli SCHOREY, of Forsyth, Illinois, its true and lawful agent and Attorney-in-Fact, to make, execute, seal and deliver, for, and on its behalf as surety, and as its act and deed: **any and all bonds and undertakings**, and the execution of such bonds or undertakings in pursuance of these presents, shall be as binding upon said Companies, as fully and amply, to all intents and purposes, as if they had been duly executed and acknowledged by the regularly elected officers of the ZURICH AMERICAN INSURANCE COMPANY at its office in New York, New York., the regularly elected officers of the COLONIAL AMERICAN CASUALTY AND SURETY COMPANY at its office in Owings Mills, Maryland., and the regularly elected officers of the FIDELITY AND DEPOSIT COMPANY OF MARYLAND at its office in Owings Mills, Maryland., in their own proper persons.

The said Vice President does hereby certify that the extract set forth on the reverse side hereof is a true copy of Article V, Section 8, of the By-Laws of said Companies, and is now in force.

IN WITNESS WHEREOF, the said Vice-President has hereunto subscribed his/her names and affixed the Corporate Seals of the said ZURICH AMERICAN INSURANCE COMPANY, COLONIAL AMERICAN CASUALTY AND SURETY COMPANY, and FIDELITY AND DEPOSIT COMPANY OF MARYLAND, this 30th day of October, A.D. 2025.



ATTEST:
ZURICH AMERICAN INSURANCE COMPANY
COLONIAL AMERICAN CASUALTY AND SURETY COMPANY
FIDELITY AND DEPOSIT COMPANY OF MARYLAND

By: *Christopher Nolan*
Vice President

By: *Dawn E. Brown*
Secretary

**State of Maryland
County of Baltimore**

On this 30th day of October, A.D. 2025, before the subscriber, a Notary Public of the State of Maryland, duly commissioned and qualified, Christopher Nolan, Vice President and Dawn E. Brown, Secretary of the Companies, to me personally known to be the individuals and officers described in and who executed the preceding instrument, and acknowledged the execution of same, and being by me duly sworn, depose and saith, that he/she is the said officer of the Company aforesaid, and that the seals affixed to the preceding instrument are the Corporate Seals of said Companies, and that the said Corporate Seals and the signature as such officer were duly affixed and subscribed to the said instrument by the authority and direction of the said Corporations.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed my Official Seal the day and year first above written.

Genevieve M. Malson
Notary Public
My Commission Expires January 27, 2029



Authenticity of this bond can be confirmed at bondvalidator.zurichna.com or 410-559-8790

EXTRACT FROM BY-LAWS OF THE COMPANIES

"Article V, Section 8, Attorneys-in-Fact. The Chief Executive Officer, the President, or any Executive Vice President or Vice President may, by written instrument under the attested corporate seal, appoint attorneys-in-fact with authority to execute bonds, policies, recognizances, stipulations, undertakings, or other like instruments on behalf of the Company, and may authorize any officer or any such attorney-in-fact to affix the corporate seal thereto; and may with or without cause modify or revoke any such appointment or authority at any time."

CERTIFICATE

I, the undersigned, Vice President of the ZURICH AMERICAN INSURANCE COMPANY, the COLONIAL AMERICAN CASUALTY AND SURETY COMPANY, and the FIDELITY AND DEPOSIT COMPANY OF MARYLAND, do hereby certify that the foregoing Power of Attorney is still in full force and effect on the date of this certificate; and I do further certify that Article V, Section 8, of the By-Laws of the Companies is still in force.

This Power of Attorney and Certificate may be signed by facsimile under and by authority of the following resolution of the Board of Directors of the ZURICH AMERICAN INSURANCE COMPANY at a meeting duly called and held on the 15th day of December 1998.

RESOLVED: "That the signature of the President or a Vice President and the attesting signature of a Secretary or an Assistant Secretary and the Seal of the Company may be affixed by facsimile on any Power of Attorney...Any such Power or any certificate thereof bearing such facsimile signature and seal shall be valid and binding on the Company."

This Power of Attorney and Certificate may be signed by facsimile under and by authority of the following resolution of the Board of Directors of the COLONIAL AMERICAN CASUALTY AND SURETY COMPANY at a meeting duly called and held on the 5th day of May, 1994, and the following resolution of the Board of Directors of the FIDELITY AND DEPOSIT COMPANY OF MARYLAND at a meeting duly called and held on the 10th day of May, 1990.

RESOLVED: "That the facsimile or mechanically reproduced seal of the company and facsimile or mechanically reproduced signature of any Vice-President, Secretary, or Assistant Secretary of the Company, whether made heretofore or hereafter, wherever appearing upon a certified copy of any power of attorney issued by the Company, shall be valid and binding upon the Company with the same force and effect as though manually affixed.

IN TESTIMONY WHEREOF, I have hereunto subscribed my name and affixed the corporate seals of the said Companies, this 1st day of May, 2026.



MJ Pethick

Mary Jean Pethick
Vice President

TO REPORT A CLAIM WITH REGARD TO A SURETY BOND, PLEASE SUBMIT A COMPLETE DESCRIPTION OF THE CLAIM INCLUDING THE PRINCIPAL ON THE BOND, THE BOND NUMBER, AND YOUR CONTACT INFORMATION TO:

Zurich Surety Claims
1299 Zurich Way
Schaumburg, IL 60196-1056
reportsfclaims@zurichna.com
800-626-4577

Authenticity of this bond can be confirmed at bondvalidator.zurichna.com or 410-559-8790

DIVISION 00 - PROCUREMENT AND CONTRACT DOCUMENT

Section 00 4100 - Bid Form

To: New Berlin CUSD #16
600 N. Cedar
New Berlin, IL 62670

Project: Stadium Light Pole Replacement

Date: MAY 1, 2026

Submitted by:
(full name)

B&B ELECTRIC, INC.

(full address)

3000 REILLY DRIVE

SPRINGFIELD, IL 62703

1. OFFER

Having examined the Place of the Work and all matters referred to in the Instructions to Bidders and the Contract Documents prepared by BLDD Architects, Inc., Architect for the above mentioned project, we, the undersigned, hereby offer to enter into a contract to perform the Work for:

(Amount shall be shown in both words and figures. In case of discrepancy, the amount shown in words shall govern.)

- A. Base Bid: All work associated with the Stadium Light pole Replacement Project for the contract sum of:

ONE HUNDRED NINETY TWO THOUSAND NINE HUNDRED FIFTY Dollars (\$ 192,950.00).

We have included herewith, the Bid Security as required by the Instructions to Bidders.

All federal taxes, State of Illinois taxes, and local municipal taxes as applicable are included in the Bid Sum. Purchasing of building materials for incorporation into the project is exempt from the Illinois Retailer's Occupation and Use Tax (sales tax) and therefore such tax shall be excluded from the Bid Sum.

2. ACCEPTANCE

This offer shall be open to acceptance and is irrevocable for thirty (30) days from the Bid closing date.

If the Bid is accepted by the Owner within the time period stated above, we will:

- A. Execute the Agreement within ten (10) days of receipt of Notice of Award.
- B. Furnish the required bonds within ten (10) days of receipt of Notice of Award in the form described in the Supplementary Conditions.

- C. Furnish the required Certificate of Insurance within ten (10) days of receipt of Notice of Award in the form and amounts described in the Supplementary Conditions.
- D. Commence work as established by the written Notice to Proceed.

If this Bid is accepted within the time stated, and we fail to commence the Work or we fail to provide the required Bonds(s), the Bid Security shall be forfeited as damages to the Owner by reason of our failures.

In the event our Bid is not accepted within the time stated above, the required security deposit shall be returned to the undersigned, in accordance with the provisions of the Instructions to Bidders; unless a mutually satisfactory arrangement is made for its retention and validity for an extended period of time.

3. CONTRACT TIME

Pending receipt of the Notice to Proceed, the Contractor will have access to the site no earlier than 6:00 a.m. on June 1, 2026.

The Owner requires that the work of this contract be completed as quickly as possible. Consideration will be given to time of completion when reviewing the submitted bids.

We, the undersigned bidder, will fully complete the Work in SIXTY TWO (62) consecutive calendar days from the date established as the Date of Commencement in the Notice to Proceed to be issued by the Architect. [Refer to Section 01 1000 – Project Summary for Work Sequence.]

4. ADDENDA

The following Addenda have been received. The modifications to the Bid Documents noted therein have been considered and all costs thereto are included in the Bid Sum.

Addendum # _____ Dated _____

Addendum # _____ Dated _____

Addendum # _____ Dated _____

Addendum # _____ Dated _____

We understand, and hereby agree, that we are obligated to use the indicated subcontractors, unless prior written permission to change has been obtained from the Owner.

5. BID FORM SIGNATURE(S)

The Corporate Seal of

B&B ELECTRIC, INC.

(Bidder - please print the full name of your Proprietorship, Partnership, or Corporation)

was hereunto affixed in the presence of:

MICHAEL A. CURRY

VICE PRESIDENT

(Authorized signing officer)

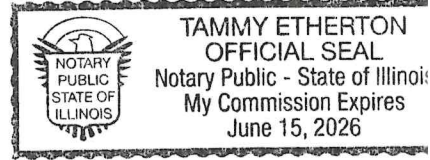
(Title)

(Seal)

Michael Curry vice president
(Authorized signing officer) (Title)

Tammy Etherton - Tammy Etherton - office manager

If the bid is a joint venture or partnership, add additional forms of execution for each member of the joint venture in the appropriate form or forms as above.



END 00 4100

AIA[®] Document A310[™] – 2010

Bid Bond

CONTRACTOR:

(Name, legal status and address)

B & B Electric, Inc.
3000 Reilly Drive
Springfield, IL. 62703

SURETY:

(Name, legal status and principal place of business)

The Cincinnati Insurance Company
6200 S. Gilmore Road
Fairfield, OH. 45014

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

Any singular reference to Contractor, Surety, Owner or other party shall be considered plural where applicable.

OWNER:

(Name, legal status and address)

New Berlin CUSD #16
600 N. Cedar
New Berlin, IL. 62670

BOND AMOUNT: (---5%---)

Five Percent of Bid Amount

PROJECT:

(Name, location or address, and Project number, if any)

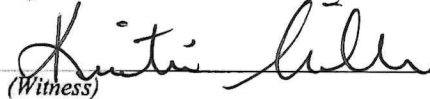
Stadium Light Pole Replacement

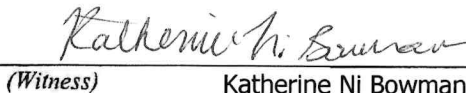
The Contractor and Surety are bound to the Owner in the amount set forth above, for the payment of which the Contractor and Surety bind themselves, their heirs, executors, administrators, successors and assigns, jointly and severally, as provided herein. The conditions of this Bond are such that if the Owner accepts the bid of the Contractor within the time specified in the bid documents, or within such time period as may be agreed to by the Owner and Contractor, and the Contractor either (1) enters into a contract with the Owner in accordance with the terms of such bid, and gives such bond or bonds as may be specified in the bidding or Contract Documents, with a surety admitted in the jurisdiction of the Project and otherwise acceptable to the Owner, for the faithful performance of such Contract and for the prompt payment of labor and material furnished in the prosecution thereof; or (2) pays to the Owner the difference, not to exceed the amount of this Bond, between the amount specified in said bid and such larger amount for which the Owner may in good faith contract with another party to perform the work covered by said bid, then this obligation shall be null and void, otherwise to remain in full force and effect. The Surety hereby waives any notice of an agreement between the Owner and Contractor to extend the time in which the Owner may accept the bid. Waiver of notice by the Surety shall not apply to any extension exceeding sixty (60) days in the aggregate beyond the time for acceptance of bids specified in the bid documents, and the Owner and Contractor shall obtain the Surety's consent for an extension beyond sixty (60) days.

If this Bond is issued in connection with a subcontractor's bid to a Contractor, the term Contractor in this Bond shall be deemed to be Subcontractor and the term Owner shall be deemed to be Contractor.

When this Bond has been furnished to comply with a statutory or other legal requirement in the location of the Project, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this Bond shall be construed as a statutory bond and not as a common law bond.

Signed and sealed this 1st day of May, 2026.


(Witness)


(Witness) Katherine Ni Bowman

B & B Electric, Inc.
(Principal)  (Seal)
(Title) president
The Cincinnati Insurance Company
(Surety)  (Seal)
(Title) Andrea J. Petfilli, Attorney-in-Fact

CAUTION: You should sign an original AIA Contract Document, on which this text appears in RED. An original assures that changes will not be obscured.

Init.

THE CINCINNATI INSURANCE COMPANY
THE CINCINNATI CASUALTY COMPANY

Fairfield, Ohio

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: That THE CINCINNATI INSURANCE COMPANY and THE CINCINNATI CASUALTY COMPANY, corporations organized under the laws of the State of Ohio, and having their principal offices in the City of Fairfield, Ohio (herein collectively called the "Companies"), do hereby constitute and appoint

Michael A. Aiello; John S. Hester; Gary J. Hoecker; James J. Reavy; John P. Eck, Jr. Linda Garner; Todd R. Sowle; Kim Fenton; David White; Christopher Leming; Lori Ruppel Williams; Kathleen K. Stephens and/or Andrea J. Petrilli

of Springfield, Illinois

their true and legal Attorney(s)-in-Fact, each in their separate capacity if more than one is named above, to sign, execute, seal and deliver on behalf of the Companies as Surety, any and all bonds, policies, undertakings or other like instruments, as follows:

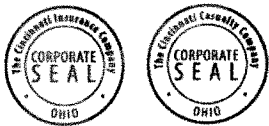
Any such obligations in the United States, up to
Fifty Million and No/100 Dollars (\$50,000,000.00).

This appointment is made under and by authority of the following resolutions adopted by the Boards of Directors of The Cincinnati Insurance Company and The Cincinnati Casualty Company, which resolutions are now in full force and effect, reading as follows:

RESOLVED, that the President or any Senior Vice President be hereby authorized, and empowered to appoint Attorneys-in-Fact of the Company to execute any and all bonds, policies, undertakings, or other like instruments on behalf of the Corporation, and may authorize any officer or any such Attorney-in-Fact to affix the corporate seal; and may with or without cause modify or revoke any such appointment or authority. Any such writings so executed by such Attorneys-in-Fact shall be binding upon the Company as if they had been duly executed and acknowledged by the regularly elected officers of the Company.

RESOLVED, that the signature of the President or any Senior Vice President and the seal of the Company may be affixed by facsimile on any power of attorney granted, and the signature of the Secretary or Assistant Vice-President and the Seal of the Company may be affixed by facsimile to any certificate of any such power and any such power of certificate bearing such facsimile signature and seal shall be valid and binding on the Company. Any such power so executed and sealed and certified by certificate so executed and sealed shall, with respect to any bond or undertaking to which it is attached, continue to be valid and binding on the Company.

IN WITNESS WHEREOF, the Companies have caused these presents to be sealed with their corporate seals, duly attested by their President or any Senior Vice President this 16th day of March, 2021.



STATE OF OHIO)SS:
COUNTY OF BUTLER)

THE CINCINNATI INSURANCE COMPANY
THE CINCINNATI CASUALTY COMPANY

Stephen A. Wente

On this 16th day of March, 2021 before me came the above-named President or Senior Vice President of The Cincinnati Insurance Company and The Cincinnati Casualty Company, to me personally known to be the officer described herein, and acknowledged that the seals affixed to the preceding instrument are the corporate seals of said Companies and the corporate seals and the signature of the officer were duly affixed and subscribed to said instrument by the authority and direction of said corporations.



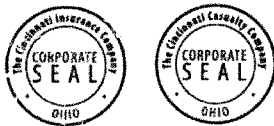
Keith Collett

Keith Collett, Attorney at Law
Notary Public - State of Ohio

My commission has no expiration date.
Section 147.03 O.R.C.

I, the undersigned Secretary or Assistant Vice-President of The Cincinnati Insurance Company and The Cincinnati Casualty Company, hereby certify that the above is the Original Power of Attorney issued by said Companies, and do hereby further certify that the said Power of Attorney is still in full force and effect.

Given under my hand and seal of said Companies at Fairfield, Ohio, this 1st day of May, 2026



Ed H

STATE Illinois

COUNTY Sangamon

On May 1, 2026, before me, a Notary Public in and for said County and State, residing therein, duly Commissioned and Sworn personally appeared Andrea J. Petrilli, known to me to be Attorney-in-Fact of The Cincinnati Insurance Company, who executed the within and foregoing instrument, and known to me to be the person who executed the said instrument on behalf of the said Corporation, and they duly acknowledged to me that such Corporation executed the same. IN WITNESS WHEREOF, I have hereunto set my hand and affixed my Official Seal the day and year stated in this certificate above.

MY COMMISSION EXPIRES: 11-17-2029

NOTARY PUBLIC *Katherine N. Bowman*



2025-26 Student Handbook



New Berlin Junior High Home of Pretzel Pride

300 E. Ellis St.
New Berlin, IL 62670
Office (217) 488-6012
FAX (217) 488-3207
Attendance (217) 488-6012 ext. 1072
<http://www.pretzelpride.com>

This 2025-26 Student Handbook Belongs to:

Name: _____

(1st hour) Teacher: _____

This handbook is subject to change due to any new laws passed by the general assembly. The online version of this handbook will be the most current version for parents and students to review. It can be revised at any time throughout the school year.

New Berlin Junior High Quick Reference Guide

School Hours	8:15 AM – 3:16 PM
Building Opens	7:30 AM
Main Office Number	(217) 488-6012
Attendance Call-Off Time	By 8:00 AM
School Website	www.pretzelpride.com
Principal	Mr. Brandon Radford
Chromebook Expectation	Charged Daily / If Issues - See Chromebook Office Prior to Start of School Day
Athletic Eligibility	Checked Weekly - Contact Athletic Office with Questions
Passing Time	4 Minutes
Early Dismissal Procedures	Parent/guardian must sign student out in office
After School Expectations	Students must leave by 3:26 PM unless supervised
School Closings	Rooms Notification System, District Website, District Social Media Pages, and Local Radio Stations
Lunch Expectations	Respectful and appropriate behavior required
Cell Phone Expectations	In School Locker during Instructional Time / Can Only Be Used During Passing Periods & Lunch

Pretzels Prepared for Life!

This handbook contains all information pertinent to being a successful student at New Berlin Junior High School.

Tardy - You are allowed 3 tardy passes for each semester. If you are late, present this form to your teacher and they will sign off on the box to excuse your tardy. If you are tardy, your teacher will notify you that you will receive a penalty. Penalties for tardies are as follows. . .

1st Offense: 6th tardy for the semester = 1 hour detention and loss of cell phone privileges for semester

2nd Offense: 9th tardy for the semester= Saturday detention

3rd Offense: 12th tardy for the semester = 1 day ISS suspension

4th Offense and additional offenses: Students that are chronically tardy to school may be required to serve after school detention each day they are tardy to school/class. The tardy policy is based on a semester. Students will have a clean slate at the beginning of a new semester.

Semester 1 Tardies

--	--	--

Semester 2 Tardies

--	--	--

Not Prepared for Class

Q1			Q2	
----	--	--	----	--

Homework - 24 Hour Extension

Q1			Q2	
----	--	--	----	--

Expectations for Being Prepared for Class

Period	Tardy Policy	Chromebook	Prepared for Class
1			
2			
3			
4			
5			
6			
7			
8			

Student Signature: _____

Parent Signature: _____

HALL PASSES

Date	Destination	Leaving Time	Teacher's Signature	Arrival Time	Destination Signature

Table of Contents

Introduction

Purpose

Chapter 1: Introductory Information & General Notices

Student/Parent Acknowledgement and Pledge • General School Information • Contacting the Junior High • Students Rights and Responsibilities • Visitors • Equal Opportunity Statement • Animals on School Property • School Volunteers • Invitations & Gifts • Treats & Snacks • Emergency School Closings • Activities When School Is Closed • Video & Audio Monitoring Systems • Accommodating Individuals With Disabilities • Students With Food Allergies • Care Of Students With Diabetes • Suicide & Depression Awareness & Prevention • Student Appearance.

Chapter 2: Attendance, Promotion, & Academics

Procedures for Arriving and Leaving School • Procedures for Checking In and Out of the Building • Attendance • Tardy to School • Tardy to Class • Non-Compliance with Being on Time for School/Class • Student Absences • Appointments • Excused Absences • Unexcused Absences • Pre-Arranged Absences • Release Time for Religious Instruction/Observance • Make-Up Work • Truancy • Grading & Promotion • Conferences • Placement • Participation in Promotion • Grading Scale • Honor Roll • JH Eligibility for Athletics and Extracurricular Activities • Final Grades • Report Cards • Credit Recovery • Homework • Late Work Policy • Late Work Lunch Detention • Exemption for Physical Education • Home & Hospital Instruction.

Chapter 3: Student Fees and Meal Costs

Fines, Fees, & Charges: Waiver of Student Fees • Debts to School • Registration Fees • Books and School Property • Locks/Lockers • School Lunch Program

Chapter 4: Transportation

Bus Transportation • Board Policy on Bus Conduct • Parking

Chapter 5: Health and Safety

Wellness Policy • Emergency Information • Illness at School/Home • Accidents • Child Abuse • Medical PE Exclusion • Required Health Examinations & Immunizations • Exemptions • Vision and Hearing Screening • Medication Procedures • Guidance & Counseling • Safety & Emergency Drills • Communicable Diseases • Head Lice

Chapter 6: Discipline and Conduct

Responsibility Centered Discipline • Promoting Positive Behavior • General Building Conduct • Hallway/Passing to Class • Library Media Center • Dress Code • Prohibited Student Conduct • When & Where School Conduct Rules Apply • Disciplinary Measures • Disciplinary Infractions & Consequences • Corrective Measures • Re-Engagement of Returning Students • Corporal Punishment • Weapons Prohibition • Gang & Related Activity • Prevention of and Response to Bullying, Intimidation, and Harassment • Sexual Harassment & Teen Dating Violence Prohibited • Making a Complaint • Cafeteria Rules • Field Trips • Quarter Incentive Field Trips • Access to Student Social Media Networking Passwords and Websites • Electronic Devices/Technology/Cell Phones • Appeal Process • Isolated Time Out, Time Out, and Physical Restraint

Chapter 7: Internet, Technology, and Publications

Internet Acceptable Use • Acceptable Use • Privileges • Unacceptable Use • Network Etiquette • No Warranties • Indemnification • Security • Vandalism • Telephone Charges • Copyright or Website Publishing Rules • Use of Email • Publications

Chapter 8: Search and Seizure

Search & Seizure • School Property and Equipment/Personal Effects Left by Students • Students • Seizure of Property

Chapter 9: Extracurricular and Athletic Activities and Awards

Awards • Clubs and Organizations • Code of Conduct • Attendance at School-Sponsored Dances • Student Athlete Concussion & Health Injuries

Chapter 10: Special Education

Education of Children with Disabilities • 504 Services • Discipline of Students with Disabilities • Exemption from Physical Education Requirements • Request to Access Classroom

Chapter 11: Student Records and Privacy

Student Privacy Protections • Surveys by Third Parties • Surveys Requesting Personal Information • Instructional Material • Student Records • Student Biometric Information

Chapter 12: Parental Right Notifications

Standardized Testing • NWEA MAP•IAR•ISA• Response to Intervention (Rtl) • Homeless Child's Right to Education • Family Life and Sex Education Classes • English Learners (EL) • School Visitation Rights • Pesticide Application Notice • Asbestos Policy • Child Abuse/Mandated Reporters • Unsafe School Choice Option • Student Privacy • Sex Offender Notification Law • Sexual Offender & Violent Offender Community Notification Law • Parent Notices Required by the Every Student Succeeds Act (ESSA)

NB Junior High School Event Calendar

Date Event

~~July 28 – JH Pretzel Academy (6th Grade & New Students) 8:15-2:45~~

~~August 11, 12, & 13 - Teacher Institute (No Student Attendance)~~

~~August 14th - First Student Attendance Day (2:21 Dismissal)~~

~~August 14th & 15th (2:21 Dismissal)~~

~~August TBA - BENCHMARK TESTING~~

~~September 1st – Labor Day (No School)~~

~~September 3rd – Pretzels with a Professional (Advisory – 6th & 7th Grade)~~

~~September 4th - Monthly Teachers Professional Development (1:00 Dismissal)~~

~~September 8th - Labor Day (No School)~~

~~September 12th - Picture Day / School Improvement 11:45 / Q1 Midterm~~

~~September 24th-25th – Parent Teacher Conferences 5:00-8:00pm (2:21 Dismissal)~~

~~September 26th – Not in Attendance~~

~~October 1st – Pretzels with a Professional (Advisory – 6th & 7th Grade)~~

~~October 2nd – Monthly Professional Development (1:00 Dismissal)~~

~~October 7th & 8th - Parent-Teacher Conferences 5:00-8:00pm (2:21 Dismissal)~~

~~October 9th - No School~~

~~October 13th - Columbus Day (No School)~~

~~October 10th - End of Q1~~

~~October 15th – Fall Band/Choir Concert 6pm – HS New Gym~~

~~October 23rd - Monthly Professional Development (1:00 Dismissal)~~

~~October 24th – Picture Retake day~~

~~October 29th – Pretzels with a Professional (Advisory – 6th & 7th Grade)~~

~~October 30th - School Improvement 11:45 Dismissal~~

~~November 10th - Veterans Day Assembly 10am - HS Gym / Monthly Professional Development (1:00 Dismissal)~~

~~November 11th - Not in Attendance/Armistice Day~~

~~November 14th - Q2 Midterm / School Improvement (11:45 Dismissal)~~

~~November 19th – Pretzels with a Professional (Advisory – 6th & 7th Grade)~~

~~November 25th - 2:21 Dismissal~~

~~November 26th - 28th - Thanksgiving Break~~

~~December TBA - BENCHMARK TESTING~~

~~December 9th- Monthly Teachers Professional Development (1:00 Dismissal)~~

December 11th – Winter Concert (Band & Choir) 6pm – HS New Gym
 December 19th - End of Q2 / 2:21 Dismissal
 Dec. 22nd - Jan. 4th - Christmas Break (No School)
 January 5th - Teacher Institute (No Student Attendance)
 January 6th - First Day of Attendance Semester 2
 January 15th - Monthly Teachers Professional Development (1:00 Dismissal)
 January 14th – Pretzels with a Professional (Advisory – 6th & 7th Grade)
 January 19th - Not in Attendance
 January 21st - Monthly Teachers Professional Development (1:00 Dismissal)
 January 25th - Pretzels with a Professional (Advisory - 6th & 7th Grade)
 January 29th – Monthly Teachers Professional Development (1:00 Dismissal)
 February 4th – Pretzels with a Professional (Advisory – 6th & 7th Grade)
 February 6th - Q3 Midterm
 February 13th - School Improvement 11:45 Dismissal
 February 16th - Presidents Day (No School)
 February 22nd - Pretzels with a Professional (Advisory - 6th & 7th Grade)
 February 25th - Monthly Teachers Professional Development (1:00 Dismissal)
 March 4th – Pretzels with a Professional (Advisory – 6th & 7th Grade)
 March 12th – Monthly Teachers Professional Development (1:00 Dismissal)
 March 13th - End of Q3
 March 17th - Monthly Teachers Professional Development (1:00 Dismissal)
 March 22 - Pretzels with a Professional (Advisory - 6th & 7th Grade)
 March 26 - 2:21 Dismissal
 March 30th - April 5th - Spring Break
 April TBA - IAR Testing
 April 4th – Pretzels with a Professional (Advisory – 6th & 7th Grade)
 April 24th - Q4 Midterm
 April 26th - Pretzels with a Professional (Advisory - 6th & 7th Grade)
 April 28 - Monthly Teachers Professional Development (1:00 Dismissal)
 April TBA - ISA Testing
 May 1st – School Improvement (11:45 Dismissal)
 May 4th - Teacher Appreciation Week
 May 6th - School Improvement (11:45 Dismissal)
 May TBA - BENCHMARK TESTING
 May 6th – Spring Concert (Band & Choir) 6pm – HS New Gym
 May 8th - Emergency Day #1 (No School if Emergency Days Not Used)
 May 15th - Emergency Day #2 (No School if Emergency Days Not Used)
 May 22nd - End of Q4 / 2:21 Dismissal
 May TBA - 8th Grade Promotion (depends on snow days utilized)
 May 26th - Emergency Day #3 (No School if Emergency Days Not Used)
 May 27th - Emergency Day #4 (No School if Emergency Days Not Used)
 May 28th - Emergency Day #5 (No School if Emergency Days Not Used)

DAILY SCHEDULE

New Berlin Junior High School opens for the day at **7:30 AM**. Junior High School students should report to the Cafeteria if they are participating in the school breakfast program. Junior High School students not eating breakfast should report to the Dome. At **8:10 AM** students will be released to their locker and should make their way to their first hour classroom.

Period	Start	Finish
0	7:20	8:05
1	8:15	9:00
2	9:04	9:49
3	9:53	10:38

4	10:42	11:27
HS Lunch	11:30	12:00
JH 5	11:30	12:15
HS 5	12:04	12:49
JH Lunch	12:19	12:49
6	12:53	1:38
7	1:42	2:27
8	2:31	Bus: 3:10/3:16
Bus Departure		3:21
2:21 Dismissal		
0	7:25	8:05
1	8:15	8:57
2	9:01	9:38
3	9:42	10:19
4	10:23	11:00
HS Lunch	11:07	11:34
JH 5	11:04	11:41
Jr. High Lunch	11:45	12:15
HS 5	11:38	12:15
6	12:19	12:56
7	1:00	1:37
8	1:41	Bus: 2:10/2:16
Bus Bell		2:16
11:40 Dismissal		
0	7:40	8:05
1	8:15	8:42
2	8:45	9:07
3	9:10	9:32
4	9:35	9:57
5	10:00	10:22
6	10:25	10:47
7	10:50	11:12
8	11:15	Bus: 11:35/11:40
Bus Departure		11:40

1:00 Dismissal		
Period	Start	Finish
Zero Hour	7:20	8:05
1	8:15	8:45
2	8:49	9:19
3	9:23	9:53
4	9:57	10:27
HS Lunch	10:31	11:01
JH Period 5	10:31	11:01
JH Lunch	11:05	11:35
HS Period 5	11:05	11:35
6	11:39	12:09
7	12:13	12:43
8	12:47	1:00
**Bus Bell - Bus Riders Do Not Report to Advisory		12:47

Introduction

Welcome to New Berlin Junior High School where invaluable academic, extra-curricular and social experiences will help shape

the rest of your life. Our goal is to help provide a solid foundation for learning while providing opportunities for you to learn and grow toward being the best you can be in all facets of your school life. Our faculty aims to use technology and proven teaching strategies to provide meaningful and interesting experiences that you will always remember.

To assist you, the handbook was developed by the Board of Education, Staff, Students, Administration, and Community members to provide school rules, regulations, procedures, and important information. You will find that the rules and regulations that govern our lives at school make it possible for all of us to live, learn, and work together.

This handbook is not intended to create a contractual relationship with the student; rather, it is intended to describe the school, its current practices, procedures, rules, and regulations. The principal may establish additional rules, and regulations. Such rules and regulations will be consistent with those established by the Board of Education and the Superintendent of Schools. A student handbook will be distributed to the student and/or parent/guardians within 15 days of the beginning of the school year or the student's enrollment. The school handbook may be amended during the school year without notice.

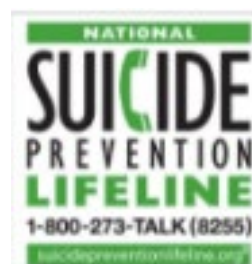
Our school will be what we make it. Be proud of it. Take good care of it. Become part of it. We have the power to determine our successes or failures. Pretzel Pride means being your best and giving your best effort all of the time.

Every student is responsible for knowing and abiding by the policies contained in the school handbook. If you have questions, please contact the Principal within 15 school days of receiving this handbook. The provisions of this handbook are not considered to be irrevocable and can be modified and supplemented as needed by the school. **Athletes and students involved in extracurricular activities will be held to additional standards as stated in the Extra Curricular Handbook and as determined by individual coaches and sponsors. Students participating in sports and Extra Curricular activities will be responsible for knowing and abiding by the policies contained in the Extra Curricular Handbook and set forth by coaches and sponsors.**

Contacting the Junior High School

Address: 300 E. Ellis Street, New Berlin, IL, 62670.
Office Hours: 8:00 am – 4:00 pm through the school year.
Phone: (217) 488-6012.
Fax: (217) 488-3107.
Website: www.pretzelpride.com
Principal: Mr. Brandon Radford

If you need to share any information that threatens your safety or the safety of others, please contact the following resources: the [National Suicide Prevention Lifeline \(988\)](#), the [Crisis Text Line](#), and either the [Safe2Help Illinois](#) helpline or a local suicide prevention hotline.



10

Student Rights and Responsibilities

The School Board, in support of the aims of public education, believes that behavior of students attending public schools shall reflect standards of good citizenship demanded of members of a democratic society. Self-discipline is one of the ultimate goals of education.

Chapter 1: Introductory Information & General Notices

1.00 Pandemic Preparedness: Management and Recovery

School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible. Additionally, please note the following:

- All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
- Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule. • Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.
- All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
- Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
- During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students. • School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption. • Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
- During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures. • In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
- Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency. • Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

PRESS 4:180, Pandemic Preparedness; Management; and Recovery.

1.20 Student/Parent Handbook Acknowledgement and Pledge

Electronic access to the Student/Parent Handbook and School Board policies on student behavior are available at NBCUSD #16 Board Policy Manual . The Student/Parent Handbook and School District policies may be amended during the year. Such changes are available on the School District website or in the school office. All students and parents will be provided with a copy of an acknowledgement and pledge to sign and return to the high school office by the 5th day of school. A copy of this acknowledgement and pledge is included on the last page of this handbook. Failure to return this acknowledgement and pledge will not relieve a student from being responsible for knowing or complying with School and School District rules, policies and procedures. **1.30**

General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the Board Policy Manual Link at <http://newberlinil.apptegy.us/o/district/browse/37543> or at the Board office, located at 600 N. Cedar, New Berlin, IL. The School Board governs the school district, and is elected by the community. Current School Board members are:

Stephanie Neuman, President	Jenny Mann, Secretary	Josh Beard, Member
Jason Arndt, Member	Bill Marr, Vice President	Board member contact information is available on the school's website.
Abby Griffith, Member	Jerry Bishoff, Member	

Citizenship and Moral Responsibilities

1. Students shall respect constitutional authority.
2. Citizenship in a democracy requires respect for the rights of others.
3. High personal standards of courtesy, decency, morality, clean language, honesty and wholesome relationships with others shall be maintained.
4. Every student who gives evidence of a sincere desire to remain in school, to be diligent in studies and to profit by the educational experiences provided will be given opportunities to do so and will be assisted in achieving scholastic success to the limit of individual ability.

Rights

1. To attend school.
2. To express opinions respectfully verbally or in writing.
3. To expect that the school will be a safe place.
4. To be represented, when appropriate, by an active student government selected by free school elections.

Responsibilities

1. To become informed of and adhere to reasonable rules and regulations.
2. To respect the rights and individuality of other students and school administrators and faculty.
3. To refrain from libel, slanderous remarks and obscenity in verbal and written expression.
4. To dress and groom in a manner that meets reasonable standards of health, cleanliness, safety, and is free from distraction.
5. To be punctual and present in the regular or assigned school program.
6. To refrain from disobedience or misconduct of behavior that disrupts the educational process.
7. To maintain the best possible level of academic achievement.
8. To respect the exercise of authority by school administrators and teachers in maintaining discipline in the school and at school-sponsored activities.

VISITORS (1.40)

1.40 Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school. Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school. Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period. Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device. 11

4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Cross-reference: PRESS 8:30, *Visitors to and Conduct on School Property*

Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact the building principal.

Cross-Reference:
PRESS 7:10, *Equal Educational Opportunities*
PRESS 2:260, *Uniform Grievance Procedure*

ANIMALS ON SCHOOL PROPERTY (1.60)

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

SCHOOL VOLUNTEERS (1.70)

All school volunteers must complete the "Volunteer Information Form" and be approved by the school principal prior to assisting at the school. Forms are available in the school office. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

Cross-Reference: PRESS 6:250, *Community Resource Persons and Volunteers*

INVITATIONS & GIFTS

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature and should be mailed home using the list in the school directory. The office is unable to release addresses and phone numbers of students who are not listed in the school directory.

TREATS & SNACKS

Due to health concerns and scheduling, treats for any occasion must be arranged in advance with the classroom teacher. **All treats and snacks must be store bought and prepackaged in individual servings.** No homemade treats are allowed at school. Snacks are no longer allowed to be kept in lockers.

EMERGENCY SCHOOL CLOSINGS (1.80)

When snow or other emergency conditions force either the cancellation or early dismissal of school, notice will be given as early as possible through the district's notification program. Notice will also be given on radio stations WTAX, WMAY, WCVS, WDBR, WQQL, and WNNNS. Cancellations will also be posted on the school website, www.pretzelpride.com. Additionally, school cancellations are made on the New Berlin Community Schools Facebook Page. For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, it doesn't necessarily mean all after-school functions are canceled.

Activities When Schools Are Closed

All home activities will be canceled if the school is closed for inclement weather or safety conditions. Please note that occasional exceptions may occur if conditions improve or if the event is a County and/or tournament. Listen to local radio stations, visit the school website and an announcement regarding any information for activities will be sent through our automated School Reach system.

Cross-Reference: PRESS 4:170, *Safety*

VIDEO & AUDIO MONITORING SYSTEMS (1.100)

A video and/or audio monitoring system is in use on school buses and a video monitoring system is in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. Only school personnel and/or school board members may view the tape. Parents cannot review the recording when other students are involved as this would violate student privacy rights. With the approval of the superintendent, if criminal actions are recorded a copy of it may also be viewed by or released to authorized law enforcement.

Cross-Reference: PRESS 4:110, *Transportation*

ACCOMMODATING INDIVIDUALS WITH DISABILITIES (1.110)

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Special Education Services

The Sangamon Area Special Education Cooperative provides services to eligible students in District 16. To access information regarding these services please contact the building principal. The Sangamon Area Special Education office can be reached at 217-786-3250. Behavioral management guidelines are established and available. Contact the high school principal for additional information. The district's Policy for Behavioral Interventions for Students with Disabilities is available upon request at the junior high school office.

Cross Reference: PRESS 8:70, *Accommodating Individuals with Disabilities*

STUDENTS WITH FOOD ALLERGIES (1.120)

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules. If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at (217) 488-6012.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed support so that your student can access his or her education as effectively as students without disabilities. Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

Cross Reference: PRESS 7:285, *Food Allergy Management Program*

CARE OF STUDENTS WITH DIABETES (1.130)

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the school principal. Parents/guardians are responsible for and must:

- a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- c. Sign the Diabetes Care Plan.
- d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the School Nurse.

SUICIDE AND DEPRESSION AWARENESS AND PREVENTION (1.140)

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

Cross-Reference: PRESS 7:290, *Suicide and Depression Awareness and Prevention*

Student Appearance MSH (1.170)

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. The school will not prohibit students from wearing or accessorizing the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or any other protected characteristic or category identified in the Illinois Human Rights Act. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

P.A. 102-360 prohibits discrimination based on student hairstyles that are historically associated with race, ethnicity, or hair texture.

Cross Reference:
PRESS 7:160, *Student Appearance*

Sexual Abuse Response and Prevention Resource Guide MSH (1.200)

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

Cross Reference: None

Free and Reduced-Price Food Services; Meal Charge Notifications (1.210 MSH)

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, Free and Reduced-Price Food Services, and 4:140, Waiver of Student Fees. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Il. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, Insufficient Fund Checks and Debt Recovery and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123/). The District will make reasonable efforts to collect charges classified as delinquent debt, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits to determine if the student qualifies for such benefits under Board policy 4:130, Free and Reduced-Price Food Services. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during

the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches [or insert lower amount]. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

Cross Reference:
PRESS 4:130-E, Exhibit – Free and Reduced-Price Food Services; Meal Charge Notifications

Cross-reference:
PRESS 8:30, Visitors to and Conduct on School Property

Chapter 2: Attendance, Promotion & Graduation

Attendance Quick Guide for Families

- Students should arrive before the 8:15 AM bell.
- Parents/guardians must call the office by 8:00 AM to report an absence.
- Students are allowed up to four (4) parent-verified absences per school year.
- Illinois law allows up to five (5) mental health days per school year.
- Medical documentation may be required after four parent-verified absences.
- Pre-arranged absences require administrative approval.
- Regular attendance is critical for academic success.

PROCEDURES FOR ARRIVING AND LEAVING SCHOOL (2.00)

Official school hours are 8:15-3:16. The building is open at 7:30 a.m. There will be no admittance prior to 7:30 a.m. Parents should drop their students off in the front circle drive of the building. Students who report prior to 8:05 must report to the cafeteria for breakfast or to the Pretzel Dome. Students not eating breakfast must report to the dome. No food is allowed in the Pretzel Dome during school hours. Students will not be allowed upstairs unless they have permission from a staff member prior to being dismissed from the Pretzel Dome for 1st hour.

Students must clear the building by 3:26 p.m., unless involved in a supervised activity. A student who is involved in a supervised activity must remain in the activity's designated area with the supervisor. All other students are expected to leave promptly at school's close.

PROCEDURES FOR CHECKING IN AND OUT OF THE BUILDING

Students arriving late to school while the day is in progress should report directly to the office to sign in. If leaving before the end of the day, it is necessary to be signed out in the office. Students will not be released from school without parent permission. It is encouraged that such arrangements be made in advance by a parent/guardian phone call or a note signed by parent/guardian.

ATTENDANCE (2.10)

Absences should be kept to a minimum. Success in school is dependent upon regular attendance. Students with excessive absences miss class instruction and discussion, which are necessary for achieving that success. Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session. There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or licensed advanced practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact the building Principal.

TARDY TO SCHOOL

Students are tardy if they arrive at class after the 8:15 a.m. bell. Students who are tardy to school must sign in and obtain a pass at the junior high school office. If the tardy is not approved, an unexcused absence or tardy will be given.

TARDY TO CLASS

There is a four (4) minute passing time between each academic period. Classroom teachers will assign a tardy to students who are not in class when the bell rings. If a student is more than 5

minutes late, that student must present a signed pass to be admitted. Students are expected to bring all necessary materials to class with them. If a student is unprepared for class and needs to return to their locker to get class materials after the bell rings, a teacher may assign a disciplinary referral for not being prepared for class and a consequence will be assigned.

Non-Compliance with Being on Time for School/Class

Tardies are cumulative for all classes and will accrue on a semester basis only. The following consequences are put into place following the use of tardy slips on page 2.

****Count as absent if not in before 8:40 am****

1st Offense: 6th tardy for the semester = 1 hour detention and loss of cell phone privileges for semester

2nd Offense: 9th tardy for the semester= Saturday detention

3rd Offense: 12th tardy for the semester = 1 day ISS suspension

4th Offense and additional offenses: Students that are chronically tardy to school may be required to serve after school detention each day they are tardy to school/class. The tardy policy is based on a semester. Students will have a clean slate at the beginning of a new semester.

STUDENT ABSENCES (2.20)

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

Students are much more likely to succeed in academics if they have consistent school attendance.

If a student is absent, it is the responsibility of the parent/guardian to call Mrs. Peecher, Jr/Sr HS Attendance Secretary, at 217-488-6012 by 8am to report the student's absence. Any student absent from school without a call from a parent will be contacted before 10 AM to confirm the student's absence and reason for the absence. Student absences will be designated as excused, excused and exempt from truancy reporting, or unexcused as outlined in the table below. Student absences will be limited to 4 days verified by parents in addition to 5 days for Mental Health as per the Illinois School Code. After the fourth absence, a doctor's note or legal document (from court, etc.) will be required. If at any time during the school year, a student's absence is more than 4 days, a doctor's note will be required to excuse any absence to be considered excused. The doctor's note must state that the student was unable to attend school and give exact times when the student was seen in the doctor's office or it will not be considered an excused absence. ~~After the 4 days, all absences are considered unexcused without verification from a doctor or legal document.~~ The Illinois State Board of Education considers any student that is absent over 9 days - excused or unexcused - as a chronically absent student.

Excused/Parent Request - Up to 4 Days
<ul style="list-style-type: none"> • Illness - personal or family • Doctor appointments accompanied by a doctor's note within 48 hours of returning to school. Students will be excused for the specific time of the appointment and travel time • Attendance at a funeral for someone that is not an immediate family member
Excused as per School Code and Exempt from Truancy Reporting
<ul style="list-style-type: none"> • Mental/Behavioral Health (5) - not allowed to participate in after school activities • Observance of a religious holiday or event not provided by the school calendar - parent must provide written notice 5 calendar days prior to the absence • Attending a Civic Event • 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. • Attending a military honors funeral to sound TAPS
Unexcused Parent approval to miss school does not necessarily mean that the school will approve the absence.
<ul style="list-style-type: none"> • Any parent request over the allotted 4 days that does not fall into the-exempt category • Any mental health day over the allotted 5 days • Any planned absence day over the allotted 5 days • Any doctors appointment occurring over the 4 days that are not accompanied by a doctor's note within 48 hours of the student returning to school • Any religious holiday taken without 5 days written notice by the parent • Oversleeping, missing the bus, and/or parental tardiness • Car trouble or repair • Skip Day - Any student participating in an outing will be subject to the consequences of unexcused absences
<p>Students who are excused from school are expected to check Google Classroom to complete the work during the absence. They will be given a reasonable timeframe to make up missed homework and classwork assignments (1 day per day of absence). Students who are unexcused from school cannot make up missing assessments, assignments, or activities for credit. There will be no additional preparation time given for work or exams due on the day of their return.</p> <p>Pre-Arranged Absences: It is the responsibility of students to present the pre-arranged absence form to appropriate faculty members and obtain classroom work. Faculty members must be given at least 48 hours notice to provide the student work. Work is due when students return to school. Additional time will be provided for the student to complete work that was not provided by the teacher prior to the absence.</p>

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

Furthermore, State law provides that school districts are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies and are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.

The School and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, his or her parent/guardian and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include: parent conferences, student counseling, and information about existing community services.

Cross-reference:
PRESS 7:70, *Attendance and Truancy*

APPOINTMENTS

Parents are encouraged to make all student medical and dental appointments so that students arrive at school before 9:54am, or leave after 2:15pm, to ensure that students are present at school for an entire school day. Parents must pick students up in the office for appointments. *Any absence, including absences for appointments will count against perfect attendance.

EXCUSED ABSENCES

An EXCUSED absence will be allowed for personal health or family illness or death in the family. If a student's absence is excused, he/she will be permitted to make up any missed work, including homework and tests. The student will be permitted the same number of days as he/she was absent to turn in the make-up work. The student is responsible for obtaining assignments from his/her teachers. Students that are excused on a Friday from school will be allowed to participate in extracurricular activities on Friday night and Saturday.

UNEXCUSED ABSENCES

If at any time during the entire school year, a student is absent more than 4 days, a doctor's note will be required for any subsequent absences to be considered excused. All absences without a doctor's excuse are considered unexcused. Doctor's notes must state that the student was unable to attend school and give exact times when the student was seen in the doctor's office. Students who receive unexcused absences will be required to complete all missed work, including quizzes and tests. Upon returning to school the student will be assigned to the lunch detention (behavior) to complete all missing work. **Parental approval to miss school does not necessarily mean that the school will approve the absence.** Severe illness or injury which causes a student to be absent for an extended period, may be counted as one day at the principal's discretion. Students whose absences reach more than 10% of the prior 180 days of school will have their names reported to the county truant officer. After excessive unexcused absences, the student may be referred to the Sangamon County Truant's Alternative Optional Educational Program.

Note: Attending funerals for family members will not be counted against the ten absences.

Examples of Unexcused Absences include, but are not limited to:

1. A student refuses to come to school. Even if a parent calls this in, the absence is still unexcused.
2. A student has no clean clothes to wear to school.
3. Parents or student have overslept.
4. Student has missed the bus.
5. Parents or student state the weather was too cold, snowy, hot, etc. If school is in session, all students are expected to be in attendance.
6. Student reports staying home to babysit for a family member.
7. Parents or student say they have no transportation.

PRE-ARRANGED ABSENCES

A PRE-ARRANGED absence is one approved by the school administration in advance of the absence. Some examples of pre-arranged absences might be Take Your Child to Work Day or a previously scheduled appointment. **There will be no excused pre-arranged absences during achievement testing or special testing days for ISBE.** A pre-arranged absence form needs to be signed by the student's classroom teacher, signed by the parent(s), and approved by the principal 48 hours in advance. These forms may be picked up in the office. When requested 48 hours in advance, assignments can be requested. All work missed during the absence must be turned in upon the first day back to school. **PARENTS ARE STRONGLY ENCOURAGED TO TAKE VACATIONS DURING THE REGULARLY SCHEDULED SCHOOL VACATION TIME!** Excused absences for vacations will be limited to **5 days per school year.** It is not possible to re-create lessons and activities missed. The missed assignment(s) must be submitted by the deadline. If the above stated conditions are met, all work completed within the time allotment will be graded and recorded. Failure to meet these conditions will result in the absence being treated as an unexcused absence. Students with an F in any class will not be approved for a pre-arranged absence.

RELEASE TIME FOR RELIGIOUS INSTRUCTION/OBSERVANCE (2.30)

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

Cross Reference: PRESS 7:80, *Release Time for Religious Instruction/Observation*

MAKE-UP WORK (2.40)

Excused Absences: A student that is absent from school will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. It is the responsibility of the student to obtain the missed assignments by emailing their teacher, checking Google Classroom, or the teacher's Planbook page. The student will be permitted the same number of days as he/she was absent to turn in the make-up work. Failure to meet the deadline for turning in make-up work will result in loss of credit as determined by the grading policy for assessing late work. Parents/students are responsible for finding a valid courier for any materials that need to be picked up from the office.

For suspensions: A student that is suspended from school will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. All missed work must be turned in the day the student returns from the suspension. All tests/quizzes must be taken the day the student returns from the suspension. Failure to meet the deadline for turning in missing work will result in loss of credit as determined by the grading policy for assessing late work. During the suspension, it is the responsibility of the student to obtain assignments by emailing their teacher, checking Google Classroom, or the teacher's Planbook page. Parents/students are responsible for finding a valid courier for any materials that need to be picked up from the office.

Unexcused Absences: a student with an unexcused absence from school will be required to complete all missed work, including quizzes and tests.

TRUANCY (2.50)

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney
- Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Cross-references: PRESS 7:70, *Attendance and Truancy*

GRADING & PROMOTION (2.60)

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance. School board policy states that students must pass all of their academic classes to be promoted to the next grade. Students may NOT fail one academic subject for the year.

CONFERENCES

Parent-Teacher conferences are held each fall. Junior High Parent-Teacher conferences will be held in the Junior High hallway classrooms. Appointments are required. Information is sent out to parents via School Messenger email approximately 1 month prior to provide ample opportunity to sign up.

PLACEMENT

Students new to the district will be placed by grade level and in classes by the former public school's permanent records or by staff testing. Transfer students are subject to benchmark testing to determine if there is a need for intervention upon entering New Berlin Schools. All transfer students are expected to meet our academic standards in order to be promoted to the next grade. Students enrolling from a homeschool program are subject to benchmark testing to determine grade level placement.

PARTICIPATION IN PROMOTION

Any eighth grade student with credit or course deficiencies will not participate in promotion exercises. Participation in the promotion ceremony may be denied, on an individual basis, at the

discretion of the school administration. **Students must pay all dues and fees owed to the school and return all uniforms, equipment, or other school items before they will be allowed to practice for or participate in promotion.** Students are required to practice for promotion unless they have a valid and prearranged permission to be absent from the principal. Professional attire is expected for participation in promotion ceremonies. The following are not allowed: shorts, T-shirts, jeans, tennis shoes, flip flops. Shirts with collars are preferred.

GRADING SCALE

The grade scale used in CUSD #16 Schools to determine final grades is as follows:

A 92-100	C 72-77
A- 90-91	C- 70-71
B+ 88-89	D+ 68-69
B 82-87	D 62-67
B- 80-81	D- 60-62
C+ 78-79	F 0-59

HONOR ROLL

The honor roll consists of students who attain at least a 3.0 grade point average:

High Honors- 3.75 & Above
Honor Roll- 3.25 to 3.74
Honorable Mention- 3.0 to 3.24

JH Eligibility for Athletics and Extracurricular Activities (IESA 2.043)

For all IESA activities, athletic as well as non-athletic, passing work shall be checked weekly on Friday mornings. Passing grade is 60% or above. Eligibility will be applied to the Monday through Saturday following the week that was checked. Students must be passing each subject each week to be eligible. Grades shall be cumulative for the school's grading period.

FINAL GRADES

Credit will be earned based on passing each class per semester. In order to be promoted to high school, students will need to pass both semesters of all core classes in their 8th grade year. Students being promoted to 7th and 8th grades will need to pass both semesters of all core classes in those individual grades.

REPORT CARDS

Report cards are issued to students at the end of the first week following the close of each nine week grading period. Report cards will be sent via the United States Postal Service. Mid-term progress reports can be sent upon written request by the parent. Family Access will provide you with up to date information about your child's progress. Upon receipt of the report, parents are encouraged to contact the school if any questions arise concerning the notice. The main purpose of the report is to notify parents about student progress so that parents, students, and teachers might work more closely to implement corrective measures that will improve that progress.

Grades will be posted for all students on a weekly basis to family access. Any person(s) who does not have access to electronic grading via Family Access may request in writing that weekly grades of D or F be sent via hard copy through the USPS.

CREDIT RECOVERY

1. Students may be placed into Edgenuity during the school year to make-up core credits.
2. Summer school courses must be taken through accredited programs.
3. A summer school course will only be allowed if the student previously failed the course at New Berlin.
4. The student assumes responsibility for all fees.
5. The course will not count towards a student's GPA.
6. The building principal approves the course in advance.

Cross Reference: PRESS 6:280, *Grading & Promotion*

HOMEWORK (2.70)

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level. Students who are absent from school for a valid cause (an excused absence) will receive one day for each excused absence.

LATE WORK POLICY/ZERO POLICY

Assessments and Quizzes **MUST** be completed by all students. Zeros are not accepted.

Assignments or Homework turned in on time are graded and eligible for up to full credit

Assignments or Homework not submitted on the original due date will be entered as zero in Skyward and marked as missing.

If a student is given a referral for not completing their homework, the following procedures will be in place:

- A homework detention will be issued for the first lunch period following the incident. The student will have 24 hours to complete the assignment. The students' teacher will grade what was completed and submitted. If a student does not turn an assignment in at the end of 24 hours, the student may receive a zero for the assignment, unless an approved pass is used to turn it in before the next class session.
- If the detention is not served due to an excused absence, the student may receive a zero if the assignment is not turned in to the teacher at the beginning of the next class session the student is in attendance for. The homework detention will still have to be served if the assignment is already turned in.

Homework Detentions are cumulative for all classes and will accrue on a semester basis only. The following consequences are put into place following cumulative homework detentions.

1st Offense: 3rd homework detention for the semester = 1 hour detention and loss of cell phone privileges for semester

2nd Offense: 6th homework detention for the semester= Saturday detention

3rd Offense: 9th homework detention for the semester = 1 day ISS suspension

Exemption for Physical Education Requirement (2.80)

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

- A student in grades 7-8 may submit a written request to the building principal requesting to be excused from physical education courses because of the student's ongoing participation in an interscholastic or extracurricular athletic program. The building principal will evaluate requests on a case-by-case basis.
- Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course. State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District. Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course: The time of year when the student's participation ceases; and the student's class schedule.

Credit for Proficiency, Non-District Experiences, Course Substitutions, and Accelerated Placement MSH (2.90)

Credit for Proficiency, Non-District Experiences,

Course Substitutions, and Accelerated Placement

Credit for Non-District Experiences

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course.
2. Courses in an accredited foreign exchange program.
3. Summer school or community college courses.
4. College or high school courses offering dual credit at both the college and high school level.¹
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education.
6. Work-related training at manufacturing facilities or agencies in a Tech Prep Program.
7. Credit earned in a Vocational Academy.

Students must receive pre-approval from the building principal or designee to receive credit for any non-District course or experience. The building principal or designee will determine the amount of credit and whether a proficiency examination is required before the credit is awarded. Students assume responsibility for any fees, tuition, supplies, and other expenses. Students are responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The building principal or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities.

Students who do not otherwise meet a community college's academic eligibility to enroll in a dual credit course taught at the high school may enroll in the dual credit course, but only for high school credit.

Proficiency Credit

Proficiency credit is available in limited subjects where a student demonstrates competency. Contact the building principal for details.

Substitutions for Required Courses

Vocational or technical education. A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The building principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the District.

Registered Apprenticeship Program. A student in grades 9-12 who is 16 years or older may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing a registered apprenticeship program listed by the school district. Students may find a registered, but not listed, apprenticeship program with a business or organization if a registered apprenticeship program is not offered in the school district.

Advanced placement computer science. The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

Volunteer service credit. A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

Accelerated Placement²

The District provides for an Accelerated Placement Program (APP) for qualified students. It provides students with an educational setting with curriculum options that are usually reserved for students who are older or in higher grades than the student. Accelerated placement includes but may not be limited to: early entrance to kindergarten or first grade, accelerating a student in a single subject and grade acceleration. Participation is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted or talented.

For each student who exceeds State standards in English language arts, mathematics, or science on a State assessment, the school district is required by State law to automatically enroll the student in the following school year in the next most rigorous level of advanced coursework offered by the high school as follows:

- a. A student who exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
- b. A student who exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
- c. A student who exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.^{6, 7}

Cross Reference:

PRESS 6:135, Accelerated Placement Program
PRESS 6:135-AP, Accelerated Placement Program Procedures
PRESS 6:310, High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students

HOME AND HOSPITAL INSTRUCTION (2.100)

A student who is absent from school, or whose physician anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage. For information on home or hospital instruction, contact the superintendent.

Cross Reference: PRESS 6:150, *Home and Hospital Instruction*

Complaints About Curriculum, Instructional Materials, and Programs MSH (2.130)

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

Cross Reference: PRESS 6:260, Complaints About Curriculum, Instructional Materials, and Programs PRESS 6:260-AP-E, Exhibit – Curriculum Objection Form

Chapter 3: Student Fees and Meal Costs

3.10 Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Students will not be denied the opportunity to participate in curricular and extracurricular programs of the school district. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met: The student currently lives in a household that meets the same income guidelines, with the same limits based on the household size, that are used for the federal free meals program; The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line; the student is homeless, as defined by the Mc-Kinney-Vento Homeless Assistance Act.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Seasonal employment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

Within 30 days, the building principal will notify the parent/guardian if the fee waiver request has been denied, along with the appropriate appeal process. If you have questions regarding the fee waiver process, you may contact the building principal at 217-488-6012.

Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

Fines for loss or damage to school property are waived for students who meet certain eligibility guidelines.

PRESS 4:110, *Transportation* PRESS 4:140, *Waiver of Student Fees*, PRESS 4:140-AP, *Fines, Fees, and Charges – Waiver of Student Fees*, PRESS 4:140-E1, *Application for Fee Waivers*, PRESS 4:140-E2, *Response to Application for Fee Waiver, Appeal, and Response to Appeal*

Debts to School

Students and parents are responsible for any debts owed to the school, including school organizations. Initial (non-threatening) letters will be sent by individual teachers or the high school office. Additional requests from the office will require immediate response from the debtor, with possible notification to our collection agency. All debts must be paid prior to behind the wheel driving in driver's education and graduation ceremonies.

REGISTRATION FEES

Registration fees are due and should be paid when you register your child. Registration fees for students at New Berlin Junior High School are \$100 and can be sent to the school office at 300 Ellis Street or the district office at 600 Cedar Street. All Junior High students will be required to purchase and wear a school issued t-shirt and shorts for PE class. The cost is \$45. Students who qualify for free lunches also qualify for a waiver of school fees. PE uniforms are included in fees that are waived when a student qualifies for free lunch. The school will purchase a PE uniform one time for a junior high student. If it is lost or needs to be replaced the parent is responsible for purchasing any additional shorts or shirts throughout the student's high school career. See the section for Food Services for more information about the application for free and reduced lunches.

BOOKS AND SCHOOL PROPERTY

The textbooks checked out from the school are the students' responsibility. If they are lost or damaged, students will be expected to make the appropriate restitution. Books will be checked and damages assessed at the end of the school year.

LOCKS/LOCKERS

Hall lockers will be assigned to all students. Students must use the lockers assigned to them, and are not permitted to put their belongings in lockers that they are not assigned to. Open food and drink containers or anything of value should never be left in a locker for an extended period of time. **The school will assume no responsibility for any items that are lost or stolen.** Bags, backpacks, purses, and other carrier items should be left in lockers during the school day. Lockers are the property of the school district and the school administration has the right to make general inspections or searches for specific items at any time. All hallway lockers and lockers in the new high school gym are equipped with a lock/combination. Dome gym PE locks are provided by the school yearly at no charge. PE Lockers/Locks are shared by students. Students will be charged a replacement fee of \$5.50 for any school lock that is lost or damaged.

CHROMEBOOK/ELECTRONIC CHARGES

Chromebook Full Replacement (broken or lost) \$275, Chromebook Screen \$50, Chromebook Charger \$35, Chromebook Bag \$20 (added costs)

SCHOOL LUNCH PROGRAM (3.20)

Junior High students must eat lunch in the cafeteria. Food is not to be eaten in classrooms, gym or hallways. School breakfast and lunch will be served daily. Breakfast is served from 8:00 - 8:20 a.m. Meals should be paid for in advance either by check, made payable to CUSD #16 or through Family Access. All family members may be included on a single check, even if they attend different attendance centers. The costs are as follows: breakfast is \$1.75, lunch is \$3.35, ala carte prices range from \$0.25-\$2.00, staff breakfast is \$1.75, and staff lunch is \$4.00. Each student will be given a lunch card/ ID which can be scanned by the computer. All students will be responsible for their lunch card. **Students who fail to present their lunch card will be required to go to the end of the lunch line.** Account information is posted on Family Access. In addition, a courtesy call through School Messenger will be made as well as an email reminder when the student's account balance reaches \$1.00. If the balance remains negative, the parent or guardian will receive a letter in the mail from the Food Service Department. Please keep your student's lunch account up to date! Free lunch and reduced lunches are available by application to those families who meet the Federal guidelines. The forms must be completed annually and are available through Family Access. The forms are to be filled out completely before returning them to the school office. If you have any questions regarding your child's lunch balances or any questions concerning the cafeteria, please contact the Food Service Director at (217) 488-6054 ext. 518.

Cross Reference: PRESS 4:130, *Free and Reduced-Price Food Services*

Chapter 4: Transportation

BUS TRANSPORTATION (4.10)

Only regularly scheduled bus passengers are permitted to ride the bus. The district provides bus transportation to and from school for all students. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.

While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.

Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student's parent or guardian to notify the school that the student does not have alternative transportation to school. In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

- Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
- Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
- Stay away from the bus until it stops completely and the driver signals you to board. Enter a single file without pushing. Always use the handrail.
- Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
- Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices are allowed and must be silenced on the bus unless a student uses headphones.
- Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
- Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or 16 other other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
- Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
- Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
- If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
- Never run back to the bus, even if you dropped or forgot something.



Each District #16 School Bus is equipped with a camera, which makes a film record of each student's behavior. The purpose of this monitoring is to limit misbehavior on each bus and provide safer bus transportation. Should a student problem occur on a bus, the transportation director and/or the principal or his/her designee, may review the film record to determine the cause of the problem. Due to privacy issues of all students, only authorized school personnel shall view tapes. For questions regarding school transportation issues, contact: Seth Hill at 217-488-6011 ext. 235 or by email at shill@pretzelpride.com.

BOARD POLICY ON BUS CONDUCT (4.15)

Students are expected to follow all schools when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation. The following is the CUSD #16 Board of Education Policy regarding bus Conduct:

1. The student may be suspended by the Superintendent, Building Principal, the Assistant Building Principal or Dean of Students for a period of ten (10) school days or, for safety reasons, a period in excess of ten (10) days.
2. The Superintendent or his designee shall inform the parents/guardian of the suspension, giving a full statement of the reasons for the suspension and their entitlement to a hearing on the matter.
3. Should the parents/guardian request a hearing, the School Board or a hearing officer, appointed by the Board, shall review the action taken by the Superintendent. Suspension of the student shall continue until the hearing is completed and the School Board acts on the matter.
4. The student shall be provided an opportunity to present his/her side of the matter during the hearing.
5. In cases when a hearing officer is used, the hearing officer shall provide the School board with a written summary of the hearing.
6. Following the completion of the hearing, the School Board may take appropriate action.

School Bus Safety Rules (4.14E MSH)

Exhibit - School Bus Safety Rules¹

1. Be aware of moving traffic and pay attention to your surroundings.
2. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
3. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
4. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
6. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, computers, smart phones, smart watches, and other electronic devices must be silenced on the bus unless a student uses headphones.
7. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
8. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers.
9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
11. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic, even after the driver's signal.
12. Never run back to the bus, even if you dropped or forgot something.

Additional resources follow:

National Highway Traffic Safety Administration - School Bus Safety https://one.nhtsa.gov/people/injury/buses/getting_to_school/schoolbus2.html

U.S. Department of Transportation - School Bus Safety Campaign Material www.trafficsafetymarketing.gov/get-materials/school-bus-safety/evergreen-campaign-material

National Safety Council - Tips for a Safe Ride www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus

Ill. State Police - School Bus Safety <https://isp.illinois.gov/StaticFiles/docs/TrafficResources/5-542.pdf>

Ill. State Board of Education - School Bus Safety What Parents Should Know www.isbe.net/Documents/bus_safety_parents.pdf

Ill. State Board of Education - Instructions To School Bus Riders www.isbe.net/Documents/bus_ride_instruct.pdf

Cross-references: PRESS 4:110-AP3, Administrative Procedure – School Bus Safety Rules

PARKING (4.20)

The school has visitor parking accessible in the south front drive. Visitors should park in the defined spaces and enter through the main entrance to the Junior/Senior High School. Those dropping off and/or picking up children may also do so in the south front drive to the building during the hours of 7:45-8:15 / 3:00-3:20. Dropoff and pickup is strictly prohibited to the south side of the building and is not allowed to the west parking lot (staff parking / bus pickup and dropoff). Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME. Bus lanes and fire lanes are clearly marked (on the west side of the building). Vehicles in these locations may be tickets and/or towed by the police.

Chapter 5: Health and Safety

WELLNESS POLICY

The Board of Education of Community Unit School District #16 is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle. Furthermore, the Board recognizes the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn. The entire school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition, and regular physical activity. **EMERGENCY INFORMATION**
It is necessary that there is current emergency information on file for each child. This information is of great value to the child in the event he or she becomes ill or is injured at school. This information is included on the CUSD #16 registration form. This information must include emergency phone numbers.

ILLNESS AT SCHOOL

Illness or injury at school may require that a student returns home. If this is the case, parents will be contacted by school authorities to explain the circumstances. The parents should then make

timely arrangements for getting the student home. In case the parents cannot be reached, the school will only contact the person or persons listed on the student's registration form. Parents are to give this information to the school when they register. It is imperative that the student's emergency card be kept updated. If you know of any reason for a change, please notify the office.

ILLNESS AT HOME

If your child has a fever, please keep them home until they have been fever free for 24 hours without fever reducers. If they have been vomiting or have diarrhea, they should also remain at home until they have been retaining food and without diarrhea for over 24 hours. Please stress to your child the importance of good hand washing to prevent the spread of germs.

ACCIDENTS

Every accident in the school building, on the school grounds, or at any event sponsored by the school must be reported immediately to the adult in charge. Accident reports are available in the office. The school will make every effort to inform the parents of any accident or illness occurring at school that may need care of observation at home; and, for safety reasons, no student will be sent home unless a responsible adult is contacted and arrangements made.

IMMUNIZATION, HEALTH, EYE AND DENTAL EXAMINATIONS (5.10)

REQUIRED HEALTH EXAMINATIONS AND IMMUNIZATIONS

All students are required to present appropriate proof of a health examination and up-to-date immunizations prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning.

Failure to comply with the above requirements by October 15th will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by the first day of school, the student must present an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

EYE EXAMINATION

All students entering kindergarten or an Illinois school for the first time must present proof by October 15 of the current school year of an eye examination performed within one year. Failure to present proof by October 15, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

DENTAL EXAMINATION

All students entering kindergarten, second, sixth and ninth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a dental examination or (2) that a dental examination will take place within 60 days after October 15.

A student will be exempt from the above requirements:

1. On medical grounds if the student's parent/guardian presents to the school nurse either a Physician Statement of Immunity or a Medical Objection signed by a physician.
2. On religious grounds if the student's parent/guardian presents to the school nurse completed Illinois Certificate of Religious Exemption signed by a physician.
3. Eye examination requirement if the student's parent/guardian completes the State of Illinois Eye Exam Waiver.
4. Dental examination requirement if the student's parent/guardian completes the State of Illinois Dental Exam Waiver.

Cross Reference:

PRESS 7:100, *Health, Eye and, Dental Examinations; Immunizations; and Exclusion of Students*

VISION AND HEARING SCREENING

CUSD#16 students will be screened annually in the required grades as stated in Section 675.110 of the Title 77 Illinois Administrative Code. Screening is not a substitute for a complete examination by a doctor. Students are not required to undergo screening (vision or hearing) if a physician signs a report indicating that a complete examination, eye and vision/ear and audiological evaluation, has been administered within the previous 12 months. Parents or legal guardians of a student may object to screening for their children on religious grounds. If a religious objection is made, a written and signed statement from the parent or legal guardian detailing such objection must be presented to the local school authority.

STUDENT MEDICATION (5.20)

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

The school district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis

Administration of Medical Cannabis In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4)

Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s). **Emergency Aid to**

Students

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

Cross-References: PRESS 7:270, *Administering Medicines to Students*; PRESS 7:270-AP, *Dispensing Medication*; PRESS 7:270-E, *School Medication Authorization*

MEDICATION PROCEDURES

1. Medications are administered at school in accordance with the Recommended Practices and Procedures Manual from the Illinois State Board of Education. Administering medications at school is discouraged. However, some pupils with long-term chronic illness or disability may require medication during the day. Only in exceptional cases in which failure to take medication could jeopardize the child's health and/or education, should medication be administered at school. **All medications** that are brought to school must be sent to the nurse's office upon arrival. This medication will be stored in a locked cabinet. It is recommended that medications be delivered to the school by the parent.
2. All medications given at school, prescription and over the counter medication and supplements (which include essential oils), must be prescribed by a licensed prescriber. The medication must be brought to school in the original most up-to-date container as dispensed by the pharmacy or in the original over the counter packaging. No medication in "baggies" will be accepted. The CUSD#16 "Authorization For Administration of Medication" form must be completed by both the parent and the physician. Any change in the dosage or administration must have written authorization from the prescriber.
3. The morning doses of medications should be given at home.
4. The school reserves the right to have the time of medication administration at school adjusted to meet the schedule and availability of the nurse.
5. Questions concerning medications will be referred to your physician.
6. Self-managed and emergency medications will be evaluated individually by the school nurse (i.e. asthma inhalers, epi-pens, and medication to manage diabetes). It is recommended that spare medications and supplies be kept in the nurse's office for emergency use.
7. CUSD #16 Medication and Health Forms are available on the website, in either school office or in the nurse's office.
8. The school not only has the right, but also the responsibility to refuse to administer any medication at school if properly qualified individuals are not available.
9. The school will ascertain from the parent and/or the physician the necessity for administering medication during school hours and will retain the discretion to reject requests that do not meet the medication guidelines. **Medication sent to school without proper documentation will NOT be given.**
10. Noon medication is not routinely given at school on early dismissals at 11:45 or on field trips.

Prevention of Anaphylaxis

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

Cross Reference:
PRESS 7:285, *Anaphylaxis Prevention, Response, and Management Program*
PRESS 7:285-AP, *Administrative Procedure – Anaphylaxis Prevention, Response, and Management Program*

Targeted School Violence Prevention Program (5.70)

This new procedure is optional, however, P.A. 101-455, as amended by P.A. 102-791 and P.A. 103-175, requires school districts to implement a threat assessment procedure.

Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other dDrills will not be preceded by a warning to students.

Cross-References:
PRESS 4:170, *Safety*
PRESS 4:170-API, *Comprehensive Safety and Crisis Program*

Chapter 6: Discipline and Conduct

Discipline Quick Guide for Families

- Students are expected to be Respectful, Responsible, Prepared, and Safe.
- School consequences may include:
 - Teacher interventions
 - Lunch detention
 - After-school detention
 - Loss of privileges
 - In-School Suspension (ISS)
 - Out-of-School Suspension (OSS)

Administration reserves the right to determine consequences based on the severity and frequency of behavior.

An orderly school environment is essential to a good school and **student learning**. Rules and procedures are designed to create a sense of security among students. The New Berlin Junior High School has identified behaviors that are not acceptable in the school situation, and has determined a range of consequences for those who violate school rules. Please read this section carefully.

GENERAL BUILDING CONDUCT (6.10)

Students shall not arrive at school before 7:30 a.m. and classes begin at 8:15 a.m. and students are dismissed at 3:16p.m. each day. The following conduct expectations apply at all times:

- Students must have a properly completed pass in their planners/Securely Pass to be in the hallway during class time. Students will be expected to carry the handbook as a pass when leaving class during non-passing times (if using a planned pass). Teachers will initial the passbook.
- Students must leave phones in their school lockers. The cell phones must remain in the locker during the instructional period. Students are permitted to have their cell phones out and use them in the hallways and during lunch but not during class time, unless permission has been granted by the teacher to take the cell phone out of the locker to use it in the hallway.
 - Smartwatches may not be used for communication, recording, or academic dishonesty during instructional time (treated similarly to a cell phone)
 - Students may not use electronic devices to cheat, bully, harass, threaten, or disrupt the learning environment.

- Students shall not run, talk loudly or yell in the hallways nor shall they push, shove or hit others.
- Drink containers that close and are filled with water are permitted in the classroom and in the hallways. **All other beverages are not permitted** in the hallways, classrooms, or lockers.
- **Vending machine food/drink may only be purchased before or after school.**
- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.

HALLWAY/PASSING TO CLASS EXPECTATIONS

Students change class at the end of each period. Cooperation and courtesy are expected during passing periods. Students have a four (4) minute passing time. The teacher, not the bell, dismisses students. To assist in getting to class on time, students should use the most direct route possible, keep to the right, walk at all times, keep noise to a minimum, and keep hands and feet to themselves.

LIBRARY MEDIA CENTER

The Library Media Center, and its materials and resources, exists primarily for the purpose of student-use. Students are encouraged to make full use of the facility for all their information needs. If there is some item that you feel the LMC might need in its collection, let the Library Media Specialist know. To insure that our Library Media Center is and will remain available for all students to use, patrons of the LMC must abide by the following rules intended to protect everyone's rights and privileges:

1. Have permission from their classroom teacher and a pass to be able to attend (in Planner/Securely Pass).
2. Books may be checked out for THREE (3) WEEKS and must be returned by the date due.
3. Students with unpaid fines or overdue books may be prohibited from checking out any other resources.
4. Students' behavior in the LMC shall be regulated as it is in any classroom.

DRESS CODE (6.20)

We are committed to preparing students for the next steps in their lives such as high school, college, career, and post-secondary life success. Part of navigating the world is understanding the importance of context. Choosing the right attire for different contexts is an important life skill. Clothing shall not be of a style nor shall it contain words or depictions that create a clear and present likelihood that it will cause material and substantial disruption of the proper and orderly operation and discipline of the school or school activities. Words or messages that are so offensive to any individual or group as to create an immediate reaction disruptive to the orderly operation of the school or school activities are prohibited. The "Dress for Success Norms" encourages students to keep their focus on learning, maintaining age-appropriate expectations, and providing an environment that allows students to feel comfortable and express their individuality appropriately. New Berlin staff has taken great strides to ensure that these straightforward Dress for Success Norms apply equally to both male and female students. We strive to enforce these rules respectfully and without judgment.

DRESS FOR SUCCESS WHAT TO WEAR

All students must follow these norms at school and all school-sponsored events. This includes, but is not limited to, school activities, field trips, and school-sponsored after-school programs.

- Students should dress appropriately for school, wearing clothing that is well-suited for a school environment.
- Clothing will completely cover the torso through the top of chest, including the backside in non-see-through materials.
- The front and back of a shirt (or top of any kind) go over both shoulders.
- Clothing must cover all undergarments.
- The length of shorts and skirts must be appropriate for the school environment (must extend past thumbs with hands down to sides), this also includes rips in clothing.
- Head and face will be uncovered. Appropriate headgear may be worn for warmth and protection outdoors and inside for religious reasons (Examples of unacceptable headgear: hats, sunglasses, and bandanas). Coats and gloves should be removed upon entering the building and remain in lockers during the school day.
- Clothing and accessories that display or promote negative messages are not permitted. These could include, but are not limited to, illegal or prescription drugs, gangs, weapons, alcohol or tobacco-related information, obscenities, put-downs, stereotypes, sexual innuendo, plainly offensive subject material, or disruptive activities.
- Safety is paramount. Footwear (sneakers, boots, sandals, etc.) must be worn at all times. State law specifies that safety glasses must be worn in shops and labs when working with machinery and/or chemicals. Pierced jewelry that presents a safety hazard, spiked apparel, spike accessories, animal collars, or chains that can be used as weapons are prohibited.

Examples of prohibited attire:

- Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment. Words or messages that are so offensive to any individual or group as to create an immediate reaction disruptive to the orderly operation of the school or school activities are prohibited. • Headcover of any type: caps, hats, hoods, or bandanas. (unless approved on dress up/spirit days) Religious headwear is the only exception.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Pierced jewelry that presents a safety hazard, spiked apparel, spike accessories, animal collars, or chains that can be used as weapons are prohibited. • Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages or names, illegal drugs, drug paraphernalia, tobacco ads, sexual innuendo, profane language, vulgar statements, gang or satanic symbols, hate messages, death, suicide, violent behavior, or other inappropriate images.
- Thick/bulky jackets, coats, or other types of outdoor apparel such as sunglasses are not allowed to be worn in the building except when arriving or leaving; they are to remain in the students' lockers at all times.
- Clothing with holes, rips, tears, above mid-thigh, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.
- Spandex, compression-style, or excessively tight shorts worn as outerwear are not permitted unless covered by appropriate-length clothing.

New Berlin staff will address non-compliance with the Dress for Success Norms in a respectful and professional manner; our intent is not to shame individual students for their wardrobe choices. We would expect that no student should need to be asked more than once, in one year, to adjust their attire to meet the norms. If a student needs to be asked more than once it becomes an issue of disrespect rather than an issue about dress. (1st offense-Warning, 2nd offense-Lunch Detention, 3rd Offense-ASD)
We appreciate parent and student cooperation in our efforts to make our Dress for Success Norms and their enforcement fair, balanced, and gender-neutral. If there is any doubt about dress and appearance, the building principal will make the final decision.

Cross Reference: PRESS 7:160, *Student Appearance*

STUDENT DISCIPLINE (6.30)

PROHIBITED STUDENT CONDUCT

Students may be disciplined for varying levels of Misconduct for infractions including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling 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, selling or offering for sale:
 - a. Any illegal drug, controlled substance, or cannabis (including marijuana, medical cannabis and hashish).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician 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 or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
 - e. 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.

- f. "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.
- g. 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.
- h. 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 a tablet or powdered form.

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 have the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure.
5. Using a cellular telephone, smartphone, video recording device, or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting." Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
9. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. 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.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
11. Engaging in teen dating violence.
12. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); 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.
15. Being absent without a recognized excuse.
16. Being involved with any public school fraternity, sorority, or secret society.
17. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
19. 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.
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 unarmed aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, 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; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person. 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.

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.

WHEN AND WHERE SCHOOL CONDUCT RULES APPLY

The grounds for disciplinary action also apply 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.
5. During Periods of Remote Learning.

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 of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures (not necessarily in the following order):

- Notifying parents/guardians.
- Disciplinary conference.
- Withholding of privileges.
- Temporary removal from the classroom.
- Return of property or restitution for lost, stolen or damaged property.
- Directed Study Room
- After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
- Community service.
- Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
- Suspension of bus riding privileges.
- Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
- Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds. • Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
- Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, 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.

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 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 or expulsion.

DISCIPLINARY INFRACTIONS AND CONSEQUENCES

Appropriate disciplinary action will be taken when students do not follow expectations for conduct. School rules apply at all school activities, even when they occur outside the regular school day or away from school grounds at any type of school sponsored trip. The principal shall take into consideration the age of the student and the discipline history when determining consequences.

The principal may determine a more stringent consequence after considering all circumstances of a situation. Student misconduct falls into three categories: Minor, MAJOR, or GROSS Misconduct. Progressive discipline steps are designed to discourage students from making decisions that negatively impact themselves and others and are set up to respond to student misbehavior on a graduated basis based on both frequency and severity.

EXAMPLES OF MISCONDUCT

<p>Minor Misconduct</p> <ul style="list-style-type: none"> ● Tardy to Class ● Failure to Complete Homework ● Talking in Class ● Dress Code Violations ● Defacing School/Private Property ● Public Display of Affection ● Refusal to Work ● Throwing/Projecting Objects ● Disruption of School Setting <ul style="list-style-type: none"> ● Use of Inappropriate Language (verbal or written) ● Electronic Device Violation ● Disrespect ● Out of Bounds ● Pranks/Practical Jokes ● Bus Misconduct ● Computer Violation <p>*After-School Detentions for tardies and/or failure to complete homework will result in a loss of cell phone privileges for the remainder of the semester. Student will begin with clean slate at the beginning of a new semester.</p>	<p>Major Misconduct</p> <ul style="list-style-type: none"> ● Truancy ● Harassment/Bullying/or Threats ● Profanity/Inappropriate Language (verbal or written) ● Defacing School/Private Property ● Theft ● Possession of Smoking Materials ● Out of Bounds/Leaving School Property ● Cheating/Academic Dishonesty/Misrepresentation of Truth/Forgery ● Gang, Drug, or Alcohol related dress, drawings, or gestures ● Disruption of School Setting ● Insubordination ● Computer Violation ● Unacceptable use of Network ● Pranks/Practical Jokes ● Encouraging a Fight ● Bus Misconduct ● Repeated Minor Misconduct Offenses <p>*3rd offense for cell phone violation will result in loss of privileges for the remainder of the semester.</p>	<p>Gross Misconduct</p> <ul style="list-style-type: none"> ● Verbal assault or threats to harm faculty, staff, or students ● Physical aggression (fighting) resulting in harm to faculty, staff, students, or destruction of property ● Theft ● Setting a fire or use of any types of explosives ● Use of tobacco (all types) ● Possession, Use of Alcohol, Drugs or Drug Paraphernalia, Under the Influence of Alcohol or Drugs <ul style="list-style-type: none"> ● Sale of Alcohol, Drugs, or Drug Paraphernalia ● Unapproved Organizations - Gangs ● False Fire Alarm / Bomb Threat ● Extortion ● Possession and/or use of Weapons ● Vandalism and/or destruction of school property. ● Cheating ● Disruption of School Setting ● Bus Misconduct ● Gross Misconduct ● Repeated Minor/Major Misconduct
---	---	---

RESPONSES TO MINOR MISCONDUCT (Step 1 & 2)

Step #1 Classroom Interventions

<p>Each teacher will have a list of classroom rules, which will be presented, posted, and distributed the first week of school/quarter/trimester, then reviewed throughout the school year.</p>	<ol style="list-style-type: none"> 1. Rule Presentation and Posting 2. Verbal Warning 3. Proximity Control 4. Selected Seating 5. Other Logical Consequences
---	---

Step #2 Disciplinary Report(s)/Referral to Administration

<p>Each teacher will have a list of classroom rules, which will be presented, posted, and distributed the first week of school/quarter/trimester, then reviewed throughout the school year.</p>	<ol style="list-style-type: none"> 1. Verbal Reprimand/Warning 2. Removal from Classroom 3. Detention (HW/Lunch or After School) 4. Saturday Detention 5. Directed Study Room/Alternative Classroom Setting -# of days based on severity of misconduct
---	---

RESPONSES TO MAJOR MISCONDUCT

<p>Each teacher will have a list of classroom rules, which will be presented, posted, and distributed the first week of school/quarter/trimester, then reviewed throughout the school year.</p>	<ol style="list-style-type: none"> 1. Removal from Classroom 2. Detention (After School) 3. Saturday Detention 4. Directed Study Room/Alternative Classroom Setting - # of days based on severity of misconduct
---	---

RESPONSES TO GROSS MISCONDUCT

<p>Suspensions, expulsions and disciplinary removals to alternative and disciplinary interventions have been exhausted and a determination has been made that the student's continuing presence would pose a threat to safety and other students, staff, or members of the school community; or substantially disrupt, impede, or interfere with the operation of the school. Such determinations will be made on a case by case basis. School officials shall make all reasonable efforts to resolve</p>	<ol style="list-style-type: none"> 1. Directed Study Room/Alternative Classroom Setting- #of days based on severity of misconduct schools will only be used if other appropriate and available behavior 2. Removal from the school setting for a period of 1-3 Days 3. Removal from the school setting for a period of 4-10 Day 4. Recommendation for Expulsion 5. Police may be notified
---	--

such threats, address such disruptions, and minimize the length of student exclusions to the greatest extent possible.	
--	--

Any and all other conduct that is prohibited by Board policy or the discipline code shall be addressed and appropriate consequences given.

CORRECTIVE MEASURES

WARNING

When appropriate, staff will give a verbal warning to a student the first time an inappropriate behavior occurs indicating to the student that a reoccurrence of the behavior will result in the issue of a detention.

OFFICE REFERRALS

An office referral is a notice from the teacher that the action is so disruptive as to require teacher intervention beyond a warning to stop and is significant to the extent that the action violates specific stated expectations as outlined in the section titled "Disciplinary Actions". An Office Referral may include the student being sent from the room to the office in order for the teacher to maintain an appropriate learning environment. Consequences will be given according to the handbook policies. Parental notification for disciplinary action will also be made by mail and, when possible, by email/phone. Depending on the severity of the offense, parent conferences may be requested. Law enforcement authorities may be notified in all incidents where criminal activity is indicated. Restitution will be required in cases where property is damaged or missing. **SEVERE CLAUSE** Staff will issue an immediate disciplinary report to the office for any student who exhibits behavior of a totally unacceptable and disruptive nature to the learning environment. Consequences as per the handbook will be applied. Parental notification for disciplinary action will also be made by mail and, when possible, by email/phone. Depending on the severity of the offense, parent conferences may be requested. Law enforcement authorities may be notified in all incidents where criminal activity is indicated. Restitution will be required in cases where property is damaged or missing.

DETENTION

Parents must be notified before a student serves detention. If the student rides a bus, the student and parent shall be given one-day advance notice of the detention. Detention is offered on Tuesday, Wednesday, Thursday, and Saturday. Weekday evening detentions will begin at 3:30 PM and conclude at 4:30 PM. Saturday detentions will be served from 8:00 to 10:00 AM. Students in detention are responsible for their own transportation. If a scheduled detention of any type is not served, or if the student is tardy to detention, it doubles. If a student fails to serve a rescheduled detention, he/she will be assigned to DSR for at least 1 day. Unless otherwise noted, any second or subsequent offense will result in a higher consequence level as deemed appropriate by school administration. Violations of some expected behaviors will result in the potential loss of privileges. Students may appeal the assignment of a detention with a verbal or written request to the principal. Appeals should be held from 8:10 to 8:25 AM or from 3:20 to 3:45 PM on school days and made within 2 days of receiving the notice. **An automated email will be sent to parents when Office Referrals are written.**

GUIDELINES FOR DETENTION:

1. Detentions may be issued to students in accordance with our disciplinary guidelines. Students will be assigned to the next scheduled Tuesday, Wednesday, Thursday or Saturday detention and will be notified of the date and place.
2. Students are to arrive at detentions on time. Students arriving late will have additional time assigned and will be turned away.
3. For detentions lasting more than one hour students will have a restroom break lasting 5 minutes between each hour.
4. Students must bring school assignments and school books with them. No magazines will be allowed. No drawing or doodling will be permitted. Students must be actively engaged in schoolwork.
5. No talking is allowed.
6. Students may not sleep or put their heads down on their desks.
7. No candy, food or drinks are allowed.
8. Students will have assigned seating.
9. If the guidelines are not followed, students will be warned once. Problems after that will result in dismissal from that detention session with additional consequences.
10. Students who miss Saturday detentions or who are removed from Saturday detentions will receive an in-school suspension.
11. Students are to be picked up promptly after detention. Students are responsible to make arrangements for rides home ahead of time and should not expect to use the school phone for obtaining rides.
12. No electronic devices or cellular telephones may be utilized during detention.
13. Only students assigned to detention will be allowed.

EXCLUSION FROM CLASS

Teachers have the authority to exclude from class students who are disruptive, discourteous, disrespectful, or who interfere with the educational process. Students may be excluded from class for one (1) day per incident. Failure to report to the office shall be considered insubordination and appropriate disciplinary action shall be taken. Students who are removed from class will receive zeroes for grades taken during that time.

DIRECTED STUDY ROOM

Students placed in Directed Study Room (formerly known as in-school suspension) will report to the office in the morning. Students will be segregated from the student population for the entirety of the school day. Students will be allowed to make up homework and quizzes/tests. Students will forfeit participation points and points for in-class activities for that day. **Students on in-school detention will not be allowed to participate in extracurricular activities for the day they are on in-school detention.** This would be considered an unexcused absence from extracurricular activities.

SUSPENSION – OUT OF SCHOOL

Students placed on out-of-school suspension must not appear on school property, nor attend any school activity in which CUSD #16 is participating, until the suspension has been completed. Students will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. **Out-of-school suspensions will be counted as unexcused absences. Students will receive full credit for assignments turned in upon the first day back from suspension.** Failure to abide by the above rules will cause additional out-of-school suspension time to be assigned. Repeated suspensions may result in a recommendation for expulsion. Parents will be notified of out-of-school suspensions by telephone or by mail.

The school is required to make all reasonable efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions. The following behavioral and disciplinary interventions have been exhausted. *(List all behavioral and disciplinary interventions and resources previously utilized to address the student's behavior or indicate if there are no appropriate and available interventions and resources; e.g., any previous correspondence with parents or guardians about the behavior, check-in/check-out, functional behavioral analysis (FBA), behavioral improvement plan (BIP), social academic instructional group (SAIG), in-school suspension, out-of-school suspension and/or other interventions and resources.)*

If you would like to discuss or appeal any aspect of suspension with the principal, assistant principal, or teachers please schedule a conference by contacting the principal. If the appeal is not satisfactory, the Illinois State School Code, Chapter 122 Section 10-22.6, provides for parents/guardians or suspended students an opportunity to appear before the school board for a review of the suspension. Please contact the district secretary to appeal an out-of-school suspension in order to appear before the Board of Education.

<p>Cross Reference: PRESS 7:200-E1, Short Term Out-of-School Suspension (1-3 Days) Reporting Form PRESS 7:200-E2, Long Term Out-of-School Suspension (4-10 Days) Reporting Form</p>

RE-ENGAGEMENT OF RETURNING STUDENTS

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

EXPULSION

Expulsion is the total separation of a student from school. This action must be made by the Board of Education. Expulsion is the final alternative in attempting to correct a problem. Parents will

be notified of the procedure and their rights in expulsion proceedings. Expulsion may be justified in any of the following:

- a. A single serious violation of a school rule.
- b. The continuous violation of established school rules, interference with the educational process, or disregard for authority.
- c. The endangerment of the health, safety, or welfare of students, faculty, or other school personnel.
- d. Any of the episodes listed in other sections of the handbook that would call for expulsion.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

CORPORAL PUNISHMENT

Corporal punishment is illegal and will not be used. Corporal punishment means 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 the offense, prevent its recurrence, or set an example for others.

WEAPONS PROHIBITION

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.
2. A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

GANG & GANG RELATED ACTIVITY

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

Cross-references: PRESS 7:190, *Student Discipline*, PRESS 7:190-AP2, *Gang Activity Prohibited*

Cross-references:
PRESS 7:190, *Student Behavior*
PRESS 7:190-AP2, *Gang Activity Prohibited*

Prevention of and Response to Bullying, Intimidation, and Harassment (6.40 MSH)

Off-Campus Electronic Conduct / Cyberbullying

Students may be subject to school disciplinary consequences for off-campus electronic behavior when the behavior substantially disrupts the educational environment, threatens the safety of students or staff, or interferes with the rights of others.

Examples may include, but are not limited to:

- Cyberbullying
- Harassment through social media or group messaging
- Sharing inappropriate photos or videos
- Fake or impersonation social media accounts
- Threats or intimidation
- AI-generated harassment or manipulated images
- Encouraging fights or disruptive behavior through electronic communication

School administration reserves the right to investigate electronic conduct that impacts the school environment, regardless of whether the conduct occurred on or off school property.

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 and school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from military service, sex, sexual orientation, gender orientation, gender-related identity or expression, ancestry, age, religion, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, homelessness, actual or marital status, parenting status, pregnancy, parenting status, 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 school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

Bullying includes cyber-bullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Reporting procedures concerning claims of "bullying" are as follows:

1. Students who believe in good faith that they are a victim of bullying or harassment are encouraged to report, orally or in writing, such conduct to any member of the school staff the student feels comfortable talking with or report to the Principal's Office. Submit a report electronically using the [Incident Reporting Form](#)
2. Any school personnel who observes bullying or harassing conduct or who acquires information, even anonymously, about actual or threatened bullying directed toward a student shall report such conduct to the building Principal. School personnel shall take reasonable immediate action to prevent imminent harm to a student who is subject to observed bullying or harassing conduct.
3. The building Principal, or his/her designee, shall promptly investigate and address reports of bullying and/or harassment. The Superintendent shall be promptly informed of any such reports and investigations. All investigations shall be concluded within 10 school days with a written report to the Superintendent. As circumstances deem appropriate, Parents of a student who is a victim of such conduct or who is the perpetrator of such conduct shall be reasonably informed of any investigation and/or discipline or interventions imposed. Any such communications with Parent shall be consistent with student privacy rights as allowed by law and reasonable given the totality of the circumstances surrounding any incident or report of bullying/harassment.
4. Interventions used to address bullying and/or harassment behavior may include, but shall not be limited to, restorative measures, social-emotional skill building, and school psychological services as appropriate to address specific acts and circumstances of bullying/harassment complaints.
5. No one reporting or supplying information about acts of bullying/harassment shall be retaliated against or punished.
6. Annually, the Superintendent shall direct all students, their parents and school personnel shall be informed of the District Policy on bullying/harassment and this Prevention Plan.
7. This Prevention Plan shall be posted on the District's website and evaluated by the Board of Education every two years. The Board evaluation shall assess the outcomes and effectiveness of this Prevention Plan based upon data that shall include, but not be limited to, the following:
 - Frequency of victimization;
 - Identification of areas at school where bullying/harassing conduct occurs;
 - Types of bullying/harassing behaviors/acts committed;
 - Intervention/restorative measures employed;
 - Student/parent/staff surveys on school safety.
8. The Principal, or his/her designee, shall maintain a written record of all reports of bullying/harassing behavior received. This record shall include:
 - Names of the perpetrator(s) and victim(s);
 - The frequency of victimization;
 - Student, staff, and family observations/reports of bullying and other safety concerns;
 - The location of alleged incidents in order to identify any bullying "hot spots";
 - The type of bullying; and,
 - Whether there was bystander participation.

Anonymous reports are also accepted by phone call or in writing to:

Nondiscrimination Coordinator: Junior High School Director of Student Services	Complaint Manager: Junior High School Principal
300 Ellis Street	300 Ellis Street
New Berlin, IL 62670	New Berlin, IL 62670
217-488-6012 ext 1110	217-488-6012 ext 1140

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions. A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions. Cross-references: PRESS 7:20,

Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited (6.42 MSH)

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidents of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform Grievance Procedure.

HARASSMENT & TEEN DATING VIOLENCE PROHIBITED (6.45)

Harassment Prohibited

No person, including a school district employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from 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; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited (Title IX)

The School and District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

A District employee, agent, or student violates this prohibition whenever that person engages in conduct on the basis of sex that causes another person to be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any education program or activity operated by the District. Sex discrimination includes discrimination on the basis of sex, stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.

Sexual harassment of students is prohibited. New Berlin Schools believes that a school environment where sexual harassment is tolerated fosters disrespect, interferes with a student's opportunity to learn, and creates an intimidating, hostile learning environment. Accordingly, our schools shall not tolerate sexual harassment of students by other students, or by employees of Community Unit School District #16. Students will receive instruction about recognizing, avoiding, and reporting sexual abuse.

A person who engages in sexual harassment whenever he or she makes sexual advances, request sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms intimidating, hostile, and offensive include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from 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; 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. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone

- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling “down”
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students’ ages, grade levels, and developmental levels.

Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says “no”
- Engaging in touching that a student or student’s parents/guardians have indicated is unwanted
- Trying to be a student’s friend rather than filling an adult role in the student’s life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student’s life or making up excuses to be alone with a student
- Expressing unusual interest in a student’s sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student’s access to other adults

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student’s health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to “hang out” or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee’s home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student’s physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)

National Sexual Abuse Chatline at online.rainn.org

Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

Cross Reference:

PRESS 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

PRESS 5:120-AP2, Employee Conduct Standards

PRESS 5:120-AP2,E, Expectations and Guidelines for Employee-Student Boundaries

TEEN DATING VIOLENCE PROHIBITED

Engaging in teen dating violence that takes place at school, on school property, at-school sponsored activities, or in vehicles used for school-provided transportation is strictly prohibited. For purposes of this policy, the term *teen dating* violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the relationship.

MAKING A COMPLAINT: ENFORCEMENT

A student who feels he/she is being sexually harassed is encouraged to bring the complaint to the attention of the Principal. If the Principal is allegedly involved in the harassment, the complaint should be taken to the Superintendent. Such a report shall be made in writing, detailing the specifics of the charges. The Principal will investigate the report and determine a resolution of the case including any necessary and/or appropriate disciplinary action. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

If the student is dissatisfied with the decision of the Principal, the matter may be appealed in writing to the Superintendent. If the student is dissatisfied with the decision of the Superintendent, the matter may be appealed in writing to the Community Unit #16 School Board President.

Cross-references: PRESS 7:20, Harassment of Students Prohibited, PRESS 7:185, Teen Dating Violence Prohibited

CAFETERIA RULES (6.50)

- Students shall not save seats for other students.
- Students shall walk to lunch and shall be orderly and quiet during lunch.
- Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
- Loud talking, yelling, screaming, and other disruptions are prohibited.
- Students shall not throw food, milk cartons or other items.
- Students shall not trade food.
- Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
- Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
- Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
- Students shall report spills and broken containers to cafeteria staff immediately.
- Students shall be dismissed from the cafeteria by the lunchroom supervisor.

Misbehavior will result in disciplinary action according to the school's disciplinary procedures.

FIELD TRIPS (6.60)

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline.

All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

Those students who misbehave may be excluded from participating in future trips. Students who are not permitted to go on field trips will be provided with school work that will only be permitted to be completed on that day. Completion of this work can only benefit the student's grade.

Parents are not allowed to transport children to and/or from a field trip. By law, all students must ride school transportation.

Cross-references: PRESS 6:240, *Field Trips*, PRESS 6:240-AP, *Field Trip Guidelines*

Positive Behavioral Interventions and Supports (PBIS)

New Berlin Junior High wants to promote positive behavior by rewarding those students who consistently make good choices with quarterly field trips. Quarterly field trip destinations are set each year. PBIS Characteristics: Polite, Responsible, Inclusive, Determined, Engaged. Students will receive Pride Points throughout each quarter when staff members see students meeting our PBIS expectations. When a student receives a Pride Point, they become eligible to attend the Quarter Trips. They can also deposit their points to use in the Pride Store that opens at the end of each quarter.

Cross-references: PRESS 7:140, *Search and Seizure*, PRESS 7:190-AP7,E1 *Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting*

ELECTRONIC DEVICES/TECHNOLOGY/CELL PHONES (6.80)

The use of electronic devices and other technology at school is a **privilege**, not a right that may be revoked at any time. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), ipod®, ipad®, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, electronic devices must be kept in their locker unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals. Students are allowed to use electronic devices during non-instructional time, which is defined as before and after school, during the student's lunch period and during pass periods. Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs and/or videos at school or on the school bus (to include any type of social media posts); (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private images. The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Students who are sick should see the nurse and should NOT contact parents prior to being evaluated by the nurse/office. Any violation of this policy will result in a loss of privilege. In this case students will be responsible to check their phone into the office prior to the start of the school day each day during the time frame they have lost privileges. Failure to do so will be treated as insubordination. Additionally, **students who accumulate their sixth tardy and beyond will lose their cell phone privileges at school.**

School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination. Students in violation of this procedure are subject to discipline consequences.

Non-Compliance with Electronic Device Policy

Students in violation of this procedure are subject to the following consequences:

1st Offense – The device will be confiscated by school personnel. The student will receive the device back at the end of the day in the school office.

2nd Offense – The device will be confiscated. The student's parent/guardian will be notified and required to pick up the device in the school office.

3rd and subsequent offenses – The device will be confiscated. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the remainder of the school year. If the student is found in possession of the device, the student will also face consequences for insubordination.

Failure to surrender a cell phone or electronic device upon staff request may be considered insubordination. Students who refuse to comply, argue with staff, or repeatedly violate electronic device expectations may immediately lose the privilege of possessing a cell phone at school and may be subject to additional disciplinary action. Progressive disciplinary steps may be skipped at administrative discretion.

Cross-references: PRESS 7:190-AP5, *Student Handbook*, *Electronic Devices*

Appeal Process

When a student is disciplined, according to the terms of this policy, parents/guardians will be notified about the disciplinary action. Students and their parents/guardians are entitled to an appeal of disciplinary action. Such appeals should be directed to the Principal.

Administrative Discretion

School administration reserves the right to modify disciplinary consequences and interventions based on the individual circumstances of a situation, including but not limited to:

- Severity of the behavior
- Frequency of infractions
- Student age and maturity
- Safety concerns
- Student disciplinary history
- Cooperation during investigation
- Impact on the educational environment

Nothing in this handbook limits the authority of school officials to address behavior that disrupts the learning environment or threatens the safety and well-being of students or staff.

Chapter 7: Internet, Technology, and Publications

Technology Quick Guide

- Chromebooks must be charged daily.
- Students are expected to use school technology appropriately and responsibly.
- Cell phone expectations are outlined in Section 6 / pg. 23.
- Inappropriate technology use, including misuse of artificial intelligence (AI), social media harassment, or unauthorized recordings, may result in disciplinary action.

INTERNET ACCEPTABLE USE (7.10)

All use of the District's electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.

Terms and Conditions

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

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

Acceptable Use

Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges

Use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use

The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:

Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;

Using the electronic networks to engage in conduct prohibited by board policy;

Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;

Unauthorized use of personal removable media devices (such as flash or thumb drives);

Downloading of copyrighted material for other than personal use;

Using the electronic networks for private financial or commercial gain;

Wastefully using resources, such as file space;

Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;

Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video; Using another user's account or password;

Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;

Posting or sending material authored or created by another without his/her consent;

Posting or sending anonymous messages;

Creating or forwarding chain letters, spam, or other unsolicited messages;

Using the electronic networks for commercial or private advertising;

Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;

Misrepresenting the user's identity or the identity of others; and

Using the electronic networks while access privileges are suspended or revoked.

Network Etiquette

The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

Be polite. Do not become abusive in messages to others.

Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.

Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.

Recognize that the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.

Do not use the networks in any way that would disrupt its use by other users.

Consider all communications and information accessible via the electronic networks to be private property.

No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification

By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security

Network security is a high priority. If the user can identify or suspect a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism

Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Telephone Charges

The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules

Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.

Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of public domain documents must be provided.

The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.

The fair use rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email

The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.

Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.

Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet domain. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.

Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator.

Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those acceptable uses as detailed in these procedures. Internet safety is supported if users will not engage in unacceptable uses, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

Cross Reference:

PRESS 6:235, *Access to Electronic Networks*

Email Etiquette

Email etiquette refers to the principles of behavior that students should use when writing and answering emails. Email etiquette is important because you want your message to be understood in a positive manner as well as taken seriously. The expectation is for students to understand the importance of having proper email etiquette. Please follow the following rules in regards to email etiquette:

- a. Format: Use proper structure and layout - clear subject, body (complete sentences, correct spelling and grammar, professional font) and salutation.
- b. Opening: Begin your email with a proper greeting.
- c. Content: Be respectful and courteous. Be clear and to the point. Remember to say please and thank you.
- d. Tone: Think about the impression the tone of your email will make.
- e. Wait period: Allow proper time for a response from your teacher (24 hours).

PUBLICATIONS (7.20)

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the building principal before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
 - a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
 - b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
 - c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
 - d. Is reasonably viewed as promoting illegal drug use; or
 - e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed as long as the material to be distributed or accessed is primarily prepared by students; or
 - f. Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7. Students are prohibited from accessing and/or distributing at school any pictures, written material, or electronic material, including material from the Internet or from a blog, that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language;
4. Is primarily intended for the immediate solicitation of funds; or

The distribution of non-school-sponsored written material must occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the school district.

Cross Reference: PRESS 7:310, *Restrictions on Publications*

Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students ; or
6. Incites students to violate any Board policies.

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Cross Reference:

PRESS 7:315 Restrictions on Publications; High Schools

7.40 Annual Notice to Parents About Educational Technology Vendors Under the Student Online Personal Protection Act (SOPPA)

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data. Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law. In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

Cross Reference:

PRESS 7:345-AP, E2, *Student Data Privacy; Notice to Parents About Educational Technology Vendors*

7.50 Use of Artificial Intelligence

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

Cross Reference: None

Chapter 8: Search and Seizure

SEARCH AND SEIZURE (8.10)

In order to maintain order safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities (including SSO's) may inspect and search school property and equipment owned or controlled by the school (such as: lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Student Searches

School authorities (including SSO's) may search a student and/or the student's personal effects in the student's possession (such as: purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Cross-reference: PRESS 7:140, *Search and Seizure*

Chapter 9: Extracurricular and Athletic Activities and Awards

REQUIREMENTS FOR PARTICIPATION IN ATHLETIC ACTIVITIES

A student must meet all academic eligibility requirements and have the following fully executed documents on file in the school office before being allowed to participate in any athletic activity:

1. A current certificate of physical fitness issued by a licensed physician, an advanced practice nurse or physician assistant. The preferred certificate of physical fitness is the Illinois High School Association's "Pre-Participation Physical Examination Form."
2. A permission slip to participate in the specific athletic activity signed by the student's parent/guardian.
3. Proof the student is covered by medical insurance.
4. A signed agreement by the student not to ingest or otherwise use any drugs on the IHSA's most current banned substance list (without a written prescription and medical documentation provided by a licensed physician who performed an evaluation for a legitimate medical condition) and a signed agreement by the student and the student's parent/guardian agreeing to IHSA's Performance-Enhancing Substance Testing Program.
5. A signed agreement by the student and the student's parent/guardian authorizing compliance with the School District's Extracurricular Drug and Alcohol Testing Policy; and
6. Signed documentation agreeing to comply with the School District's policies and procedures on student athletic concussions and head injuries.

Modification of Athletic or Team Uniform

Students may modify their athletic or team uniform for the purpose of modesty in clothing or attire that is in accordance with the requirements of the student's religion or the student's cultural values or modesty preferences.

IESA

Eligibility for most athletics is also governed by the rules of the IESA and, if applicable, these rules will apply in addition to this Extracurricular and Athletic Activities Code of Conduct. In the case of a conflict between IESA and this Code, the most stringent rule will be enforced.

Academic Eligibility

Selection of members or participants in extracurricular and athletic activities is at the discretion of the designated teachers, sponsors, and coaches. In order to be eligible to participate in extracurricular and athletic activities, a student must maintain an overall passing grade (60%) in all classes.

Absence from School on Day of Extracurricular or Athletic Activity

New Berlin schools require that a student must be in school for the full day before participating in any practice or activity. This means a student must be in attendance for all classes in order to participate in an athletic contest. If a student is not in school for the entire day, he/she cannot practice or play a game that night, unless one of the following conditions have been met and approved by the building principal and/or athletic director.

- Doctor's Note and/or Appointment
- Funeral
- Court Appearance (verified)
- Other Emergencies (at the discretion of the Principal/Athletic Director)

Travel

All students must travel to extracurricular and athletic activities and return home from such activities with his or her team by use of school approved transportation. A written waiver of this rule may be issued by the teacher, sponsor or coach in charge of the extracurricular or athletic activity upon advance written request of a student's parent/guardian and provided the parent/guardian appears and accepts custody of the student. Oral requests will not be honored and oral permissions are not valid.

Cross-References:

PRESS 6:190, *Extracurricular and Co-Curricular Activities*
PRESS 6:190-AP, *Eligibility for Participation in Extracurricular Activities*
PRESS 7:240, *Conduct Code for Participants in Extracurricular Activities*
PRESS 7:240-AP1, *Code of Conduct for Extracurricular Activities*
PRESS 7:300, *Extracurricular Athletics*

AWARDS

Students will be recognized for their accomplishments throughout the school year. Those awards might include, but are not limited to:

- Daughters of the American Revolution Award
- Top Honors Student
- High Honors Award
- Honor Roll Award
- PBIS Student(s) of the year
- Lead Conference Recipient
- Leadership
- Prestigious Pretzel (0 tardies, referrals, unexcused absences)
- Spelling Bee
- Athletics Participation

NBJH CLUBS AND ORGANIZATIONS

NBJH students are encouraged to participate in extra-curricular activities. The junior high has the following clubs and organizations:

- Student Council (must be elected)
- Yearbook
- Library

CODE OF CONDUCT (9.10)

This information can be found in our Athletic & Extracurricular Code of Conduct Policy Manual (on website)

ATTENDANCE AT SCHOOL-SPONSORED DANCES (9.20)

Attendance at school-sponsored dances is a privilege. Dances are sponsored for New Berlin Junior High students only. Visitors will not be allowed to attend any dance. All school rules, including the school's discipline and dress code are in effect during school-sponsored dances. No dances are considered formal. Students are required to remain at the dance and cannot leave until a parent arrives. Specific criteria for attendance may be established prior to each dance. Such criteria may be based on behavior, attendance, or grades. Consistent with the athletic participation policy, attendance at school on the day of the dance is required to attend the dance. Students who violate the school's discipline code will be required to leave the dance immediately and the student's parent/guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.

Cross-references: PRESS 6:190, *Extracurricular and Co-Curricular Activities*, PRESS 7:240-AP1, *Code of Conduct for Extracurricular Activities*

STUDENT ATHLETE CONCUSSIONS AND HEALTH INJURIES (9.30)

This information can be found in our Athletic & Extracurricular Code of Conduct Policy Manual (on website).

Cross Reference: PRESS 7:305, *Student Athlete Concussions and Head Injuries*

Chapter 10: Special Education

Once a student has progressed through all 3 Tiers of interventions with RtI, a referral may be made by parents, teachers, or other concerned individuals. After a comprehensive diagnostic evaluation, a committee of educational personnel determines the child's eligibility for programs and services. When a child is eligible for special education, an Individual Education Program (IEP) is written which sets goals and recommends services specific to the child's unique needs. Parent/guardian consent is required prior to the evaluation and for special education placement. Parent participation is encouraged at every step. Additional services provided through Sangamon Area Special Education District include: Child Find Services, School Social Work Services, School Psychological Services, Psychiatric Diagnostic Services, Vocational Education Services, Physical and Occupational Therapy, Orientation and Mobility Training, and Audiologist Services.

EDUCATION OF CHILDREN WITH DISABILITIES (10.10)

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School, in cooperation with the Sangamon Area Special Education District (SASED), provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services. A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:

Junior High Principal
488-6012
JH Office

PRESS 6:120, *Education of Children with Disabilities* PRESS 6:120-AP1,E1 – Exhibit – Notice to Parents/Guardians Regarding Section 504 Rights

DISCIPLINE OF STUDENTS WITH DISABILITIES (10.20)

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The School may not use isolated time out, time out, or

physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavior support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited

Cross Reference:

PRESS 7:190-AP4, *Administrative Procedure- Use of Isolated Time Out, Time Out, and Physical Restraint*
PRESS 7:230, *Misconduct by Students with Disabilities*

EXEMPTION FROM PHYSICAL EDUCATION REQUIREMENT (10.30)

Illinois students are required to take part in physical education class on a daily basis. A student may be exempt from some or all physical activities when the appropriate excuses are submitted to the school by a parent/guardian (for one day only) or by a person licensed under the Medical Practice Act (for periods of more than 1 day). Alternative activities and/or units of instruction will be provided for students who are unable to participate.

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

Cross Reference: PRESS 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*

REQUEST TO ACCESS CLASSROOM (10.50)

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the school principal.

Cross Reference: PRESS 6:120, *Education of Children with Disabilities*, PRESS 6:120-AP2,E1 – *Exhibit – Request to Access Classroom(s) or Personnel for Special Education Evaluation/Observation Purposes*

Related Service Logs

10.60 For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

PRESS 7:340-AP1, *School Student Records*

PUNS Database Information for Students and Parents or Guardians (10.70 MSH)

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

PUNS Training

Information on PUNS can be found on the SASED website at:

[SASED Website](#)

PUNS Trained Personnel for New Berlin CUSD #16

- Jenny Mendenhall, Special Education Administrator, New Berlin CUSD #16 and Pleasant Plains CUSD #8 mendenhall@sased.com
- Mark Strawn, Director of SASED Central strawn@sased.com

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at <https://www.dhs.state.il.us/page.aspx?item=41131>.

Cross Reference:

None

Chapter 11: Student Records and Privacy

STUDENT PRIVACY PROTECTIONS (11.10)

SURVEYS

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist student's career choices. This applies to all surveys regardless of whether the student answering the questions can be identified or who created the survey.

SURVEYS BY THIRD PARTIES

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions. Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

SURVEYS REQUESTING PERSONAL INFORMATION

School officials and staff members will not request, nor, disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

- Political affiliations or beliefs of the student or the student's parent/guardian
- Mental or psychological problems of the student or the student's family
- Behavior attitudes about sex
- Illegal, anti-social, self-recriminating, or demeaning behavior
- Critical appraisals of other individuals with whom students have close relationships
- Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers
- Religious practices, affiliations, or beliefs of the students or the student's parent/guardian
- Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program or for receiving financial assistance under such program

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

INSTRUCTIONAL MATERIAL

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information

No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term personal information means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, The above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions., such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools. §11.10 Page 2 of 3 © 2022 IPA School Handbook Subscription Service To be used in conjunction with the Illinois Association of School Board's PRESS Service. Please review this material with your school board attorney before use.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards. A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal. A complete copy of the District's Student and Family Privacy Rights policy may be obtained from the Superintendent's office or accessed on the District's website.

Cross-References: PRESS 7:15, *Student and Family Privacy Rights*, PRESS 7:15-E, *Notification to Parents of Family Privacy Rights*

STUDENT RECORDS (11.20)

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

1. The right to inspect and copy the student's education records within 15 school days of the day the District receives a request for access. The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. The principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.
2. The right to have one or more scores received on college entrance examinations included on the student's academic transcript. Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.
3. The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the

building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

4. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. The right to a copy of any school student record proposed to be destroyed or deleted.

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. The right to prohibit the release of directory information.

Throughout the school year, the District may release directory information regarding students, limited to:

- Name, address, gender, grade level, birth date and place, parent/guardian names, addresses, electronic mail addresses, and telephone numbers, ● Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parent/guardian, or student who is 18 years of age or older, request that the information not be disclosed without prior written consent. If you wish to exercise this option, notify the building principal.

8. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.

9. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

Cross-reference: PRESS 7:340, *Student Records*

STUDENT BIOMETRIC INFORMATION (11.30)

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

Cross-reference: PRESS 7:340, *Student Records*

Chapter 12: PARENTAL RIGHT NOTIFICATIONS

Sex Offender Notification Law (12.110 MSH)

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, <https://isp.illinois.gov/Sor/Disclaimer>

Illinois Murderer and Violent Offender Against Youth Registry, <https://isp.illinois.gov/MVOAY/Disclaimer>

Frequently Asked Questions Concerning Sex Offenders, <https://isp.illinois.gov/Sor/FAQs>

Cross-References:

PRESS 4:175-AP1, Criminal Offender Notification Laws; Screening

PRESS 4:175-AP1, E1, Exhibit – Informing Parents/Guardians About Offender Community Notification Laws

STANDARDIZED TESTING (12.20)

Students and parents/guardians should be aware that students in grades 6-8 will take standardized tests throughout the school year. Parents are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can assist their students achieve their best performance by doing the following: 1. Encourage students to work hard and study throughout the year;

2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize for students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

Cross-Reference: PRESS 6:340, *Student Testing and Assessment Programs*

iReady - i-Ready is an online program for reading and/or mathematics that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows your teacher(s) to meet your student exactly where they are and provides data to increase your student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction.

Illinois Assessment of Readiness (IAR) is the state required series of tests given to students in grades 3-8. Tests are given in the areas of English Language Arts (ELA) and mathematics at all of these grade levels. All testing will be completed electronically via a computer. The results will show how well our schools and districts are doing in meeting the adopted Illinois Learning Standards, also known as the Common Core State Standards, for learning. Individual student results of the IAR assessment will be reported to parents, and school results will appear on the district report card.

Illinois Science Assessment (ISA) - In compliance with federal testing requirements, Illinois will administer a science assessment to students enrolled in a public school district in grades 5, 8 and once at the high school level. The high school assessment utilizes a course-based model with content aligned to Biology I. The assessment will be administered in an online format and is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS), which were adopted in 2014.

RESPONSE TO INTERVENTION (RTI)

RTI is the process of providing interventions to students who are at risk for academic and social-emotional/behavioral problems. The RTI process is a multi-step approach to providing services and interventions to students who struggle with learning and behavior in the school setting at increasing levels of intensity. All students are screened in reading fluency and comprehension, math, and science in the fall, winter and spring. In addition, students are screened for risk-factors related to social-emotional behaviors. All students who do not meet the set expectations on the screenings, or who are referred by their classroom teacher are given further testing to determine if they are in need of interventions. If interventions are needed, students will receive these interventions during the regular school day, and parents will be informed of the interventions being provided. The progress made by students at each stage of intervention is closely monitored. The information gained from an RTI process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's educational program. New Berlin Junior High will enroll students that qualify for RTI into a specific class instead of their regularly scheduled elective classes. This will be for the quarter or until the student reaches the threshold for academic standings (40th percentile on MAP testing).

HOMELESS CHILD'S RIGHT TO EDUCATION (12.30)

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living

arrangements, the parent or guardian of the homeless child has the option of either:

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Assistance and support for homeless families can be provided by the [JH/HS Homeless Liaison, Olga Lopez](#). She can be reached at 488-6012, ext. 1410 or at olopez@pretzelpride.com

Cross-References: PRESS 6:140, *Education of Homeless Children*, PRESS 6:140-AP, *Education of Homeless Children*

Family Life & Sex Education Classes (12.40)

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

PRESS 6:60-AP, *Comprehensive Health Education Program*

PRESS 6:60-E, *Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes*

ENGLISH LEARNERS (12.60)

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Learners program, contact the building principal.

PRESS 6:160, *English Learners*

SCHOOL VISITATION RIGHTS (12.70)

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

PRESS 8:95-E1, *Letter Notifying Parents/Guardians of School Visitation Rights*, PRESS 8:95-E2, *Verification of School Visitation*

PESTICIDE APPLICATION NOTICE (12.80)

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact the district office.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

PRESS 4:160-AP, *Environmental Quality of Buildings and Grounds*

ASBESTOS POLICY

This notice is to inform building occupants of the potential hazard and locations of asbestos containing materials. It has been determined by the Illinois Department of Public Health and the United States EPA that asbestos is a potential health hazard, and precautions should be taken to avoid disturbing any asbestos containing materials.

Materials containing asbestos have been found in New Berlin Jr/Sr High School. Any evidence of disturbance or change in condition will be documented in the management Plan as required by law.

Cleaning and maintenance personnel who recognize the danger of asbestos are taking special precautions during work to properly guard against disturbance of the asbestos containing materials. All asbestos containing materials are inspected and evaluated periodically and additional measures will be taken when needed to protect the health of building occupants.

Reliable Environmental Solutions, Inc.

4211 Westgate Dr.

Springfield, IL. 62711

CHILD ABUSE/MANDATED REPORTERS (12.90)

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

PRESS 5:90, *Abused and Neglected Child Reporting*

UNSAFE SCHOOL CHOICE OPTION (12.100)

The unsafe school choice option provided in State law permits students to transfer to another school within the District in certain situations. This transfer option is unavailable in this District because the District has only one school or attendance center. A student, who would otherwise have qualified for the choice option, or the student's parent/guardian, may request special accommodations from the building principal.

PRESS 4:170, *Safety*

STUDENT PRIVACY (12.105)

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

SEXUAL OFFENDER NOTIFICATION LAW (12.110)

State law requires that all school districts provide parents/guardians with information about sex offenders and violent offenders against youth. State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

- To attend a conference at the school with school personnel to discuss the progress of their child.
- To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
- To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board. Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

SEX OFFENDER AND VIOLENT OFFENDER COMMUNITY NOTIFICATION LAW (12.120)

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following: Illinois Sex Offender Registry, www.isp.state.il.us/sor/

Illinois Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/

Frequently Asked Questions Concerning Sex Offenders, www.isp.state.il.us/sor/faq.cfm

Cross Reference:

PRESS 4:175-AP1,E1. Informing Parents/Guardians About Offender Community Notification Laws

Parent Notices Required by the Every Student Succeeds Act (12.130)

I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

- The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- The teacher is teaching under emergency or other provisional status.
- The teacher is teaching in the field of discipline of the certification of the teacher.
- Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20. A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law. When available, this information will be placed on the District's website at www.pretzelpride.com

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

VI. Student Privacy: Students have certain privacy protections under federal law. For additional information, see handbook procedure 12.105.

VII. English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet. For additional information, see handbook procedure 12:60.

VIII. Homeless Students: For information on supports and services available to homeless students, see handbook procedure 12:30.

For further information on any of the above matters, please contact the building principal.

Cross Reference:

PRESS 6:170-AP2, *Notice to Parents Required by ESSA, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act*

Frequently Asked Questions

What time can students enter the building?

Students may enter the building beginning at 7:30 AM.

Where do students report before school?

Students eating breakfast should report to the cafeteria. All other students should report to the Pretzel Dome.

What happens if my child is absent?

Parents/guardians must contact the office by 8:00 AM. Students are responsible for checking Google Classroom and completing make-up work.

What happens if my child forgets their Chromebook?

Students are expected to bring a charged Chromebook daily. Repeated failure to bring materials may result in disciplinary consequences.

How are grades communicated?

Grades are updated weekly in Skyward Family Access.

How is athletic eligibility determined?

Eligibility is checked weekly in accordance with IESA guidelines. Students must be passing all classes.

Are students allowed to use cell phones during class?

No, students' cell phones may not disrupt instruction and should remain in their school locker during instructional time.

Can students stay after school?

Students may only remain after school if supervised by a staff member or participating in a school-sponsored activity.

What should parents do if they have concerns?

Parents are encouraged to contact the classroom teacher first, followed by school administration if additional assistance is needed.



New Berlin CUSD #16

JOB DESCRIPTION

Position Title: Pre-K – 8th Grade Assistant Principal

Qualifications:

1. Hold a MS or MA in school administration with a valid IL certificate – Type 75.
2. Hold a valid teaching certificate with at least four (4) years of teaching experience.
3. Professional image, actions, communications and working relationships are required at all times.
3. Excellent written and oral communication skills, ability to maintain confidentiality and strong computer skills.
4. Establish and maintain effective and courteous working relationships with staff, students, parents, and community members.
5. Ability to lead and manage others in addition to strong organizational, time management and conflict resolutions skills.

Department: School Administration

Location: Elementary Office

Reports to: Superintendent

FLSA Class: Exempt

Revised Date: 05/21/26

Job Goal: The primary responsibility is to assist the building principals in providing leadership necessary to improve teaching and learning in order to maintain a safe, pleasant, and productive place to work and learn.

Performance Responsibilities:

1. Serve as the instructional leader of the school by promoting instructional improvement within the school, monitor student achievement, and foster staff development activities for each staff member.
2. Enforce student handbook and assign consequences for handbook infractions.
3. Work with the Superintendent and administrative team to direct educational program by evaluating, developing, and reviewing the curriculum and communicate changing needs.
4. Ensure all Board policies, administrative procedures, staff and student handbooks are effectively communicated and followed.
5. In conjunction with the staff, provide for the health, safety and welfare of the students.
6. Lead a positive school climate where all children can learn and succeed.
7. Assist the principal in supervising, evaluating the performance through a formal review process, and discipline teachers, educational support staff assigned to perform specific responsibilities in the school. This may require recommendations to the Superintendent and Board non-renewal, remediation, and/or dismissal of staff.
8. Assist in interviewing and orienting all new personnel.
9. Maintain communication systems with students, parents, staff, and other interested publics.
10. Assist with the proper maintenance and use of school facilities and equipment.

11. Conduct meetings of the staff and faculty as are necessary for the proper functioning of the school and/or in accordance with administrative directive.
12. Submit reports and records as required by district policy, procedure, law or administrative directive.
13. Assist with public relations and events for the building.
14. Attend IEP meetings assigned by case managers as well as assist with all academic and behavior interventions.
15. Lead and administer the 504 process.
16. Keep abreast of changes and developments in the profession by attending meetings, reading professional journals, and networking with other professionals in the field.
17. Serve as a contributing and responsible member of the district administrative team.
18. Perform all other duties necessary to the position and such other duties as may be assigned by the Principal and/or Superintendent.

TERMS OF EMPLOYMENT: This is a 10-month position working 200 days. The salary and work year will be established by the Board of Education.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy of Evaluation of professional personnel.

New Berlin CUSD #16 is an Equal Employment Opportunity Employer

By signing this below, I hereby acknowledge and understand the duties and qualifications of this position. The School District retains the right to revise or amend this job description at any time during the employee's employment with the District.

Name: _____

Date: _____



2026-2027

Prairie State Insurance Cooperative (PSIC)
New Berlin Community Unit School District #16
 Member Cost Comparison

Coverage Description	Additional Description	2025-2026	2026-2027	% Change
Variable Cost (PC/WC Combined)				
			Total Variable Costs %	47%
Variable Cost % above is your districts contribution into the programs Loss Fund. Depending on program performance, those contributions can be returned in the form of Member Equity or Surplus in future years.				

Total PSIC Program Costs (*)				
Property/Casualty Costs		\$236,645.29	\$245,815.46	4%
Worker's Compensation Costs		\$47,625.15	\$49,799.08	5%
Total PSIC Cost 2026-2027		\$284,270.44	\$295,614.54	4%

(*) Subject to individual district property exposure, student exposure, auto exposure and payrolls, if applicable

Member Equity Summary

Total PSIC Net Position for Property Casualty is:
\$7,718,423
 The net position is also known as the 'member equity' or 'surplus' of the program.

Total PSIC Net Position for Workers Compensation is:
\$7,635,284
 The net position is also known as the 'member equity' or 'surplus' of the program.

The net positions displayed above for both PSIC programs show potential future equity that your district may be entitled to receive in the form of a loyalty return.



Prairie State Insurance Cooperative (PSIC)
New Berlin Community Unit School District #16
 Member Cost Comparison

Coverage Description	Additional Description	2025-2026	2026-2027	% Change
Fixed Costs:				
Package Policy	includes actuarial debit/credit in [] (1)	\$40,100 [0%]	\$44,877 [0%]	
Excess Property		\$44,035	\$37,222	
Boiler & Machinery		\$2,871	\$1,914	
Pollution Liability		\$2,933	\$3,078	
Excess Liability	(Expiring \$8,000,000 xs \$2,000,000) (Renewal \$10,000,000 xs \$2,000,000)	\$10,869	\$12,821	
Student Accident - Mandatory	(\$25,000)	\$4,541	\$4,389	
Student Accident - Catastrophic	(\$7,000,000 xs \$25,000)	\$1,310	\$1,295	
Cyber Liability	(Expiring \$5,000,000) (Renewal \$5,000,000)	\$18,183	\$16,492	
Deadly Weapons/Crisis Advisory		\$807	\$789	
Administration/Brokerage Fee		\$6,299	\$6,979	
Local Agents' Fee		\$6,299	\$6,979	
Claims Administration Fee		\$3,702	\$3,400	
Loss Control Fee		\$1,072	\$1,087	
Loss Control Fee - Cyber		\$500	\$500	
Operating Expense Fee		N/A	N/A	
Total Fixed Cost		\$143,521.29	\$141,822.46	-1%

Variable Costs:				
Loss Fund - Package	Funded amount (88.21% for 2026) includes actuarial debit/credit in [] (1)	\$93,124 [0%]	\$103,993 [0%]	
Property & Casualty Program Contribution:		\$236,645.29	\$245,815.46	4%
Auditable Loss Fund (based on exposures listed below)	This figure should be budgeted under your Tort Fund.	\$14,748	\$13,894	

Statistical Information				
Total Insured Values	includes APD	\$77,453,592	\$77,061,261	-1%
Pre-K/Elementary/Junior Students		612	629	3%
High School Students		250	223	-11%
Teachers		75	65	-13%
All Other Vehicles		5	5	0%
Buses		22	23	5%
Property & Casualty Program Contribution:		\$236,645.29	\$245,815.46	4%

(1) Please note, the actuarial debit/credit system for the 2026/2027 renewal is based on 2025/2026 individual member annual contribution. This system is based on 5 years of incurred losses by member as well as 2026/2027 exposures by member.



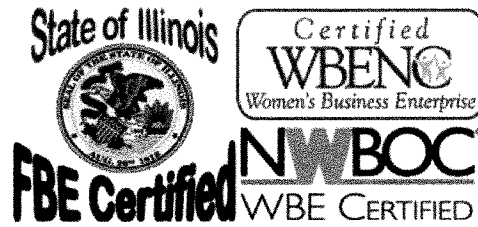
**Prairie State Insurance Cooperative (PSIC)
New Berlin Community Unit School District #16
Member Cost Comparison**

Coverage Description	Additional Description	2025-2026	2026-2027	% Change
Fixed Costs:				
Worker's Compensation Premium		\$5,332	\$5,499	
CRS Claims Administration Fee (WC)		\$4,143	\$4,462	
Administration/Brokerage Service Fee (WC)		\$2,352	\$2,446	
Local Agents' Fee (WC)		\$2,352	\$2,446	
Operating Expense Fee (WC)		N/A	N/A	
Loss Control Service Units (WC)		\$1,072	\$1,087	
Loss Control Service Unit Days		1 Day	1 Day	
Total Fixed Cost		\$15,250.15	\$15,939.08	5%

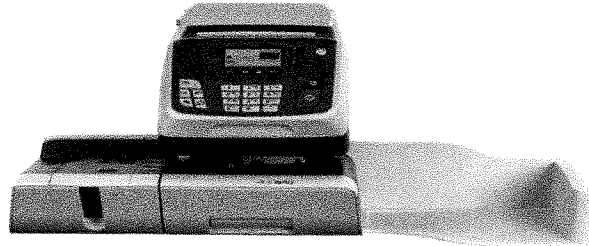
Variable Costs:				
Loss Fund - Workers' Compensation	Funded amount (100% for 2026) includes actuarial debit/credit in [] (1)	\$32,375 [-15.0%]	\$33,860 [-9.4%]	
Worker's Compensation Program Contribution		\$47,625.15	\$49,799.08	5%
Auditable Loss Fund (based on payrolls listed below)	This figure should be budgeted under your Tort Fund.	N/A	N/A	

Payroll Information				
Drivers		\$560,214	\$574,551	3%
Professional Employees		\$6,246,343	\$6,485,619	4%
Cafeteria		\$144,347	\$176,251	22%
All Other (Maintenance)		\$455,212	\$508,924	12%
Total Payroll		\$7,406,116	\$7,745,345	5%
Experience Modification Factor (MOD)		0.72	0.73	
Modified Premium		\$45,597	\$50,206	
Worker's Compensation Program Contribution:		\$47,625.15	\$49,799.08	5%

(1) Please note, the actuarial debit/credit system for the 2026/2027 renewal is based on 2025/2026 individual member annual contribution. This system is based on 5 years of incurred losses by member as well as 2026/2027 exposures by member.



Community Unit School Dist 16



Quadient IX-3 (This is a new system)

- 5# Scale, semi-auto feed
- Sealer
- USPS Meter with Rate Updates

63-month lease \$75.54/month – LEASE TO OWN

INCLUDES MAINTENANCE:

- Labor and Parts
- Guaranteed 6 hour response time for service calls
- Emergency loaner program
- Free training
- When you call in for a service call you will talk to a real person, not a recorded message with several prompts
- Installation & Training

No Pay Leasing promotion will allow you to get the machine in May and your first lease payment would not be due until October, 2026.

Quadient Leasing will issue a check to Community Unit School District 16 in the amount of \$163.53 to go towards the payment of your current Pitney Bowes lease.

This document constitutes confidential and proprietary information of Midwest Mailing & Shipping Systems Inc. Any use, dissemination, distribution, or copying of this document is strictly prohibited without the express written prior consent of Midwest Mailing & Shipping Systems Inc.



WALZ

LABEL & MAILING SYSTEMS

624 HIGH POINT LANE, EAST PEORIA, IL 61611-9329
• (309) 698-1500
• Toll Free (877) 971-1500
• e-mail: walzeq@walzeq.com
• Web Site: www.walzeq.com

New Berlin School District

- Equipment
- Postage Meter Rental
- USPS Rate Protection & Software Updates
- Monthly Costs

Optional: On-Site Service & Repair Agreement
Includes all parts, labor, travel time and mileage
24-Hour Guaranteed On-Site
4-Hour Response Time

Walz guarantees to offer service and parts for a minimum of five years from the purchase date for the systems proposed.

While supplies last.

Proposed Like New IX3 with 5lb Weigh Platform <i>45 letters per minute and 1 account</i>	Proposed Like New IX3 with 5lb Weigh Platform <i>45 letters per minute and 1 account</i>
60 mo lease	Purchase
\$25.30	\$1,200.00
\$20.00	\$20.00
Included	Included
\$45.30	\$20.00
\$360 to install and train or self install for free <small>Ink is \$224 plus tax and shipping, shipping is about \$32, last for 5400 imprints. - One Free Ink included</small>	\$360 to install and train or self install for free



*Current
Pitney Bowes
163.53/3
491.51*



Lori Niemeier <lniemeier@pretzelpride.com>

Fwd:

1 message

Denise Talbert <dtalbert@pretzelpride.com>
To: Lori Niemeier <lniemeier@pretzelpride.com>

Tue, May 19, 2026 at 9:57 AM

Postage Machine:

Currently, we pay Pitney Bowes \$163.53 every 3 months. This is \$54.51 a month.

We have received an offer from Walz-purchase machine for \$1,200.00 and then \$20.00 a month.

We have received an offer from Midwest for \$75.54 a month for lease to own. This does include maintenance.

After discussion the Walz offer appears to be the best.

Thanks
Denise Talbert
Accounts Payable Clerk
New Berlin CUSD #16
[600 N Cedar New Berlin IL. 62670](mailto:dtalbert@pretzelpride.com)
dtalbert@pretzelpride.com


Phone: 217-488-2040 ext 398
Fax: 217-488-2043



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

From: **District Office Copier** <scan@pretzelpride.com>
Date: Tue, May 19, 2026 at 9:51 AM
Subject:
To: <dtalbert@pretzelpride.com>

TASKalfa 7054ci
[d4:f0:c9:02:d2:10]

 **doc02660620260519095124.pdf**
352K

NEW BERLIN C.U.S.D. #16

Application for Establishing a Student Activity Account

ACCOUNT NAME: LUKE ALEXANDER MEMORIAL BOOK SCHOLARSHIP

ACCOUNT NUMBER: 9301 (To be assigned by Fund Custodian)

FACULTY ADVISOR: DISTRICT OFFICE
NAME SIGNATURE

NAME SIGNATURE

TREASURER: DISTRICT OFFICE
NAME SIGNATURE

PRINCIPAL APPROVED: _____
SIGNATURE DATE

BOARD APPROVED: _____
DATE



New Berlin CUSD #16

600 N. Cedar St., New Berlin, IL 62670

(217) 488-2040

www.pretzelpride.com

Luke Alexander Memorial Book Scholarship

Scholarship Fund Administration Procedures

Purpose

The Luke Alexander Memorial Book Scholarship was established to provide financial assistance to selected senior students who plan to attend or are enrolled at Lincoln Land Community College for the purpose of purchasing required textbooks and educational materials.

Establishment of Activity Account

The School District shall establish a separate activity account titled **Luke Alexander Memorial Book Scholarship Fund** to receive, hold, and administer all scholarship donations and disbursements.

Receipt of Funds

1. All donations shall be submitted to the District Business Office.
2. Donations shall be deposited into the designated activity account in accordance with District financial procedures.
3. The Business Office shall maintain accurate records of all deposits, balances, and expenditures associated with the scholarship fund.

Scholarship Selection

1. Scholarship recipients shall be selected annually based on criteria established by the donor and/or designated scholarship committee.
2. The scholarship committee may include school counselors, administrators, and other designated staff members.
3. Documentation of recipient selection shall be maintained by the District.

Distribution of Scholarship Funds

1. Scholarship funds shall be used solely for the purchase of textbooks, course materials, or other approved educational supplies.
2. Payments may be made directly to the student, bookstore, or educational institution upon verification of enrollment and eligible expenses.
3. All disbursements shall follow District purchasing and accounting procedures and require appropriate approval documentation.

Jill Larson
Superintendent

Hattie Llewellyn
High School Principal

Brandon Radford
Jr. High Principal

Matthew Jokisch
Elementary Principal

Tyler Berola
Elementary Assistant Principal



New Berlin CUSD #16

600 N. Cedar St., New Berlin, IL 62670

(217) 488-2040

www.pretzelpride.com

Recordkeeping and Oversight

1. The Business Office shall maintain annual financial records for the scholarship account.
2. Any unused funds shall remain in the activity account for future scholarship awards unless otherwise directed by the donor agreement.
3. The District reserves the right to review and audit the account in accordance with standard financial oversight practices.

Annual Review

These procedures may be reviewed periodically by the District administration and updated as necessary to ensure compliance with District policies and sound financial management practices.

Jill Larson
Superintendent

Hattie Llewellyn
High School Principal

Brandon Radford
Jr. High Principal

Matthew Jokisch
Elementary Principal

Tyler Berola
Elementary Assistant Principal

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

School Name:	New Berlin Elementary School		
RCDT:	510840160262001		
Principal:	Matthew Jokisch/TBD for 26-27		
Address:	600 N. Cedar Street		
City, ZIP code:	New Berlin, IL 62670		
Telephone:	217-488-6054		
Email address:	TBD		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2025/2026	33%	Y	05/21/26

DISTRICT INFORMATION

District Name/Number:	New Berlin CUSD 16
Superintendent:	Jill Larson, Superintendent (Retiring)/Suzanne Keller, Superintendent (26-27)
Telephone:	217-488-2040
Email address:	jl Larson@pretzelpride.com/skeller@pretzelpride.com

Superintendent's Signature

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Jill Larson	District Superintendent
Amanda Fleshman	Reading Interventionist
Elizabeth Birch	Kindergarten Teacher
Tyler Berola	Assistant Principal
Shelly Haas	Elementary Special Education
Ashley Berola	Elementary Classroom Teacher

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

1. Title I, Part A- Academic Interventions and instructional resources
2. Title II, Part A- Professional development and teacher support
3. IDEA Part B-Special Education Services
4. Illinois Comprehensive Literacy Plan Grant- Guides instructional decisions, assessment use, and literacy-focused professional development
5. ISBE Pre-K Grant: Pre-k instruction aligned to school readiness and early literacy

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

- a. Teacher survey conducted in May 2025. Link to survey: [Teacher Survey](#)
- b. [Parent Family Engagement survey](#) conducted in May 2026.

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

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

New Berlin Elementary School is committed to the development of all students from kindergarten through fifth grade, with a schoolwide focus on both academic achievement and social-emotional growth. Schoolwide reform strategies are designed to provide opportunities for all students, including those in each defined subgroup under Section 1111(c)(2) of the Every Student Succeeds Act (ESSA)—to meet or exceed the challenging Illinois Learning Standards.

Equitable Access to Challenging Academic Standards:

All students at New Berlin Elementary receive instruction aligned to the Common Core State Standards in English Language Arts and Mathematics. High-quality, grade-level core instruction is provided to all students, supported by in-class interventions and instructional differentiation. Teachers use universal screeners administered three times per year to assess academic strengths and areas for growth. Data from these assessments are analyzed and used to guide individualized instruction and determine necessary supports.

Through a schoolwide Multi-Tiered System of Supports (MTSS), which was created in May 2024, students are grouped by need and provided with targeted instruction. Teachers collaborate with interventionists and administrators to interpret student data and develop learning plans tailored to each student's academic profile.

Instructional Strategies that Strengthen the Academic Program:

New Berlin Elementary utilizes a variety of research-based instructional strategies to improve the quality and quantity of instructional time and to offer an enriched, well-rounded educational experience. These include:

-Systematic and explicit phonics instruction for kindergarten through second grade.

-Shared reading and comprehension-focused strategies, kindergarten-fifth grade

-Small group instruction in reading and math targeting specific skills

-Explicit writing instruction with modeling and scaffolded support

-Title I reading (push-in and pull-out support)

-Technology integration to reinforce targeted skill development

-Social-Emotional Learning (SEL) lessons taught by classroom teachers

To ensure continuous learning and maximize instructional time, the school schedule includes a daily 30-minute intervention block for all K–5 students. During this block, students receive small-group instruction aligned to their learning needs, as determined by formative and summative data.

Instruction is supported by high-quality curriculum resources, including:

-i-Ready Tools for Instruction

-HMH Into Reading intervention resources

- SAVVAS myView resources
- SAVVAS Successmaker
- University of Florida Literacy Institute (UFLI) Foundations program
- Foundations (Wilson Language Training Corporation)

Addressing the Needs of All Students, Especially Those Most At Risk

Through the MTSS process, students demonstrating risk of not meeting academic standards are identified and provided with additional, targeted instructional support. These interventions include:

- Daily Tier 2b small-group instruction (20–30 minutes outside of Tier 1 core time)
- Targeted lessons using research-based instructional programs
- Continued progress monitoring through AimswebPlus and instructional adjustment based on individual student needs.

Students' needs are identified using data from benchmark assessments, classroom performance, and teacher observations. Intervention plans are individualized and delivered by highly qualified, trained staff to support instructional growth. New Berlin Elementary's schoolwide reform strategies reflect the school's commitment to meeting the diverse learning needs of all students. The coordinated approach, based on data and evidence-based practices, ensures that all children, particularly those at risk, are provided meaningful opportunities to succeed academically and socially.

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

The goal of New Berlin Elementary is to provide a safe and positive learning environment for the students, teachers, and staff. Each grade level participates in classroom social-emotional learning during the school year. Classroom guidance series are age-appropriate and universal lessons that every student experiences. Weekly, students participate in SEL lessons guided by the classroom teacher using the curriculum *Purposeful People*; these lessons are aligned to the Illinois Social Emotional Standards. In addition, students participate in classroom SEL daily during community time. By the time a student has completed K-5th grades at NBE, they will have met all age-appropriate learning standards. In addition to each grade level series, Elementary partakes in Tier 1, a schoolwide system that guides consistency in expected behaviors through character traits. The following are the MTSS Behavior Strategies and/or Interventions:

Tier 1 Behavior Strategies
Classroom management plan <i>(Complete copy needs to be given to Admin at BOY)</i>
Whole Class Visual <u>schedule</u>
Specific praise connected to desired behavior
Explicit directions with modeling
Positive correction
Calm down corner (with and without sensory items for different student needs)
"If ___ /then _____" statements
Line up spots, seat spots for designated appropriate areas
Teacher proximity
Controlled choice
Brain breaks/ frequent movement
Preferential seating
PBIS Incentives
Whole Brain Instruction
Parent Communication
Book of Success

Tier 2A and Tier 2B Behavior Interventions
Behavior Contract (with teacher or another preferred adult)
Scheduled Breaks/Class Pass
Rewards for asking for help
Token/collection chart with desired incentive
Check-in/Check-out (with teacher or another preferred adult)
Any strategy listed in Tier 1 that is connected to the student's documented behavior
<p><u>Meaningful work</u> opportunities for students to engage in non-academic activities to <u>have</u> an "accomplished and productive" feeling that is <u>not related</u> to academics or learning. This is pre-arranged with another adult in the building for the student to engage in a "community service type activity" that is their choice and <u>aligns to</u> their strengths. <i>ex) Wiping tables with <u>custodian</u>, cutting salty dough in the office, etc</i></p>
Pre-Correction Plan
Self-Monitoring
Group and/or individual social group sessions with <u>social</u> worker

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

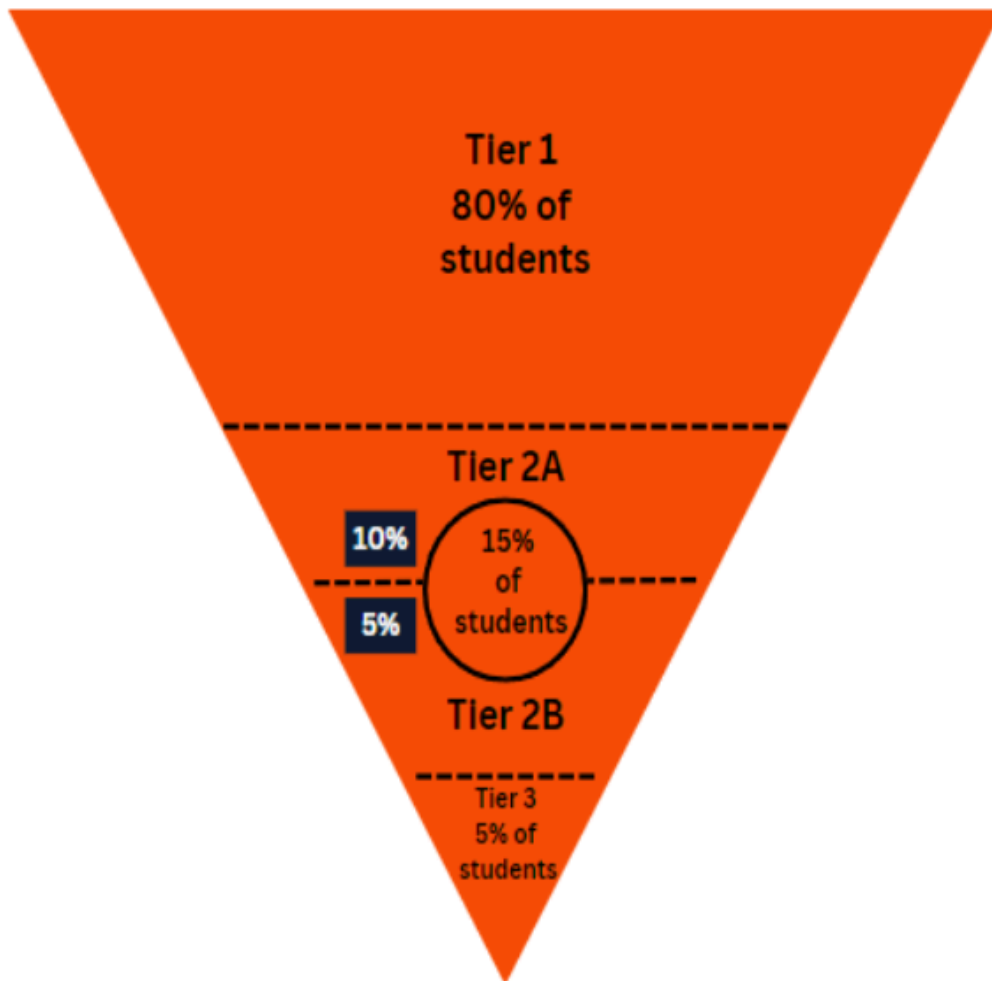
Not applicable. New Berlin concentrates all Title I funding and support on our K-5 students only.

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

New Berlin Elementary School uses a Multi-Tiered Systems of Support (MTSS) to prevent and respond to student behavior. Social-Emotional Learning Standards, Positive Behavior Interventions and Supports (PBIS), and restorative practices are components of the system. MTSS provides three tiers of intervention and problem-solving processes for students, both academically and behaviorally. The tiers provide a layered approach to intervening with additional evidence-based interventions and progress monitoring.

Tier I provides prevention and core curriculum/instruction for all students. Tier II (A&B) interventions are in place for those needing more opportunities and supports than are provided to all students. Tier III is for those few students who need more intensive support in addition to receiving Tier I and Tier II (A&B). These systems utilize a proactive approach to establish support for all students in school to achieve social-emotional and academic success.

New Berlin Elementary MTSS Model



8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects. Through Professional Learning Communities and School Improvement Days, New Berlin Elementary School provides ongoing professional development and activities for teachers, paraprofessionals, and other school personnel to improve instruction and use data from academic assessments that align to the cycles outlined in the MTSS plan. Through the School Improvement Planning process, New Berlin Elementary has outlined three goals: 1.)Strengthen the school-wide social-emotional environment, 2.)

Increase student growth and achievement in literacy, 3.) Increase student growth and achievement in numeracy.

The school improvement days (4 half-day training and 9- 2 ¼ hour early dismissals plus 4 TI days), as well as team time meetings, grade level meetings, and mentor training, are all designed to guide the professional development of all teachers. The following outlines professional development topics/trainings that have been an area of focus for the 2026 - 27 school year:

-
- TBD Math and Reading Content Specialists through ROE-51
- Monthly Grade Level meetings
- Weekly teacher collaboration
- KIDS training for Kindergarten teachers
- Data Review Days
- Teachers' Student Accountability/ Engagement/ and Discussions
- Data Analysis plan based on universal screeners and curriculum assessments
- Vertical alignment of Math and ELA Standards
- End of Year Data Review and Celebrations
- Implementing and sustaining the system for the MTSS plan developed in the 2024/2025 school year
- Updated BEEP model for informal observations
- Whole Brain Teaching
- Technology Integration
- Improving consistent communication with parents

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

The following activities will be conducted in an effort to support the district's Early Childhood programs:

The PreK Parent Coordinator will network with other programs in the state to find resources for parents. (May or may not have been due to grant funding)

During Kindergarten Orientation night, parents will receive a list of kindergarten readiness skills and suggestions about how parents can help prepare children for Kindergarten.

All incoming kindergarten students will be screened in order to balance classrooms and ensure the most appropriate classroom placement, along with input on whether the student attends our Pre-K program.

For incoming kindergarten students, the staff will provide orientation opportunities for incoming kindergarten students. Pre-K students will visit Kindergarten classrooms in their building so they can better transition the following year.

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

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

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

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

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

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

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

3. RULE OF CONSTRUCTION

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

NEW BERLIN CUSD #16 PARENT & FAMILY ENGAGEMENT POLICY

PART I. GENERAL EXPECTATIONS

New Berlin CUSD #16 agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents and family members in the elementary, junior high, and high school.. These programs will be planned and operated with meaningful consultation with parents through surveys, conferences, and family engagement events.
- The district will work with its schools to ensure that each school-level parent and family engagement policy meets the requirements of Section 1116(b), including the development and use of a school-parent compact that outlines shared responsibility for student achievement.
- The district will incorporate this parent and family engagement policy into its Consolidated District Plan.
- The district will provide full opportunities for participation of all parents, including those with limited English proficiency or disabilities, by ensuring communication is in an understandable format and providing alternative formats upon request.
- If the Title I plan is not satisfactory to parents, the district will submit parent comments along with the plan.
- The district will involve parents in decisions regarding the use of Title I funds reserved for family engagement activities.
- The district defines parent and family engagement as ongoing, two-way, meaningful communication that supports student learning, including:
 - Supporting learning at home (such as reading regularly)
 - Encouraging active involvement in school events and conferences
 - Including parents in decision-making opportunities

PART II. REQUIRED COMPONENTS

1. Descriptors of how New Berlin will implement require district-wide Parent and Family Engagement Policy Components:

New Berlin CUSD will:

- Collect parent feedback through surveys distributed during the school year
- Gather input during parent-teacher conferences and family engagement events
- Use feedback to guide improvements to the Title I program and engagement activities

2. Involving Parents in LEA Plan & School Improvement

The district will:

- Provide opportunities for parents to give input on school improvement efforts through surveys and meetings
- Share district and school goals related to student achievement
- Encourage parents to communicate with staff regarding student needs and school programming
- Use parent feedback to inform planning decisions

3. Support for Schools

The district will support Title I schools by:

- Guiding planning family engagement activities, such as literacy nights and/or parent workshops
- Assisting schools in understanding and implementing engagement requirements
- Supporting communication systems between schools and families
- Encouraging use of i-ready data (such as reading progress) to inform parent communication

4. Coordination with Other Programs

The district will coordinate engagement efforts with:

- Early childhood programs
- Special education services
- Preschool For All Program
- Community resources that support families

Activities include:

- Sharing consistent communication across programs
- Supporting transitions between early childhood and elementary school
- Aligning family engagement opportunities

5. Annual Evaluation

The district will:

- Conduct an annual parent survey to evaluate the effectiveness of engagement activities
- Review participation data from family events and conferences
- Identify barriers such as scheduling conflicts or communication challenges
- Use results to improve engagement strategies and revise this policy

Parents will play a role by:

- Completing surveys
- Providing feedback at events and conferences

6. Building Capacity for Engagement

A. Helping Parents Understand Academic Expectations

The district will:

- Host family events explaining the curriculum and expectations
- Provide information on assessments such as benchmark testing and progress monitoring
- Share strategies for supporting learning at home, including reading with children
- Offer parent teacher conferences to discuss student progress

B. Providing Materials and Training

The district will:

- Provide resources to support reading at home
- Share strategies to build literacy and independence
- Offer family literacy night and academic workshops
- Provide communication about how to support student learning

C. Educating Staff

The district will:

- Provide staff with guidance on effective communication with families
- Encourage staff to build positive relationships with parents
- Promote consistent communication practices across classrooms through newsletters
- Support staff in engaging families as partners in learning through professional development.

D. Coordinating Engagement with Other Programs

The district will:

- Align engagement efforts with early childhood and support services
- Provide consistent messaging to families across programs
- Encourage collaboration between staff serving families

E. Ensuring Accessible Communication

The district will:

- Provide information in clear, family-friendly language
- Use multiple communication methods (newsletters, emails, school communication platform)
- Offer alternative formats upon request
- Encourage two-way communication between school and families

PART III. DISCRETIONARY COMPONENTS

New Berlin CUSD will also:

- Offer flexible meeting times to accommodate family schedules
- Encourage parent participation in conferences and school events
- Provide opportunities for families to engage in literacy activities at home
- Support strong home-school communication through regular updates
- Explore additional opportunities for family engagement based on parent feedback

PART IV. ADOPTION

This policy has been developed jointly with parents through surveys and family engagement opportunities.

This policy was adopted by New Berlin CUSD #16 Board of Education on May 21, 2026 and will be in effect for the school year 2026-2027.

The district will distribute this policy to all parents through school communication platforms and make it available upon request.

Authorized Official

Date

New Berlin Elementary School

Title 1 School-Parent-Student Compact

Goals

We, the New Berlin Elementary School, establish this school Community compact so that:

- **Goal 2: Independent Learning:** Every student will become a confident and engaged reader through classroom instruction and supportive family involvement that encourages regular reading and a lifelong love of books.
- **Goal 2: Independent Learning**
Every student will develop independence and responsibility as a learner through instruction that builds essential skills, promotes critical thinking, and is supported by encouragement and guidance at home.
- **Goal 3: School Community**
The school will thrive as a connected and inclusive community where students, families, teachers, and staff work together to support learning, growth, and mutual respect.

Responsibilities:

School Responsibilities

- Create a welcoming and positive learning environment for students and parents.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, Title I Site Plan, and schoolwide improvement plan through feedback from surveys.
- Hold meetings to inform parents and teachers about the school's participation in Title I-A, including program requirements, family engagement opportunities, and training activities—such as sessions on understanding new school-wide benchmark assessments and how to interpret and use student data to support learning.
- Frequently assess students and provide ongoing feedback to parents, in formats easy to understand and at reasonable intervals, on how the student is progressing academically.
- Provide opportunities for parents to participate in decisions about the education of their child.
- Ensure that all certified and classified Title I staff are highly qualified.

Parent & Family Responsibilities

- Make school attendance a priority by helping my child arrive on time each day and contacting the school when an absence is necessary.
- Support healthy habits and routines that help my child be ready to learn each day.
- Join us for conferences and family events, stay engaged with your child's schoolwork, and reach out anytime with questions or to discuss your child's progress.
- Check with my child daily for information sent home from school, read it and respond, if necessary.
- Spend time reading with my child regularly to support a love of learning and literacy at home.

Student Responsibilities

- Arrive at school each day prepared to learn, with a positive attitude and a commitment to doing my best.
- Complete all assignments on time and seek help when I do not understand something.
- Engage in daily reading outside of school to strengthen my literacy skills.
- Communicate important information from school to my parent(s) or guardian(s) in a timely manner.
- Take responsibility for completing both classwork and homework, and ask questions when I need support.

Reviewed May 2026
Board Approved May 2026

eGrant Management System

Printed Copy of Application

Applicant: NEW BERLIN CUSD 16

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: NEW BERLIN CUSD 16

Date Generated: 5/20/2026 5:01:36 PM

Generated By: jlaron49

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 the associated 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

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Larson"/>	<input type="text" value="Jilinda"/>	<input type="text"/>
Phone*	Extension	Email*
<input type="text" value="217"/> <input type="text" value="480"/> <input type="text" value="2040"/>	<input type="text" value="3405"/>	<input type="text" value="jl Larson@pretzelpride.com"/>

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)

Equitable access in ESSA programs is provided for students, teachers, and program beneficiaries without regard to gender, race, national origin, color, disability, or age through the selection and needs assessment processes developed by the district. No barriers have been identified at this time, and each ESSA program has been designed to offer services and equitable access to all. A periodic evaluation of the barriers is completed. New Berlin will utilize all available resources to mitigate any barriers to educational opportunities.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

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

4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
<input type="text" value="Fleshman"/>	<input type="text" value="Amanda"/>	<input type="text"/>
Phone	Extension	Email
<input type="text" value="217"/> <input type="text" value="488"/> <input type="text" value="6054"/>	<input type="text" value="3415"/>	<input type="text" value="afleshman@pretzelpride.com"/>

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

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.

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

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, 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)

By making systemic changes that braid together services funded from a variety of sources into a comprehensive framework, schools have a better chance of increasing the academic achievement of all students. Despite the flexibilities that schoolwide programs offer LEAs and schools when using Federal funds, we understand that schools participating in a schoolwide program may still only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds. (ESEA sections 1114(a)(2)(B), 1118(b)).

Response from the approved prior year Consolidated District Plan.

By making systemic changes that braid together services funded from a variety of sources into a comprehensive framework, schools have a better chance of increasing the academic achievement of all students. Despite the flexibilities that schoolwide programs offer LEAs and schools when using Federal funds, we understand that schools participating in a schoolwide program may still only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds. (ESEA sections 1114(a)(2)(B), 1118(b)).

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, 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 uses multiple data sources to identify the needs of both students and staff, including the Title I Needs Assessment, Pre-K Assessment, 5Essentials Survey data, Special Education Least Restrictive Environment (LRE) reports from ISBE, and the ROE #51 Annual Professional Development Survey. Student achievement is monitored through benchmark assessments such as i-Ready, the Illinois Assessment of Readiness (IAR), the ACT, and ongoing classroom formative and summative assessments. The analysis of these data sources supports the implementation of a systematic Multi-Tiered System of Supports (MTSS) framework, ensuring that resources, instructional materials, and staffing are strategically aligned to meet the needs of all student groups. This comprehensive review of teaching and learning practices helps identify strengths, areas for growth, and student populations requiring additional support to achieve academic success. Funding is then targeted to address identified needs and to ensure equitable educational opportunities for all students.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

List and describe other instruments and/or processes that were used in the needs assessment.

Local stakeholder meetings and surveys have been conducted over multiple school years on topics including curriculum and instruction, culture and climate, governance and management which resulted in work in the following areas: classroom management, technology, high-quality instructional strategies for reading, writing, and math, and differentiation. The need to support new teachers and lead mentors is crucial in retaining teachers. Survey data, sign-in sheets, agendas, building leadership team meetings are on file with each building administrator.

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)

New Berlin Elementary School's needs assessment revealed a need for increased support in the following areas: instructional strategies, differentiation, special education, classroom/behavior management, ELA/Literacy, and math/numeracy, ELL supports, and technology integration. The 2024 Multi-Tiered System of Supports (MTSS) Plan continues to be reviewed annually. This plan guides instruction, intervention, and resource allocation. All K - 5 students participate in universal screening three times a year, with the data used to determine the next steps for tiered placement and instruction. The daily schedule includes a 30-minute intervention block, where students receive targeted, small-group instruction aligned to individual learning goals. Teachers work collaboratively with the intervention and administrative team to review data and determine appropriate supports, ensuring that academic decisions are student-centered and data driven. To address reading and math gaps, the MTSS framework incorporates evidence-based resources, including UFLI Foundations, Foundations, I-Ready tools for instruction, HMH Into Reading, SAVAAS MyView. The math interventions are aligned to the SAVAAS curriculum in which teachers continue to be trained on instructional practices within MTSS that include reteaching, explicit small-group instructional, and technology integration to reinforce necessary skills. Professional development support MTSS implementation through ongoing training in literacy frameworks, I-Ready, classroom systems for behavior management, and observations of good math instruction. Teachers identified the need for more instructional strategies, diving deeper into literacy and numeracy, and behavior system supports.

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

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

New Berlin Elementary conducted a recent needs assessment, which identified instructional strategies and supports for literacy and numeracy as the most pressing areas for improvement. Staff responses emphasized inconsistent Tier 1 instruction, gaps in foundational skills, and a need for greater for vertical alignment to include shared reading and comprehension-focused strategies, small group instruction in reading and math targeting specific skills, and explicit writing instruction with modeling and scaffolded supports. As a result, professional development will be aligned to address these areas. Key training opportunities will include district-led sessions focused on implementing horizontal and vertical alignment, with an emphasis on integrating systematic and explicit instructional strategies.

G. Title III - LIEP

H. Title III - ISEP

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).

New Berlin Elementary uses Title IV, Part A funds to enhance academic achievement utilizing electronic resources, thus New Berlin Elementary must utilize Crisis Go to immediately alert students, staff, and the community when any threats occur.

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

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

The district's Needs Assessment, the SASED Professional Development Survey, and the ROE 51 Professional Development Survey are used to identify and prioritize professional learning needs for staff, parents, and administrators. These assessments guide expenditures for staff development activities, in-service training, and capacity-building initiatives that support student achievement and continuous improvement. SASED provides professional development focused on evidence-based instructional practices, behavioral interventions, and data-driven progress monitoring aligned with the Multi-Tiered System of Supports (MTSS) framework. These opportunities equip educators with the skills and resources necessary to meet the diverse academic and behavioral needs of students. Additionally, ROE 51 conducts an annual professional development survey to identify regional training priorities. Survey results help determine professional learning opportunities related to effective literacy and numeracy instruction, as well as social-emotional learning practices that support positive school climates and student well-being. Together, these data sources ensure that professional development resources are strategically aligned to district and regional needs, ultimately enhancing educational outcomes for all students.

L. IDEA, Part B - Preschool

The district's Needs Assessment and the SASED Professional Development Survey guide the planning and allocation of resources for professional development and training opportunities for staff, parents, and administrators. These assessments identify areas of need and help prioritize expenditures that support continuous improvement in teaching, learning, and student outcomes. Through its partnership with SASED, the district receives professional development focused on evidence-based instructional practices, behavioral interventions, and data-driven progress monitoring. These training opportunities strengthen staff capacity to effectively implement the Multi-Tiered System of Supports (MTSS) framework and ensure that all students receive the academic and behavioral supports necessary for success. .

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

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

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

Program Footnotes:

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

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

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

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

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

[[count] of 7500 maximum characters used)

Agendas, sign-in sheets, and all other documentation have been filed for reference. Stakeholder and community member input took place in the following ways: at monthly faculty meetings; during whole-staff SIP release time; during academic and behavior problem solving meetings held approximately every 6-8 weeks over the school year; in curriculum team/grade level meetings, with the Transition Advisory Board formed in collaboration with the Preschool for All program; through surveys offered to staff and parents as appropriate for the topic; and through district administrative meetings. Stakeholders involved in the review and updating of the schoolwide plan included: building administrator, classroom teachers, parents, reading specialist, local school board members, and superintendent.

Response from the prior year Consolidated District Plan.

Agendas, sign-in sheets, and all other documentation have been filed for reference. Stakeholder and community member input took place in the following ways: at monthly faculty meetings; during whole-staff SIP release time; during academic and behavior problem solving meetings held approximately every 6-8 weeks over the school year; in curriculum team meetings held each term; with the Transition Advisory Board formed in collaboration with the Preschool for All program; through surveys offered to staff and parents as appropriate for the topic; and through district administrative meetings. Stakeholders involved in the review and updating of the schoolwide plan included: principal, classroom teachers, reading specialists, behavior specialist and social worker, parents, PreK and prevention initiative coordinators, early intervention program chief, early intervention parent educator; SLP, local School Board members, superintendent.

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

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

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

[[count] of 7500 maximum characters used)

Based on feedback gathered through the recent parent and community needs assessment, the district will implement a proactive communication plan designed to strengthen family engagement and reduce barriers to participation. Survey results identified work schedules, limited communication, and inconsistent information sharing as common challenges for families. To address these concerns, the district will utilize multiple communication channels-including email, phone messages, text alerts, district newsletters, and the district website-to ensure families receive timely and consistent information. By providing updates through a variety of platforms rather than relying on a single communication method, the district aims to improve accessibility, increase family involvement, and foster stronger partnerships between home and school.

Response from the prior year Consolidated District Plan.

Based on feedback from the recent parent and community needs assessment, the district will take a proactive approach to improving communication and reducing barriers to participation. Common barriers identified by parents include work schedules, lack of communication, and inconsistent information sharing. To address these challenges, the district will ensure that important updates are communicated through multiple platforms, such as email, phone, and district newsletters, rather than relying solely on Facebook or single-item emails.

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

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

District Plan needs.

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

[count] of 7500 maximum characters used

The district is committed to fostering meaningful parent and family engagement through consistent communication, flexible participation opportunities, and inclusive practices that support all families, including English Learners (ELs). Recognizing that strong partnerships between home and school are essential to student success, the district will provide timely and relevant information through multiple communication channels, including email, phone calls, text messaging, district newsletters, and the district website. In response to parent feedback, the district will offer a variety of engagement opportunities designed to accommodate diverse family schedules and commitments. These opportunities may include virtual meetings, flexible conference times, recorded informational sessions, and family events offered at varying times throughout the year to maximize participation. To ensure equitable access and involvement, the district will provide targeted outreach and support for EL students and their families, including translated communications, interpretation services when needed, and personalized engagement efforts. Families will be encouraged to participate in academic intervention programs, enrichment opportunities, and school decision-making processes. Through these efforts, the district seeks to strengthen family-school partnerships, remove barriers to participation, and create a welcoming environment where all families feel valued, informed, and empowered to support their children's academic, social, and emotional growth.

Response from the prior year Consolidated District Plan.

The district is committed to improving parent and family engagement through communication, flexible involvement opportunities, and inclusive strategies for all families, including English Learners (EL) and families. Based on parent feedback, the district will provide regular updates via email, phone, and newsletters. To address time conflicts, virtual meetings and other options catered to parents' specific schedules will be offered. For EL students and their families, the district will provide specific outreach efforts, if necessary, to focus on engaging these families in academic interventions and enrichment programs, supporting both their children's learning and their overall school involvement.

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.

New Berlin CUSD #16 District-WIDE PARENT & FAMILY ENGAGEMENT POLICYFORBOARDAPPROVAL.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

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Sacred Heart/Griffin High Sc	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen SHGNOREPONSETOTITLE PAPERWORK26.pdf
Lutheran High School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen LUHIGHNORESPONSETOTITLEPAPERWORK26.pdf
Montessori Children's House	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen MONTESSORICHILDNORESPONSETOTITLEPAPERWORK26.pdf
Little Flower School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen LITTLEFLOWERNORESPONSETOTITLE26.pdf
Our Saviors School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen
St. Agnes School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen STAGNESSTITLEPAPERWORK26.pdf
Springfield Christian School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen SPRINGFIELDCHRISTIANSCHOOLTITLEPAPERWORK26.pdf
Our Saviors Lutheran School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen OURSAVIORSLUTHERANSCHOOLTITLEPAPERWORK26.pdf
Christ the King	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen CHRISTTHE KINGTITLEPAPERWORK26.pdf
Calvary Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen CALVARYACADEMYTITLEPAPERWORK26.pdf
Blessed Sacrament	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Choose File No file chosen BLESSEDSACRAMENTTITLEPAPERWORK26.pdf

Comments:

Christ the King and Our Saviours Lutheran marked Title II and Title IV funding, however, neither private school is in the district boundaries.

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

No Preschool Programs

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

([count] of 7500 maximum characters used)

Our pre-K program is housed in the same building as our K-5. Therefore, students are included in all routines of the school, as appropriate for their day. In the early spring, we host an evening event to "Get Ready for Kindergarten!" All families are invited to attend, and information about the event is distributed through email, the local newspaper, on social media, and through paper flyers sent to local childcare providers for distribution. Students and their families are able to see the kindergarten classrooms, meet current kindergarten teachers, and begin the registration paperwork. The district meets with the Birth to 3 coordinator once a year to provide updates to the district as well as providing relevant information in the K Night folders for all incoming kindergartners. All students exiting our pre-K program are given an informal entrance/exit screening where teachers note acquisition of kindergarten readiness skills. In the spring, we schedule all students who are new to our building to be screened with the same instrument. The information gathered will assist in developing balanced class lists for kindergarten. Also based on the screening information, parents will be given a short list of specific activities they can do with their children to prepare for the start of kindergarten.

Response from the approved prior year Consolidated District Plan.

Our pre-K program is housed in the same building as our K-5. Therefore, students are included in all routines of the school, as appropriate for their day. In the early spring, we host an evening event to "Get Ready for Kindergarten!" All families are invited to attend, and information about the event is distributed through email, the local newspaper, on social media, and through paper flyers sent to local childcare providers for distribution. Students and their families are able to see the kindergarten classrooms, meet current kindergarten teachers, and begin the registration paperwork. The district meets with the Birth to 3 coordinator once a year to provide updates to the district as well as providing relevant information in the K Night folders for all incoming kindergartners. All students exiting our pre-K program are given an informal entrance/exit screening where teachers note acquisition of kindergarten readiness skills. In the spring, we schedule all students who are new to our building to be screened with the same instrument. The information gathered will assist in developing balanced class lists for kindergarten. Also based on the screening information, parents will be given a short list of specific activities they can do with their children to prepare for the start of kindergarten.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
- Elevating Educators: 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.

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's instructional programs aim to meet the academic and language needs of all students through a robust Multi-Tiered System of Supports (MTSS). Tier 1 includes high-quality, differentiated core instruction for all students, supported by universal screening data collected via the i-Ready Benchmarking System. For students not making adequate progress with Tier 1 instruction, Tier 2A offers small group supplemental instruction, while Tier 2B and Tier 3 provide more intensive interventions for those with greater academic needs. These interventions are data-driven and aimed at supporting both academic skills and language proficiency, particularly for English Learners (ELs). The district will also use differentiated reading programs, i-Ready Tools for Instruction, HMH Into Reading intervention resources, SAVVAS myView resources, SAVVAS Successmaker, University of Florida Literacy Institute (UFLI) Foundations program and Foundations (Wilson Language Training Corporation).

Response from the prior year Consolidated District Plan.

The district's instructional programs aim to meet the academic and language needs of all students through a robust Multi-Tiered System of Supports (MTSS). Tier 1 includes high-quality, differentiated core instruction for all students, supported by universal screening data collected via the i-Ready Benchmarking System. For students not making adequate progress with Tier 1 instruction, Tier 2A offers small group supplemental instruction, while Tier 2B and Tier 3 provide more intensive interventions for those with greater academic needs. These interventions are data-driven and aimed at supporting both academic skills and language proficiency, particularly for English Learners (ELs). The district will also use differentiated reading programs, including HMH, Tara West, and Savvas, aligned to students' needs.

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

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

DO NOT use special characters, 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 uses a variety of criteria to identify students at risk of failure, including academic performance data from i-Ready screenings and teacher assessments. Specific criteria include low-income status, EL designation, and special education needs. Students showing performance gaps compared to their peers are considered for targeted interventions, starting with Tier 2A and progressing to Tier 2B or Tier 3 if necessary. The district uses benchmark data, progress monitoring, and teacher documentation to inform decisions. The Student Success Team (SST) collaborates to ensure appropriate interventions are designed for each student, with regular progress checks to ensure effectiveness.

Response from the prior year Consolidated District Plan.

The district uses a variety of criteria to identify students at risk of failure, including academic performance data from i-Ready screenings and teacher assessments. Specific criteria include low-income status, EL designation, and special education needs. Students showing performance gaps compared to their peers are considered for targeted interventions, starting with Tier 2A and progressing to Tier 2B or Tier 3 if necessary. The district uses benchmark data, progress monitoring, and teacher documentation to inform decisions. The Student Success Team (SST) collaborates to ensure appropriate interventions are designed for each student, with regular progress checks to ensure effectiveness.

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

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

DO NOT use special characters, 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

To support students in meeting state academic and language standards, the district offers additional instructional assistance in the form of small group interventions, with focused support for ELs and immigrant students. These students will receive language development support through supplemental materials and targeted instructional strategies. Tier 2 and 3 interventions involve individualized, intensive instruction designed to address specific gaps in knowledge and skills. Additional supports, such as after-school programs and academic clubs, will also be used to help students gain extra practice and enrichment.

Response from the prior year Consolidated District Plan.

To support students in meeting state academic and language standards, the district offers additional instructional assistance in the form of small group interventions, with focused support for ELs and immigrant students. These students will receive language development support through supplemental materials and targeted instructional strategies. Tier 2 and 3 interventions involve individualized, intensive instruction designed to address specific gaps in knowledge and skills. Additional supports, such as after-school programs and academic clubs, will also be used to help students gain extra practice and enrichment.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

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

DO NOT use special characters, 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 strengthens academic and language programs by implementing data-informed interventions and strategies across all tiers of support. For EL students, this includes language development resources and tailored small group

instruction. The district also emphasizes social-emotional learning and behavioral interventions to foster a positive learning environment. Regular teacher collaboration ensures that strategies are aligned and tailored to meet students' diverse needs. Teacher professional development will also focus on best practices for working with ELs and other at-risk populations.

Response from the prior year Consolidated District Plan.

The district strengthens academic and language programs by implementing data-informed interventions and strategies across all tiers of support. For EL students, this includes language development resources and tailored small group instruction. The district also emphasizes social-emotional learning and behavioral interventions to foster a positive learning environment. Regular teacher collaboration ensures that strategies are aligned and tailored to meet students' diverse needs. Teacher professional development will also focus on best practices for working with ELs and other at-risk populations.

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

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

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)

To address disparities where low-income and minority students may be taught by ineffective or inexperienced teachers, the district will use data from teacher evaluations and student performance to identify and address areas of need. Professional development opportunities will target areas where there are gaps in teacher effectiveness, and the district will prioritize high-quality mentorship and support for new and struggling teachers. Monitoring and addressing teacher turnover is part of the broader goal to ensure equitable access to effective instruction for all students.

Response from the prior year Consolidated District Plan.

To address disparities where low-income and minority students may be taught by ineffective or inexperienced teachers, the district will use data from teacher evaluations and student performance to identify and address areas of need. Professional development opportunities will target areas where there are gaps in teacher effectiveness, and the district will prioritize high-quality mentorship and support for new and struggling teachers. Monitoring and addressing teacher turnover is part of the broader goal to ensure equitable access to effective instruction for all students.

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

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

DO NOT use special characters, 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 support school libraries by providing resources that promote digital literacy and improve academic achievement. This will include investment in technology resources, e-books, and online learning platforms. Library staff will be trained in strategies to integrate digital literacy skills into the curriculum, helping students access academic content and improving their ability to use technology effectively in their learning.

Response from the prior year Consolidated District Plan.

The district will support school libraries by providing resources that promote digital literacy and improve academic achievement. This will include investment in technology resources, e-books, and online learning platforms. Library staff will be trained in strategies to integrate digital literacy skills into the curriculum, helping students access academic content and improving their ability to use technology effectively in their learning.

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

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

DO NOT use special characters, 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)

To identify and serve gifted and talented students, the district will use objective criteria such as standardized test scores, teacher recommendations, and performance data. Students who meet the criteria will be provided with differentiated enrichment activities and opportunities for accelerated learning. Additionally, the district will ensure that teachers are trained in recognizing and supporting the needs of gifted students.

Response from the prior year Consolidated District Plan.

To identify and serve gifted and talented students, the district will use objective criteria such as standardized test scores, teacher recommendations, and performance data. Students who meet the criteria will be provided with differentiated enrichment activities and opportunities for accelerated learning. Additionally, the district will ensure that teachers are trained in recognizing and supporting the needs of gifted students.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

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

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

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

DO NOT use special characters, 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]

New Berlin Elementary serves the district population through grade 5. We have worked to facilitate a smooth transition from 5th grade at the elementary to 6th grade at New Berlin Junior High. We will continue to improve this transition through common professional development opportunities and time for staff at both buildings to collaborate and identify areas of struggle and find ways to address these. A Pretzel Success Day for students to transition from 5th to 6th grade as well as 8th to 9th grade will occur the first week of school in order for all students to participate.

Response from the approved prior year Consolidated District Plan.

New Berlin Elementary serves the district population through grade 5. We have worked to facilitate a smooth transition from 5th grade at the elementary to 6th grade at New Berlin Junior High. We will continue to improve this transition through common professional development opportunities and time for staff at both buildings to collaborate and identify areas of struggle and plans to address these. A Pretzel Success Day for students to transition from 5th to 6th grade as well as 8th to 9th grade will occur in July/August before school starts.

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]

As an elementary attendance center, we provide students STEM learning opportunities through Makerspace activities that challenge students followed up by careers that utilize science, technology, engineering, and math. We have 1:1 use of Chromebooks district wide. Technical education focuses on the development of basic tech literacy, including keyboarding, navigating an operating system to open, use, and save programs, and using internet search engines and discerning which results offer valid information. Students demonstrate their technology skills on a daily basis as assignments are completed. In addition, elementary students attend grade level field trips that expose them to additional STEAM activities. Once a year, New Berlin Elementary hosts a career day with career speakers. The junior high school provides career and technical education content through the following electives: Grade 6 - 8 - Technology, Digital Citizenship; Grade 7/8 - Makers I/II, STEM content embedded throughout the 6-8 Science Curriculum. Monthly career opportunities are provided to students called "Pretzels with a Professional" where guest speakers talk about their careers relating back to the importance of school as well as how the core subjects as well as electives are used on the job. The 8th graders tour Capital Area Career Center and Lincoln Land Community College. The JH staff continues to develop and revise the PACE framework to ensure educational opportunities are available to all students. The high school provides career and technical education content through CTE courses in Agriculture, Project Lead the Way (Introduction to Engineering and Design and Principles of Engineering), Family and Consumer Science Courses, and Business Education. We co-op with Capital Area Career Center and students in Grades 11-12 have the opportunity to attend the vocation program of their choice in the afternoon. All students will utilize an online career platform that is connected to the PACE Framework. "Pretzel with a Purpose" days are scheduled throughout the year to complete the CCR requirements. The Director of Student Services arranges college visits weekly, students 6-12 participate in Career Fairs, District Career Day, and College Fairs.

Response from the approved prior year Consolidated District Plan.

As an elementary attendance center, we provide students STEM learning opportunities through Makerspace activities that challenge students followed up by careers that utilize science, technology, engineering, and math. We have 1:1 use of Chromebooks district wide. Technical education focuses on the development of basic tech literacy, including keyboarding, navigating an operating system to open, use, and save programs, and using internet search engines and discerning which results offer valid information. Students demonstrate their technology skills on a daily basis as assignments are completed. The junior high school provides career and technical education content through the following electives: Grade 6 - 8 - Technology, Digital Citizenship; Grade 7/8 - Makers I/II, STEM content embedded throughout the 6-8 Science Curriculum. Monthly career opportunities are provided to students called "Pretzels with a Professional" where guest speakers talk about their careers relating back to the importance of school as well as how the core subjects as well as electives are used on the job. The 8th graders tour Capital Area Career Center and Lincoln Land Community College. The JH staff continues to develop and revise the PACE framework to ensure educational opportunities are available to all students. The high school provides career and technical education content through CTE courses in Agriculture, Project Lead the Way (Introduction to Engineering and Design and Principles of Engineering), Family and Consumer Science Courses, and Business Education. We co-op with Capital Area Career Center and students in Grades 11-12 have the opportunity to attend the vocation program of their choice in the afternoon. All students will utilize an online career platform that is connected to the PACE Framework. "Pretzel with a Purpose" days are scheduled throughout the year to complete the CCR requirements. The Director of Student Services arranges college visits weekly, students 6-12 participate in Career Fairs, District Career Day, and College Fairs.

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

For the 2026-27 school year, the district plans to use the Title I, Part A funding to provide professional development that aligns with the goals of improving academic outcomes for all students, particularly those from low-income backgrounds. This will include training focused on instructional strategies, differentiated instruction, data-driven decision making, and effective intervention strategies for struggling students. Specific professional development will be provided for the teachers for Tier 1 core instruction to improve the quality of instruction and ensure that all students have access to high-quality, inclusive learning experiences, MTSS implementation and effective use of the i-Ready diagnostic assessments. Additionally the district will provide professional development in social-emotional learning and behavior management strategies.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Title II, Part A funding will support professional development activities such as LETRS training aimed at improving teacher effectiveness, students with special needs, and other at-risk populations. This includes specialized training in strategies for differentiated instruction and methods to support language development. Mentorship programs will be enhanced to support new teachers, with a focus on improving instructional practices and reducing teacher turnover. The district will also continue the work in providing training on using data to monitor instructional decisions, particularly MTSS interventions.

G. Title III - LIEP

H. Title III - ISEP

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

To ensure a safe, supportive, and productive learning environment for all students, the district remains committed to addressing the mental, emotional, physical, behavioral, and academic needs of every learner. Staff will continue to emphasize proactive strategies that help students develop self-regulation, self-awareness, and responsible decision-making skills, reducing the need for disciplinary consequences while promoting positive student outcomes. As the district welcomes a new high school counselor and anticipates the addition of a new elementary counselor, ongoing professional learning and support will be essential. Counselors and staff will expand their knowledge and intervention toolkits to better address the diverse needs of students, strengthen social-emotional learning practices, and provide comprehensive supports that foster student well-being and academic success. Through a whole-child approach, the district seeks to create an environment where every student feels safe, connected, supported, and prepared to thrive.

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

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

Professional development is offered through the local cooperative, Sangamon Area Special Education District (SASED). All staff members who work with special populations are trained in safe de-escalation techniques through the Crisis Prevention Institute curriculum. Additional workshopson topics including autism, SEL, speech and language, and content specific interventions are offered.

L. IDEA, Part B - Preschool

Professional development is offered through the local cooperative, Sangamon Area Special Education District (SASED). All staff members who work with special populations are trained in safe de-escalation techniques through the Crisis Prevention Institute curriculum. Additional workshopson topics including autism, SEL, speech and language, and content specific interventions are offered.

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:

- a. each major racial and ethnic group;
- b. economically disadvantaged students as compared to students who are not economically disadvantaged;
- c. children with disabilities as compared to children without disabilities;
- d. English proficiency status;
- e. gender; and
- f. migrant status.

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

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

[[count] of 7500 maximum characters used]

All three attendance centers have adopted a Positive Behavioral Interventions and Supports (PBIS) framework to create safe, supportive, and productive learning environments. At each school level, the focus will be on self-regulation skills, student engagement, self-advocacy, resiliency, grit, and positive behavior development. These practices help students build the skills necessary to manage their emotions, remain actively engaged in learning, and make positive contributions to the classroom community. The district's behavior approach focuses on teaching students how to respond to challenges in ways that promote personal growth and lasting behavioral change. Students are encouraged to reflect on their actions, identify the impact of their behavior, and develop reasonable solutions that support improved decision-making and a positive learning environment. Through PBIS training, Whole Brain, and other discipline presentations, educators will learn to recognize when a student may not yet be emotionally regulated, ready to receive corrective feedback, or prepared to engage in problem-solving. In these situations, students are provided with appropriate opportunities and strategies to regain self-control, regulate their emotions, and prepare to participate in restorative conversations focused on solutions and future success. All students will be given opportunities to be redirected, coached, and supported by their teachers within the classroom whenever possible. Educators will utilize a variety of evidence-based strategies, including positive reinforcement, self-regulation supports, and restorative practices, to help students remain engaged in learning and minimize the need for disciplinary consequences. This proactive, student-centered approach promotes responsibility, resilience, and the development of skills that support both academic achievement and lifelong success.

Response from the prior year Consolidated District Plan.

All three buildings have moved to PBIS for discipline. The incorporation of whole brain teaching will be emphasized K - 8. The ability of the student to respond in a manner that can create lasting change and correct a problem he/she may have created. The response includes the student coming up with a reasonable solution to change their behavior so that they can make a positive contribution to the learning environment. When educators begin to address a student's behavior, sometimes it becomes evident that the student is not capable of self-regulation at that moment, is not yet ready to receive corrective feedback regarding their behavior or is unwilling to propose a reasonable solution to change the behavior. The PBIS process trains educators to recognize when students are not capable of self-regulation or not ready to discuss an issue and offers those students time to cool off and gain control over his/her emotions to that he/she can prepare to move forward with a solution. All students will be given the opportunity to be redirected and coached by their teacher to remain in the classroom. Educators will use various strategies to support self-regulation in order to avoid potential consequences.

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 Director of Students Services/Counselor and the elementary counselor will serve as the homeless liaisons. The district has revised the student residency questionnaire to make it less confusing and to use language that is more accessible to families. Student rights are outlined on the form. Additionally, funds are allocated to assist students and families with emergency needs for food and clothing, and to ensure all children have the necessary supplies for school.

Response from the prior year Consolidated District Plan.

The district social workers are our homeless liaison. The district has revised the student residency questionnaire to make it less confusing and to use language that is more accessible to families. Student rights are outlined on the form. Additionally, funds are allocated to assist students and families with emergency needs for food and clothing, and to ensure all children have the necessary supplies for school.

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 - NEW BERLIN HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1001 - NEW BERLIN JR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2001 - NEW BERLIN ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/21/2026

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:

- 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)

All New Berlin Schools hare commendable. Thus, none of the schools are eligible for "comprehensive" or "targeted" support.

Response from the approved prior year Consolidated District Plan.

All New Berlin Schools have been commendable since 2019. On RC23, New Berlin Junior High was exemplary. Thus, none of the schools are eligible for "comprehensive" or "targeted" support.

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 \(B\)](#)

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

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

[Section 1114 and 1115](#)

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

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

([count] of 7500 maximum characters used)

Our schoolwide plan will address both academic and behavior/social-emotional learning standards for all students. Push-in instruction for small groups, including those identified at risk for meeting standards will be provided by reading specialists; co-teaching for selected sections of math and ELA will provide additional instruction and supports to all students; research validated computer-based interventions are used as supplemental instruction for any student performing below standards. Pull out small group instruction using research validated methods will be used with students at the highest risk for not meeting state standards.

Response from the approved prior year Consolidated District Plan.

Our schoolwide plan will address both academic and behavior/social-emotional learning standards for all students. Push-in instruction for small groups, including those identified at risk for meeting standards will be provided by reading specialists; co-teaching for selected sections of math and ELA will provide additional instruction and supports to all students; research validated computer-based interventions are used as supplemental instruction for any student performing below standards. Pull out small group instruction using research validated methods will be used with students at the highest risk for not meeting state standards.

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

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

DO NOT use special characters, numbered 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 serve any schools identified as targeted assistance, enter **Schoolwide Program Only***

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

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

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

([count] of 7500 maximum characters used)

The ROE #51 specific to New Berlin needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI/MTSS model.

Response from the approved prior year Consolidated District Plan.

The needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI/MTSS model.

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

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

([count] of 7500 maximum characters used)

The ROE #51 specific to New Berlin needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI/MTSS model.

Response from the approved prior year Consolidated District Plan.

The needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI/MTSS model.

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

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

([count] of 7500 maximum characters used)

There are no changes to the scope or nature of the services.

Response from the approved prior year Consolidated District Plan.

There are no changes to the scope or nature of the 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, 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)

SPP Indicator 12: A compliance indicator that measures the percentage of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. Goal: The goal of Indicator 12 is to ensure seamless transitions for children and families as they move from IDEA Part C to IDEA Part B so they can access appropriate services by their third birthdays. New Berlin coordinates with all Birth to 3 programs to ensure transition from those programs to our Pre-K program. New Berlin reviews data from the State Performance Plan indicators to ensure all students receive FAPE and the services necessary for their education.

*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/ISBF-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*
Keller	Suzanne	Superintendent	skeller@pretzelpride.com
Phone*			
217	488	2040	

[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*
Hill	Seth	Transportation Director	shill@pretzelpride.com
Phone*			
217	488	6054	

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

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

The district personnel involved in these decisions are (and not limited to) the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent. The factors that will be considered in determining whether remaining in a child's school of origin is in his or her best interest are as follows: Preferences of the child/Preferences of the child's parent(s) or education decision maker(s)The child's attachment to the school, including meaningful relationships with staff and peers. Placement of the child's sibling(s)Influence of the school climate on the child, including safetyThe availability and quality of the services in the school to meet the child's educational and socioemotional needs.History of school transfers and how they have impacted the child.How the length of the commute would impact the child, based on the child's developmental stageWhether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin.Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

The district personnel involved in these decisions are (and not limited to) the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent. The factors that will be considered in determining whether remaining in a child's school of origin is in his or her best interest are as follows: Preferences of the child/Preferences of the child's parent(s) or education decision maker(s)The child's attachment to the school, including meaningful relationships with staff and peers. Placement of the child's sibling(s)Influence of the school climate on the child, including safetyThe availability and quality of the services in the school to meet the child's educational and socioemotional needs.History of school transfers and how they have impacted the child.How the length of the commute would impact the child, based on the child's developmental stageWhether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin.Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

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

See IDEA legislation 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.

All students with an IEP or a 504 will receive special consideration in this process. These special considerations and legal requirements will be taken into account for children with disabilities under IDEA and students with disabilities under Section 504 as it pertains to the process and for determining the best interest of the affected child.

Response from the approved prior year Consolidated District Plan.

All students with an IEP or a 504 will receive special consideration in this process. These special considerations and legal requirements will be taken into account for children with disabilities under IDEA and students with disabilities under Section 504 as it pertains to the process and for determining the best interest of the affected child.

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.

Some children in foster care are also English learners (ELs). Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs. In order to meet their obligations under Title VI and the EEOA, LEAs must: Identify and assess all potential EL students in a timely, valid, and reliable manner, Provide EL students with a language assistance program that is educationally sound and proven successful, Sufficiently staff and support the language assistance programs for EL students, Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, Avoid unnecessary segregation of EL students, Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services, Meet the needs of EL students who opt out of language assistance programs, Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied, Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time, and Ensure meaningful communication with limited English proficient (LEP) parents. The district will consider all of these factors and ensure we are following Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) as prescribed.

Response from the approved prior year Consolidated District Plan.

Some children in foster care are also English learners (ELs). Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs. In order to meet their obligations under Title VI and the EEOA, LEAs must: Identify and assess all potential EL students in a timely, valid, and reliable manner, Provide EL students with a language assistance program that is educationally sound and proven successful, Sufficiently staff and support the language assistance programs for EL students, Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, Avoid unnecessary segregation of EL students, Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services, Meet the needs of EL students who opt out of language assistance programs, Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied, Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time, and Ensure meaningful communication with limited English proficient (LEP) parents. The district will consider all of these factors and ensure we are following Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) as prescribed.

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.

The District recognizes that the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. If after a best interest determination decision is made, any party can challenge the decision within three business days of receiving the notice by submitting a request for an appeal of the decision and the reasons for it, in writing, within three business days after the decision has been made and communicated. If there is disagreement regarding school placement for a child in foster care, the child welfare agency will be considered the final decision maker in making the best interest determination (unless in the future State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to

collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions.Steps in the Process:1. When a student is placed in foster care or changes residence while in foster care, the child welfare agency worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care point of contact is notified and invited to participate in the Best Interest Determination (BID). 2. The child welfare agency worker, foster care point of contact, and other essential members of BID share information on the appropriateness of the current educational setting. The child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision-making process. The school of origin transportation designee identifies potential ways that the child could be transported (see list of options below). This information is given to the foster care point of contact to include in the BID.3. If the BID decision is that the student will remain in the current school, the foster care point of contact notifies the school of origin transportation designee, who then assists the child welfare agency worker in arranging transportation to and from school.

Response from the approved prior year Consolidated District Plan.

The District recognizes that the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. If after a best interest determination decision is made, any party can challenge the decision within three business days of receiving the notice by submitting a request for an appeal of the decision and the reasons for it, in writing, within three business days after the decision has been made and communicated. If there is disagreement regarding school placement for a child in foster care, the child welfare agency will be considered the final decision maker in making the best interest determination (unless in the future State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions.Steps in the Process:1. When a student is placed in foster care or changes residence while in foster care, the child welfare agency worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care point of contact is notified and invited to participate in the Best Interest Determination (BID). 2. The child welfare agency worker, foster care point of contact, and other essential members of BID share information on the appropriateness of the current educational setting. The child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision-making process. The school of origin transportation designee identifies potential ways that the child could be transported (see list of options below). This information is given to the foster care point of contact to include in the BID.3. If the BID decision is that the student will remain in the current school, the foster care point of contact notifies the school of origin transportation designee, who then assists the child welfare agency worker in arranging transportation to and from school.

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.

No schools are identified for improvement. If identified for ESSA funding, professional development will be provided on the requirements of ESSA and coordinate with students identified as Youth in Care to ensure they receive equitable educational opportunities. The district recognizes that relevant personnel should be trained and aware of the ESSA requirements for educational stability for students who are identified as Youth in Care. As part of the district mandated trainings, annual professional development will include the discussion of the ESSA requirements in opening faculty meetings, new staff orientation, and administrator meetings. The process for placement will be reviewed as needed in these meetings to ensure all relevant staff are aware of the expectations

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

The district personnel involved in this process can include the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent.
STEP 1: Identify which students in foster care require transportation to maintain school stability. STEP 2: Document how transportation will be provided, arranged and funded. STEP 3: Clarify the district's obligation to provide transportation when minimal or no additional costs will be incurred. STEP 4: Document how "additional costs" will be addressed. STEP 5 (if needed): Dispute resolution process to address transportation issues. While disputes over cost are pending or being addressed, the district will ensure that the child remains in his or her school of origin, which may include providing or arranging transportation if necessary. STEP 6: Other considerations. The following factors should be considered when developing the Transportation Procedures for a foster care student: -Safety-Duration-Time of placement change-Type of transportation available-Traffic patterns-Flexibility in school schedule -Impact of extracurricular activities on transportation options-Maturity and behavioral capacity.

Response from the approved prior year Consolidated District Plan.

The district personnel involved in this process can include the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent.
STEP 1: Identify which students in foster care require transportation to maintain school stability. STEP 2: Document how transportation will be provided, arranged and funded. STEP 3: Clarify the district's obligation to provide transportation when minimal or no additional costs will be incurred. STEP 4: Document how "additional costs" will be addressed. STEP 5 (if needed): Dispute resolution process to address transportation issues. While disputes over cost are pending or being addressed, the district will ensure that the child remains in his or her school of origin, which may include providing or arranging transportation if necessary. STEP 6: Other considerations. The following factors should be considered when developing the Transportation Procedures for a foster care student: -Safety-Duration-Time of placement change-Type of transportation available-Traffic patterns-Flexibility in school schedule -Impact of extracurricular activities on transportation options-Maturity and behavioral capacity.

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

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

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

- h. Other - describe _____
- i. Other - describe _____
- j. Other - describe _____

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

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

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

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

In addition to State and local funds that may be available for providing transportation, certain Federal funds may be available to cover additional transportation costs to maintain children in foster care in their schools of origin. Title IV-E Federal funds are available to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth section 472 of the Social Security Act). Specifically, the cost of reasonable travel for a child in foster care to remain in his or her school of origin may be included in the Title IV-E foster care maintenance payment. Child welfare agencies receiving Title IV-E funds have discretion in determining what is considered reasonable travel, and may take into account factors such as cost, distance, and duration of travel. As with any cost enumerated in the definition of foster care maintenance payments, the child welfare agency may decide which of the enumerated costs to include in a child's foster care maintenance payment. In addition, transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. In addition, an LEA may use Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

Response from the approved prior year Consolidated District Plan.

In addition to State and local funds that may be available for providing transportation, certain Federal funds may be available to cover additional transportation costs to maintain children in foster care in their schools of origin. Title IV-E Federal funds are available to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth section 472 of the Social Security Act). Specifically, the cost of reasonable travel for a child in foster care to remain in his or her school of origin may be included in the Title IV-E foster care maintenance payment. Child welfare agencies receiving Title IV-E funds have discretion in determining what is considered reasonable travel, and may take into account factors such as cost, distance, and duration of travel. As with any cost enumerated in the definition of foster care maintenance payments, the child welfare agency may decide which of the enumerated costs to include in a child's foster care maintenance payment. In addition, transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. In addition, an LEA may use Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

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.

If the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need, a written notice shall be provided with the following components. 1. The contact information for the LEA foster care point of contact (if the LEA has designated a point of contact after receiving written notice from the child welfare agency that it has designated a point of contact for the LEA) and the SEA foster care point of contact. 2. An explanation of the reasons for the LEA's decision.

Response from the approved prior year Consolidated District Plan.

If the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need, a written notice shall be provided with the following components. 1. The contact information for the LEA foster care point of contact (if the LEA has designated a point of contact after receiving written notice from the child welfare agency that it has designated a point of contact for the LEA) and the SEA foster care point of contact. 2. An explanation of the reasons for the LEA's decision.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

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

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

An LEA must ensure that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner. (ESEA section 1112(c)(5)(B)(i)). Therefore, the LEA must provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved. While any dispute is being resolved the District will follow the following guidelines, the school of origin is responsible for the transportation.

Response from the approved prior year Consolidated District Plan.

An LEA must ensure that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner. (ESEA section 1112(c)(5)(B)(i)). Therefore, the LEA must provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved. While any dispute is being resolved the District will follow the following guidelines, the school of origin is responsible for the transportation.

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.

Each child in our school district has a transportation plan that is communicated to all parties that need to know said information. Any child with a foster care transportation plan will also be part of that system. To ensure that all school personnel including support staff, the district will disseminate this information via SKYWARD with all of our other required communications that require the employee to review material.

Response from the approved prior year Consolidated District Plan.

Each child in our school district has a transportation plan that is communicated to all parties that need to know said information. Any child with a foster care transportation plan will also be part of that system. To ensure that all school personnel including support staff, the district will disseminate this information via SKYWARD with all of our other required communications that require the employee to review material.

*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

9 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*

Phone*

First Name*

Middle
Initial

Email*

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

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

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

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

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

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

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

PROFESSIONAL DEVELOPMENT ACTIVITIES

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

*The required professional development will be provided.

Yes

No

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

*Required field

BSP TBE Requirements[Instructions](#)

9 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

*Required field

TBE Parent Advisory Committee[Instructions](#)

9 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

- 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.

05/21/2026

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.

v.02.17.2026

- 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 Service](#)

JILL LARSON

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 05/20/2026
RCDT when agreed to: 51-084-0160-26

The Consistency Check must be successfully processed before you can submit your application.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:

5/7/2026

Assurances were agreed to on:

5/20/2026

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

This Application has not been submitted

Expand All

Consolidated District Plan

Page Status

Open Page
for editing

[Consolidated District Plan](#)

Contact Information		OPEN	<input type="checkbox"/>
Needs Assessment and Programs		OPEN	<input type="checkbox"/>
Plan Specifics			
Needs Assessment Impact		OPEN	<input type="checkbox"/>
Stakeholders		OPEN	<input type="checkbox"/>
Parent and Family Engagement		OPEN	<input type="checkbox"/>
Private Schools Participation		OPEN	<input type="checkbox"/>
Preschool Coordination		OPEN	<input type="checkbox"/>
Student Achievement		OPEN	<input type="checkbox"/>
College and Career		OPEN	<input type="checkbox"/>
Professional Development		OPEN	<input type="checkbox"/>
Safe Learning Environment		OPEN	<input type="checkbox"/>
Title I Specific Pages			
Title I Specific - Part One	OPEN		<input type="checkbox"/>
Title I Specific - Part Two	OPEN		<input type="checkbox"/>
IDEA Specific Requirements		OPEN	<input type="checkbox"/>
Youth in Care Stability Plan			
Youth in Care Stability Plan Contacts	OPEN		<input type="checkbox"/>
Best Interest Determination Plan	OPEN		<input type="checkbox"/>
Youth In Care Transportation Plan	OPEN		<input type="checkbox"/>
Bilingual Service Plan			
BSP Plan Specifics			
BSP Program Contact	OPEN		<input type="checkbox"/>
Attendance Center Enrollment Information	OPEN		<input type="checkbox"/>
BSP Professional Development	OPEN		<input type="checkbox"/>
BSP TBE Requirements	OPEN		<input type="checkbox"/>
BSP Parent Advisory Committee	OPEN		<input type="checkbox"/>
Assurance Pages			
Plan Assurances		OPEN	<input type="checkbox"/>
State Assurances		OPEN	<input type="checkbox"/>
Debarment		OPEN	<input type="checkbox"/>
Lobbying		OPEN	<input type="checkbox"/>
GEPA 442		OPEN	<input type="checkbox"/>
AssurancesText		OPEN	<input type="checkbox"/>

Save



REQUEST FOR PERSONNEL SERVICES

NEW BERLIN CUSD #16

Action Requested:	New Position	Employee Category:	Support Staff	Employment Status:	Part-time (PT)
				If PT, No. of Hrs/Day:	5
Certified Position:	Choose an item.	Subject/Grade:	Click or tap here to enter text.	ESP Position:	Cafeteria

NEW EMPLOYEE INFORMATION / PLACEMENT

Name:	Courtney Colson			Hourly/Daily Rate of Pay:	16.00/hour
Location:	Elementary School	Certified Degree:	Choose an item.	Additional Hours:	Click or tap here to enter text.
Salary Schedule Placement	Choose an item.	Step:	Choose an item.	Annual Rate of Pay:	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	Placement:	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	Placement	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	Placement	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Incumbent Name:	Brittany Lane	Desired Beginning Date:	5/1/2026		
Position Supervisor:	Heather Pidcock				
Action Requested by:	Heather Pidcock	Date:	5/1/2026		

(Placement – indicate the location of the employee on the extra-curricular salary schedule: i.e. 3yrs=col. 2; salary from Appendix C)

APPOINTMENT AUTHORIZATION SIGNATURES

Chief Financial Officer:		Superintendent:	
President:		Secretary	

Routing: Original to Chief Financial Officer – Attach resume/application/transcripts/certificates



REQUEST FOR PERSONNEL SERVICES

NEW BERLIN CUSD #16

Action Requested:	Replacement	Employee Category:	Choose an item.	Employment Status:	Choose an item.
				If PT, No. of Hrs/Day:	
Certified Position:	Coach	Subject/Grade/Activity/Sport:	HS Volleyball	ESP Position:	Choose an item.
NEW EMPLOYEE INFORMATION / PLACEMENT					
Name:	Casey Binkley			Hourly/Daily Rate of Pay:	Click or tap here to enter text.
Location:	Senior High School	Certified Degree:	Choose an item.	Additional Hours:	Click or tap here to enter text.
Salary Schedule Placement	Choose an item.	Step:	0	Annual Rate of Pay:	Click or tap here to enter text.
Extra-curricular assignment:	HS Varsity Volleyball Coach	Placement:	0	Salary:	7385.00
Extra-curricular assignment:	Click or tap here to enter text.	Placement	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	Placement	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Incumbent Name:	Alyssa Price	Desired Beginning Date:	7/1/2026		
Position Supervisor:	Hattie Llewellyn				
Action Requested by:	Hattie Llewellyn	Date:	5/7/2026		

(Placement – indicate the location of the employee on the extra-curricular salary schedule: i.e. 3yrs=col. 2; salary from Appendix C)

APPOINTMENT AUTHORIZATION SIGNATURES

Chief Financial Officer:		Superintendent:	
President:		Secretary	

Routing: Original to Chief Financial Officer – Attach resume/application/transcripts/certificates



REQUEST FOR PERSONNEL SERVICES

NEW BERLIN CUSD #16

Action Requested:	Filling Vacancy	Employee Category:	Certified Staff	Employment Status:	Full Time
				If PT, No. of Hrs/Day:	
Certified Position:	JH - ELA	Subject/Grade/Activity/Sport:	JH	ESP Position:	JH - ELA

NEW EMPLOYEE INFORMATION / PLACEMENT

Name:	Jean Warren			Hourly/Daily Rate of Pay:	
Location:	JH	Certified Degree:	Bachelors & Masters	Additional Hours:	Click or tap here to enter text.
Salary Schedule Placement	MA + 0	Step:	9	Annual Rate of Pay:	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	Placement:	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	Placement	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	Placement	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
		Desired Beginning Date:	08/01/2026		
Incumbent Name:					
Position Supervisor:	Brandon Radford				
Action Requested by:	Brandon Radford		Date:	05/14/2026	

(Placement – indicate the location of the employee on the extra-curricular salary schedule: i.e. 3yrs=col. 2; salary from Appendix C)

APPOINTMENT AUTHORIZATION SIGNATURES

Chief Financial Officer:		Superintendent:	
President:		Secretary	

Routing: Original to Chief Financial Officer – Attach resume/application/transcripts/certificates