

Regular Board of Education Meeting  
Monday, May 18, 2026 6:00 PM

Libertyville High School Library/Library  
Classroom  
708 W. Park Ave.  
Libertyville, IL 60048

## Agenda

1. Call to Order / Pledge of Allegiance / Roll Call  
**Speaker(s):** Board President
2. Review Agenda  
**Speaker(s):** Board President
3. Communication
  - 3.A. Student Recognition
  - 3.B. Honor Outgoing and Welcome New Student School Board Representatives
  - 3.C. Invitation for Public Comment (3-minute time limit)
  - 3.D. D128 Foundation for Learning Update
  - 3.E. Teacher Union Report
  - 3.F. Educational Support Professionals Union Report
  - 3.G. Student School Board Representative Reports
  - 3.H. FOIA Requests
  - 3.I. Superintendent's Report
4. For Discussion
  - 4.A. Transfer Resolutions  
**Speaker(s):** Dan Stanley
  - 4.B. Board Summer Workshop Topics
  - 4.C. VHHS Pool HVAC Replacement Project Delay  
**Speaker(s):** Dan Stanley & Mark Koopman
  - 4.D. Site Accessibility Review  
**Speaker(s):** Dan Stanley & Mark Koopman
  - 4.E. FY27 Budget Timeline Update  
**Speaker(s):** Dan Stanley
  - 4.F. Process for Filling Board Vacancy
5. Consent Vote Agenda
  - 5.A. Regular Board Meeting Minutes and Closed Session Minutes - April 27, 2026
  - 5.B. Strategic Plan Review Committee Meeting Minutes (4 sessions)
  - 5.C. Educational Tours  
**Speaker(s):** Tom Koulentes
  - 5.D. Employment of Employees
  - 5.E. Bills Payable  
**Speaker(s):** Daniel Stanley
  - 5.F. April 2026 Financial Reports
6. For Action
  - 6.A. Selection of Vice President
  - 6.B. Monthly Board Meeting Schedule (Draft)
  - 6.C. Reciprocal Reporting System Agreement - Lake County Sheriff and D128

- Speaker(s):** Dan Stanley
- 6.D. Intergovernmental Agreement with Libertyville School District 70 for Physical Therapy Services
  - Speaker(s):** Dan Stanley
- 6.E. RISE Aquatics Agreement for 2026-2027 School Year
  - Speaker(s):** Dan Stanley
- 6.F. Annual Lake County Indemnification Agreement
  - Speaker(s):** Dan Stanley
- 6.G. FY27 Treasurer's Bond
  - Speaker(s):** Dan Stanley
- 6.H. Audit Engagement for FY26
  - Speaker(s):** Dan Stanley
- 6.I. District 128 Consolidated Plan (CDP)
  - Speaker(s):** Tom Koulentes
- 6.J. 2026-2027 Textbook Adoptions
  - Speaker(s):** Tom Koulentes
- 6.K. Updated Educational Support Professional Staffing for 2026-27
  - Speaker(s):** Dan Stanley
- 6.L. Memorandum of Agreement with the Libertyville High School/Vernon Hills High School Federation of Teachers Regarding Health Insurance Contributions
  - Speaker(s):** Dan Stanley
- 7. For Information
  - 7.A. Board Comments and Events
  - 7.B. IASB Report
  - 7.C. SEDOL Report
    - Speaker(s):** Nina Austin
  - 7.D. ED-RED Report
    - Speaker(s):** Wes Polen
- 8. Future Agenda Items
- 9. Executive Session
- 10. Return to Open Session
- 11. Adjournment

## May 2026 FOIA Report to Board

*Note: Response deadline is five business days after receipt of standard FOIA request; 21 business days for commercial requests. An extension is allowed under certain circumstances.*

<b>Date Received</b>	<b>Type of Request</b>	<b>Requestor</b>	<b>Information Requested</b>	<b>Date of Response</b>	<b>Time Spent</b>
4/7/26	Commercial	Sunlight Access, Oshea Smith	summary of purchase orders from 12/1/2025 through 2/28/26.	5/6/26	1 hour
4/8/26; 4/16/26; 4/30/26; 5/7/26	Standard	Dan Vosnos	Records related to specific former employee. Request was revised; extension letter sent; response sent. Response received; letter sent.	4/16/26; 4/23/26; 4/30/26; 5/7/26; 5/13/26	5 hours
4/10/26	Commercial	SmartProcure, Sheri Reid	General purchasing records from 9/19/2025 to the current request date of 4/10/2026.	5/7/26	5 minutes
4/20/26	Standard	Lake Co Gazette, Owen Wang	Ramadan accommodation policies, guidance, records of accommodations during school, implementation and communication, complaints, requests.	4/27/26	1 hour
4/20/26	Standard	Vladica Todorovic	Records relating to cleaning, painting, HVAC chemical products used in the school buildings.	4/27/26	4 hours
4/28/26	Standard	FOIA Professional Services, Kristen Sellers	Most recent custodial contract for LHS.	5/5/26	2 hours
5/1/26	Standard	NBC Chicago, PJ Randhawa	Records related to the district's use of private investigation or residency-verification services.	5/8/26; 5/13/26	2 hours
5/4/26	Standard	Steven	Records related to air quality, ventilation, mechanical systems, chemical use, safety complaints/reports, etc. for VHHS Room 1317.	5/11/26	5 hours
5/7/26	Standard	Frank	Records related to air quality, ventilation, mechanical systems, chemical use, safety complaints/reports, etc. for VHHS Room 1317.	5/13/26	0 (reused above results)

**RESOLUTION abating the Working Cash Fund of the Board of Education of Community High School District No. 128, Lake County, Illinois.**

WHEREAS, the Board of Education of Community High School District 128, Lake County, Illinois (“Board of Education”), has heretofore created and established a Working Cash Fund in and for the District (the “*Fund*”) for the purpose of enabling the District to have in its treasury at all times sufficient money to meet demands thereon for ordinary and necessary expenditures for corporate purposes; and

WHEREAS, the Fund presently has on hand cash and/or outstanding loans to its credit of at least \$4,552,241.79; and

WHEREAS, the Board of Education determines that it is necessary and in the best interests of the District that the Fund be abated in the amount of Two Million Five Hundred Thousand Dollars (\$2,500,000.00); and

WHEREAS, the Board of Education finds and determines that after abatement, the Fund will maintain an amount to the credit of the Fund at least equal to 0.05% of the then current value, as equalized or assessed by the Department of Revenue, of the taxable property in the District in accordance with Section 20-10 of the *School Code* of the State of Illinois [105 ILCS 5/20-10], as amended (the “*Code*”); and

WHEREAS, Section 20-10 of the *Code* authorizes the Board of Education to abate the Fund at any time, and upon the adoption of a resolution so providing, direct the transfer at any time of money in the Fund to any fund or funds of the District most in need of the money; and

WHEREAS, the Board finds and determines that the District’s Capital Projects Fund, is the fund most in need of the money transferred after abatement of the Fund; and

NOW THEREFORE, Be it and It is Hereby Resolved by the Board of Education as follows:

1. *Incorporation of Preambles.* The Board of Education hereby finds that all of the recitals contained in the preambles to this Resolution are full, true, and correct and does incorporate them into this Resolution by this reference.
2. *Amount of Abatement.* The Fund shall be abated as of the date hereof by the amount of Two Million Five Hundred Thousand Dollars (\$2,500,000.00) (the “*Abatement Amount*”).
3. *Permanent Transfer.* The School Treasurer of the District is hereby authorized and directed to forthwith permanently transfer, without requirement of repayment, the Abatement Amount to the Capital Projects Fund of the District.
4. *Outstanding Loans.* If necessary to effectuate such abatement and permanent transfer, outstanding loans from the Fund to any other funds of the District in an amount, together with any cash immediately transferred pursuant to Section 2 above, equal in the aggregate to the Abatement Amount shall be paid to the Capital Projects Fund of the District, and other any remaining outstanding loans shall be paid to the Fund at the time and in the manner required by the *Code*.
5. *Severability.* If any section, paragraph, clause or provision of this Resolution shall be held to be invalid or unenforceable for any reason, the invalidity of unenforceability of such section, paragraph, or provision shall not affect any of the remaining provisions of this Resolution

6. *Repealer and Effective Date.* All resolutions or parts thereof in conflict herewith are hereby repealed and that this Resolution shall be in full force and effect forthwith upon its adoption.

Member \_\_\_\_\_ moved adoption of the resolution, Member \_\_\_\_\_ seconded the motion. Upon roll call vote, the members voted as follows:

AYES: \_\_\_\_\_

NAYS: \_\_\_\_\_

ABSENT: \_\_\_\_\_

Adopted: June 22, 2026

\_\_\_\_\_  
President, Board of Education

\_\_\_\_\_  
Secretary, Board of Education

STATE OF ILLINOIS        )  
  ) SS  
COUNTY OF LAKE         )

**CERTIFICATION OF RESOLUTION**

I, the undersigned, DO HEREBY CERTIFY that I am the duly qualified and acting Secretary of the Board of Education (the "School Board") of Community High School District No. 128, Lake County, Illinois (the "District"), and that as such official I am the keeper of the records and files of the School Board.

I DO FURTHER CERTIFY that the foregoing is a full, true and complete transcript of that portion of the minutes of the meeting of the School Board held on the 22nd day of June, 2026, insofar as the same relates to adoption of a resolution entitled:

**RESOLUTION abating the Working Cash Fund of the Board of Education of Community High School District No. 128, Lake County, Illinois.**

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

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

IN WITNESS WHEREOF, I hereunto affix my official signature this 22nd day of June, 2026.

\_\_\_\_\_  
Secretary, Board of Education

**RESOLUTION authorizing transfer from Education Fund into the Operations and Maintenance Fund of Community High School District No. 128, Lake County, Illinois**

WHEREAS, Section 17-2A of the *Illinois School Code*, 105 ILCS 5/17-2A, as amended, authorizes the Board of Education by proper resolution, following a public hearing set by the Board, to permanently transfer moneys from and between its operating funds for the purposes authorized by the *School Code*; and

WHEREAS, the Board of Education has determined that it is in the best interests of the School District to permanently transfer \$4,600,000 from the Education Fund to the Operations and Maintenance Fund, to provide money with which to meet necessary disbursements for operation and maintenance purposes; and

WHEREAS, the Board of Education finds that the clerk or secretary of the Board of Education has published the notice required by and in accordance with Section 17-2A of the *School Code*; and

WHEREAS, the Board of Education has held the hearing required by Section 17-2A of the *School Code*; and

WHEREAS, the Board of Education has undertaken and conducted all other acts necessary to permit the transfer.

NOW THEREFORE, BE IT RESOLVED by the Board of Education of Community High School District No. 128, Lake County, Illinois, as follows:

1. The Board of Education hereby finds the recitals contained in the Preamble of this Resolution to be full, true and correct and does hereby incorporate them into this Resolution by this reference.
2. The School Treasurer is authorized and directed to make a permanent transfer in the amount of \$4,600,000 from the School District's Education Fund to its Operations and Maintenance Fund, effective immediately.

3. This Resolution shall be in full force and effect immediately upon its adoption.

Upon a roll call vote, the Members voted as follows:

AYES: \_\_\_\_\_

NAYS: \_\_\_\_\_

ABSENT: \_\_\_\_\_

Adopted this 22nd day of June, 2026.

\_\_\_\_\_  
President, Board of Education,  
Community High School District No. 128,  
Lake County, Illinois

ATTEST:

\_\_\_\_\_  
Secretary, Board of Education

STATE OF ILLINOIS        )  
  ) SS  
COUNTY OF LAKE         )

**CERTIFICATION OF RESOLUTION**

I, the undersigned, DO HEREBY CERTIFY that I am the duly qualified and acting Secretary of the Board of Education (the "School Board") of Community High School District No. 128, Lake County, Illinois (the "District"), and that as such official I am the keeper of the records and files of the School Board.

I DO FURTHER CERTIFY that the foregoing is a full, true and complete transcript of that portion of the minutes of the meeting of the School Board held on the 22nd day of June, 2026, insofar as the same relates to adoption of a resolution entitled:

**RESOLUTION authorizing transfer from Education Fund into the Operations and Maintenance Fund of Community High School District No. 128, Lake County, Illinois**

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

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

IN WITNESS WHEREOF, I hereunto affix my official signature this 22nd day of June, 2026.

\_\_\_\_\_  
Secretary, Board of Education

**RESOLUTION AUTHORIZING AND DIRECTING  
THE TRANSFER OF INTEREST FROM THE  
WORKING CASH FUND TO THE EDUCATION FUND**

**WHEREAS**, the Board of Education of Community High School District Number 128, Lake County, Illinois, has created and maintained a Working Cash Fund for the District pursuant to Article 20 of the *Illinois School Code*; and

**WHEREAS**, Section 10-22.44 of the *Illinois School Code* authorizes a school board to transfer monies earned as interest from the investment of various funds, including the Working Cash Fund or any portion thereof, to the fund of the school district most in need of the interest provided such interest has not been earmarked or restricted by the board for a designated purpose; and

**WHEREAS**, there is currently \$141,935.67 in accumulated interest to the credit of the District's Working Cash Fund as of April 30, 2026, plus another two-month's interest will have accumulated on June 30, 2026, and none of that accumulated interest has been earmarked or restricted by the Board of Education for any designated purpose.

**NOW, THEREFORE, BE IT RESOLVED**, by the Board of Education of Community High School District No. 128, Lake County, Illinois, as follows:

Section 1. The Board of Education hereby finds that all of the recitals contained in the preambles to this Resolution are full, true, and correct and does hereby incorporate them into this Resolution by reference.

Section 2. The Board of Education hereby determines that the Education Fund is the District fund most in need of the interest income from the Working Cash Fund.

Section 3. The Board of Education hereby authorizes and directs the transfer of \$141,935.67 in interest income and the interest income for the months of May and June 2026 from the District's Working Cash Fund to the District's Education Fund to be used as authorized by law.

Section 4. The School Treasurer is hereby authorized and directed to make any and all necessary entries on the District's books and records to evidence the transfer of said interest income.

Section 5. This Resolution shall be in full force and effect upon its adoption.

ADOPTED this 22nd day of June, 2026

AYES: \_\_\_\_\_

NAYS: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

ABSENT: \_\_\_\_\_

BOARD OF EDUCATION,  
COMMUNITY HIGH SCHOOL DISTRICT NO. 128  
LAKE COUNTY, ILLINOIS

By: \_\_\_\_\_  
President, Board of Education

Attest: \_\_\_\_\_  
Secretary, Board of Education

STATE OF ILLINOIS)

) SS

COUNTY OF LAKE )

**CERTIFICATION OF RESOLUTION AND MINUTES**

I, the undersigned, do hereby certify that I am the duly qualified acting Secretary of the Board of Education of Community High School District No. 128, Lake County, Illinois (the “Board”), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete copy of a resolution entitled:

**RESOLUTION AUTHORIZING AND DIRECTING  
THE TRANSFER OF INTEREST FROM THE  
WORKING CASH FUND TO THE EDUCATION FUND**

as adopted by the Board at its meeting held on the 22nd day of June, 2026.

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

IN WITNESS WHEREOF, I hereunto affix my official signature, this 22nd day of June, 2026.

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Secretary, Board of Education

# Schedule Update for VHHS Pool HVAC Replacement Project

5/12/2026

We would like to provide an update on the VHHS Pool HVAC Replacement Project. Unfortunately, we are experiencing a significant equipment delay that will impact the project timeline and availability of the pool for several important programs.

In early September 2025, the District began developing the scope and engineering plans for the project.

The scope includes:

- Replacing the existing HVAC dehumidification equipment and air distribution system, including structural steel work
- Repairing the air barrier where the interior walls meet the roof deck
- Installing a new vapor barrier on the interior walls
- Painting the pool vessel

The project was released for bid on November 10, 2025.

The original target for Board approval was the January 27, 2026 meeting. However, we were informed that the HVAC equipment had an estimated 20-week lead time once ordered. If ordered shortly after January 27th, delivery would have occurred no earlier than mid-June.

Due to those lead times, the Board approved the purchase of the HVAC equipment at the December 15, 2025 meeting. The equipment order was placed with the manufacturer on January 6, 2026. Based on the estimated 20-week lead time, delivery was anticipated around May 26, 2026, near the end of the school year.

Bids for the remaining project work were opened on December 19, 2025 and the Board approved the general trades and mechanical contracts at the January 27, 2026 meeting.

In early March, the District was notified by the manufacturer that the equipment would be delayed until mid-September. This created a significant impact to the overall project schedule.

The manufacturer informed us that supply and exhaust fan motor lead times had increased substantially due to high demand from data centers. The motors for our unit are not expected to arrive at the factory until mid-August.

District administration and our engineers spoke directly with the manufacturing plant to explore possible solutions. One option considered was changing fan manufacturers; however, our electrical infrastructure would not support the alternate equipment. Another option considered was shipping the unit without the fans and installing them later, but the factory would not release the equipment without complete factory testing.

With no viable option to accelerate delivery, the project team reviewed the following options:

**Option 1 - Stop the Project Entirely**

This was not considered a realistic option due to the condition and reliability concerns of the existing equipment. Replacement parts are nearly impossible to obtain, and failure of the current unit could result in the pool being unavailable for an extended period of time.

**Option 2 - Delay the Project Until Summer 2027**

In addition to the concerns noted above, delaying the project is estimated to increase costs by approximately \$260,000 due to escalation in materials, labor, storage, and contractor-related expenses. This option was not recommended.

**Option 3 - Split the Project into 2 Phases**

This option adds approximately 8 weeks to the overall project schedule. At this time, we believe the existing \$100,000 project allowance will cover the additional phasing-related costs, barring any significant unforeseen conditions.

**Phase 1** would begin immediately after the school year ends and would be completed before the start of school on August 10th. This phase includes:

- Replacing the duct sock
- Completing structural steel work
- Creating the roof opening required for equipment replacement
- Repairing the air barrier where the interior walls meet the roof deck
- Installing the new vapor barrier
- Painting the pool vessel

**Phase 2** would begin on October 26th with an estimated completion date of December 21st. The timing was developed in consultation with building administration, the athletic director, and the physical wellness department chair.

This phase includes:

- Removal of the existing equipment and ductwork
- Crane removal of the existing condensing unit
- Delivery, crane into building and assembly of the new equipment
- Installation of the new ductwork
- Installation and connection of the new rooftop condenser and roof curb

Unfortunately, this option will restrict pool availability during portions of the girls and boys swim seasons, physical wellness classes, and the Vernon Hills Park District Turtles program. The impact from the shut down is being shared equally between the girls and boys swim seasons

with roughly 4 weeks at end of the girl's season and 4 weeks at the beginning of the boys season.:

- The VHHS athletic director is working with Libertyville High School, Vernon Hill Park District and Stevenson for practice time. Any scheduled home events will take place on the road. Practice time at LHS would take place in the early evening which will affect Rise Aquatics.
- The physical wellness department chair is adjusting the fall schedule to accommodate the shut down.
- The aquatics director has contacted the Vernon Hills Park District Turtles swim program about the summer and fall shut downs.

While none of the options are ideal, the District will move forward with Option 3. The condition and reliability concerns associated with the existing equipment were a significant factor in this decision. We are unwilling to risk a major equipment failure that could result in the pool being closed for several months.

We will continue to keep stakeholders informed as the project progresses.

**To:** Board of Education  
**From:** Dan Stanley, Assistant Superintendent for Finance/CSBO  
**Cc:** Marc Schaffer, Ed.D., Superintendent  
**Date:** May 14, 2026  
**Re:** Site Accessibility Review

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The district completed a site accessibility review of LHS and VHHS. The review evaluated accessible parking, accessible routes, spectator access, athletic facilities, restrooms, concessions, seating, and related site features in relation to Illinois Accessibility Code (IAC) and ADA 2010 Standards for Accessible Design. The detailed report included with this document contains the site-by-site findings and recommendations for each campus facility.

Overall, the review identified several areas where accessibility improvements are recommended, primarily involving:

- Additional accessible parking spaces
- Accessible routes connecting parking areas, buildings, fields, and spectator areas
- Sidewalks, curb cuts, crosswalks, ramps, and pathway improvements
- Accessibility upgrades to concessions, seating areas, restrooms, and athletic facilities
- Select athletic field and site modifications to improve accessibility and circulation.

After discussions with administration and the district's architects, the recommendation is to complete this work as a single project during Summer 2027. The district anticipates bidding the project in December 2026, with construction beginning in Summer 2027. The project will also require permitting, zoning, and stormwater review and approval processes with the Village of Libertyville, Village of Vernon Hills, and other applicable agencies. A preliminary project schedule is included following this summary.

The current very preliminary estimate for the project is approximately \$1 million. Completing the work as one coordinated project is expected to improve project management, attract stronger contractor interest, and provide more favorable pricing compared to completing the work through multiple smaller projects.



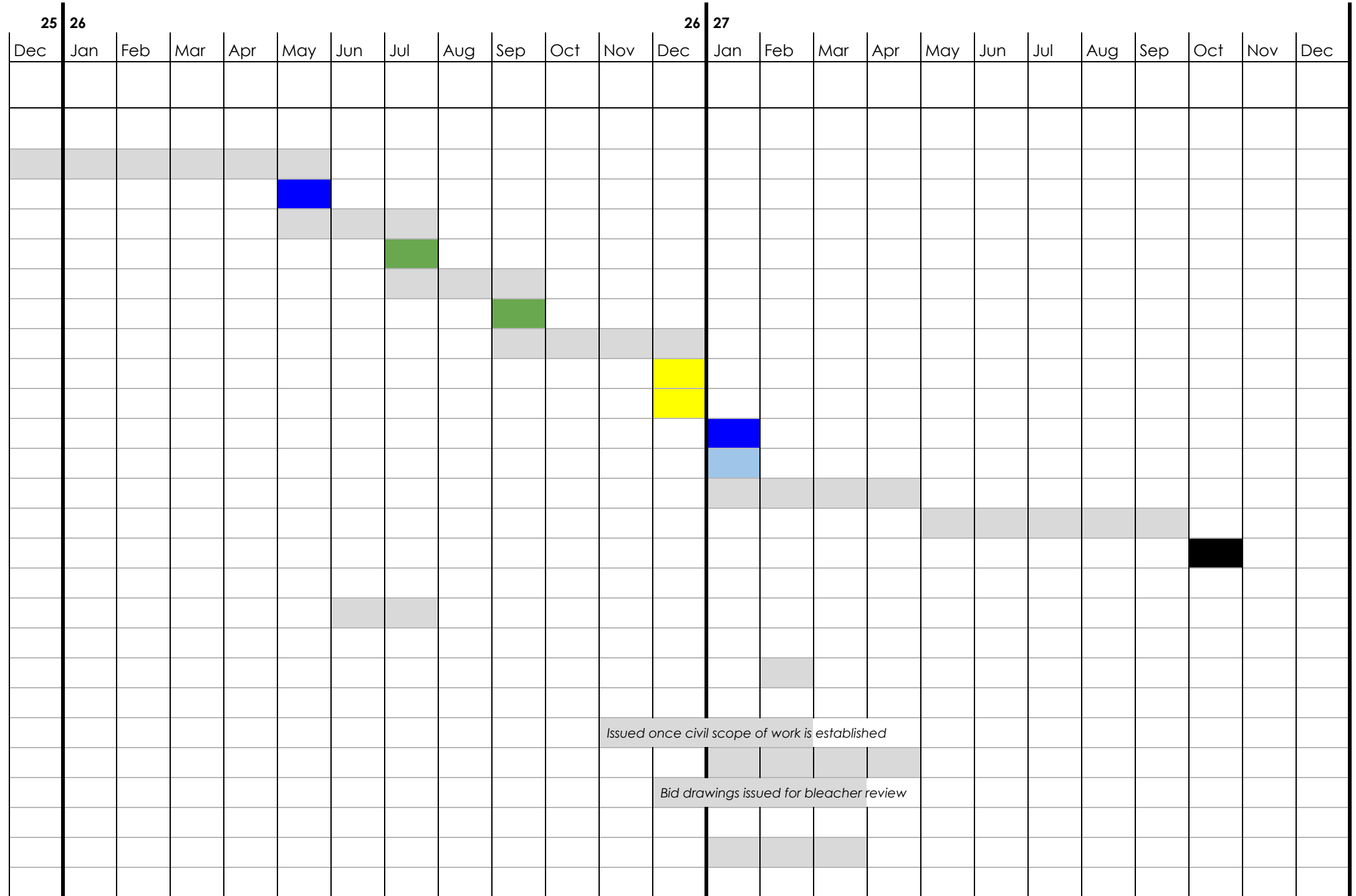
**PRELIMINARY PROJECT SCHEDULE**

**Libertyville & Vernon Hills High Schools Site Accessibility Projects**

District 128

May 12, 2026

Monthly Schedule



Issued once civil scope of work is established

Bid drawings issued for bleacher review

### Libertyville High School Accessibility Review



Libertyville High School – Aerial Photo Site Plan

#### Libertyville High School Campus Parking Lots (Required Accessible Parking Spaces)

1. Pool / West Drive Parking Lot:
  - a. 107 total spaces with 5 handicap spaces (5 handicap spaces required)
    - i. RECOMMENDED ACTION: No action required meets IAC requirements
2. Butler Lake (North) Parking Lot:
  - a. 259 total spaces with 4 handicap spaces (7 handicap spaces required)
    - i. **RECOMMENDED ACTION:** Add 3 handicap spaces
3. Main (East) Parking Lot:
  - a. 264 total spaces with 6 handicap spaces (7 handicap spaces required)
    - i. **RECOMMENDED ACTION:** Add 1 handicap space
4. Tennis & Softball Field #2 Parking Lot:
  - a. 50 total spaces with 0 handicap spaces (2 handicap spaces required)
    - i. **RECOMMENDED ACTION:** Add 2 handicap spaces
5. South (Door #3) Parking Lot:
  - a. 9 total spaces with 1 handicap spaces (1 handicap space required)
    - i. RECOMMENDED ACTION: No action required meets IAC requirements
6. Brainerd Athletic Complex Parking Lot:

- a. 95 total spaces with 4 handicap spaces (4 handicap spaces required)
  - i. RECOMMENDED ACTION: No action required meets IAC requirements

Campus Wide Accessible Routes:

- 1. Provide IAC compliant accessible routes to/from each facility:
  - a. The main school building to/from the main building (student / coach access)
    - i. RECOMMENDED ACTION: Commission a survey of the accessible routes (sections in question) to determine if the existing paths meet the requirements for an IAC compliant accessible path.
    - ii. RECOMMENDED ACTION: Provide new or renovated curb cuts, cross walks, ramps, and sidewalks connecting the main school or locker rooms to each side of the playing field if needed per survey.
  - b. The designated accessible parking spaces for each facility (spectator access)
    - i. RECOMMENDED ACTION: Commission a survey of the accessible routes (sections in question) to determine if the existing paths meet the requirements for an IAC compliant accessible path.
    - ii. RECOMMENDED ACTION: Provide new or renovated curb cuts, cross walks, ramps, and sidewalks connecting designated accessible parking spaces with spectator accessible facilities if needed per survey.

Stadium:

- 1. Accessible Route:
  - a. Verify that all stadium facilities are on an accessible route
    - i. Student / staff access
      - 1. RECOMMENDED ACTION: See Campus wide accessible routes above.
    - ii. Spectator access
      - 1. RECOMMENDED ACTION: See Campus wide accessible routes above.
- 2. Parking:
  - a. Verify that the parking lot is connected to the permanent bleachers by an accessible route.
    - i. RECOMMENDED ACTION: See accessible route above
  - b. Main (East) Parking Lot - Accessible Parking Spaces. (Stadium Primary Parking Lot)
    - i. RECOMMENDED ACTION: See accessible parking spaces above
- 3. Ticket Booth:
  - a. Verify that concessions are on an accessible route.
    - i. RECOMMENDED ACTION: No action required meets IAC requirements
- 4. Concessions:
  - a. Verify that concessions are on an accessible route.
    - i. RECOMMENDED ACTION: Survey the east side of the concessions stand in order to verify if an accessible route may be installed without a ramp.

- ii. **RECOMMENDED ACTION:** Provide a new section of sidewalk or have the existing sidewalk mud-jacked.
    - iii. Access to the concessions stand from the south and west appears to be acceptable.
  - b. Per IAC, provide a 24" wide minimum vending counter that is not higher than 36".
    - i. The existing counter is +/- 41" above grade on the inside and outside of the concessions stand.
      - 1. **RECOMMENDED ACTION:** Modify existing counter to provide a section of 24" wide minimum counter space that is 36" high maximum with a parallel approach that is a minimum of 30" x 48".
5. Permanent Restrooms:
- a. Home team locker room in concessions building:
    - i. Provide accessible lockers for 5% of total.
      - 1. **RECOMMENDED ACTION:** Modify 5% of existing lockers to be accessible. Requires adding an accessible bench in the locker room.
    - ii. Provide Accessible water closets and urinals.
      - 1. Two existing toilet stalls:
        - a. **RECOMMENDED ACTION:** Reconfigure one existing toilet stall to make it accessible.
      - 2. Two existing urinals:
        - a. **RECOMMENDED ACTION:** Mount one urinal at accessible height.
    - iii. Provide Accessible Shower:
      - 1. Shower heads:
        - a. **RECOMMENDED ACTION:** None, existing shower heads meet accessibility requirements.
      - 2. Threshold at shower entry:
        - a. **RECOMMENDED ACTION:** Provide sloped entry that meets accessibility requirements.
  - b. Visiting students & coaches use permanent restrooms in the main building
    - i. Verify that restrooms are on an accessible route
      - 1. **RECOMMENDED ACTION:** See accessible route above
  - c. Spectators use permanent restrooms in the concessions building.
    - i. Verify that restrooms are on an accessible route
      - 1. **RECOMMENDED ACTION:** No action required meets IAC requirements
    - ii. Verify that restroom facilities meet IAC requirements
      - 1. **RECOMMENDED ACTION:** No action required meets IAC requirements
    - iii. Per the Illinois Equitable Restrooms Act (Jan. 1st, 2020) a minimum of one male and female restroom in a public facility must have a baby changing table.

1. **RECOMMENDED ACTION:** Add a fold down ADA compliant baby changing station in women's and men's restrooms.
- d. Illinois Plumbing Code Required drinking fountains:
  - i. **RECOMMENDED ACTION:** Provide a new pair of drinking fountains at concessions building. One fountain at standing height and one fountain at wheelchair height (Per IAC).
6. Temporary Restrooms:
  - a. Provide adequate temporary restrooms and sinks if anticipated attendance exceeds capacity of permanent facilities.
    - i. **RECOMMENDED ACTION:** No action required unless needed (see suggested quantities of temporary restrooms document).
7. Home Permanent Bleachers
  - a. Access Ramps:
    - i. **RECOMMENDED ACTION:** No action required meets IAC requirements
  - b. Accessible Route to Wheelchair Spaces:
    - i. **RECOMMENDED ACTION:** Provide a less severe transition at the southern end of bleachers.
  - c. Required Number of Wheelchair Accessible Spaces (12 provided)
    - i. **RECOMMENDED ACTION:** Verify that there is an adequate number of wheelchair accessible seating spaces (**need existing total bleacher seat count along with HC seats and companion seats**)
8. Visitor Permanent Bleachers:
  - a. Accessible Route:
    - i. **RECOMMENDED ACTION:** No action required meets IAC requirements up to point where new bleachers will be installed.
  - b. Accessible Bleachers:
    - i. **RECOMMENDED ACTION:** Provide new visitor bleachers on an accessible route with wheelchair accessible seating with companion seats
9. Portable Bleachers:
  - a. IAC compliance is not required for portable bleachers.
10. Stadium Press Box:
  - a. Verify that the main entry has IAC compliant maneuvering space at each of the main door.
    - i. **RECOMMENDED ACTION:** Provide an IAC compliant maneuvering space at exterior side of main door

Varsity Baseball Field:

1. Accessible Route:
  - a. Verify that all varsity baseball field facilities are on an accessible route
    - i. Home Team Field Access:
      1. **RECOMMENDED ACTION:** No action required meets IAC requirements
    - ii. Visiting Team Access:
      1. Gate at Field

- a. **RECOMMENDED ACTION:** Replace gate so 32” minimum width is achieved at gate opening (may need to reverse swing)
    - 2. Paving at Gate (non-field side)
      - a. **RECOMMENDED ACTION:** Provide new paving at gate (approximately 60 sq. ft.)
  - iii. Spectator Access to Bleachers
    - 1. Bleachers on Home Base Side are portable bleachers
      - a. **RECOMMENDED ACTION:** No action required portable bleachers not required to meet IAC requirements
    - 2. Bleachers Behind Home Base
      - a. **RECOMMENDED ACTION:** No action required these bleachers were in place prior to IAC requirements
  - iv. Spectator Access to Orange Repurposed Stadium Seats
    - 1. These seats are permanently installed in several locations
      - a. **RECOMMENDED ACTION OPTION #1:** Relocate all repurposed stadium seats in one location and provide accessible wheelchair spaces with companion seats
      - b. **RECOMMENDED ACTION OPTION #2:** Remove all repurposed stadium seats and replace them with IAC compliant permanent bleachers or portable bleachers.
- 2. Parking:
  - a. Verify that the parking lot is connected to the bleachers by an accessible route.
    - i. **RECOMMENDED ACTION:** No action required as general spectator access is provided (see notes on repurposed stadium seats)
  - b. Parking provided in Main (East) Parking Lot:
    - i. **RECOMMENDED ACTION:** See Campus Parking Section Above
- 3. Permanent Restrooms:
  - a. Students & coaches use permanent restrooms in the main building
    - i. Students & coaches use permanent restrooms in the main building
      - 1. Verify that restrooms are on an accessible route
        - a. **RECOMMENDED ACTION:** See accessible route above.
  - b. Spectators use permanent restrooms at the stadium
    - i. Verify that restrooms are on an accessible route
      - 1. **RECOMMENDED ACTION:** See accessible route above
    - ii. Verify that restroom facilities meet IAC requirements
      - 1. **RECOMMENDED ACTION:** See stadium restrooms above
- 4. Temporary Restrooms:
  - a. Provide adequate temporary restrooms and sinks if anticipated attendance exceeds capacity of permanent facilities.
    - i. **RECOMMENDED ACTION:** Provide adequate temporary restrooms if required (see suggested quantities of temporary restrooms document).
- 5. Orange Repurposed Stadium Seats:
  - a. Verify that all seat locations are on an accessible route

- i. RECOMMENDED ACTION: See accessible route section above
  - b. Verify if Accessible wheelchair spaces can be added with companion seats
    - i. RECOMMENDED ACTION: See accessible route section above
- 6. Permanent Bleachers:
  - a. Bleachers Behind Home Plate
    - i. Verify that the bleachers are on an accessible route.
      - 1. RECOMMENDED ACTION: No action required meets IAC requirements
    - ii. **Verify date of installation.**
      - 1. RECOMMENDED ACTION: If bleachers were installed prior to January 1992 ADA compliance not required
      - 2. RECOMMENDED ACTION: If bleachers were installed after January 1992 ADA provide new bleachers with accessible seating
- 7. Portable Bleachers (First Base Side):
  - a. Verify that the bleachers are on an accessible route.
    - i. RECOMMENDED ACTION: No action required meets IAC requirements
  - b. IAC compliance is not required for portable bleachers.

#### Varsity Softball Field:

- 1. Accessible Route:
  - a. Verify that all varsity softball field facilities are on an accessible route
    - i. Student / staff access
      - 1. RECOMMENDED ACTION: See Campus wide accessible routes above.
      - 2. **RECOMMENDED ACTION:** This facility will require a new crosswalk, curb cuts, sidewalks and gates to the field.
    - ii. Spectator access
      - 1. RECOMMENDED ACTION: See Campus wide accessible routes above.
      - 2. **RECOMMENDED ACTION:** This facility will require a new crosswalk, curb cuts and sidewalks to the existing portable bleacher pads.
- 2. Parking:
  - a. Verify that the parking lot is connected to the bleachers by an accessible route.
    - i. RECOMMENDED ACTION: See accessible route above.
    - ii. **RECOMMENDED ACTION:** This facility will require a new crosswalk, curb cuts, sidewalks and gates to connect the designated accessible parking to the field.
  - b. Parking Provided in Main (East) Parking Lot:
    - i. See campus parking section above
- 3. Permanent Restrooms:
  - a. Students & coaches use permanent restrooms in the main building
    - i. Verify that restrooms are on an accessible route
      - 1. RECOMMENDED ACTION: See accessible route above.

- b. Spectators use permanent restrooms at the stadium
    - i. Verify that restrooms are on an accessible route
      - 1. RECOMMENDED ACTION: See accessible route above.
    - ii. Verify that restroom facilities meet IAC requirements
      - 1. RECOMMENDED ACTION: See stadium restrooms above
- 4. Temporary Restrooms:
  - a. Provide adequate temporary restrooms and sinks if anticipated attendance exceeds capacity of permanent facilities.
    - i. RECOMMENDED ACTION: Provide adequate temporary restrooms if required (see suggested quantities of temporary restrooms document).
- 5. Permanent Bleachers:
  - a. No permanent bleachers at this field
- 6. Portable Bleachers
  - a. Home Bleachers: (first base)
    - i. IAC compliance is not required for portable bleachers.
    - ii. See varsity softball field accessible route above.
  - b. Visitor Bleachers: (third base)
    - i. IAC compliance is not required for portable bleachers.
    - ii. See varsity softball field accessible route above.
- 7. First Base Line Batting / Pitching Cage
  - a. Accessible Route
    - i. Provide access directly from the playing field only.
      - 1. RECOMMENDED ACTION: Reconfigure fence to provide direct access from playing field.

Tennis Courts:

- 1. Accessible Route:
  - a. Verify that the tennis courts facilities are on an accessible route
    - i. Student / Coach Access
      - 1. RECOMMENDED ACTION: See Campus wide accessible routes above.
      - 2. RECOMMENDED ACTION: Provide a curb cut and a cross walk and new path along the east side of the parking lot to access the sidewalk to the south of the tennis courts.
      - 3. RECOMMENDED ACTION: Reconfigure the parking lot to the west of the tennis courts to incorporate a dedicated accessible route. Restripe parking lot and move parking stops to create an unobstructed path.
    - ii. Spectator access
      - 1. RECOMMENDED ACTION: See Campus wide accessible routes above.
      - 2. RECOMMENDED ACTION: Reconfigure the parking lot to the west of the tennis courts to incorporate a dedicated accessible

route. Restripe parking lot and move parking stops to create an unobstructed path.

2. Parking:
  - a. Verify that the parking lot is connected to the bleachers by an accessible route.
    - i. RECOMMENDED ACTION: See accessible route above.
  - b. Tennis & Softball Field #2 Parking Lot Accessible Parking Spaces:
    - i. RECOMMENDED ACTION: See accessible parking spaces section above.
3. Permanent Restrooms:
  - a. Students & coaches use permanent restrooms in the main building
    - i. Verify that restrooms are on an accessible route
      1. RECOMMENDED ACTION: See accessible route above.
  - b. Spectators use permanent restrooms at the stadium
    - i. Verify that restrooms are on an accessible route
      1. RECOMMENDED ACTION: See accessible route above.
    - ii. Verify that restroom facilities meet IAC requirements
      1. RECOMMENDED ACTION: See stadium restrooms
4. Temporary Restrooms:
  - a. Provide adequate temporary restrooms and sinks if anticipated attendance exceeds capacity of permanent facilities.
    - i. RECOMMENDED ACTION: Provide adequate temporary restrooms if required (see suggested quantities of temporary restrooms document).
5. Permanent Bleachers
  - a. No permanent bleachers at this field
6. Portable Bleachers:
  - a. IAC compliance is not required for portable bleachers.

#### Softball Field #2:

1. Accessible Route:
  - a. Verify that softball field #2 facilities are on an accessible route
    - i. Student / staff access
      1. RECOMMENDED ACTION: See Campus wide accessible routes above.
      2. RECOMMENDED ACTION: Provide a curb cut and a cross walk to access the sidewalk to the south of the tennis courts sidewalks.
      3. RECOMMENDED ACTION: Reconfigure the parking lot to the west of the tennis courts to incorporate a dedicated accessible route. Restripe parking lot and move parking stops to create an unobstructed path.
      4. RECOMMENDED ACTION: Connect new home and visitor field entry gates to the new sidewalk. See spectator access below.
    - ii. Spectator access
      1. RECOMMENDED ACTION: Reconfigure the parking lot to the west of the tennis courts to incorporate a dedicated accessible

route. Restripe parking lot and move parking stops to create an unobstructed path.

2. **RECOMMENDED ACTION:** Provide new sidewalks connecting existing portable bleacher pads to existing sidewalk north of tennis courts.

2. Parking:

- a. Verify that the parking lot is connected to the bleachers by an accessible route.
  - i. **RECOMMENDED ACTION:** See accessible route above.
- b. Parking Provided at Tennis & Softball Field #2 Parking Lot:
  - i. **RECOMMENDED ACTION:** See accessible parking spaces section above.

3. Permanent Restrooms:

- a. Students & coaches use permanent restrooms in the main building
  - i. Verify that restrooms are on an accessible route
    1. **RECOMMENDED ACTION:** See accessible route above.
- b. Spectators use permanent restrooms at the stadium
  - i. Verify that restrooms are on an accessible route
    1. **RECOMMENDED ACTION:** See accessible route above.
  - ii. Verify that the stadium restroom facilities meet IAC requirements
    1. **RECOMMENDED ACTION:** No action required meets IAC requirements

4. Temporary Restrooms:

- a. Provide adequate temporary restrooms and sinks if anticipated attendance exceeds capacity of permanent facilities.
  - i. **RECOMMENDED ACTION:** Provide adequate temporary restrooms if required (see suggested quantities of temporary restrooms document).

5. Permanent Bleachers:

- a. No permanent bleachers at this field

6. Portable Bleachers:

- a. Home Bleachers: (first base)
  - i. IAC compliance is not required for portable bleachers.
- b. Visitor Bleachers: (third base)
  - i. IAC compliance is not required for portable bleachers.

Track & Field (Practice & Competition Fields): (Note: The existing baseball backstop in this area is no longer used and will be removed)

1. Accessible Route:

- a. Verify that all Track & Field (Practice & Competition Fields) facilities are on an accessible route
  - i. Student / staff access
    1. **RECOMMENDED ACTION:** See Campus wide accessible routes above.

2. **RECOMMENDED ACTION:** This facility will require new crosswalks, curb cuts, a striped path through the parking lot, and new sidewalks to the playing fields.
- ii. Spectator access
  1. RECOMMENDED ACTION: See Campus wide accessible routes above.
  2. **RECOMMENDED ACTION:** This facility will require new crosswalks, curb cuts, a striped path through the parking lot, and new sidewalks to the playing fields.
2. Parking:
  - a. Verify that the parking lot is connected to the practice and competition fields by an accessible route.
    - i. RECOMMENDED ACTION: See accessible route above.
  - b. Parking Provided in Main (East) Parking Lot:
    - i. See campus parking section above
3. Permanent Restrooms:
  - a. Students & coaches use permanent restrooms in the main building
    - i. Verify that restrooms are on an accessible route
      1. RECOMMENDED ACTION: See accessible route above.
  - b. Spectators use permanent restrooms at the stadium
    - i. Verify that restrooms are on an accessible route
      1. RECOMMENDED ACTION: See accessible route above.
    - ii. Verify that the stadium restroom facilities meet IAC requirements
      1. RECOMMENDED ACTION: See stadium restrooms above
4. Temporary Restrooms:
  - a. Provide adequate temporary restrooms and sinks if anticipated attendance exceeds capacity of permanent facilities.
    - i. RECOMMENDED ACTION: Provide adequate temporary restrooms if required (see suggested quantities of temporary restrooms document).
5. Permanent Bleachers:
  - a. No permanent bleachers at this field
6. Portable Bleachers:
  - a. IAC compliance is not required for temporary bleachers.

#### Exterior Classroom and Dining Areas:

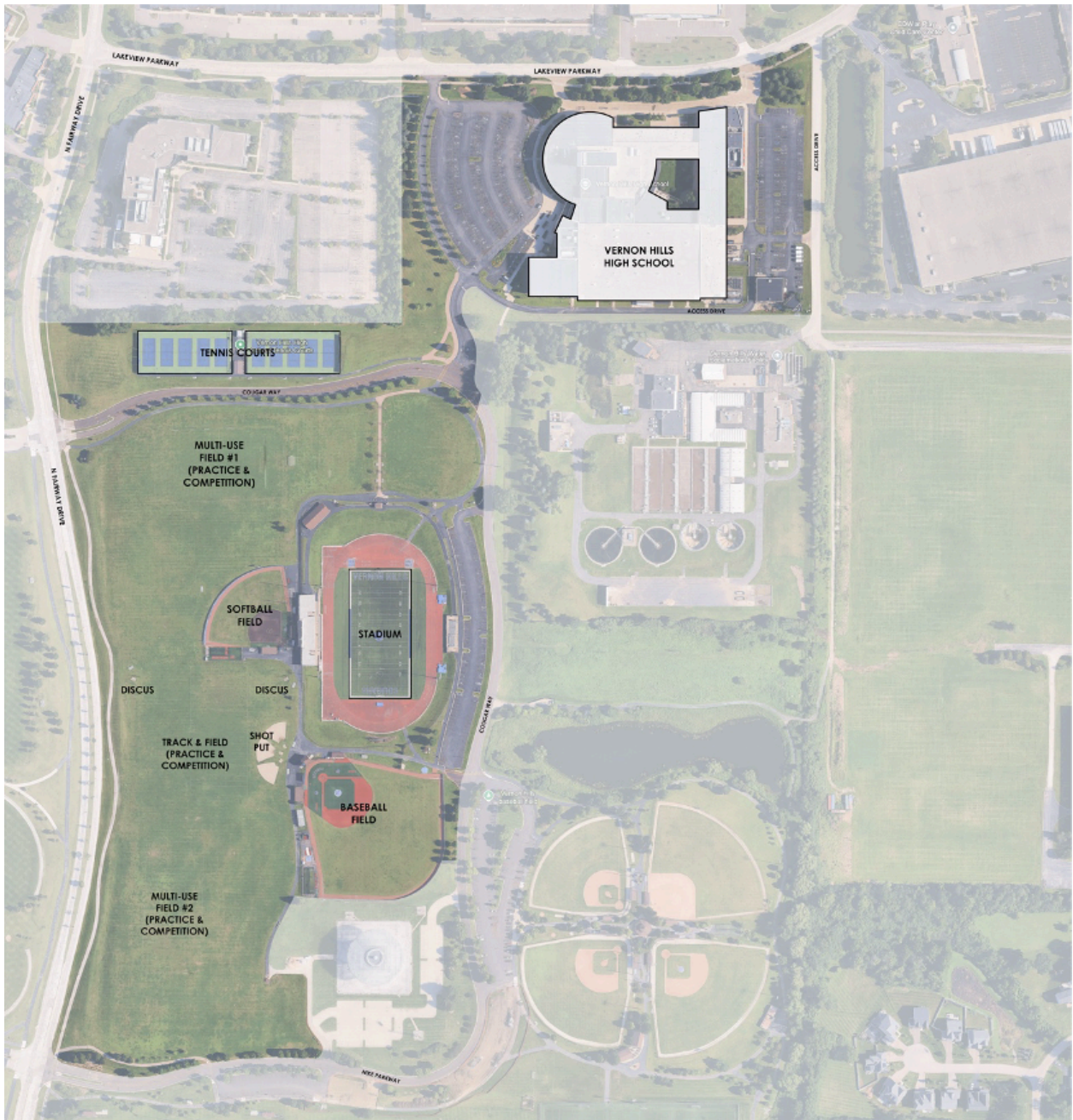
1. Accessible Route:
  - a. Verify that exterior classroom and exterior dining room are on an accessible route
    - i. Student / Staff access
      1. RECOMMENDED ACTION: See campus wide accessible route section above.
      2. **RECOMMENDED ACTION:** Provide a new crosswalk, curb cuts, and sidewalks connecting the exterior classroom and dining areas to existing accessible sidewalk north of site.
2. Permanent Restrooms:

- a. Provided in main school building

Brainerd Athletic Complex:

1. Accessible Route:
  - a. Verify that all Brainerd Athletic Complex facilities are on an accessible route
    - i. Student / staff access
      1. RECOMMENDED ACTION: No action required.
    - ii. Spectator access
      1. RECOMMENDED ACTION: No action required.
2. Parking:
  - a. Verify that the parking lot is connected to the playing field by an accessible route (no permanent bleachers).
    - i. RECOMMENDED ACTION: No action required.
  - b. Accessible Parking Spaces:
    - i. Existing Count: 95 total spaces with 4 handicap spaces (4 handicap spaces required)
    - ii. Parking provided in Brainerd parking lot
      1. RECOMMENDED ACTION: No action required meets IAC requirements
3. Permanent Restrooms:
  - a. Verify that restroom facilities meet IAC requirements
    - i. RECOMMENDED ACTION: No action required meets IAC requirements
  - b. Per the Illinois Equitable Restrooms Act (Jan. 1st, 2020) a minimum of one male and female restroom in a public facility must have a baby changing table.
    - i. **RECOMMENDED ACTION:** Add a fold down ADA compliant baby changing station in women's and men's restrooms.
4. Temporary Restrooms:
  - a. Provide adequate temporary restrooms and sinks if required.
    - i. RECOMMENDED ACTION: Provide adequate temporary restrooms if required (see suggested quantities of temporary restrooms document).
5. Permanent Bleachers:
  - a. No permanent bleachers at this facility.
6. Portable Bleachers:
  - a. IAC compliance is not required for portable bleachers.

## Vernon Hills High School Accessibility Review



Vernon Hills High School – Aerial Photo Site Plan

### Vernon Hills High School Campus Parking Lots (Required Accessible Parking Spaces)

#### 1. West Parking Lot:

- a. 315 total spaces with 8 handicap spaces (8 handicap spaces required)
  - i. **RECOMMENDED ACTION:** No action required meets IAC requirements

2. East Parking Lot:
  - a. 169 total spaces with 3 handicap spaces (6 handicap spaces required)
    - i. **RECOMMENDED ACTION:** Add 3 accessible parking spaces
3. Stadium Parking Lot:
  - a. 139 total spaces with 6 handicap spaces (5 handicap spaces required)
    - i. **RECOMMENDED ACTION:** No action required meets IAC requirements

Campus Wide Accessible Routes:

2. Provide IAC compliant accessible routes to/from each facility:
  - a. The main school building to/from the main building (student / coach access)
    - i. **RECOMMENDED ACTION:** Commission a survey of the accessible routes (sections in question) to determine if the existing paths meet the requirements for an IAC compliant accessible path.
    - ii. **RECOMMENDED ACTION:** Provide new or renovated curb cuts, cross walks, ramps, and sidewalks connecting the main school or locker rooms to each side of the playing field if needed per survey.
  - b. The designated accessible parking spaces for each facility (spectator access)
    - i. **RECOMMENDED ACTION:** Commission a survey of the accessible routes (sections in question) to determine if the existing paths meet the requirements for an IAC compliant accessible path.
    - ii. **RECOMMENDED ACTION:** Provide new or renovated curb cuts, cross walks, ramps, and sidewalks connecting designated accessible parking spaces with spectator accessible facilities if needed per survey.

Stadium:

1. Accessible Route: (Verify that all stadium facilities are on an accessible route)
  - a. Student / staff access
    - i. **RECOMMENDED ACTION:** See campus wide accessible routes section above
    - ii. **RECOMMENDED ACTION:** Provide new curb cuts, cross walks, ramps, and sidewalks to each side of the playing field as determined by survey.
  - b. Spectator Access from Stadium Parking Lot
    - i. **RECOMMENDED ACTION:** No action required meets IAC requirements
  - c. Spectator Access from West Parking Lot
    - i. **RECOMMENDED ACTION:** See campus wide accessible routes section above
2. Parking:
  - a. Verify that the parking lot is connected to the permanent bleachers by an accessible route.
    - i. Home Bleachers from Stadium Parking Lot
      1. **RECOMMENDED ACTION:** See accessible route above.
    - ii. Visitor Bleachers from Stadium Parking Lot
      1. **RECOMMENDED ACTION:** No action required meets IAC requirements

- iii. Home and Visitor Bleachers from Main West Side Parking Lot
      - 1. RECOMMENDED ACTION: See accessible route above
  - b. Accessible Parking Spaces:
    - i. Stadium Parking Lot:
      - 1. See campus parking section above
    - ii. West Side Parking Lot:
      - 1. See campus parking section above
- 3. Ticket Booth:
  - a. Verify that concessions are on an accessible route.
    - i. **RECOMMENDED ACTION:** Regrade the area at the staff access door to be IAC compliant
- 4. Concessions:
  - a. Main Concessions Windows:
    - i. Verify that concessions are on an accessible route.
      - 1. RECOMMENDED ACTION: No action required meets IAC requirements
    - ii. Per IAC, provide a 24" wide minimum vending counter that is not higher than 36".
      - 1. The existing counter is +/- 44-47" above grade on the inside and outside of the concessions stand.
        - a. **RECOMMENDED ACTION:** Modify existing counter to provide a section of 24" wide minimum counter space that is 36" high maximum with a parallel approach that is a minimum of 30" x 48".
  - b. Parents Concessions Window:
    - i. Verify that concessions are on an accessible route.
      - 1. RECOMMENDED ACTION: No action required meets IAC requirements
    - ii. Per IAC, provide a 24" wide minimum vending counter that is not higher than 36". (**Verify is this window is actually used**)
      - 1. The existing counter is +/- 44-47" above grade on the inside and outside of the concessions stand.
        - a. **RECOMMENDED ACTION:** Modify existing counter to provide a section of 24" wide minimum counter space that is 36" high maximum with a parallel approach that is a minimum of 30" x 48".
- 5. Permanent Restrooms:
  - a. Students & coaches use permanent restrooms in the main building
    - i. Verify that restrooms are on an accessible route
      - 1. RECOMMENDED ACTION: See accessible route above
  - b. Spectators use permanent restrooms in the concessions building.
    - i. Verify that restrooms are on an accessible route
      - 1. RECOMMENDED ACTION: See accessible route above
    - ii. Verify that restroom facilities meet IAC requirements

1. RECOMMENDED ACTION: No action required meets IAC requirements
- iii. Per the Illinois Equitable Restrooms Act (Jan. 1st, 2020) a minimum of one male and female restroom in a public facility must have a baby changing table.
  1. RECOMMENDED ACTION: Add a fold down ADA compliant baby changing station in women's and men's restrooms.
- c. Illinois Plumbing Code Required drinking fountains:
  - i. RECOMMENDED ACTION: Provide a new pair of drinking fountains at concessions building. One fountain at standing height and one fountain at wheelchair height (Per IAC).
6. Temporary Restrooms:
  - a. Provide adequate temporary restrooms and sinks if anticipated attendance exceeds capacity of permanent facilities.
    - i. RECOMMENDED ACTION: Provide adequate temporary restrooms if required (see suggested quantities of temporary restrooms document).
7. Home Permanent Bleachers
  - a. Accessible Route to Wheelchair Spaces:
    - i. RECOMMENDED ACTION: No action required on an accessible route
  - b. Required Number of Wheelchair Accessible Spaces
    - i. RECOMMENDED ACTION: Verify that there is an adequate number of wheelchair accessible seating spaces (need existing total bleacher seat count along with HC seats and companion seats)
8. Visitor Permanent Bleachers:
  - a. RECOMMENDED ACTION: None, no permanent visitor bleachers at this facility.
9. Portable Visitor Bleachers:
  - a. IAC compliance is not required for portable bleachers.
10. Stadium Press Box:
  - a. Verify that the main entry has IAC compliant maneuvering space at each of the main door.
    - i. RECOMMENDED ACTION: No action required appears to be IAC compliant

#### Varsity Baseball Field:

1. Accessible Route:
  - a. Verify that all varsity baseball field facilities are on an accessible route
    - i. Student / staff access
      1. RECOMMENDED ACTION: See Campus wide accessible routes above.
    - ii. Spectator access
      1. RECOMMENDED ACTION: See Campus wide accessible routes above.
2. Parking:
  - a. Verify that the parking lot is connected to the bleachers by an accessible route.

- i. RECOMMENDED ACTION: No action required meets IAC requirements
  - b. Accessible Parking Spaces:
    - i. Parking provided in the stadium parking lot
      - 1. RECOMMENDED ACTION: No action required meets IAC requirements
- 3. Permanent Restrooms:
  - a. Students & coaches use permanent restrooms in the main building
    - i. Verify that restrooms are on an accessible route
      - 1. RECOMMENDED ACTION: See accessible path above
  - b. Spectators use permanent restrooms at the stadium
    - i. Verify that restrooms are on an accessible route
      - 1. RECOMMENDED ACTION: See accessible path above
    - ii. Verify that restroom facilities meet IAC requirements
      - 1. RECOMMENDED ACTION: See stadium restrooms above
- 4. Temporary Restrooms:
  - a. Provide adequate temporary restrooms and sinks if anticipated attendance exceeds capacity of permanent facilities.
    - i. RECOMMENDED ACTION: Provide adequate temporary restrooms if required (see suggested quantities of temporary restrooms document).
- 5. Permanent Bleachers:
  - a. RECOMMENDED ACTION: None, no permanent bleachers.
- 6. Portable Bleachers:
  - a. IAC compliance is not required for portable bleachers.
- 7. Varsity Baseball Press Box:
  - a. Verify that the main entry has an IAC compliant maneuvering space at each of the main door.
    - i. **RECOMMENDED ACTION:** Provide IAC compliant maneuvering space at exterior side of main door

#### Varsity Softball Field:

- 1. Accessible Route:
  - a. Verify that all varsity softball field facilities are on an accessible route
    - i. Student / staff access from main building
      - 1. RECOMMENDED ACTION: See accessible route above
    - ii. Spectator access from stadium parking lot
      - 1. RECOMMENDED ACTION: No action required meets IAC requirements
- 2. Parking:
  - a. Verify that the parking lot is connected to the bleachers by an accessible route.
    - i. RECOMMENDED ACTION: No action required meets IAC requirements
  - b. Accessible Parking Spaces:
    - i. Parking provided in the stadium parking lot
      - 1. RECOMMENDED ACTION: No action required.
- 3. Permanent Restrooms:

- a. Students & coaches use permanent restrooms in the main building
    - i. Verify that restrooms are on an accessible route
      - 1. RECOMMENDED ACTION: See accessible route above
  - b. Spectators use permanent restrooms at the stadium
    - i. Verify that restrooms are on an accessible route
      - 1. RECOMMENDED ACTION: No action required meets IAC requirements
    - ii. Verify that restroom facilities meet IAC requirements
      - 1. RECOMMENDED ACTION: See stadium restrooms above
4. Temporary Restrooms:
- a. Provide adequate temporary restrooms and sinks if anticipated attendance exceeds capacity of permanent facilities.
    - i. RECOMMENDED ACTION: Provide adequate temporary restrooms if required (see suggested quantities of temporary restrooms document).
5. Permanent Bleachers:
- a. No permanent home bleachers at this field
6. Portable Bleachers:
- a. IAC compliance is not required for portable bleachers.

Track & Field (Practice & Competition Fields):

1. Accessible Route:
- a. Verify that all varsity softball field facilities are on an accessible route
    - i. Student / staff access from main building
      - 1. RECOMMENDED ACTION: See accessible route above
    - ii. Spectator access from stadium parking lot
      - 1. RECOMMENDED ACTION: No action required meets IAC requirements
2. Parking:
- a. Verify that the stadium parking lot is connected to the Track & Field practice and competition fields by an accessible route.
    - i. RECOMMENDED ACTION: No action required meets IAC requirements
  - b. Accessible Parking Spaces Stadium Parking Lot:
    - i. See accessible parking spaces section above
3. Permanent Restrooms:
- a. Students & coaches use permanent restrooms in the main building
    - i. Verify that restrooms are on an accessible route
      - 1. RECOMMENDED ACTION: See accessible route above
  - b. Spectators use permanent restrooms at the stadium
    - i. Verify that restrooms are on an accessible route
      - 1. RECOMMENDED ACTION: No action required meets IAC requirements
    - ii. Verify that restroom facilities meet IAC requirements
      - 1. RECOMMENDED ACTION: See stadium restrooms above
4. Temporary Restrooms:

- a. Provide adequate temporary restrooms and sinks if anticipated attendance exceeds capacity of permanent facilities.
      - i. RECOMMENDED ACTION: Provide adequate temporary restrooms if required (see suggested quantities of temporary restrooms document).
- 5. Permanent Bleachers
  - a. No permanent bleachers
- 6. Portable Bleachers:
  - a. IAC compliance is not required for portable bleachers.
- 7. West Discus Cage
  - a. RECOMMENDED ACTION: Relocate to the east along the existing accessible path

Tennis Courts:

- 1. Accessible Route:
  - a. Verify that the tennis courts are on an accessible route
    - i. Student / staff access
      - 1. RECOMMENDED ACTION: See accessible route above
    - ii. Spectator access from stadium parking lot
      - 1. RECOMMENDED ACTION: See accessible route above
- 2. Parking:
  - a. Verify that the stadium parking lot is connected to the tennis courts by an accessible route.
    - i. RECOMMENDED ACTION: See accessible route above
  - b. Accessible Parking Spaces Stadium Parking Lot:
    - i. See accessible parking spaces section above
- 3. Permanent Restrooms:
  - a. Students & coaches use permanent restrooms in the main building
    - i. Verify that restrooms are on an accessible route
      - 1. RECOMMENDED ACTION: See accessible route above
  - b. Spectators use permanent restrooms at the stadium
    - i. Verify that restrooms are on an accessible route
      - 1. RECOMMENDED ACTION: See accessible route above
    - ii. Verify that the stadium restroom facilities meet IAC requirements
      - 1. RECOMMENDED ACTION: See stadium restrooms above
- 4. Temporary Restrooms:
  - a. Provide adequate temporary restrooms and sinks if anticipated attendance exceeds capacity of permanent facilities.
    - i. RECOMMENDED ACTION: Provide adequate temporary restrooms if required (see suggested quantities of temporary restroom document).
- 5. Permanent Bleachers:
  - a. No permanent bleachers provided
- 6. Portable Bleachers:
  - a. IAC compliance is not required for portable bleachers.

**Community High School District 128**  
**Program and Personnel Committee Meeting**  
**May 18, 2026**

**Personnel Report**

**Administrative Staff**

Name (Replacing)	Position	Location	Reason	Effective Date
Deborah Beagle	Student Activities Director	LHS	Retirement	6/30/2030
Bhavna Sharma-Lewis	Interim Director of Human Resources	Admin	New Position	4/30/2026

**Certified Staff**

Name (Replacing)	Position	Location	Reason	Effective Date
Tania Lopez (Nancy Wood)	Certified School Nurse	LHS	Replacement	8/3/2026

**Educational Support Staff**

Name (Replacing)	Position	Location	Reason	Effective Date
Kelly Redig	Substitute Coordinator	VHHS	Resignation	5/18/2026
MaryAnn Zemla	School Nurse (RN)	TPC	Resignation	4/29/2026

**Coaching/ Extracurricular Staff**

Name (Replacing)	Position	Location	Reason	Effective Date
Eric Decker	.5 FTE Asst Girls Volleyball Coach	LHS	New position	6/1/2026
Tim Dydo	Asst Football Coach	VHHS	Resignation	5/8/2026
Ryan Feeney	Asst Football Coach	VHHS	Resignation	4/29/2026
Kaylee Furlett (Marissa Edler)	Assistant Dance Coach	VHHS	Replacement	5/14/2026
Josh Hoins (Tim Dydo)	Asst Football Coach	VHHS	Replacement	5/8/2026
Jason Johnson (Rob Nardini)	Asst Girls Basketball Coach	VHHS	Replacement	5/11/2026
Steven Kibiloski (Ryan Feeney)	Asst Football Coach	VHHS	Replacement	5/11/2026
Mackena Luger (Scott Zellmann)	Asst Girls Basketball Coach	LHS	Replacement	6/1/2026
Megan Rastrelli (Eric Decker)	Asst Girls Volleyball Coach	LHS	Replacement	6/1/2026

**Community High School District 128**  
**Program and Personnel Committee Meeting**  
**May 18, 2026**

<b>Daniel Schaechter</b>	<b>Head Badminton Coach</b>	<b>LHS</b>	<b>Resignation</b>	<b>5/25/2026</b>
<b>Daniel Schaechter</b>	<b>Asst Football Coach</b>	<b>LHS</b>	<b>Resignation</b>	<b>5/6/2026</b>
<b>Daniel Schaechter</b>	<b>Weight Room Supervisor</b>	<b>LHS</b>	<b>Resignation</b>	<b>5/22/2026</b>
<b>Lauren Vogg</b>	<b>Asst Girls Lacrosse Coach</b>	<b>LHS</b>	<b>Resignation</b>	<b>5/29/2026</b>
<b>Michelle Williams</b>	<b>Asst Girls Lacrosse Coach</b>	<b>LHS</b>	<b>Resignation</b>	<b>6/5/2026</b>
<b>John Woods</b>	<b>Intramural Volleyball Director</b>	<b>LHS</b>	<b>Resignation</b>	<b>5/6/2026</b>

*All retirement actions are taken pursuant to the employee meeting all District and TRS/IMRF requirements.*

Community High School District 128  
Libertyville High School/ Vernon Hills High School  
Vernon Hills, IL  
May 18, 2026

Name: Tania Lopez  
Position: Certified School Nurse  
Location: Libertyville High School

- Education
  - School Nurse Graduate Certificate, Illinois State University, Normal IL 12/2025
  - Master of Science - Nursing, Health Informatics, Grand Canyon University, Phoenix, AZ 3/2023
  - Registered Nurse, Ambria College of Nursing, Hoffman Estates, IL 12/2015
  - Licensed Practical Nurse, Ambria College of Nursing, Hoffman Estates, IL 7/2011
  - Bachelor of Arts - Spanish, Lake Forest College, Lake Forest, IL 5/2009
  
- Experience
  - 10/2024 - present - Special Education School Nurse, Lake Forest High School, Lake Forest, IL
  - 2/2023 - 10/2024 - Clinical Referral Coordinator, Legacy Healthcare, Skokie, IL
  - 10/2017 - 2/2023 - Nursing Supervisor, Vi at the Glen, Glenview, IL

**Therefore, it is the recommendation of the administration that Tania Lopez (Nancy Wood) be hired as the Certified School Nurse at Libertyville High School effective 8/3/2026.**

## Check Listing with Detail

Community High School District #128

Check Number	Vendor Name	Invoice Description	Check Date	Amount
462840	A & M PRODUCTS	Trophy	05/01/2026	169.00
462841	ACL/NJCL NATIONAL LATIN EXAM	Beginning Latin reading comprehension exam (1)	05/01/2026	8.00
462842	ALLAN, DANA	Reimbursement for Team meal 3.31.26	05/01/2026	1,103.52
462843	ALLEN, MICHELLE	Fee refund for DECA ICDC payment	05/01/2026	19.74
462844	APPLE INC	iPads (10)	05/01/2026	4,030.00
462845	BALDWIN, KEVIN W	Event Audio recording	05/01/2026	1,600.00
462846	BECKETT, MICHAEL	Orlando trip shirt design	05/01/2026	560.00
462847	CAMPUS FOCUSED ADVERTISING	Coffee fundraiser payment - Orchestra	05/01/2026	947.00
462848	CAREY, SARA	Fee refund for DECA ICDC payment	05/01/2026	19.74
462849	CHANG, ELENA	Fee refund for DECA ICDC payment	05/01/2026	19.74
462850	CLOWNING AROUND ENTERTAINMENT	Supplies for yearbook distribution day	05/01/2026	9,567.50
462851	DAWES, BROOKE	Fee refund for DECA ICDC payment	05/01/2026	19.74
462852	DONNA'S CUSTOM FLOWERS	National Honor Society (NHS) Induction flowers	05/01/2026	2,163.00
462853	FEDERAL EXPRESS	Express Delivery charge for Caps	05/01/2026	73.25
462854	FINIS INC.	posture trainer	05/01/2026	174.00
462855	I GOT A FLOWER GIRL, CONNIE SNIDER	Prom supplies	05/01/2026	600.00
462856	ICON GRAPHICS & SCREENPRINTING	Apparel for Top Cats	05/01/2026	499.00
462857	IVANOV, DANIELA	Fee refund for DECA ICDC payment	05/01/2026	19.74
462858	JAMES W. SMITH PRINTING COMPANY	Band programs for CBDNA	05/01/2026	6,656.43
462859	JENNIFER HEIM PHOTOGRAPHY	Production photography	05/01/2026	700.00
462860	KEMPA	Kempa Annual membership 2026-27	05/01/2026	155.00
462861	KIERNAN, DANIEL	Reimbursement for donuts - tennis tournament 4.11.26	05/01/2026	22.05
462862	KLEIN THORPE & JENKINS LTD	Services through 01/31/2026	05/01/2026	2,295.00
462863	KULKARNI, VEENA	Fee refund for DECA ICDC payment	05/01/2026	19.74
462864	KUYPERS, KELLI	Fee refund for DECA ICDC payment	05/01/2026	19.74
462865	LAPISH, DAVE	Reimbursement for LEAF supplies purchased	05/01/2026	19.99
462866	LHS SOCCER BOOSTER CLUB	Reimbursement for Chicagoland Soccer Subscription	05/01/2026	280.00

## Check Listing with Detail

Community High School District #128

Check Number	Vendor Name	Invoice Description	Check Date	Amount
462867	LIBERTYVILLE TILE & CARPET	Flooring Materials	05/01/2026	799.50
462868	LOYOLA ACADEMY	Soph Summer Shoot- Out 2026 Boys Basketball	05/01/2026	850.00
462869	LUXON, KATE	Reimburse Boys Lacrosse Gatorade and Other Supplies	05/01/2026	96.39
462870	MERCHANT, NOREEN	Fee refund for DECA ICDC payment	05/01/2026	19.74
462871	MUELLER, ZOE	Barb Gwin Writing Award 2026	05/01/2026	200.00
462872	PATIL, BHARTI	Fee refund for DECA ICDC payment	05/01/2026	19.74
462873	PEPSICO BEVERAGE SALES LLC	Concession Spring order / Boys Volleyball	05/01/2026	406.19
462874	PIZZA ITALIA	Concessions pizza	05/01/2026	354.00
462875	POONIA, SHAGUN	2026 Scholarship Award - Slant of Light	05/01/2026	200.00
462876	RC JUGGLE	Entertainment for Yearbook Distribution Day	05/01/2026	3,475.00
462877	SIENA, ELIZABETH C	Practice treats for volunteers 4/12/26 Stars swim club	05/01/2026	26.98
462878	SINGH, KHUSHBU	Fee refund for DECA ICDC payment	05/01/2026	19.74
462879	SKIBITZKI, CAROLYN	Fee refund for DECA ICDC payment	05/01/2026	19.74
462880	SLAMMERS BASEBALL & SOFTBALL	Off-season open hitting	05/01/2026	4,303.66
462881	SULLIVAN, PATRICIA	Fee refund for DECA ICDC payment	05/01/2026	19.74
462882	THOUNE, MELISSA	Fee refund for DECA ICDC payment	05/01/2026	19.74
462883	TRACEY, JANZEN	Reimbursement for Senior Gifts	05/01/2026	107.06
462884	TREAD 365 INC.	Boys Water Polo suits	05/01/2026	307.50
462885	VARANASI, VARUN	Fee refund for DECA ICDC payment	05/01/2026	19.74
462886	VARGHESE, REENA	Fee refund for DECA ICDC payment	05/01/2026	19.74
462887	VISUAL IMAGE PHOTOGRAPHY INC.	Girls Lacrosse Individual Banners	05/01/2026	240.00
462888	WARREN TOWNSHIP HIGH SCHOOL DIST 121	Summer varsity boy basketball league fees 2026	05/01/2026	1,040.00
462889	WEATHERLY, STEPHANIE	Reimbursement for spring play expenses	05/01/2026	2,342.61
462890	WHITE, KRISTYN	Reimbursement for tip - Jimmy Johns 3.10.26	05/01/2026	30.00
462891	APPLE INC	iPads (8)	05/04/2026	3,264.00
462892	██████████	Reimburse prom Ticket purchased on 5 star	05/04/2026	130.00
462893	DANCE PARTY DJS	Balance of payment for DJ for Prom 4/25/2026	05/04/2026	2,650.00

## Check Listing with Detail

Community High School District #128

Check Number	Vendor Name	Invoice Description	Check Date	Amount
462894	GOLD MEDAL-CHICAGO	Concessions- Pizza	05/04/2026	818.35
462895	IRVIN, OLIVIA	Injury prevention/performance readiness workshops	05/04/2026	100.00
462896	JIMANO'S PIZZERIA, SEALE76 INC	Pizza	05/04/2026	378.83
462897	Mick, Jason	Baseball Senior Night meal - parent reimbursement	05/04/2026	400.00
462898	PAULY, JANICE	Reimburse Softball Spring Break Tournament Car Rental	05/04/2026	535.86
462899	RC JUGGLE	Balloon Artist for Inclusion Fest	05/04/2026	500.00
462900	SPEER, JENNIFER J	Private Lessons Scholarship	05/04/2026	132.00
462901	SPORTS 11	Orchesis 2026 Show T-Shirts	05/04/2026	394.80
462902	Talaty, Pooja	Snacks for FLAG	05/04/2026	29.48
462903	TROPHIES BY GEORGE INC.	Boys Track - Lake County Invitational Medals and Plaque	05/04/2026	1,209.00
462904	VARSITY YEARBOOK	Varsity Yearbook	05/04/2026	17,488.64
462905	Alang, Ayesha Kaur	#vhgive Leader (Beagle)	05/04/2026	250.00
462906	Alraiyes, Hanan	The Bob Levy Award for Excellence in Social Studies	05/04/2026	100.00
462907	Beniwal, Dev	CTE: Business (Award of Excellence)	05/04/2026	100.00
462908	Benson, Joshua	English (Bill Weber English Scholar Award) (Award of Excellence)	05/04/2026	100.00
462909	BORANBAY, LEILA	Jackie Ferguson ESP Scholarship Recipient	05/04/2026	500.00
462910	Buque, Jairus	Computer Science (Award of Excellence)	05/04/2026	100.00
462911	Bush, Olivia	Student Council Award (Oliver)	05/04/2026	250.00
462912	Cecon, Leonardo	Continuum Award (Sancho)	05/04/2026	250.00
462913	Chah, Christine	Fine Arts: Orchestra (Award of Excellence)	05/04/2026	100.00
462914	Choi, Karis Anne	Orchesis Award (Jaffe)	05/04/2026	100.00
462915	Deng, Michael	World Language: German (Award of Excellence)	05/04/2026	100.00
462916	FREITAS DOS REIS, ISABELE	Scratching Post Award (Langou)	05/04/2026	250.00
462917	Gaus Ehning, Francesca	Fine Arts: Band	05/04/2026	100.00
462918	Hill, Charlotte Rose	World Language: Spanish (Award of Excellence)	05/04/2026	100.00
462919	LAI, CALEB	Jackie Ferguson ESP Scholarship Recipient	05/04/2026	500.00
462920	Lanscioni, Drew	Mathematics (Award of Excellence)	05/04/2026	100.00

## Check Listing with Detail

Community High School District #128

Check Number	Vendor Name	Invoice Description	Check Date	Amount
462921	Lussem, Amelie	Jackie Ferguson ESP Scholarship Recipient	05/04/2026	500.00
462922	Makosch, Kylie	CTE: Family & Consumer Sciences (Award of Excellence)	05/04/2026	100.00
462923	MARDER, MASON	Prevention & Wellness Scholarship (Dillon)	05/04/2026	500.00
462924	Mockaitis, Paxton	CTE: Applied Tech (Award of Excellence)	05/04/2026	100.00
462925	Mohrdieck, Kailynn Audrey	World Language: French (Award of Excellence)	05/04/2026	100.00
462926	Naik, Aadit	Jackie Ferguson ESP Scholarship Recipient	05/04/2026	500.00
462927	Noble, Harper	#vhgive Leader (Beagle)	05/04/2026	250.00
462928	Ochieng, Emily	Ellen Cwick Cougar Class Act Award	05/04/2026	500.00
462929	Panda, Arushi	Fine Arts: Choral (Award of Excellence)	05/04/2026	100.00
462930	Perez, Camila	Joyce Kolton Memorial Cougar Scholarship	05/04/2026	1,000.00
462931	Rajan, Diya	Science (Award of Excellence)	05/04/2026	100.00
462932	Robles, Nikko	James R. Whittington Principal's Leadership Award	05/04/2026	500.00
462933	Rovenchuk, Marko	Multilingual Leader Award (\$100 award)	05/04/2026	100.00
462934	Ruhnke, Kai	Fine Arts: Theater (Award of Excellence)	05/04/2026	200.00
462935	Traps, Abigail	Fine Arts: Art (Award of Excellence)	05/04/2026	100.00
462936	Ruhnke, Kai	Fine Arts: Art (Award of Excellence)	05/05/2026	100.00
462937	Ruhnke, Kai	Fine Arts: Theater (Award of Excellence)	05/05/2026	100.00
462938	ALLAN, DANA	Reimbursement for team meal 4.21.26	05/07/2026	959.80
462939	THOMPSON, AMY	Reimbursement for Senior night purchases	05/07/2026	144.00
462940	BEST CATERING OF LIBERTYVILLE	Track Meet hospitality (4/18)	05/07/2026	660.57
462941	CAMBIA HOLDINGS LLC	laminated senior citizen gold cards; Board Member business cards	05/07/2026	191.99
462942	CULVER'S	Ice cream for BYCTWD	05/07/2026	843.75
462943	DOMINO'S PIZZA	Food for TopCats meeting	05/07/2026	169.28
462944	EDUKATED APPAREL LLC	Mental health workshop presentation for Latinx Student Summit 2026	05/07/2026	250.00
462945	Kathak Dance Collective LLC	Asian American Cultural Instruction	05/07/2026	1,600.00
462946	LAKESIDE TRANSPORTATION	LHS to MKE - Spring break - Baseball	05/07/2026	1,317.76
462947	LIBERTYVILLE CIVIC CENTER	Payment for parade	05/07/2026	100.00

## Check Listing with Detail

Community High School District #128

Check Number	Vendor Name	Invoice Description	Check Date	Amount
462948	Mulsoff, Leslie	Reimbursement for senior night	05/07/2026	104.94
462949	Munoz- Aboytes, Carina	Refund for Prom Guest Ticket	05/07/2026	130.00
462950	MUSIC FILING & STORAGE SYSTEMS	Compartment boxes	05/07/2026	482.15
462951	MWO SALES ASSOCIATES LLC	Dumpster For Mulch Day	05/07/2026	505.00
462952	NATIONAL CHEERLEADERS ASSOC.	Camp Deposit - JV	05/07/2026	3,300.00
462953	PENSKE TRUCK LEASING CO LP	Rental truck 4.24.26 - 4.25.26 - Mulch	05/07/2026	1,829.68
462954	PHELAN, JENNIFER	Spring Play 2026 - Costume and Props Supplies	05/07/2026	358.22
462955	PRAIRIE CROSSING CHARTER SCHOOL	Payment for Rental of Byron Colby Barn for 2025 Madrigal Dessert	05/07/2026	300.00
462956	SHAR PRODUCTS COMPANY	Cello Bow	05/07/2026	1,083.64
462957	SLAMMERS BASEBALL & SOFTBALL	Facility Rental - Softball 4.27.26	05/07/2026	3,290.50
462958	SPORTS 11	Embroidery of Campus Safety logo on apparel	05/07/2026	3,829.00
462959	ST AUBIN & BROS INC	Plants for ECOS club	05/07/2026	400.00
462960	Summers, Emily	Reimbursement for senior night flowers	05/07/2026	37.81
462961	TEAM FITZ GRAPHICS LLC	Record Board update	05/07/2026	20.00
462962	THE EQUITY IMPERATIVE LLC	Latinx Student Summit 2026 Keynote Speaker	05/07/2026	2,000.00
462963	ULINE	Wet floor sign and screens for urinal	05/07/2026	408.85
462964	VISUAL IMAGE PHOTOGRAPHY INC.	Photo day - Banners	05/07/2026	315.00
462965	Chan, Stephen	Camping Trip Refund	05/11/2026	88.00
462966	DESIGNS DONE WRITE LLC	Dance Team T-Shirts	05/11/2026	437.50
462967	DUGAN, MARSHA	Baseball Spring Break trip - snacks reimbursement	05/11/2026	222.29
462968	LIBERTYVILLE AMERICAN LEGION, UNIT 329	Bus fee for student	05/11/2026	75.00
462969	MM Vernon Hills, Inc.	Team meals	05/11/2026	988.00
462970	NILES NORTH HIGH SCHOOL	CSL Badminton Varsity Tournament fee	05/11/2026	363.47
462971	Noyes, Addyson	Refund for Student Council Dues SY 26-27	05/11/2026	70.00
462972	TRAN, VINH	GLAX - Team meal	05/11/2026	237.55
462973	UNIQUE LEAKS	Athletic Gear	05/11/2026	5,132.70
462974	VARSITY YEARBOOK	2026 Yearbook Supplement Invoice	05/11/2026	4,550.70

## Check Listing with Detail

Community High School District #128

Check Number	Vendor Name	Invoice Description	Check Date	Amount
462975	Vaysberg, Janice	Reimbursement - Bagels for meeting	05/11/2026	56.95
462976	WEX BANK	FUEL - LHS ATHLETICS	05/11/2026	651.86
462977	WEX BANK	Fuel Purchases- TP	05/11/2026	228.90
462978	ACCURATE BIOMETRICS	Fingerprinting Services Fee-April	05/19/2026	51.75
462979	AIRGAS NORTH CENTRAL - WAUKEGAN	Nitrogen Dewar Refill (Liquid) 10 LT	05/19/2026	65.22
462980	ALL OCCASIONS BALLOONS	Balloons for Art show	05/19/2026	340.00
462981	ALTO TRANSPORTATION LLC	██████████ Transportation - April 2026	05/19/2026	3,657.00
462982	AMERICAN OUTFITTERS	Latinx Student Summit 2026 Shirts	05/19/2026	637.00
462983	APPLE INC	iPad	05/19/2026	8,123.99
462984	AQUA PURE ENTERPRISES INC.	Pool Chemicals	05/19/2026	572.95
462985	ASSURED HEALTHCARE STAFFING LLC	Substitute Nurse - 5/3	05/19/2026	504.40
462986	AWARDS & ENGRAVING	Orchestra awards	05/19/2026	237.25
462987	AXIOM MARKETING INC	D128 logo pens (500)	05/19/2026	1,017.84
462988	BANNER PLUMBING SUPPLY CO INC	District Office water heater	05/19/2026	638.19
462989	BATTERIES PLUS LLC	Emergency Lighting batteries	05/19/2026	126.00
462990	BIOWAY SOLUTIONS LLC	Monthly medical waste disposal March 26	05/19/2026	1,747.20
462991	BOWLING, TOM	Orchestra Clinician 5/1/26	05/19/2026	150.00
462992	BRAND, CORDELIA M	Sectionals 4/22 and 5/12/26	05/19/2026	112.00
462993	BROGAN'S	18 Retirement Awards	05/19/2026	1,795.00
462994	CAROLINA BIOLOGICAL SUPPLY CO	Safety goggles	05/19/2026	664.65
462995	CHARLOTTE ALDEN'S PIANO SERVICE	Piano tuning choir room	05/19/2026	1,455.00
462996	CHICOS TREE LAND	Removal of Storm Damaged Trees	05/19/2026	5,450.00
462997	COLORADO TIME SYSTEMS INC.	Banana plug and dust cover	05/19/2026	252.00
462998	COMCAST	Phone & Internet Service at Brainerd 4/21 - 5/20/26	05/19/2026	174.90
462999	CONSERV FS INC.	Turface - 50 lb bag	05/19/2026	325.89
463000	CORNERSTONE AUTOMOTIVE GROUP	Safety Lane Inspection, Replace Tire - # M179239	05/19/2026	2,818.92
463001	CORRECT DIGITAL DISPLAYS INC	Baseball scoreboard repairs	05/19/2026	1,615.00

## Check Listing with Detail

Community High School District #128

Check Number	Vendor Name	Invoice Description	Check Date	Amount
463002	COVE ALLIANCE	COVE Alliance Children's Outreach & Vocational Education Sponsorship	05/19/2026	480.00
463003	Danielewicz, Erin	Reimburse FY26 tuition - RES 5153	05/19/2026	705.00
463004	DESIGNS DONE WRITE LLC	Boys Volleyball - Coaches shirts	05/19/2026	300.00
463005	DOMINO'S PIZZA	Pizza for BYCTWD 2026 - staff and children	05/19/2026	1,093.79
463006	ELAWA FARM FOUNDATION	Interactive Field Trip 04-29-26, Farm In House	05/19/2026	750.00
463007	FILTER SERVICES INC	Cooling Tower Filters	05/19/2026	4,545.16
463008	FORM FUNCTION FITNESS LLC	CrossFit Field Trip	05/19/2026	150.00
463009	FORMAX	Pressure Seal Machine, Extended Service	05/19/2026	9,656.00
463010	FOUNDATION BUILDING MATERIALS LLC	Ceiling Tiles	05/19/2026	393.41
463011	FOURTH CLIFF ADVENTURE INC	Supervision and Inspection of top rope climbs and repel station at Devil's Lake WI	05/19/2026	660.00
463012	FREEDOM AND GLORY	classroom flags	05/19/2026	122.94
463013	FSS TECHNOLOGIES	Fire alarm monitoring and radio lease	05/19/2026	516.00
463014	FULL COMPASS	Microphones	05/19/2026	1,702.92
463015	GRAND STAGE COMPANY INC.	Stage Lighting	05/19/2026	3,776.56
463016	GRAPHIC EDGE	Athletic Trainer Apparels	05/19/2026	2,663.00
463017	GRAPHICOLOR PRINTING	Literary Arts Magazine 2026	05/19/2026	2,384.60
463018	GRAYBAR FINANCIAL SERVICES	Transition phone lines - April 26	05/19/2026	275.56
463019	GRAYSLAKE CENTRAL HIGH SCHOOL DISTRICT 127	Girls Track and Field - Lake County Invite fee	05/19/2026	316.00
463020	GROWER EQUIPMENT SUPPLY	Parts to repair mowing equipment	05/19/2026	341.23
463021	HD SUPPLY FACILITIES MAINTENANCE	Custodial supplies	05/19/2026	1,109.24
463022	HEARTLAND ALLIANCE HEALTH CCIS	Telephonic translation - staff/parent calls	05/19/2026	81.00
463023	HERFF JONES INC	Supplies for Graduation Ceremony	05/19/2026	371.47
463024	HERSEY HIGH SCHOOL	Entry fee for Tennis Invite 4.28.26	05/19/2026	275.00
463025	HES FACILITIES LLC	April 2026 Facilities Management	05/19/2026	264,112.45
463026	HIMES PETRARCA & FESTER	Legal services 04/01/26 - 04/30/26	05/19/2026	2,047.50
463027	ICON GRAPHICS & SCREENPRINTING	Link Crew t-shirts	05/19/2026	1,300.00
463028	ILLINOIS OFFICE OF THE STATE FIRE MARSHAL	boiler inspection fee	05/19/2026	140.00

## Check Listing with Detail

Community High School District #128

Check Number	Vendor Name	Invoice Description	Check Date	Amount
463029	ILLINOIS SCHOOL SERVICES INC.	Honors Day recognition medallions	05/19/2026	2,691.50
463030	INFINITY TRANSPORTATION	Coach buses for Math and Science Olympiad state competitions	05/19/2026	6,891.98
463031	INGRAM LIBRARY SERVICES LLC	Library Books	05/19/2026	1,499.56
463032	INNER SECURITY SYSTEMS INC	Wireless box at stadium for radio connection - for 6/1/26-8/31/26	05/19/2026	156.00
463033	INSPEC	Project LHS24-01 - LHS Cafeteria - Construction Oversight	05/19/2026	2,533.00
463034	INTELLIGENT LIGHTING CREATIONS	Theatre Equipment Repair	05/19/2026	288.00
463035	INTERSTATE BATTERIES/ JFB BATTERY DISTRIBUTOR	Door Batteries and AA batteries	05/19/2026	459.45
463036	JASCULCA TERMAN STRATEGIC COMMUNICATIONS	communication services and technology fee	05/19/2026	255.94
463037	JIMANO'S PIZZERIA, SEALE76 INC	Pizza	05/19/2026	809.50
463038	JOSTENS	Mongolian Stickers for Diplomas	05/19/2026	19.45
463039	KAP7 INTERNATIONAL	Water Polo Balls and Belts	05/19/2026	590.35
463040	KARSTON, CHARLES H	Boys Swimming - State Final coach meal reimbursement	05/19/2026	17.37
463041	KIDDLE'S BIKE AND SPORTS	Boys volleyball - crewneck jersey	05/19/2026	767.50
463042	KLEIN THORPE & JENKINS LTD	Legal Services through 4/1 - 4/30/26	05/19/2026	2,983.20
463043	LAKE COUNTY DEPARTMENT OF PUBLIC WORKS	Meter 46170673 Actual 2/23/26-4/23/26	05/19/2026	6,798.32
463044	LAKESIDE TRANSPORTATION	4/20/2026 Libertyville HS - Loyola University	05/19/2026	319,661.16
463045	LAKISOVA, LYUDMILA	Arrangements for the Choir Spring Concert and Choir Cabaret Concert	05/19/2026	500.00
463046	LARSON EQUIPMENT FURNITURE	Storage charges APRIL 26	05/19/2026	600.00
463047	LAWSON PRODUCTS INC	purchasing of parts on stock	05/19/2026	308.98
463048	LEVY RESTAURANTS AT NOW ARENA	Graduation Catering	05/19/2026	2,885.00
463049	LIBERTYVILLE TILE & CARPET	replaced old vct-1st fl 2003 addition, main office -1115	05/19/2026	5,860.00
463050	LOWE, RICK	Orchestra SOLO & Ensemble Accompanist on 2/26/2026 for 3 students (\$25 each)	05/19/2026	75.00
463051	MCDONOUGH MECHANICAL SERVICES, INC.	Compressor replacement - Band room	05/19/2026	13,802.00
463052	MENARDS INC.	art wing cove base and B/G bathrm project	05/19/2026	2,418.50
463053	MIDLAND PAPER	White copy paper	05/19/2026	2,197.00
463054	MIDWEST EVENT SOLUTIONS LLC	Lighting for Spring Play	05/19/2026	160.00

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Check Number	Vendor Name	Invoice Description	Check Date	Amount
463055	MUSCO SPORTS LIGHTING LLC	Stadium lighting (bulbs)	05/19/2026	12,250.00
463056	MUSIC THEATRE INTERNATIONAL	Rights for performance and rental of material for Musical	05/19/2026	4,584.00
463057	NAPA AUTO SUPPLY - LIBERTYVILLE	Parts for the golf carts	05/19/2026	29.88
463058	NCS PEARSON INC.	Testing Forms	05/19/2026	246.45
463059	NELCO SOLUTIONS	Pressure Seal Checks (10,000)	05/19/2026	840.00
463060	NORTH AMERICAN CORP OF ILLINOIS LLC	Floor Cleaning machine repairs	05/19/2026	258.45
463061	NSN EMPLOYER SERVICES INC.	Unemployment Compliance Program	05/19/2026	2,101.44
463062	OLSON TRANSPORTATION INC.	VHHS Athletics 2-24 to 2-28	05/19/2026	86,274.19
463063	PENSKE TRUCK LEASING CO LP	Rental truck 4.24.26 - 4.25.26 - Mulch	05/19/2026	229.38
463064	PEREZ, GABRIELA	Commuter Reimbursement 10-25 to 04-26	05/19/2026	324.89
463065	PIONEER MFG CO./PIONEER ATHLETICS	White paint aerosol for field marking	05/19/2026	778.37
463066	PITNEY BOWES GLOBAL FINANCIAL SERV LLC	Lease Invoice 3/30/26-6/29/26	05/19/2026	1,801.89
463067	PIZZA ITALIA	Pizza invoice for SAGA/GSA for joint meeting - LHS	05/19/2026	93.00
463068	PORTO, JOSEPH M	Consulting services fee for CHSD128 strategic plan	05/19/2026	16,000.00
463069	QUEST FOOD MANAGEMENT SERVICES LLC	July CC Fees - Vernon Hills	05/19/2026	68,067.05
463070	QUICK, CARLY	Reimbursement for Room Rental April 2026 GLVH Meeting at Frunchroom	05/19/2026	200.00
463071	QUINLAN & FABISH MUSIC	Band Class Supplies	05/19/2026	211.20
463072	R & M SPECIALTIES	Inclusion Fest t shirts	05/19/2026	1,393.00
463073	R.A.D. SYSTEMS	RAD License renewal	05/19/2026	82.50
463074	RASTRELLI, MEGAN	Meal reimbursement for Math State competition	05/19/2026	24.94
463075	RAYNER AND RINN-SCOTT INC.	Assorted wood	05/19/2026	5,952.85
463076	RIDDIFORD ROOFING COMPANY	Repair Roof Leak	05/19/2026	1,533.00
463077	RUSSO POWER EQUIPMENT	Rubber deflector kit - 10	05/19/2026	409.99
463078	SALESFORCE INC.	Creator license for Steve Szabo in Tableau (4/27/2026 - 8/22/2026)	05/19/2026	217.69
463079	SLAMMERS BASEBALL & SOFTBALL	Softball equipment	05/19/2026	4,648.00
463080	SOUTH MIL PROPERTIES LLC	June 26 rent -Transition Pathways	05/19/2026	10,450.00
463081	SPECTRUMVOIP INC.	June 26 PHONE	05/19/2026	37.87

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463082	SUNSET FOODS	Foods supplies April 2026	05/19/2026	1,433.75
463083	T & J PRINTING SUPPLY INC	Graphics - cleaning fluid	05/19/2026	448.90
463084	TERMINIX ANDERSON	Pest Control Maintenance Nov 2025	05/19/2026	209.38
463085	The Markerboard People	Graphboards	05/19/2026	1,310.00
463086	THOMSON REUTERS - WEST	Residency Software	05/19/2026	839.63
463087	TIMCO INC.	Labor to remove and reinstall ceiling camera and intercom speakers	05/19/2026	10,480.00
463088	T-MOBILE USA INC.	HOT SPOTS	05/19/2026	688.60
463089	TRANE	Repair System Controls - Classrooms 2107 to 2114	05/19/2026	4,932.27
463090	TROPHIES BY GEORGE INC.	Girls Water Polo Tournament plaque	05/19/2026	69.00
463091	ULINE	Vaccum	05/19/2026	12,065.16
463092	US OMNI & TSACG COMPLIANCE SERVICES INC.	Compliance Services-April 26	05/19/2026	649.90
463093	USA CLEAN BY JON-DON	suction hose, squeegee blade 40 inch	05/19/2026	284.84
463094	VERIFENT	Annual Subscription Fee	05/19/2026	750.00
463095	VERNON HILLS PARK DISTRICT	Lightning Detection Service & on site maintenance	05/19/2026	731.03
463096	VESTIS GROUP INC	VHHS TOWEL SERVICES	05/19/2026	1,580.08
463097	VILLAGE OF LIBERTYVILLE	LHS-School Resource Officer 2025-2026	05/19/2026	116,148.82
463098	VILLAGE OF LIBERTYVILLE	April 26 Fuel	05/19/2026	1,383.08
463099	VILLAGE OF LIBERTYVILLE - WATER	708 W PARK 2/3/26- 4/1/26	05/19/2026	22,923.06
463100	VISUAL IMAGE PHOTOGRAPHY INC.	Printing - Graduation tickets	05/19/2026	274.75
463101	W W Norton & Company INC	"They Say, I Say" hardcover books for EL english class	05/19/2026	1,001.00
463102	WESTERN PSYCHOLOGICAL SERVICES	ADOS-2 HARD SCORED KIT	05/19/2026	3,184.50
463103	ALERTLINE COMMUNICATIONS LLC	LHS & VHHS Elevator telephone service	05/19/2026	840.00
463104	B&H PHOTO-VIDEO	LHS - Camera purchase for Wildcat Productions	05/19/2026	5,721.71
463105	CAMCOR INC	VHHS AV Installations (12)	05/19/2026	8,996.00
463106	CITICARE SERVICES LLC INC.	VHHS Sped Transportation April 2026	05/19/2026	57,340.70
463107	CLASSLINK INC	Software for auditing, account provisioning, & data sharing 3 yr Term 7/1/2026-6/30/2029	05/19/2026	43,023.00
463108	COMPASS HEALTH CENTER LLC HC	Hospital instruction 12/08/25-01/28/26	05/19/2026	2,097.90

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463109	CONNECTION'S ACADEMY EAST	2025-26 Tuition April	05/19/2026	15,988.98
463110	CONNECTION'S DAY SCHOOL	2025-26 Tuition April	05/19/2026	29,841.84
463111	Danielewicz, Erin	Reimburse FY26 tuition - LEAD 5373	05/19/2026	705.00
463112	DELTA-T GROUP ILLINOIS, INC	TA contract services 04/20 - 04/24/26	05/19/2026	2,475.00
463113	FELICITY EDUCATIONAL SERVICES LLC	Transportation April 2026	05/19/2026	4,240.00
463114	FELICITY SCHOOLS LLC	2025-26 Tuition April	05/19/2026	41,370.00
463115	GIANT STEPS ILLINOIS INC	2025-26 Tuition April	05/19/2026	7,476.66
463116	GRADE-A-TRANSPORTATION INC.	Transportation April 2026	05/19/2026	43,581.00
463117	ILLINOIS DEPARTMENT OF HUMAN SERVICES	Transportation April 2026	05/19/2026	306.00
463118	INTERPRENET LTD	Interpreter services for IEP meeting	05/19/2026	374.30
463119	LAKESIDE CONSULTANTS	April 2026 Public School Inspection Services	05/19/2026	2,725.00
463120	LIBERTYVILLE SCHOOL DISTRICT 70	Shared physical therapy services 7/1/25-12/31/25	05/19/2026	8,976.27
463121	LINDEN OAKS TUTORING SERVICES	Hospital instruction 04/07-04/10/26	05/19/2026	553.92
463122	LOGISOFT COMPUTER PRODUCTS LLC	Adobe renewal (7/2/26-7/1/27)	05/19/2026	7,350.00
463123	MARYVILLE ACADEMY	2025-26 Tuition April	05/19/2026	21,807.28
463124	MMI-CPR SCHOOL TECH REPAIR LLC	VHHS & LHS Chromebook repairs	05/19/2026	2,009.00
463125	MONOPRICE INC	LHS - Cables (2)	05/19/2026	24.80
463126	NorthShore Endeavor Health	Hospital instruction 04/08-04/10/26	05/19/2026	600.08
463127	OCONOMOWOC DEVELOPMENTAL TRAINING CTR OF WI L	2025-26 Room/Board April	05/19/2026	64,846.20
463128	ORCHARD VILLAGE	2025-26 Tuition April	05/19/2026	8,096.47
463129	PARKLAND PREPARATORY ACADEMY INC.	2025-26 Tuition April	05/19/2026	365.44
463130	SAFE HAVEN SCHOOL	2025-26 Tuition April	05/19/2026	21,486.36
463131	SAFEWAY TRANSPORTATION SERVICES CORP.	Transportation April 2026	05/19/2026	54,465.34
463132	SECURLY INC.	Securly Home, Classroom & Filter (5/1/26-4/30/27)	05/19/2026	29,312.36
463133	SEDOL	Tuition May 2026	05/19/2026	28,038.94
463134	SONIA SHANKMAN ORTHOGENIC SCHOOL	2025-26 Tuition April	05/19/2026	15,633.96

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Check Number	Vendor Name	Invoice Description	Check Date	Amount
463135	SONOVA USA	Hearing device and microphone	05/19/2026	1,624.20
463136	TIMCO INC.	VH - Surveillance camera install (3)	05/19/2026	2,083.00
463137	TRUENORTH EDUCATIONAL COOPERATIVE 804	2025-26 Tuition March	05/19/2026	15,058.31
463138	VIRTUAL CONNECTIONS ACADEMY	2025-26 Tuition April	05/19/2026	23,439.15
463139	VT SERVICES INC.	VHHS - Chromebook repairs	05/19/2026	2,368.35
202400333	THIS FUND	April 26 Premium- HORNBERGER, WALTER	05/19/2026	7.72
202410107	AFT LOCAL 504	UNDE - AFT/AFL-CIO ESP for 2026-04-30 Payroll	04/30/2026	5,236.96
202410108	AFT LOCAL 504	UNDU - AFT/AFL-CIO for 2026-04-30 Payroll	04/30/2026	22,924.12
202410109	DISTRICT 128 FOUNDATION FOR LEARNING	DIST - D128 FOUNDATION FOR LEARNING for 2026-04-30 Payroll	04/30/2026	581.72
202410110	NCPERS - IL IMRF	IMRV - IMRF - VOLUNTARY INSURANCE for 2026-04-30 Payroll	04/30/2026	80.00
202410111	STATE DISBURSEMENT UNIT	[REDACTED] for 2026-04-30 Payroll	04/30/2026	1,050.00
202410112	STATE DISBURSEMENT UNIT	[REDACTED] or 2026-04-30 Payroll	04/30/2026	1,651.00
202410113	STATE DISBURSEMENT UNIT	[REDACTED] for 2026-04-30 Payroll	04/30/2026	242.00
202410114	TSA CONSULTING GROUP INC	FIRSR - Fidelity Investments - 403 ROT for 2026-04-30 Payroll	04/30/2026	600.00
202410270	EMPLOYEE BENEFIT COOP HSA	HSA - HSA EMPLOYEE CONTRIBUTION for 2026-04-30 Payroll	04/30/2026	1,257.07
202410271	EMPLOYEE BENEFITS COOPERATIVE	EBCH - EBC - HEALTH CARE FSA for 2026-04-30 Payroll	04/30/2026	23,035.42
202410272	ILLINOIS DEPARTMENT OF REVENUE	ILSTA - ADDITIONAL IL STATE TAX AMT for 2026-04-30 Payroll	04/30/2026	97,179.48
202410273	IMRF	IMRMC - IMRF BD PD MEMBER CONTRIBUTION for 2026-04-30 Payroll	04/30/2026	101,018.33
202410274	IMRF	IMRX - IMRF ADDITIONAL CONTRIBUTIONS for 2026-04-30 Payroll	04/30/2026	5,480.78
202410275	LIBERTYVILLE BANK & TRUST	MED - MEDICARE TAX for 2026-04-30 Payroll	04/30/2026	385,859.29
202410276	NIHIP	H3BFE - HMO30 BA Emp+Fam ESP for 2026-04-30 Payroll	04/30/2026	909,512.02
202410277	TEACHERS' RETIREMENT SYSTEM	TRSE - TRS ESP .58% for 2026-04-30 Payroll	04/30/2026	194,223.74
202410278	THIS FUND	THIE - THIS ESP .67% for 2026-04-30 Payroll	04/30/2026	31,830.10
202410279	TSA CONSULTING GROUP INC	AIGRE 10 - AIG Retirement ER - 10 Mth Emp for 2026-04-30 Payroll	04/30/2026	129,536.81
202410280	VOYA INSTITUTIONAL TRUST CO.	SSP3% - SSP 3% for 2026-04-30 Payroll	04/30/2026	872.86
202410281	WISCONSIN DEPARTMENT OF REVENUE	WISTX - WISCONSIN STATE TAX for 2026-04-30 Payroll	04/30/2026	2,494.82

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Check Number	Vendor Name	Invoice Description	Check Date	Amount
202410282	EMPLOYEE BENEFIT COOP HSA	HSA - HSA EMPLOYEE CONTRIBUTION for 2026-05-15 Payroll	05/15/2026	1,257.07
202410283	EMPLOYEE BENEFITS COOPERATIVE	EBCH - EBC - HEALTH CARE FSA for 2026-05-15 Payroll	05/15/2026	23,035.42
202410284	ILLINOIS DEPARTMENT OF REVENUE	ILSTA - ADDITIONAL IL STATE TAX AMT for 2026-05-15 Payroll	05/15/2026	137,181.51
202410285	LIBERTYVILLE BANK & TRUST	MED - MEDICARE TAX for 2026-05-15 Payroll	05/15/2026	523,682.53
202410286	TEACHERS' RETIREMENT SYSTEM	ADJ3 - Adjustment TRS for 2026-05-15 Payroll	05/15/2026	256,575.62
202410287	THIS FUND	THIE - THIS ESP .67% for 2026-05-15 Payroll	05/15/2026	42,048.60
202410288	TSA CONSULTING GROUP INC	AIGRE 10 - AIG Retirement ER - 10 Mth Emp for 2026-05-15 Payroll	05/15/2026	143,942.44
202410289	VOYA INSTITUTIONAL TRUST CO.	SSP3% - SSP 3% for 2026-05-15 Payroll	05/15/2026	963.17
202410290	WISCONSIN DEPARTMENT OF REVENUE	WISTX - WISCONSIN STATE TAX for 2026-05-15 Payroll	05/15/2026	3,441.07
9242501907	AMAZON CAPITAL SERVICES	Holiday class snacks	05/01/2026	1,877.32
9242501908	BSN SPORTS	Coaches' Gear	05/01/2026	1,735.80
9242501909	CASILLAS, GENESIS	Reimbursement for LASO project supplies	05/01/2026	37.98
9242501910	CICCOLINI, LUCA	Reimbursement for end of year and distribution day supplies	05/01/2026	206.63
9242501911	CONSTANTINIDIS, IRENE	Sam's club - Product for Boys Volleyball invite on 4/11/26	05/01/2026	247.43
9242501912	DAVIS, CHRISTOPHER A	Reimbursement for mileage, food - AD conference March 2026	05/01/2026	300.75
9242501913	FOLLETT CONTENT SOLUTIONS LLC	Library Books	05/01/2026	36.53
9242501914	GOHR, ADAM P	25-26 winter and spring athletic worker software and support	05/01/2026	800.00
9242501915	GUIARD, LAURA	Tips for student trip to Senegal restaurants and tour guides 3/21 - 3/29/26	05/01/2026	334.92
9242501916	HIGGASON, KELLY A	Reimburse FY26 tuition - SPE527, SPE501	05/01/2026	800.00
9242501917	KERTH, ALEX	Commuter mileage reimbursement 1/5/26 - 3/13/26	05/01/2026	149.93
9242501918	ULIKS, JENNIFER	Reimbursement for meeting meal	05/01/2026	67.98
9242501919	WAHL, MATTHEW R	Reimbursement for Model UN student breakfast	05/01/2026	36.08
9242501920	AMAZON CAPITAL SERVICES	Supplies for decorating the foyer for the winter dance	05/04/2026	1,197.41
9242501921	CARSON, NICOLE	Reimbursement for for Club Morning Meeting	05/04/2026	10.87
9242501922	JAFFE, ERIN E	Gifts for Seniors Orchesis Students	05/04/2026	181.31
9242501923	BSN SPORTS	Game balls - basketball	05/07/2026	2,719.27
9242501924	OVERDRIVE INC.	eBooks and Audiobooks	05/07/2026	459.71

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Check Number	Vendor Name	Invoice Description	Check Date	Amount
9242501925	COOPER, JUSTIN N	Coaches meeting coffee- reimbursement	05/11/2026	51.98
9242501926	LUEKEN, ADAM	Reimbursement for supplies - Bring Your Child to Work Day activity	05/11/2026	34.76
9242501927	MCCAULOU, MICHAEL	Reimburse for Pizza and Cookies for 3-18-26. 4th Hour class	05/11/2026	103.00
9242501928	PARDUN, JAMES	Boys Swim & Dive - gift card reimbursement (20)	05/11/2026	265.00
9242501929	PHELAN, KEVIN	Reimburse Spring Play Crew Frosties	05/11/2026	37.18
9242501930	SCHAECHTER, DANIEL	Student Travel to State- Badminton	05/11/2026	138.00
9242501931	SCHROETTER, DAVID, JR	Badminton hospitality breakfast-reimbursement	05/11/2026	49.77
9242501932	AL WARREN OIL CO INC	Fuel - 05/08/26	05/19/2026	116,933.63
9242501933	AMAZON CAPITAL SERVICES	Book - Push the Sled	05/19/2026	3,464.65
9242501934	ATHLETICO LTD	Athletic Training Services - April (3/29/26-4/25/26)	05/19/2026	4,908.17
9242501935	B & H PHOTO	Ink cartridges for Art department	05/19/2026	462.18
9242501936	BASTIANI, MICHELLE E	Reimburse FY26 tuition - SPE 527	05/19/2026	1,350.00
9242501937	BENTON, ANDREW J	Reimburse FY26 tuition - OL 5643	05/19/2026	389.00
9242501938	BIRMINGHAM, CLAIRE	Staff Accompanist 4/14 - 5/13/26	05/19/2026	3,430.00
9242501939	BLICKHAN, CHRISTOPHER	Reimburse FY26 tuition - SPE 507	05/19/2026	1,350.00
9242501940	BRINKS INC	Cash pickup 05/01/26 - 05/31/26	05/19/2026	432.45
9242501941	BSN SPORTS	Goalie Chest Pad	05/19/2026	1,688.96
9242501942	CALAMBAS, MOISES	Reimburse FY26 tuition - BIL 5280	05/19/2026	1,095.00
9242501943	CANON FINANCIAL SERVICES INC.	Copier Lease contract 744333-1 & 744333-2 April 2026	05/19/2026	528.07
9242501944	COLOMBO, MEGAN	Reimburse FY26 tuition - CIL 512	05/19/2026	700.00
9242501945	CONSTELLATION NEW ENERGY INC	Electric TP 766250-2 4/7/26 - 5/6/26	05/19/2026	1,296.65
9242501946	CONSTELLATION NEWENERGY-GAS DIVISION LLC	Natural gas District Office BG-10725 Mar 2026	05/19/2026	31,882.95
9242501947	COOPER, JUSTIN N	Reimburse mileage April 26 Athletics VHHS, CSL monthly AD meeting	05/19/2026	302.76
9242501948	COTE, SHERRI L	Testing supplies - desk shims	05/19/2026	41.94
9242501949	CRANE, JENNIFER E	Reimburse PSUG conference travel 05/03/26-05/06/26	05/19/2026	490.24
9242501950	DILLON, AMY M	Reimburse mileage to Operation Snowball	05/19/2026	146.14
9242501951	ELMORE, TERESA	Graduation Seating program and voice app	05/19/2026	600.00

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9242501952	FERNANDEZ, JESSICA	Reimburse FY26 tuition - VCE 711	05/19/2026	524.00
9242501953	FOLLETT CONTENT SOLUTIONS LLC	Spring book order (Follett)	05/19/2026	188.17
9242501954	FRANCHI, DENA	Reimburse FY26 tuition - LE 5400, LE 5403, LE 5406	05/19/2026	1,440.00
9242501955	GILBANE BUILDING COMPANY	Project LHS24-01 LHS Cafeteria Trades and CM Services	05/19/2026	524,640.97
9242501956	GRAINGER	electrical supplies	05/19/2026	325.12
9242501957	HARMAN, LAUREN L	Reimbursement for meals from the Math Team State Competition 4/17/2026 - 4/18/2026	05/19/2026	46.23
9242501958	HENRICHS, STEPHANIE	Reimburse FY26 tuition - EDUT 5257/OL 5600, EDUT 5272/OL 5619, EDUT 5240/OL 5578, EDUT 5284/OL 5637, EDUT 5052 /OL 5102	05/19/2026	2,085.00
9242501959	JOSHI, RADHIKA C	Badminton State - student meal allowance	05/19/2026	102.00
9242501960	KARNSTEDT, MATTHEW H	Commuter Mileage Reimbursement 08/13/25 - 03/31/26	05/19/2026	400.32
9242501961	KORNEY, STEVEN H	Gas for Snowball transportation	05/19/2026	35.21
9242501962	LANDSCAPE CONCEPTS MANAGEMENT INC.	VHHS Landscape Maintenance May 2026	05/19/2026	5,410.00
9242501963	MARCELL, CATHERINE M	Reimburse NASP 26 Conference Travel Expenses	05/19/2026	828.24
9242501964	MARINO, JEREMY	Reimbursement of expenses for Professional Learning Jeremy Marino	05/19/2026	38.35
9242501965	MURPHY, TEMPLE	Reimbursement COSN conf travel 4/12/26-4/15/26	05/19/2026	92.79
9242501966	NARAYAN, KRISTIN M	NASP 2026 Reimbursement	05/19/2026	732.60
9242501967	NELSON, BRENDA K	Reimburse Learning and the Brain Conference Travel Expenses	05/19/2026	1,758.63
9242501968	PEPPER	Band Supplies for Symphoniz Band Concerts and Wind Ensemble	05/19/2026	45.99
9242501969	PHELAN, KEVIN	Reimbursement for Audio Rental and Paint Purchase for the Fall Musical	05/19/2026	347.82
9242501970	PITNEY BOWES BANK INC RESERVE ACCOUNT	DIST POSTAGE ACCT ██████████	05/19/2026	500.00
9242501971	POWERSCHOOL GROUP LLC	Powerschool University Summer - Allison Vandenberg	05/19/2026	8,100.00
9242501972	ROLECK, JACQUELINE	Reimbursement FY 25 Tuition-CLNG 16-001	05/19/2026	145.00
9242501973	RUSH, JASON R	Reimbursement for oil filter replacement for Dr Ed carnival vehicle	05/19/2026	9.99
9242501974	SL VERNON HILLS LLC	District Office Rent- June 2026	05/19/2026	18,126.31
9242501975	STAPLES INC.	Office supplies for data processing and registrar	05/19/2026	216.70
9242501976	STEINER, CHRISTINA	Petty Cash Replenishment	05/19/2026	331.41

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Check Number	Vendor Name	Invoice Description	Check Date	Amount
9242501977	ULIKS, JENNIFER	Reimbursement for staff appreciation supplies	05/19/2026	12.95
9242501978	WARMBOLD, ROBERT	Reimbursement Mileage & Parking COSN Conference 2026 Chicago, IL 4-13 to 4/15/2026	05/19/2026	509.54
9242501979	WATTERS, BRANDON N	Reimbursement for classroom supplies	05/19/2026	47.68
9242501980	WILLIAMS, TODD E	Reimbursement for reunification safety course	05/19/2026	192.00
9242501981	WOLF, CHRISTOPHER S	Reimbursement for classroom supplies	05/19/2026	37.76
9242501982	WOOD, NANCY	CPR recertification fee	05/19/2026	55.00
9242501983	AMAZON CAPITAL SERVICES	LHS - Auditorium foot switch (2) equipment	05/19/2026	105.60
9242501984	CDW GOVERNMENT INC	LHS TV Streaming equipment cardio room	05/19/2026	580.65
9242501985	GENESISONE	Printer/Maint Contract (7910-01) 4/27 to 5/26/2026 Base and 3/27-4/26/26 Overage	05/19/2026	2,662.81
9242501986	HARTWEG, KELLI A	Food for ESY Teacher meeting 05/11/26	05/19/2026	23.93
9242501987	KESHET	2025-26 Tuition March	05/19/2026	21,292.92
9242501988	NORTH SHORE INNOVATIVE INC	Tuition 2025-26 April	05/19/2026	6,792.66
9242501989	POWERSCHOOL GROUP LLC	PowerSchool University registration fee 02/23-02/27/26 (KH, EO, DW, JH)	05/19/2026	13,500.00
9242501990	REV.COM INC.	Caption Services for board meetings	05/19/2026	336.31
9242501991	WALLACE ACADEMY LLC	2025-26 Tuition April	05/19/2026	24,006.78
			<b>Grand Total:</b>	<b>5,670,815.10</b>

**To:** Board of Education  
**From:** Dan Stanley, Assistant Superintendent for Finance/CSBO  
**Cc:** Marc Schaffer, Ed.D., Superintendent  
**Date:** May 15, 2026  
**Re:** April 2026 Financial Reports

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### **Financial Reports**

Attached are the financial reports for April 2026, representing 83.3% of the fiscal year.

As a reminder, we implemented a “sweep” system for our bank accounts at Libertyville Bank & Trust. Because of this, we will see some of the bank accounts show as a negative balance on our reports. This does not indicate a true negative balance; rather, the account has been swept to zero while outstanding payments are still clearing. Rest assured that none of our accounts are negative.

Below are links to the more detailed reports.

[2026-04 Revenue Report by Fund](#)

[2026-04 Expenditure Report by Object by Fund](#)

Revenues for the month totaled \$1,312,106.38, bringing year-to-date revenues to \$109,504,627.70 (98.4% of budget). Notable revenues include \$107,745.06 in CPPRT, \$81,285.41 in summer school fees, \$168,896.53 in interest income (128.7% of budget), a state quarterly payment, and \$155,377.87 IDEA (federal special education).

Expenditures for the month totaled \$8,628,004.59, bringing year-to-date expenditures to \$87,443,089.17 (73.2% of budget). Teacher salaries are at 70.7%, which is very slightly trending under budget. For Operating Funds, expenditures are at 72.6% of budget, which more accurately reflects ongoing operations.

Fund balance for the month decreased by \$8,208,208.86 to \$60,702,260.27 due to the earlier receipt of fall property tax revenues. We will continue to see our fund balance steadily decrease through the rest of the fiscal year.

### **Investment Reports**

Attached are the monthly investment reports. The weighted yield increased to 3.759% from 3.701% in the previous month. The portfolio outperformed total marketable securities (3.373%), but not CPI (3.8%).

COMMUNITY HIGH SCHOOL DISTRICT NO. 128

TREASURER'S REPORT

ALL FUNDS

April 30, 2026

**CASH BALANCE PER BOOKS**

Education Fund	53,329,297.12
Operations and Maintenance Fund	7,460,880.25
Debt Service Fund	-
Transportation Fund	287,626.24
Retirement Fund	1,749,674.39
Capital Projects Fund	(7,705,248.51)
Working Cash Fund	4,552,241.79
Tort Fund	189,008.01
Student Activities	<u>2,089,083.93</u>
<b>TOTALS:</b>	<b><u>\$ 61,952,563.22</u></b>

Diff Books vs. Bank -

Certified by:



**BANK BALANCES & INVESTMENTS**

<u>Libertyville Bank &amp; Trust</u>	
AP	(1,059,657.14)
LHS Student Activities	(14,962.65)
VHHS Student Activities	(4,617.61)
Payroll	(57,207.21)
AP Payroll	(1,250,897.08)
RevTrak	12,632.75
Heartland	0.00
Community Ed	177.01
Imprest	<u>(48.00)</u>
	(2,374,579.93)
<u>Investments</u>	
MaxSafe	18,143,099.11
PMA - Investments	0.00
PMA - LIQ	0.00
PMA - MAX	1,253.57
Fifth Third	<u>46,178,870.47</u>
	64,323,223.15
Cash on Hand	3,920.00
<b>TOTALS:</b>	<b><u>\$ 61,952,563.22</u></b>

**COMMUNITY HIGH SCHOOL DISTRICT NO. 128**  
**STATEMENT OF FINANCIAL POSITION**  
**ALL FUNDS**  
**APRIL 30, 2026**

	<i>General Fund</i>						<i>General Fund</i>	<i>General Fund</i>		95 StuAct	10+20+40+50+70+80 Total Operating	Total All Funds
	10 Education	20 Oper. & Maint.	30 Debt Services	40 Transportation	50 IMRF/SS	60 Capital Projects	70 Working Cash	80 Tort				
<b>ASSETS</b>												
Libertyville Bank & Trust - Operating	6,637,664.91	2,758.92	-	4,951.94	67.43	(7,705,248.51)	8.78	9.77	129.62	6,645,461.75	(1,059,657.14)	
Libertyville Bank & Trust - LHS StuAct	-	-	-	-	-	-	-	-	(14,962.65)	-	(14,962.65)	
Libertyville Bank & Trust - VHHS StuAct	-	-	-	-	-	-	-	-	(4,617.61)	-	(4,617.61)	
Libertyville Bank & Trust - Payroll	(57,754.90)	516.67	-	31.02	-	-	-	-	-	(57,207.21)	(57,207.21)	
Libertyville Bank & Trust - RevTrak	2,407.75	-	-	10,225.00	-	-	-	-	-	12,632.75	12,632.75	
Libertyville Bank & Trust - AP Payroll	(1,251,903.06)	9.81	-	72.90	923.27	-	-	-	-	(1,250,897.08)	(1,250,897.08)	
Libertyville Bank & Trust - Heartland	-	-	-	-	-	-	-	-	-	-	-	
Libertyville Bank & Trust - Community Ed	177.01	-	-	-	-	-	-	-	-	177.01	177.01	
Libertyville Bank & Trust - MaxSafe	1,818,869.57	7,457,398.04	-	272,345.38	1,748,640.30	-	4,552,233.01	188,998.24	2,104,614.57	16,038,484.54	18,143,099.11	
Libertyville Bank & Trust - Imprest	(48.00)	-	-	-	-	-	-	-	-	(48.00)	(48.00)	
Cash on Hand	-	-	-	-	-	-	-	-	3,920.00	-	3,920.00	
PMA - Investments	-	-	-	-	-	-	-	-	-	-	-	
PMA - LIQ	-	-	-	-	-	-	-	-	-	-	-	
PMA - MAX	1,013.37	196.81	-	-	43.39	-	-	-	-	1,253.57	1,253.57	
Fifth Third Securities	46,178,870.47	-	-	-	-	-	-	-	-	46,178,870.47	46,178,870.47	
Petty Cash	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL ASSETS</b>	<b>53,329,297.12</b>	<b>7,460,880.25</b>	<b>-</b>	<b>287,626.24</b>	<b>1,749,674.39</b>	<b>(7,705,248.51)</b>	<b>4,552,241.79</b>	<b>189,008.01</b>	<b>2,089,083.93</b>	<b>67,568,727.80</b>	<b>61,952,563.22</b>	
<b>LIABILITIES &amp; FUND BALANCE</b>												
<b>LIABILITIES</b>												
P-Card Payable	(70,477.19)	-	-	-	-	-	-	-	-	(70,477.19)	(70,477.19)	
Due to Activity Funds	14,648.83	-	-	-	-	-	-	-	-	14,648.83	14,648.83	
Insurance Payable	(23,543.99)	(555.28)	-	-	-	-	-	-	-	(24,099.27)	(24,099.27)	
Deferred Revenues	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable	(75.73)	-	-	(758,777.62)	-	-	-	-	-	(758,853.35)	(758,853.35)	
Payroll Payable	-	-	-	-	-	-	-	-	-	-	-	
Student Activity Accounts	-	-	-	-	-	-	-	-	2,089,083.93	-	2,089,083.93	
<b>Total Liabilities</b>	<b>(79,448.08)</b>	<b>(555.28)</b>	<b>-</b>	<b>(758,777.62)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,089,083.93</b>	<b>(838,780.98)</b>	<b>1,250,302.95</b>	
<b>FUND BALANCE</b>												
Fund Balance	53,408,745.20	7,461,435.53	-	1,046,403.86	1,749,674.39	(7,705,248.51)	4,552,241.79	189,008.01	-	68,407,508.78	60,702,260.27	
<b>Total Fund Balance</b>	<b>53,408,745.20</b>	<b>7,461,435.53</b>	<b>-</b>	<b>1,046,403.86</b>	<b>1,749,674.39</b>	<b>(7,705,248.51)</b>	<b>4,552,241.79</b>	<b>189,008.01</b>	<b>-</b>	<b>68,407,508.78</b>	<b>60,702,260.27</b>	
<b>TOTAL LIABILITIES &amp; FUND BALANCE</b>	<b>53,329,297.12</b>	<b>7,460,880.25</b>	<b>-</b>	<b>287,626.24</b>	<b>1,749,674.39</b>	<b>(7,705,248.51)</b>	<b>4,552,241.79</b>	<b>189,008.01</b>	<b>2,089,083.93</b>	<b>67,568,727.80</b>	<b>61,952,563.22</b>	

**COMMUNITY HIGH SCHOOL DISTRICT NO. 128**  
SUMMARY STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
ALL FUNDS  
FOR THE MONTH ENDED APRIL 30, 2026

	<i>General Fund</i>						<i>General Fund</i>	<i>General Fund</i>		
	10	20	30	40	50	60	70	80	10+20+40+50+70+80	
	Education	Oper. & Maint.	Debt Services	Transportation	IMRF/SS	Capital Projects	Working Cash	Tort	Total Operating	Total All Funds
<b>REVENUES</b>										
Local Sources	390,008.60	31,241.51	-	10,295.13	5,580.64	-	12,953.80	546.23	450,625.91	450,625.91
State Sources	339,481.68	-	-	322,595.21	-	-	-	-	662,076.89	662,076.89
Federal Sources	199,403.58	-	-	-	-	-	-	-	199,403.58	199,403.58
<b>Total Revenues</b>	<b>928,893.86</b>	<b>31,241.51</b>	<b>-</b>	<b>332,890.34</b>	<b>5,580.64</b>	<b>-</b>	<b>12,953.80</b>	<b>546.23</b>	<b>1,312,106.38</b>	<b>1,312,106.38</b>
<b>EXPENDITURES</b>										
Salaries	5,378,400.46	55,853.28	-	5,328.00	-	-	-	-	5,439,581.74	5,439,581.74
Benefits	895,848.38	9,150.35	-	1,468.08	199,009.30	-	-	-	1,105,476.11	1,105,476.11
Purchased Services	351,101.00	377,965.93	-	611,783.77	-	-	-	-	1,340,850.70	1,340,850.70
Supplies	236,501.66	237,411.16	-	133.30	-	-	-	-	474,046.12	474,046.12
Capital Outlay	15,570.05	43,910.00	-	-	-	318,345.44	-	-	59,480.05	377,825.49
Other	680,803.23	-	-	-	-	-	-	-	680,803.23	680,803.23
Non-Capitalized Equip.	91,526.73	10,205.12	-	-	-	-	-	-	101,731.85	101,731.85
Termination Benefits	-	-	-	-	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>7,649,751.51</b>	<b>734,495.84</b>	<b>-</b>	<b>618,713.15</b>	<b>199,009.30</b>	<b>318,345.44</b>	<b>-</b>	<b>-</b>	<b>9,201,969.80</b>	<b>9,520,315.24</b>
Excess (deficiency) of revenues over expenditures	(6,720,857.65)	(703,254.33)	-	(285,822.81)	(193,428.66)	(318,345.44)	12,953.80	546.23	(7,889,863.42)	(8,208,208.86)
<b>OTHER FINANCING SOURCES (USES)</b>										
Transfers	-	-	-	-	-	-	-	-	-	-
<b>Total other financing sources (uses)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Net changes in fund balances</b>	<b>(6,720,857.65)</b>	<b>(703,254.33)</b>	<b>-</b>	<b>(285,822.81)</b>	<b>(193,428.66)</b>	<b>(318,345.44)</b>	<b>12,953.80</b>	<b>546.23</b>	<b>(7,889,863.42)</b>	<b>(8,208,208.86)</b>
Fund Balance: 03/31/2026	\$ 60,129,602.85	\$ 8,164,689.86	\$ -	\$ 1,332,226.67	\$ 1,943,103.05	\$ (7,386,903.07)	\$ 4,539,287.99	\$ 188,461.78	81,075,766.84	68,910,469.13
Fund Balance: 04/30/2026	\$ 53,408,745.20	\$ 7,461,435.53	\$ -	\$ 1,046,403.86	\$ 1,749,674.39	\$ (7,705,248.51)	\$ 4,552,241.79	\$ 189,008.01	\$ 68,407,508.78	\$ 60,702,260.27

**COMMUNITY HIGH SCHOOL DISTRICT NO. 128**  
SUMMARY STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
ALL FUNDS  
FOR YEAR ENDED JUNE 30, 2026

	<i>General Fund</i>						<i>General Fund</i>	<i>General Fund</i>			
	10	20	30	40	50	60	70	80	10+20+40+50+70+80		
	Education	Oper. & Maint.	Debt Services	Transportation	IMRF/SS	Capital Projects	Working Cash	Tort	Total Operating		Total All Funds
<b>REVENUES</b>											
Local Sources	85,730,729.84	11,677,830.57	-	3,846,110.28	2,478,114.80	-	640,737.25	562,333.06	104,935,855.80		104,935,855.80
State Sources	2,334,781.77	-	-	990,530.73	-	-	-	-	3,325,312.50		3,325,312.50
Federal Sources	1,243,460.40	-	-	-	-	-	-	-	1,243,460.40		1,243,460.40
<b>Total Revenues</b>	<b>89,308,972.01</b>	<b>11,677,830.57</b>	<b>-</b>	<b>4,836,641.01</b>	<b>2,478,114.80</b>	<b>-</b>	<b>640,737.25</b>	<b>562,333.06</b>	<b>109,504,628.70</b>		<b>109,504,628.70</b>
<b>EXPENDITURES</b>											
Salaries	45,487,620.25	586,553.52	-	58,920.00	-	-	-	-	46,133,093.77		46,133,093.77
Benefits	8,498,359.91	82,683.19	-	14,656.52	1,804,345.94	-	-	-	10,400,045.56		10,400,045.56
Purchased Services	2,551,701.59	3,696,613.54	-	3,823,751.96	-	-	-	529,598.00	10,601,665.09		10,601,665.09
Supplies	2,533,561.92	1,598,878.43	-	9,353.69	-	-	-	-	4,141,794.04		4,141,794.04
Capital Outlay	388,788.26	2,977,990.19	-	-	-	7,705,248.51	-	-	3,366,778.45		11,072,026.96
Other	4,578,672.40	210.00	-	-	-	-	-	-	4,578,882.40		4,578,882.40
Non-Capitalized Equip.	437,208.88	49,811.60	-	-	-	-	-	-	487,020.48		487,020.48
Termination Benefits	28,560.87	-	-	-	-	-	-	-	28,560.87		28,560.87
<b>Total Expenditures</b>	<b>64,504,474.08</b>	<b>8,992,740.47</b>	<b>-</b>	<b>3,906,682.17</b>	<b>1,804,345.94</b>	<b>7,705,248.51</b>	<b>-</b>	<b>529,598.00</b>	<b>79,737,840.66</b>		<b>87,443,089.17</b>
Excess (deficiency) of revenues over expenditures	24,804,497.93	2,685,090.10	-	929,958.84	673,768.86	(7,705,248.51)	640,737.25	32,735.06	29,766,788.04		22,061,539.53
<b>OTHER FINANCING SOURCES (USES)</b>											
Transfers	-	-	-	-	-	-	-	-	-		-
<b>Total other financing sources (uses)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>-</b>
<b>Net changes in fund balances</b>	<b>24,804,497.93</b>	<b>2,685,090.10</b>	<b>-</b>	<b>929,958.84</b>	<b>673,768.86</b>	<b>(7,705,248.51)</b>	<b>640,737.25</b>	<b>32,735.06</b>	<b>29,766,788.04</b>		<b>22,061,539.53</b>
Fund Balance: 06/30/2025	28,604,247.27	4,776,345.43	-	116,445.02	1,075,905.53	-	3,911,504.54	156,272.95	38,640,720.74		38,640,720.74
Fund Balance: 04/30/2026	\$ 53,408,745.20	\$ 7,461,435.53	\$ -	\$ 1,046,403.86	\$ 1,749,674.39	\$ (7,705,248.51)	\$ 4,552,241.79	\$ 189,008.01	\$ 68,407,508.78		\$ 60,702,260.27

# Revenue Report

4/30/2026

% of Fiscal Year Completed **83.3%**

	MTD April	YTD Actual	FY 2026 Budget	Budget Balance	% Budget Received
<b>Education Fund</b>					
Local Revenue	390,008.60	85,730,729.84	86,156,000.00	425,270.16	99.5%
State Revenue	339,481.68	2,334,781.77	2,775,000.00	440,218.23	84.1%
Federal Revenue	199,403.58	1,243,460.40	1,639,000.00	395,539.60	75.9%
<b>Subtotal Education Fund</b>	<b>928,893.86</b>	<b>89,308,972.01</b>	<b>90,570,000.00</b>	<b>1,261,027.99</b>	<b>98.6%</b>
Transfers	-	-	-	-	#DIV/0!
Total Education Fund	928,893.86	89,308,972.01	90,570,000.00	1,261,027.99	98.6%
<b>Operations &amp; Maintenance Fund</b>					
Local Revenue	31,241.51	11,677,830.57	11,678,200.00	369.43	100.0%
State Revenue	-	-	50,000.00	50,000.00	0.0%
Federal Revenue	-	-	-	-	#DIV/0!
<b>Subtotal O &amp; M Fund</b>	<b>31,241.51</b>	<b>11,677,830.57</b>	<b>11,728,200.00</b>	<b>50,369.43</b>	<b>99.6%</b>
Transfers	-	-	-	-	#DIV/0!
Total O&M Fund	31,241.51	11,677,830.57	11,728,200.00	50,369.43	99.6%
<b>Debt Service Fund</b>					
Local Revenue	-	-	-	-	#DIV/0!
<b>Subtotal Debt Service Fund</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>#DIV/0!</b>
Transfers	-	-	-	-	#DIV/0!
Total Debt Service Fund	-	-	-	-	#DIV/0!
<b>Transportation Fund</b>					
Local Revenue	10,295.13	3,846,110.28	3,871,500.00	25,389.72	99.3%
State Revenue	322,595.21	990,530.73	1,475,000.00	484,469.27	67.2%
<b>Subtotal Transportation Fund</b>	<b>332,890.34</b>	<b>4,836,641.01</b>	<b>5,346,500.00</b>	<b>509,858.99</b>	<b>90.5%</b>
Transfers	-	-	-	-	#DIV/0!
Total Transportation Fund	332,890.34	4,836,641.01	5,346,500.00	509,858.99	90.5%
<b>Retirement Fund</b>					
Local Revenue	5,580.64	2,478,114.80	2,519,600.00	41,485.20	98.4%
<b>Subtotal Retirement Fund</b>	<b>5,580.64</b>	<b>2,478,114.80</b>	<b>2,519,600.00</b>	<b>41,485.20</b>	<b>98.4%</b>
Total Retirement Fund	5,580.64	2,478,114.80	2,519,600.00	41,485.20	98.4%
<b>Capital Projects Fund</b>					
Local Revenue	-	-	-	-	#DIV/0!
<b>Subtotal Cap. Projects Fund</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>#DIV/0!</b>
Transfers	-	-	-	-	#DIV/0!
Total Cap. Projects Fund	-	-	-	-	#DIV/0!
<b>Working Cash Fund</b>					
Local Revenue	12,953.80	640,737.25	598,400.00	(42,337.25)	107.1%
<b>Subtotal Working Cash Fund</b>	<b>12,953.80</b>	<b>640,737.25</b>	<b>598,400.00</b>	<b>(42,337.25)</b>	<b>107.1%</b>
Transfers	-	-	-	-	#DIV/0!
Total Working Cash Fund	12,953.80	640,737.25	598,400.00	(42,337.25)	107.1%
<b>Tort Fund</b>					
Local Revenue	546.23	562,333.06	560,200.00	(2,133.06)	100.4%
<b>Subtotal Working Cash Fund</b>	<b>546.23</b>	<b>562,333.06</b>	<b>560,200.00</b>	<b>(2,133.06)</b>	<b>100.4%</b>
Total Working Cash Fund	546.23	562,333.06	560,200.00	(2,133.06)	100.4%
<b>All Funds</b>					
Local Revenue	450,625.91	104,935,855.80	105,383,900.00	448,044.20	99.6%
State Revenue	662,076.89	3,325,312.50	4,300,000.00	974,687.50	77.3%
Federal Revenue	199,403.58	1,243,460.40	1,639,000.00	395,539.60	75.9%
<b>Subtotal All Funds</b>	<b>1,312,106.38</b>	<b>109,504,628.70</b>	<b>111,322,900.00</b>	<b>1,818,271.30</b>	<b>98.4%</b>
Transfers	-	-	-	-	#DIV/0!
Total All Funds	1,312,106.38	109,504,628.70	111,322,900.00	1,818,271.30	98.4%

# Expenditure Report

4/30/2026

% of Fiscal Year Completed **83.3%**

	MTD April	YTD Actual	FY 2026 Budget	Budget Balance	% Budget Expensed
<b>Education Fund</b>					
Salaries	5,378,400.46	45,487,620.25	63,258,655.44	17,771,035.19	71.9%
Benefits	895,848.38	8,498,359.91	11,672,384.68	3,174,024.77	72.8%
Purchased Services	351,101.00	2,551,701.59	3,480,742.86	929,041.27	73.3%
Supplies	236,501.66	2,533,561.92	3,299,067.17	765,505.25	76.8%
Capital Outlay	15,570.05	388,788.26	644,800.00	256,011.74	60.3%
Other	680,803.23	4,578,672.40	6,288,667.00	1,709,994.60	72.8%
Non-Capitalized Equipment	91,526.73	437,208.88	830,766.97	393,558.09	52.6%
Termination Benefits	-	28,560.87	-	(28,560.87)	#DIV/0!
<b>Subtotal Education Fund</b>	<b>7,649,751.51</b>	<b>64,504,474.08</b>	<b>89,475,084.12</b>	<b>24,970,610.04</b>	<b>72.1%</b>
Transfers	-	-	-	-	#DIV/0!
Total Education Fund	7,649,751.51	64,504,474.08	89,475,084.12	24,970,610.04	72.1%
<b>Operations and Maintenance Fund</b>					
Salaries	55,853.28	586,553.52	715,836.00	129,282.48	81.9%
Benefits	9,150.35	82,683.19	91,454.00	8,770.81	90.4%
Purchased Services	377,965.93	3,696,613.54	4,518,059.25	821,445.71	81.8%
Supplies	237,411.16	1,598,878.43	2,140,731.50	541,853.07	74.7%
Capital Outlay	43,910.00	2,977,990.19	4,660,000.00	1,682,009.81	63.9%
Other	-	210.00	21,000.00	20,790.00	1.0%
Non-Capitalized Equipment	10,205.12	49,811.60	93,000.00	43,188.40	53.6%
Term Benefits	-	-	-	-	#DIV/0!
<b>Subtotal O&amp;M Fund</b>	<b>734,495.84</b>	<b>8,992,740.47</b>	<b>12,240,080.75</b>	<b>3,247,340.28</b>	<b>73.5%</b>
Transfers	-	-	-	-	#DIV/0!
Total O&M Fund	734,495.84	8,992,740.47	12,240,080.75	3,247,340.28	73.5%
<b>Debt Service Fund</b>					
Purchased Services	-	-	-	-	#DIV/0!
Other	-	-	-	-	#DIV/0!
<b>Subtotal Debt Service Fund</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>#DIV/0!</b>
Transfers	-	-	-	-	#DIV/0!
Total Debt Service Fund	-	-	-	-	#DIV/0!
<b>Transportation Fund</b>					
Salaries	5,328.00	58,920.00	69,436.00	10,516.00	84.9%
Benefits	1,468.08	14,656.52	17,400.00	2,743.48	84.2%
Purchased Services	611,783.77	3,823,751.96	4,840,819.42	1,017,067.46	79.0%
Supplies	133.30	9,353.69	213,000.00	203,646.31	4.4%
Capital Outlay	-	-	-	-	#DIV/0!
<b>Subtotal Trans. Fund</b>	<b>618,713.15</b>	<b>3,906,682.17</b>	<b>5,140,655.42</b>	<b>1,233,973.25</b>	<b>76.0%</b>
Transfers	-	-	-	-	#DIV/0!
Total Trans. Fund	618,713.15	3,906,682.17	5,140,655.42	1,233,973.25	76.0%
<b>Retirement Fund</b>					
Benefits	199,009.30	1,804,345.94	2,390,849.02	586,503.08	75.5%
<b>Subtotal Retirement Fund</b>	<b>199,009.30</b>	<b>1,804,345.94</b>	<b>2,390,849.02</b>	<b>586,503.08</b>	<b>75.5%</b>
Total Retirement Fund	199,009.30	1,804,345.94	2,390,849.02	586,503.08	75.5%
<b>Capital Projects Fund</b>					
Capital Outlay	318,345.44	7,705,248.51	9,600,000.00	1,894,751.49	80.3%
<b>Subtotal Cap. Projects Fund</b>	<b>318,345.44</b>	<b>7,705,248.51</b>	<b>9,600,000.00</b>	<b>1,894,751.49</b>	<b>80.3%</b>
Total Cap. Projects Fund	318,345.44	7,705,248.51	9,600,000.00	1,894,751.49	80.3%
<b>Working Cash Fund</b>					
Transfers	-	-	-	-	#DIV/0!
Total Working Cash Fund	-	-	-	-	#DIV/0!
<b>Tort Fund</b>					
Purchased Services	-	529,598.00	539,598.00	10,000.00	98.1%
<b>Subtotal Retirement Fund</b>	<b>-</b>	<b>529,598.00</b>	<b>539,598.00</b>	<b>10,000.00</b>	<b>98.1%</b>
Total Retirement Fund	-	529,598.00	539,598.00	10,000.00	98.1%
<b>All Funds</b>					
Salaries	5,439,581.74	46,133,093.77	64,043,927.44	17,910,833.67	72.0%
Benefits	1,105,476.11	10,400,045.56	14,172,087.70	3,772,042.14	73.4%
Purchased Services	1,340,850.70	10,601,665.09	13,379,219.53	2,777,554.44	79.2%
Supplies	474,046.12	4,141,794.04	5,652,798.67	1,511,004.63	73.3%
Capital Outlay	377,825.49	11,072,026.96	14,904,800.00	3,832,773.04	74.3%
Other	680,803.23	4,578,882.40	6,309,667.00	1,730,784.60	72.6%
Non-Capitalized Equipment	101,731.85	487,020.48	923,766.97	436,746.49	52.7%
Termination Benefits	-	28,560.87	-	(28,560.87)	#DIV/0!
<b>Subtotal All Funds</b>	<b>9,520,315.24</b>	<b>87,443,089.17</b>	<b>119,386,267.31</b>	<b>31,943,178.14</b>	<b>73.2%</b>
Transfers	-	-	-	-	#DIV/0!
Total All Funds	9,520,315.24	87,443,089.17	119,386,267.31	31,943,178.14	73.2%

# Revenue Detail Report

4/30/2026

% of Fiscal Year Completed **83.3%**

	MTD July	MTD August	MTD September	MTD October	MTD November	MTD December	MTD January	MTD February	MTD March	MTD April	YTD Actual	FY 2026 Budget	Budget Balance	% Budget Received
<b>Education Fund</b>														
Local Sources														
Property Tax Receipts	43,120,186.51	2,407,091.49	23,523,837.56	10,414,118.69	1,554,492.32	-	6,696.53	-	147.73	1,252.89	81,027,823.72	80,967,000.00	(60,823.72)	100.1%
CPPRT	207,974.43	35,734.28	-	215,320.71	-	170,581.51	206,534.89	-	65,252.24	107,745.06	1,009,143.12	1,260,000.00	250,856.88	80.1%
Tuition	19,613.08	392.00	-	-	100.00	-	-	-	83,400.00	81,285.41	184,790.49	550,000.00	365,209.51	33.6%
Interest	194,476.70	212,275.35	221,122.68	260,171.68	195,567.43	233,299.20	180,697.58	156,102.03	236,216.51	124,575.75	2,014,504.91	1,448,000.00	(566,504.91)	139.1%
Food Service	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
District/School Activity	886,302.08	35,066.00	66,279.50	(20,634.85)	27,371.27	44,185.00	38,422.67	21,323.23	45,524.95	36,076.26	1,179,916.11	1,599,200.00	419,283.89	73.8%
Textbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Other Local Revenue	1,558.98	5,115.02	52,156.89	43,954.24	20,705.69	6,304.02	25,697.81	72,349.33	47,636.28	39,073.23	314,551.49	331,800.00	17,248.51	94.8%
Local Revenue	44,430,111.78	2,695,674.14	23,863,396.63	10,912,930.47	1,798,236.71	454,369.73	458,049.48	249,774.59	478,177.71	390,008.60	85,730,729.84	86,156,000.00	425,270.16	99.5%
State Sources														
Evidence Based Funding	-	194,618.00	194,618.00	194,618.00	194,618.00	194,618.00	194,618.00	194,923.59	194,618.00	194,793.25	1,752,042.84	2,144,000.00	391,957.16	81.7%
Spec. Ed. Private Facility	-	-	-	-	-	125,374.50	124,499.64	-	-	124,499.64	374,373.78	525,000.00	150,626.22	71.3%
Spec. Ed. Orphanage	-	-	-	-	-	-	5,814.58	-	-	11,629.15	17,443.73	-	(17,443.73)	#DIV/0!
CTEI	4,425.52	-	-	-	-	95,427.78	630.52	8,765.75	6,044.93	8,559.64	123,854.14	46,000.00	(77,854.14)	269.2%
Driver's Ed	-	-	-	22,355.76	-	22,355.76	-	-	22,355.76	-	67,067.28	60,000.00	(7,067.28)	111.8%
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
State Revenue	4,425.52	194,618.00	194,618.00	216,973.76	194,618.00	437,776.04	325,562.74	203,689.34	223,018.69	339,481.68	2,334,781.77	2,775,000.00	440,218.23	84.1%
Federal Sources														
Title I - Low Income	23,570.00	-	-	-	11,616.00	3,494.00	18,948.00	-	-	22,612.00	80,240.00	80,000.00	(240.00)	100.3%
Title IV - Drug Free	6,011.00	-	-	-	10,000.00	-	-	-	-	-	16,011.00	10,000.00	(6,011.00)	160.1%
IDEA Flow Through	4,709.00	-	-	-	271,731.00	-	-	328,243.00	-	30,238.00	634,921.00	680,000.00	45,079.00	93.4%
IDEA Room & Board	19,582.56	-	34,580.64	-	-	159,221.64	-	-	-	125,139.87	338,524.71	500,000.00	161,475.29	67.7%
CTE - Perkins	1,264.61	-	-	-	-	13,776.88	4,456.97	1,295.11	165.82	2,948.71	23,908.10	26,000.00	2,091.90	92.0%
Title III	160.00	-	-	-	6,845.00	-	12,219.00	-	-	207.00	19,431.00	13,000.00	(6,431.00)	149.5%
Title II - Teacher Quality	38,822.00	-	-	-	96.00	-	175.00	-	-	13,008.00	52,101.00	40,000.00	(12,101.00)	130.3%
Medicaid	5,696.92	-	-	-	-	-	-	-	17,729.42	-	23,426.34	200,000.00	176,573.66	11.7%
Other Federal - PECT	1,417.00	(4,243.33)	-	17,625.00	-	7,325.00	-	-	14,700.00	5,250.00	42,073.67	70,000.00	27,926.33	60.1%
Other Federal - E-Rate	-	-	-	-	-	-	12,823.58	-	-	-	12,823.58	20,000.00	7,176.42	64.1%
Federal Revenue	101,233.09	(4,243.33)	34,580.64	17,625.00	300,288.00	183,817.52	48,622.55	329,538.11	32,595.24	199,403.58	1,243,460.40	1,639,000.00	395,539.60	75.9%
<b>Subtotal Education Fund</b>	<b>44,535,770.39</b>	<b>2,886,048.81</b>	<b>24,092,595.27</b>	<b>11,147,529.23</b>	<b>2,293,142.71</b>	<b>1,075,963.29</b>	<b>832,234.77</b>	<b>783,002.04</b>	<b>733,791.64</b>	<b>928,893.86</b>	<b>89,308,972.01</b>	<b>90,570,000.00</b>	<b>1,261,027.99</b>	<b>98.6%</b>
Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Total Education Fund	44,535,770.39	2,886,048.81	24,092,595.27	11,147,529.23	2,293,142.71	1,075,963.29	832,234.77	783,002.04	733,791.64	928,893.86	89,308,972.01	90,570,000.00	1,261,027.99	98.6%
<b>Operations &amp; Maintenance Fund</b>														
Local Sources														
Property Tax Receipts	5,945,836.22	331,949.46	3,244,225.86	1,436,223.49	214,336.80	-	923.54	-	20.37	176.26	11,173,692.00	11,166,200.00	(7,492.00)	100.1%
Interest	34,361.52	22,333.99	37,871.34	24,258.87	35,230.33	38,604.14	30,941.70	25,141.84	26,268.39	23,284.01	298,296.13	300,000.00	1,703.87	99.4%
Other Local Revenue	4,477.40	13,371.23	4,219.92	26,656.07	18,705.18	55,604.74	32,382.04	11,518.48	31,126.14	7,781.24	205,842.44	212,000.00	6,157.56	97.1%
Local Revenue	5,984,675.14	367,654.68	3,286,317.12	1,487,138.43	268,272.31	94,208.88	64,247.28	36,660.32	57,414.90	31,241.51	11,677,830.57	11,678,200.00	369.43	100.0%
State Sources														
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	50,000.00	50,000.00	0.0%
State Revenue	-	-	-	-	-	-	-	-	-	-	-	50,000.00	50,000.00	0.0%
Federal Sources														
Other Federal (ESSER)	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
<b>Subtotal O &amp; M Fund</b>	<b>5,984,675.14</b>	<b>367,654.68</b>	<b>3,286,317.12</b>	<b>1,487,138.43</b>	<b>268,272.31</b>	<b>94,208.88</b>	<b>64,247.28</b>	<b>36,660.32</b>	<b>57,414.90</b>	<b>31,241.51</b>	<b>11,677,830.57</b>	<b>11,728,200.00</b>	<b>50,369.43</b>	<b>99.6%</b>
Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Total O&M Fund	5,984,675.14	367,654.68	3,286,317.12	1,487,138.43	268,272.31	94,208.88	64,247.28	36,660.32	57,414.90	31,241.51	11,677,830.57	11,728,200.00	50,369.43	99.6%
<b>Debt Service Fund</b>														
Local Sources														
Property Tax Receipts	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
<b>Subtotal Debt Service Fund</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Transfers/Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Total Debt Service Fund	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
<b>Transportation Fund</b>														



**Revenue Detail Report**  
4/30/2026

												<b>% of Fiscal Year Completed</b>		<b>83.3%</b>
	<b>MTD July</b>	<b>MTD August</b>	<b>MTD September</b>	<b>MTD October</b>	<b>MTD November</b>	<b>MTD December</b>	<b>MTD January</b>	<b>MTD February</b>	<b>MTD March</b>	<b>MTD April</b>	<b>YTD Actual</b>	<b>FY 2026 Budget</b>	<b>Budget Balance</b>	<b>% Budget Received</b>
Other Local Revenue	6,036.38	18,486.25	56,376.81	70,610.31	39,410.87	61,908.76	58,648.37	83,867.81	78,762.42	46,854.47	520,962.45	543,800.00	22,837.55	95.8%
Local Revenue	54,306,958.05	3,298,927.52	29,289,495.68	13,354,365.16	2,234,407.75	580,997.66	548,961.28	309,865.21	561,251.58	450,625.91	104,935,855.80	105,383,900.00	448,044.20	99.6%
<b>State Sources</b>														
Evidence Based Funding	-	194,618.00	194,618.00	194,618.00	194,618.00	194,618.00	194,618.00	194,923.59	194,618.00	194,793.25	1,752,042.84	2,144,000.00	391,957.16	81.7%
Spec. Ed. Private Facility	-	-	-	-	-	125,374.50	124,499.64	-	-	124,499.64	374,373.78	525,000.00	150,626.22	71.3%
Spec. Ed. Orphanage	-	-	-	-	-	-	5,814.58	-	-	11,629.15	17,443.73	-	(17,443.73)	#DIV/0!
CTEI	4,425.52	-	-	-	-	95,427.78	630.52	8,765.75	6,044.93	8,559.64	123,854.14	46,000.00	(77,854.14)	269.2%
Driver's Ed	-	-	-	22,355.76	-	22,355.76	-	-	22,355.76	-	67,067.28	60,000.00	(7,067.28)	111.8%
Transportation	-	-	-	345,340.33	-	-	322,595.19	-	-	322,595.21	990,530.73	1,475,000.00	484,469.27	67.2%
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	50,000.00	50,000.00	0.0%
State Revenue	4,425.52	194,618.00	194,618.00	562,314.09	194,618.00	437,776.04	648,157.93	203,689.34	223,018.69	662,076.89	3,325,312.50	4,300,000.00	974,687.50	77.3%
<b>Federal Sources</b>														
Title I - Low Income	23,570.00	-	-	-	11,616.00	3,494.00	18,948.00	-	-	22,612.00	80,240.00	80,000.00	(240.00)	100.3%
Title IV - Drug Free	6,011.00	-	-	-	10,000.00	-	-	-	-	-	16,011.00	10,000.00	(6,011.00)	160.1%
IDEA Flow Through	4,709.00	-	-	-	271,731.00	-	-	328,243.00	-	30,238.00	634,921.00	680,000.00	45,079.00	93.4%
IDEA Room & Board	19,582.56	-	34,580.64	-	-	159,221.64	-	-	-	125,139.87	338,524.71	500,000.00	161,475.29	67.7%
CTE - Perkins	1,264.61	-	-	-	-	13,776.88	4,456.97	1,295.11	165.82	2,948.71	23,908.10	26,000.00	2,091.90	92.0%
Title III - LIPLEP	160.00	-	-	-	6,845.00	-	12,219.00	-	-	207.00	19,431.00	13,000.00	(6,431.00)	149.5%
Title II - Teacher Quality	38,822.00	-	-	-	96.00	-	175.00	-	-	13,008.00	52,101.00	40,000.00	(12,101.00)	130.3%
Medicaid	5,696.92	-	-	-	-	-	-	-	17,729.42	-	23,426.34	200,000.00	176,573.66	11.7%
Other Federal - PECT	1,417.00	(4,243.33)	-	17,625.00	-	7,325.00	-	-	14,700.00	5,250.00	42,073.67	70,000.00	27,926.33	60.1%
Other Federal - E-Rate	-	-	-	-	-	-	12,823.58	-	-	-	12,823.58	20,000.00	7,176.42	64.1%
Federal Revenue	101,233.09	(4,243.33)	34,580.64	17,625.00	300,288.00	183,817.52	48,622.55	329,538.11	32,595.24	199,403.58	1,243,460.40	1,639,000.00	395,539.60	75.9%
<b>Subtotal All Funds</b>	<b>54,412,616.66</b>	<b>3,489,302.19</b>	<b>29,518,694.32</b>	<b>13,934,304.25</b>	<b>2,729,313.75</b>	<b>1,202,591.22</b>	<b>1,245,741.76</b>	<b>843,092.66</b>	<b>816,865.51</b>	<b>1,312,106.38</b>	<b>109,504,628.70</b>	<b>111,322,900.00</b>	<b>1,818,271.30</b>	<b>98.4%</b>
Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
<b>Total All Funds</b>	<b>54,412,616.66</b>	<b>3,489,302.19</b>	<b>29,518,694.32</b>	<b>13,934,304.25</b>	<b>2,729,313.75</b>	<b>1,202,591.22</b>	<b>1,245,741.76</b>	<b>843,092.66</b>	<b>816,865.51</b>	<b>1,312,106.38</b>	<b>109,504,628.70</b>	<b>111,322,900.00</b>	<b>1,818,271.30</b>	<b>98.4%</b>

# Expenditure Detail Report

4/30/2026

% of Fiscal Year Complete: 83.3%

	MTD July	MTD August	MTD September	MTD October	MTD November	MTD December	MTD January	MTD February	MTD March	MTD April	YTD Actual	FY 2026 Budget	Budget Balance	% Budget Expended
<b>Education Fund</b>														
<b>Salaries</b>														
Admin Salaries	373,477.62	498,532.75	623,587.86	624,708.06	624,035.94	900,267.54	685,420.72	685,420.72	685,420.72	685,420.72	6,386,292.65	8,250,193.00	1,863,900.35	77.4%
Teacher Salaries	15,588.00	1,680,636.08	3,358,985.97	3,359,313.22	3,371,200.94	3,091,573.46	3,291,331.39	3,271,142.75	3,271,255.14	3,269,671.86	27,980,698.81	39,562,166.00	11,581,467.19	70.7%
ESP Salaries	298,116.34	487,221.00	698,243.89	704,241.08	691,748.59	693,496.45	694,928.66	694,358.32	696,860.85	696,341.87	6,355,557.05	8,441,348.00	2,085,790.95	75.3%
Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Vacation Buy-Back	-	-	-	-	-	-	-	-	-	-	-	-	158,417.00	0.0%
Transport. Allowance	1,883.34	1,883.34	941.67	2,825.01	1,883.34	1,883.34	1,883.34	1,883.34	1,883.34	1,883.34	18,833.40	22,480.00	3,646.60	83.8%
Overtime	2,109.04	3,782.18	18,898.38	18,343.02	20,434.38	11,599.40	14,401.26	15,007.65	13,232.35	11,783.74	129,591.40	134,000.00	4,408.60	96.7%
Stipends	(488.06)	5,401.95	672,251.29	683,192.51	124,906.03	517,279.55	19,025.01	518,764.97	223,378.02	625,686.58	3,389,397.85	4,757,506.44	1,368,108.59	71.2%
Summer	136,032.39	247,973.72	111,089.10	1,937.34	1,015.20	1,211.93	(796.28)	-	-	-	498,463.40	844,000.00	345,536.60	59.1%
Substitutes	-	8,132.60	38,812.61	56,991.12	89,322.89	78,159.53	46,161.27	88,486.15	91,158.35	74,529.48	571,754.00	846,900.00	275,146.00	67.5%
Other	10,197.51	10,357.32	6,329.85	8,293.37	23,998.32	12,649.50	12,241.73	18,009.99	41,871.23	13,082.87	157,031.69	241,645.00	84,613.31	65.0%
<b>Salaries Total</b>	<b>836,916.18</b>	<b>2,943,920.94</b>	<b>5,529,140.62</b>	<b>5,459,844.73</b>	<b>4,948,545.63</b>	<b>5,308,120.70</b>	<b>4,764,597.10</b>	<b>5,293,073.89</b>	<b>5,025,060.00</b>	<b>5,378,400.46</b>	<b>45,487,620.25</b>	<b>63,258,655.44</b>	<b>17,771,035.19</b>	<b>71.9%</b>
<b>Benefits</b>														
Benefits	-	-	-	-	-	-	-	-	(37.32)	37.32	-	-	-	#DIV/0!
TRS	37,264.90	70,576.00	147,282.92	106,884.45	99,897.52	160,857.06	100,567.26	99,904.15	97,427.33	110,722.23	1,031,383.82	1,341,701.01	310,317.19	76.9%
THIS	3,581.35	17,126.84	32,247.50	31,576.86	28,934.75	30,734.69	28,572.72	30,222.29	28,930.38	30,468.08	262,395.46	363,048.67	100,653.21	72.3%
Life Insurance	547.89	1,661.00	2,884.09	2,889.89	2,895.69	2,907.29	2,894.24	2,876.84	2,882.64	2,885.54	25,325.11	34,420.00	9,094.89	73.6%
Medical Insurance	112,909.05	386,318.19	691,770.99	692,902.12	688,178.16	692,540.05	681,678.34	668,034.09	696,297.43	683,936.58	5,994,565.00	8,476,999.00	2,482,434.00	70.7%
Dental Insurance	4,929.43	17,992.68	33,933.41	34,191.53	34,068.18	34,383.33	34,432.16	34,072.20	34,120.38	34,219.64	296,342.94	414,065.00	117,722.06	71.6%
LTD	678.25	2,133.37	3,920.60	3,917.42	3,920.64	3,933.11	3,915.94	3,883.40	3,905.06	3,912.90	34,120.69	49,221.00	15,100.31	69.3%
AD&D	171.35	516.87	895.13	896.93	898.73	902.33	898.28	892.88	894.23	893.78	7,860.51	10,779.00	2,918.49	72.9%
Tuition Reimbursement	10,120.92	7,073.10	29,234.48	1,130.00	1,984.00	13,317.41	13,049.76	11,281.94	13,341.00	7,652.74	108,185.35	140,000.00	31,814.65	77.3%
403(b) Contributions	25,706.86	123,683.28	115,092.51	65,379.96	41,098.46	31,517.96	27,705.41	19,506.48	17,519.69	17,960.46	485,171.07	535,151.00	49,979.93	90.7%
Unemployment	-	-	-	-	3,476.00	-	-	-	3,792.00	3,159.11	10,427.11	5,000.00	(5,427.11)	208.5%
HSA Contribution	-	-	-	10,000.00	-	4,000.00	6,000.00	-	-	-	20,000.00	5,000.00	(15,000.00)	400.0%
HRA Contribution	-	-	5,189.37	10,136.61	6,898.60	9,295.79	9,340.25	4,200.86	1,000.00	-	46,061.48	93,000.00	46,938.52	49.5%
Post-Retirement Benefits	-	21,984.16	4,859.71	5,491.20	68.94	-	129,057.45	-	-	-	161,461.46	150,000.00	(11,461.46)	107.6%
Retiree Insurance	2,500.00	-	7.35	14.70	7.35	5,250.00	6,507.35	757.72	15.44	-	15,059.91	54,000.00	38,940.09	27.9%
<b>Benefits Total</b>	<b>198,410.00</b>	<b>649,065.49</b>	<b>1,067,318.06</b>	<b>965,411.67</b>	<b>912,327.02</b>	<b>989,639.02</b>	<b>1,044,619.16</b>	<b>875,632.85</b>	<b>900,088.26</b>	<b>895,848.38</b>	<b>8,498,359.91</b>	<b>11,672,384.68</b>	<b>3,174,024.77</b>	<b>72.8%</b>
<b>Purchased Services</b>														
Purchased Services (General)	75,779.11	34,158.80	50,669.44	29,127.56	135,074.74	40,187.70	63,676.17	41,377.63	37,359.81	54,067.73	561,478.69	1,116,427.48	554,948.79	50.3%
Professional Services	34,488.97	53,130.00	30,983.56	12,063.98	67,571.98	25,997.04	12,772.40	4,582.25	114,831.60	104,264.64	460,686.42	490,000.00	29,313.58	94.0%
Professional Learning	7,569.84	11,056.65	41,482.50	30,005.58	46,728.72	32,563.61	45,947.08	26,771.92	31,295.94	34,470.13	307,891.97	401,764.20	93,872.23	76.6%
Food	503.24	3,552.65	23,654.66	9,805.11	11,039.73	19,352.30	9,771.30	42,483.88	11,174.93	43,456.80	174,794.60	306,170.88	131,376.28	57.1%
Data Processing	39,350.28	10,179.69	6,590.29	9,443.13	8,572.05	6,417.10	5,657.84	4,849.20	7,512.10	10,050.66	108,622.34	125,000.00	16,377.66	86.9%
Auditing Services	-	-	-	-	18,200.00	31,800.00	16,300.00	4,500.00	-	1,450.00	72,250.00	62,500.00	(9,750.00)	115.6%
Legal Services	5,340.00	11,437.50	7,735.00	18,934.00	9,153.80	20,127.60	9,768.90	7,617.70	5,509.00	7,652.50	103,276.00	129,000.00	25,724.00	80.1%
Other Professional Services	30,000.00	40,000.00	-	37,542.50	22,329.96	278.59	590.00	20,548.86	18,000.00	13,838.35	183,128.26	169,000.00	(14,128.26)	108.4%
Towel Services	286.00	682.00	2,200.00	1,936.00	484.00	4,466.00	1,254.00	1,188.00	3,261.39	2,146.04	17,903.43	22,800.00	4,896.57	78.5%
Repair & Maintenance	15,170.71	26,645.56	15,427.29	21,875.72	18,018.41	19,623.71	16,141.55	11,209.00	23,985.77	51,965.09	220,062.81	319,227.00	99,164.19	68.9%
Rentals	10,626.13	16,667.28	12,244.36	3,208.62	60,660.74	49,556.47	18,438.22	13,435.73	54,053.92	20,721.16	259,612.63	224,900.00	(34,712.63)	115.4%
Travel	6,887.58	11.50	2,246.15	2,596.06	4,163.76	5,422.28	3,179.80	6,616.04	17,452.13	5,350.96	53,926.26	79,673.30	25,747.04	67.7%
Communcations/Postage	3,615.54	57.90	265.39	-	21.52	6,078.17	1,038.71	2,510.22	88.60	1,643.95	15,320.00	19,300.00	3,980.00	79.4%
Advertising	-	-	-	-	-	2,031.45	-	-	-	-	2,031.45	3,000.00	968.55	67.7%
Printing & Mail Services	-	5,815.00	890.00	-	-	-	-	3,988.74	-	22.99	10,716.73	11,980.00	1,263.27	89.5%
<b>Purchased Services Total</b>	<b>229,617.40</b>	<b>213,394.53</b>	<b>194,388.64</b>	<b>176,538.26</b>	<b>402,019.41</b>	<b>263,902.02</b>	<b>204,535.97</b>	<b>191,679.17</b>	<b>324,525.19</b>	<b>351,101.00</b>	<b>2,551,701.59</b>	<b>3,480,742.86</b>	<b>929,041.27</b>	<b>73.3%</b>
<b>Supplies</b>														
General Supplies	97,018.42	142,220.12	173,966.16	96,391.76	69,899.57	63,061.13	57,189.23	75,614.78	466,589.18	115,757.61	1,357,707.96	1,864,849.23	507,141.27	72.8%
Copy Paper	-	18,773.10	10,545.60	-	-	3,102.60	9,077.80	9,580.40	7,030.40	-	58,109.90	62,500.00	4,390.10	93.0%
Textbooks	90,684.52	77,186.79	12,308.51	(563.01)	367.80	1,857.36	2,878.18	3,828.62	255.19	1,568.00	190,371.96	261,500.00	71,128.04	72.8%
Library Books	-	-	3,399.78	806.49	1,136.12	867.94	1,662.50	1,528.83	611.51	5,575.24	15,588.41	14,000.00	(1,588.41)	111.3%
Periodicals	-	159.99	378.04	435.37	-	116.97	-	-	196.96	-	1,287.33	1,280.00	(7.33)	100.6%
Gasoline	682.91	221.21	676.16	-	694.27	1,241.21	1,055.37	588.77	768.53	659.34	6,587.77	12,600.00	6,012.23	52.3%
Natural Gas	97.97	81.60	87.96	31.86	-	132.74	272.72	-	379.41	328.51	1,412.77	2,124.00	711.23	66.5%
Electricity	1,027.31	1,174.99	1,270.49	1,335.35	-	847.01	841.28	1,189.77	858.14	1,351.05	9,895.39	10,620.00	724.61	93.2%

**Expenditure Detail Report**

4/30/2026

% of Fiscal Year Complete: **83.3%**

	MTD July	MTD August	MTD September	MTD October	MTD November	MTD December	MTD January	MTD February	MTD March	MTD April	YTD Actual	FY 2026 Budget	Budget Balance	% Budget Expended
Software	249,749.39	149,198.87	171,696.92	80,367.24	57,495.98	12,046.69	23,622.05	9,126.71	26,004.84	109,892.84	889,201.53	1,067,593.94	178,392.41	83.3%
Other Supplies	-	-	517.30	-	-	-	1,512.53	-	-	1,369.07	3,398.90	2,000.00	(1,398.90)	169.9%
Supplies Total	439,260.52	389,016.67	374,846.92	178,805.06	129,593.74	83,273.65	98,111.66	101,457.88	502,694.16	236,501.66	2,533,561.92	3,299,067.17	765,505.25	76.8%
Capital Outlay	43,774.70	-	28,001.71	160,563.37	22,700.00	40,288.97	39,581.46	-	38,308.00	15,570.05	388,788.26	644,800.00	256,011.74	60.3%
Other														
Contingency											-	350,000.00	350,000.00	0.0%
Dues and Fees	51,111.31	43,588.72	155,956.87	31,743.96	28,372.47	16,685.86	64,603.03	40,127.66	27,076.60	6,349.49	465,615.97	483,108.00	17,492.03	96.4%
Judgments/Settlements	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Tuition	67,850.84	455,348.67	253,295.41	413,832.44	314,867.88	470,476.41	504,222.47	341,682.31	361,114.07	653,248.84	3,835,939.34	5,099,484.00	1,263,544.66	75.2%
Miscellaneous Objects	472.03	3,709.08	48,318.38	63,616.19	20,851.09	30,884.09	8,200.80	22,980.31	56,880.22	21,204.90	277,117.09	356,075.00	78,957.91	77.8%
Other Total	119,434.18	502,646.47	457,570.66	509,192.59	364,091.44	518,046.36	577,026.30	404,790.28	445,070.89	680,803.23	4,578,672.40	6,288,667.00	1,709,994.60	72.8%
Non-Capitalized Equipment	53,638.97	19,628.45	86,014.69	20,564.66	40,263.60	48,717.90	23,030.53	19,745.70	34,077.65	91,526.73	437,208.88	830,766.97	393,558.09	52.6%
Termination Benefits	26,523.43	1,776.80	-	-	-	260.64	-	-	-	-	28,560.87	-	(28,560.87)	No Bud
<b>Subtotal Education Fund</b>	<b>1,947,575.38</b>	<b>4,719,449.35</b>	<b>7,737,281.30</b>	<b>7,470,920.34</b>	<b>6,819,540.84</b>	<b>7,252,249.26</b>	<b>6,751,502.18</b>	<b>6,886,379.77</b>	<b>7,269,824.15</b>	<b>7,649,751.51</b>	<b>64,504,474.08</b>	<b>89,475,084.12</b>	<b>24,970,610.04</b>	<b>72.1%</b>
Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Total Education Fund	1,947,575.38	4,719,449.35	7,737,281.30	7,470,920.34	6,819,540.84	7,252,249.26	6,751,502.18	6,886,379.77	7,269,824.15	7,649,751.51	64,504,474.08	89,475,084.12	24,970,610.04	72.1%
<b>Operations and Maintenance Fund</b>														
Salaries														
Admin Salaries	13,691.76	13,691.76	13,691.76	13,691.76	13,691.76	13,691.76	13,691.76	13,691.76	13,691.76	13,691.76	136,917.60	164,301.00	27,383.40	83.3%
ESP Salaries	40,107.60	40,107.60	40,107.60	43,563.78	40,107.60	40,107.60	46,473.47	42,899.13	42,456.03	41,747.07	417,677.48	494,273.00	76,595.52	84.5%
Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Vacation Buy-Back	-	-	-	-	-	-	-	-	-	-	-	11,062.00	11,062.00	0.0%
Transp. Allowance	150.00	150.00	75.00	225.00	150.00	150.00	150.00	150.00	150.00	150.00	1,500.00	1,800.00	300.00	83.3%
Overtime	-	1,973.16	340.20	-	-	136.08	-	816.48	6,962.87	68.04	10,296.83	1,400.00	(8,896.83)	735.5%
Other	(90.00)	-	-	757.34	2,947.46	9,824.24	2,734.24	3,791.92	-	196.41	20,161.61	43,000.00	22,838.39	46.9%
Salaries Total	53,859.36	55,922.52	54,214.56	58,237.88	56,896.82	63,909.68	63,049.47	61,349.29	63,260.66	55,853.28	586,553.52	715,836.00	129,282.48	81.9%
Benefits														
Benefits	-	-	-	-	-	-	-	-	(30.11)	30.11	-	-	-	#DIV/0!
TRS	-	-	-	-	1.04	3.16	-	-	-	-	4.20	-	(4.20)	#DIV/0!
THIS	-	-	-	-	1.21	0.22	-	-	-	-	1.43	-	(1.43)	#DIV/0!
Life Insurance	33.06	33.06	33.58	33.58	33.58	33.58	33.58	33.58	33.58	33.58	334.76	449.00	114.24	74.6%
Medical Insurance	7,191.64	7,191.64	6,927.10	6,927.10	6,927.10	6,927.10	6,927.10	8,534.70	8,534.70	8,534.70	74,622.88	82,440.00	7,817.12	90.5%
Dental Insurance	321.80	321.80	340.16	340.16	340.16	340.16	340.16	391.24	391.24	391.24	3,518.12	4,045.00	526.88	87.0%
LTD	56.08	56.08	58.62	58.62	58.62	58.62	58.62	58.62	58.62	58.62	581.12	680.00	98.88	85.5%
AD&D	10.26	10.26	10.42	10.42	10.42	10.42	10.42	10.42	10.42	10.42	103.88	140.00	36.12	74.2%
403(b) Contributions	1,441.68	1,341.68	91.68	91.68	91.68	91.68	91.68	91.68	91.68	91.68	3,516.80	3,700.00	183.20	95.0%
Post-Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Retiree Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Benefits Total	9,054.52	8,954.52	7,461.56	7,461.56	7,463.81	7,464.94	7,461.56	9,120.24	9,090.13	9,150.35	82,683.19	91,454.00	8,770.81	90.4%
Purchased Services														
Purchased Services (General)	796.50	1,150.50	3,131.10	717.00	2,827.80	1,082.00	1,130.50	17,009.50	764.50	70,138.17	98,747.57	124,317.00	25,569.43	79.4%
Professional Services	249,354.99	281,020.24	278,520.70	266,213.88	279,667.37	248,006.60	277,653.79	279,602.12	252,469.18	259,831.18	2,672,340.05	3,334,570.81	662,230.76	80.1%
Professional Learning	-	-	330.00	-	-	585.06	-	-	-	-	915.06	1,000.00	84.94	91.5%
Food	(48.54)	-	485.38	-	-	79.75	-	181.49	186.21	42.76	927.05	2,000.00	1,072.95	46.4%
Property Services	8,403.94	19,131.14	11,158.55	5,069.64	22,366.30	6,196.97	618.38	769.72	731.49	1,709.11	76,155.24	103,000.00	26,844.76	73.9%
Sanitation Services	6,218.83	4,862.76	5,334.14	5,540.77	10,389.18	7,097.99	5,038.54	4,606.79	7,804.76	6,106.11	62,999.87	65,662.64	2,662.77	95.9%
Repair & Maintenance	25,995.69	37,882.17	38,854.48	30,011.34	50,964.16	61,691.75	24,321.21	17,270.61	16,616.24	18,666.48	322,274.13	405,000.00	82,725.87	79.6%
Rentals	18,592.99	929.00	1,135.60	54,208.59	19,486.95	18,890.65	18,890.65	18,890.65	21,558.35	18,949.27	191,532.70	225,179.20	33,646.50	85.1%
Travel	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Communications/Postage	105.00	5,087.96	72,746.82	1,915.58	2,010.70	6,471.39	2,810.15	1,780.53	205.64	1,802.51	94,936.28	118,329.60	23,393.32	80.2%
Water/Sewer Services	26,148.41	952.04	51,109.70	-	41,370.04	516.74	31,674.17	618.54	22,675.61	720.34	175,785.59	139,000.00	(36,785.59)	126.5%
Purchased Services Total	335,567.81	351,015.81	462,476.47	364,006.80	429,082.50	350,618.90	362,137.39	340,729.95	323,011.98	377,965.93	3,696,613.54	4,518,059.25	821,445.71	81.8%
Supplies														
General Supplies	11,659.43	31,091.52	40,142.84	30,948.73	20,738.14	52,207.72	44,196.43	37,803.81	15,745.09	37,390.06	321,923.77	446,000.00	124,076.23	72.2%
Gasoline	1,010.86	563.08	276.85	599.11	506.46	960.16	3,456.29	611.00	1,006.81	1,245.09	10,235.71	16,200.00	5,964.29	63.2%

# Expenditure Detail Report

4/30/2026

% of Fiscal Year Complete: **83.3%**

	MTD July	MTD August	MTD September	MTD October	MTD November	MTD December	MTD January	MTD February	MTD March	MTD April	YTD Actual	FY 2026 Budget	Budget Balance	% Budget Expensed
Natural Gas	9,314.40	7,750.45	4,468.84	20,977.34	-	13,968.98	30,409.65	580.57	59,653.25	44,945.32	192,068.80	217,810.00	25,741.20	88.2%
Electricity	121,870.97	123,258.72	123,505.35	129,926.70	-	92,684.75	101,264.42	132,992.05	95,316.50	148,830.69	1,069,650.15	1,451,521.50	381,871.35	73.7%
Software	-	-	-	-	-	-	-	-	-	5,000.00	5,000.00	9,200.00	4,200.00	54.3%
Supplies Total	143,855.66	162,663.77	168,393.88	182,451.88	21,244.60	159,821.61	179,326.79	171,987.43	171,721.65	237,411.16	1,598,878.43	2,140,731.50	541,853.07	74.7%
Capital Outlay	643,217.36	725,238.35	392,444.82	8,583.99	547,714.58	386,533.42	23,480.45	60,347.32	146,519.90	43,910.00	2,977,990.19	4,660,000.00	1,682,009.81	63.9%
Other														
Dues and Fees	110.00	-	-	-	-	-	100.00	-	-	-	210.00	21,000.00	20,790.00	1.0%
Other Total	110.00	-	-	-	-	-	100.00	-	-	-	210.00	21,000.00	20,790.00	1.0%
Non-Capitalized Equipment	7,700.00	-	6,910.10	5,234.80	6,491.91	9,141.39	-	627.00	3,501.28	10,205.12	49,811.60	93,000.00	43,188.40	53.6%
Term Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
<b>Subtotal O&amp;M Fund</b>	<b>1,193,364.71</b>	<b>1,303,794.97</b>	<b>1,091,901.39</b>	<b>625,976.91</b>	<b>1,068,894.22</b>	<b>977,489.94</b>	<b>635,555.66</b>	<b>644,161.23</b>	<b>717,105.60</b>	<b>734,495.84</b>	<b>8,992,740.47</b>	<b>12,240,080.75</b>	<b>3,247,340.28</b>	<b>73.5%</b>
Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Total O&M Fund	1,193,364.71	1,303,794.97	1,091,901.39	625,976.91	1,068,894.22	977,489.94	635,555.66	644,161.23	717,105.60	734,495.84	8,992,740.47	12,240,080.75	3,247,340.28	73.5%
<b>Debt Service Fund</b>														
Purchased Services														-
Other Professional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	No Bud
Purchased Services Total	-	-	-	-	-	-	-	-	-	-	-	-	-	No Bud
Other														No Bud
Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	No Bud
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	No Bud
Other Total	-	-	-	-	-	-	-	-	-	-	-	-	-	No Bud
<b>Subtotal Debt Service Fund</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>No Bud</b>
Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	No Bud
Total Debt Service Fund	-	-	-	-	-	-	-	-	-	-	-	-	-	No Bud
<b>Transportation Fund</b>														
Salaries														
Admin Salaries	5,328.00	5,328.00	5,328.00	5,328.00	5,328.00	5,328.00	5,328.00	5,328.00	5,328.00	5,328.00	53,280.00	63,936.00	10,656.00	83.3%
Other	-	-	-	1,440.00	-	-	-	1,920.00	2,280.00	-	5,640.00	5,500.00	(140.00)	102.5%
Salaries Total	5,328.00	5,328.00	5,328.00	6,768.00	5,328.00	5,328.00	5,328.00	7,248.00	7,608.00	5,328.00	58,920.00	69,436.00	10,516.00	84.9%
Benefits														
TRS	571.20	571.20	571.20	571.20	571.20	571.20	571.20	571.20	571.20	571.20	5,712.00	6,731.00	1,019.00	84.9%
THIS	93.60	93.60	93.60	93.60	93.60	93.60	93.60	93.60	93.60	93.60	936.00	1,103.00	167.00	84.9%
Life Insurance	7.08	7.08	7.24	7.24	7.24	7.24	7.24	7.24	7.24	7.24	72.08	69.00	(3.08)	104.5%
Medical Insurance	655.56	655.56	666.16	666.16	666.16	666.16	666.16	666.16	666.16	666.16	6,640.40	7,973.00	1,332.60	83.3%
Dental Insurance	23.48	23.48	24.82	24.82	24.82	24.82	24.82	24.82	24.82	24.82	245.52	295.00	49.48	83.2%
LTD	5.04	5.04	5.04	5.04	5.04	5.04	5.04	5.04	5.04	5.04	50.40	59.00	8.60	85.4%
AD&D	2.20	2.20	2.24	2.24	2.24	2.24	2.24	2.24	2.24	2.24	22.32	21.00	(1.32)	106.3%
403(b) Contributions	97.78	97.78	97.78	97.78	97.78	97.78	97.78	97.78	97.78	97.78	977.80	1,149.00	171.20	85.1%
Benefits Total	1,455.94	1,455.94	1,468.08	1,468.08	1,468.08	1,468.08	1,468.08	1,468.08	1,468.08	1,468.08	14,656.52	17,400.00	2,743.48	84.2%
Purchased Services														
Repair & Maintenance	-	1,404.99	3,555.04	4,816.50	25.00	-	-	1,027.52	5,318.80	1,130.29	17,278.14	35,000.00	17,721.86	49.4%
Pupil Transportation Services	3,060.00	43,675.24	248,771.39	339,018.20	402,805.10	384,829.63	305,463.60	402,073.22	285,311.41	411,372.79	2,826,380.58	3,445,819.42	619,438.84	82.0%
Private Facility Trans Services	-	21,514.00	84,215.51	127,498.09	176,922.49	53,578.60	108,708.91	169,275.95	39,099.00	199,280.69	980,093.24	1,360,000.00	379,906.76	72.1%
Purchased Services Total	3,060.00	66,594.23	336,541.94	471,332.79	579,752.59	438,408.23	414,172.51	572,376.69	329,729.21	611,783.77	3,823,751.96	4,840,819.42	1,017,067.46	79.0%
Supplies														
Gasoline	1,201.18	233.31	1,439.95	796.06	1,013.80	1,510.08	592.50	1,226.01	1,207.50	133.30	9,353.69	213,000.00	203,646.31	4.4%
Supplies Total	1,201.18	233.31	1,439.95	796.06	1,013.80	1,510.08	592.50	1,226.01	1,207.50	133.30	9,353.69	213,000.00	203,646.31	4.4%
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Other														
Dues and Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Other Total	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Non-Capitalized Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
<b>Subtotal Trans. Fund</b>	<b>11,045.12</b>	<b>73,611.48</b>	<b>344,777.97</b>	<b>480,364.93</b>	<b>587,562.47</b>	<b>446,714.39</b>	<b>421,561.09</b>	<b>582,318.78</b>	<b>340,012.79</b>	<b>618,713.15</b>	<b>3,906,682.17</b>	<b>5,140,655.42</b>	<b>1,233,973.25</b>	<b>76.0%</b>
Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	No Bud
Total Trans. Fund	11,045.12	73,611.48	344,777.97	480,364.93	587,562.47	446,714.39	421,561.09	582,318.78	340,012.79	618,713.15	3,906,682.17	5,140,655.42	1,233,973.25	76.0%
<b>Retirement Fund</b>														
Benefits														
IMRF	62,402.85	45,948.59	65,221.03	65,956.63	60,909.42	94,413.84	58,338.68	62,989.94	63,068.75	63,443.24	642,692.97	831,204.08	188,511.11	77.3%
FICA	25,074.79	41,316.69	60,863.33	62,059.60	51,218.20	56,362.92	46,678.18	57,591.48	54,065.42	59,633.96	514,864.57	665,976.72	151,112.15	77.3%
Medicare	13,009.44	42,376.46	78,321.95	77,388.72	70,025.70	75,119.81	68,957.84	74,721.35	70,935.03	75,932.10	646,788.40	893,668.22	246,879.82	72.4%

# Expenditure Detail Report

4/30/2026

% of Fiscal Year Complete: 83.3%

	MTD July	MTD August	MTD September	MTD October	MTD November	MTD December	MTD January	MTD February	MTD March	MTD April	YTD Actual	FY 2026 Budget	Budget Balance	% Budget Expended	
Benefits Total	100,487.08	129,641.74	204,406.31	205,404.95	182,153.32	225,896.57	173,974.70	195,302.77	188,069.20	199,009.30	1,804,345.94	2,390,849.02	586,503.08	75.5%	
<b>Subtotal Retirement Fund</b>	<b>100,487.08</b>	<b>129,641.74</b>	<b>204,406.31</b>	<b>205,404.95</b>	<b>182,153.32</b>	<b>225,896.57</b>	<b>173,974.70</b>	<b>195,302.77</b>	<b>188,069.20</b>	<b>199,009.30</b>	<b>1,804,345.94</b>	<b>2,390,849.02</b>	<b>586,503.08</b>	<b>75.5%</b>	
Total Retirement Fund	100,487.08	129,641.74	204,406.31	205,404.95	182,153.32	225,896.57	173,974.70	195,302.77	188,069.20	199,009.30	1,804,345.94	2,390,849.02	586,503.08	75.5%	
<b>Capital Projects Fund</b>															
Capital Outlay	1,277,707.03	1,737,903.27	1,792,439.91	532,592.34	854,040.87	686,497.28	248,385.00	144,344.52	112,992.85	318,345.44	7,705,248.51	9,600,000.00	1,894,751.49	80.3%	
Capital Outlay Total	1,277,707.03	1,737,903.27	1,792,439.91	532,592.34	854,040.87	686,497.28	248,385.00	144,344.52	112,992.85	318,345.44	7,705,248.51	9,600,000.00	1,894,751.49	80.3%	
<b>Subtotal Cap. Projects Fund</b>	<b>1,277,707.03</b>	<b>1,737,903.27</b>	<b>1,792,439.91</b>	<b>532,592.34</b>	<b>854,040.87</b>	<b>686,497.28</b>	<b>248,385.00</b>	<b>144,344.52</b>	<b>112,992.85</b>	<b>318,345.44</b>	<b>7,705,248.51</b>	<b>9,600,000.00</b>	<b>1,894,751.49</b>	<b>80.3%</b>	
Total Cap. Projects Fund	1,277,707.03	1,737,903.27	1,792,439.91	532,592.34	854,040.87	686,497.28	248,385.00	144,344.52	112,992.85	318,345.44	7,705,248.51	9,600,000.00	1,894,751.49	80.3%	
<b>Tort Fund</b>															
Purchased Services															
Insurance	529,598.00	-	-	-	-	-	-	-	-	-	529,598.00	539,598.00	10,000.00	98.1%	
Purchased Services Total	529,598.00	-	-	-	-	-	-	-	-	-	529,598.00	539,598.00	10,000.00	98.1%	
<b>Subtotal Cap. Projects Fund</b>	<b>529,598.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>529,598.00</b>	<b>539,598.00</b>	<b>10,000.00</b>	<b>98.1%</b>	
Total Cap. Projects Fund	529,598.00	-	-	-	-	-	-	-	-	-	529,598.00	539,598.00	10,000.00	98.1%	
<b>All Funds</b>															
<b>Salaries</b>															
Admin Salaries	392,497.38	517,552.51	642,607.62	643,727.82	643,055.70	919,287.30	704,440.48	704,440.48	704,440.48	704,440.48	6,576,490.25	8,478,430.00	1,901,939.75	77.6%	
Teacher Salaries	15,588.00	1,680,636.08	3,358,985.97	3,359,313.22	3,371,200.94	3,091,573.46	3,291,331.39	3,271,142.75	3,271,255.14	3,269,671.86	27,980,698.81	39,562,166.00	11,581,467.19	70.7%	
ESP Salaries	338,223.94	527,328.60	738,351.49	747,804.86	731,856.19	733,604.05	741,402.13	737,257.45	739,316.88	738,088.94	6,773,234.53	8,935,621.00	2,162,386.47	75.8%	
Bonus	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!	
Vacation Buy-Back	-	-	-	-	-	-	-	-	-	-	-	-	169,479.00	169,479.00	0.0%
Transport. Allowance	2,033.34	2,033.34	1,016.67	3,050.01	2,033.34	2,033.34	2,033.34	2,033.34	2,033.34	2,033.34	20,333.40	24,280.00	3,946.60	83.7%	
Overtime	2,109.04	5,755.34	19,238.58	18,343.02	20,434.38	11,735.48	14,401.26	15,824.13	20,195.22	11,851.78	139,888.23	135,400.00	(4,488.23)	103.3%	
Stipends (488.06)	5,401.95	672,251.29	683,192.51	124,906.03	517,279.55	19,025.01	518,764.97	223,378.02	625,686.58	3,389,397.85	4,757,506.44	1,368,108.59	71.2%		
Summer	136,032.39	247,973.72	111,089.10	1,937.34	1,015.20	1,211.93	(796.28)	-	-	-	498,463.40	844,000.00	345,536.60	59.1%	
Substitutes	-	8,132.60	38,812.61	56,991.12	89,322.89	78,159.53	46,161.27	88,486.15	91,158.35	74,529.48	571,754.00	846,900.00	275,146.00	67.5%	
Other	10,107.51	10,357.32	6,329.85	10,490.71	26,945.78	22,473.74	14,975.97	23,721.91	44,151.23	13,279.28	182,833.30	290,145.00	107,311.70	63.0%	
Salaries Total	896,103.54	3,005,171.46	5,588,683.18	5,524,850.61	5,010,770.45	5,377,358.38	4,832,974.57	5,361,671.18	5,095,928.66	5,439,581.74	46,133,093.77	64,043,927.44	17,910,833.67	72.0%	
<b>Benefits</b>															
Benefits	-	-	-	-	-	-	-	-	(67.43)	67.43	-	-	-	#DIV/0!	
TRS	37,836.10	71,147.20	147,854.12	107,455.65	100,469.76	161,431.42	101,138.46	100,475.35	97,998.53	111,293.43	1,037,100.02	1,348,432.01	311,331.99	76.9%	
IMRF	62,402.85	45,948.59	65,221.03	65,956.63	60,909.42	94,413.84	58,338.68	62,989.94	63,068.75	63,443.24	642,692.97	831,204.08	188,511.11	77.3%	
FICA	25,074.79	41,316.69	60,863.33	62,059.60	51,218.20	56,362.92	46,678.18	57,591.48	54,065.42	59,633.96	514,864.57	665,976.72	151,112.15	77.3%	
Medicare	13,009.44	42,376.46	78,321.95	77,388.72	70,025.70	75,119.81	68,957.84	74,721.35	70,935.03	75,932.10	646,788.40	893,668.22	246,879.82	72.4%	
THIS	3,674.95	17,220.44	32,341.10	31,670.46	29,029.56	30,828.51	28,666.32	30,315.89	29,023.98	30,561.68	263,332.89	364,151.67	100,818.78	72.3%	
Life Insurance	588.03	1,701.14	2,924.91	2,930.71	2,936.51	2,948.11	2,935.06	2,917.66	2,923.46	2,926.36	25,731.95	34,938.00	9,206.05	73.7%	
Medical Insurance	120,756.25	394,165.39	699,364.25	700,495.38	695,771.42	700,133.31	689,271.60	677,234.95	705,498.29	693,137.44	6,075,828.28	8,567,412.00	2,491,583.72	70.9%	
Dental Insurance	5,274.71	18,337.96	34,298.39	34,556.51	34,433.16	34,748.31	34,797.14	34,488.26	34,536.44	34,635.70	300,106.58	418,405.00	118,298.42	71.7%	
LTD	739.37	2,194.49	3,984.26	3,981.08	3,984.30	3,996.77	3,979.60	3,947.06	3,968.72	3,976.56	34,752.21	49,960.00	15,207.79	69.6%	
AD&D	183.81	529.33	907.79	909.59	911.39	914.99	910.94	905.54	906.89	906.44	7,986.71	10,940.00	2,953.29	73.0%	
Tuition Reimbursement	10,120.92	7,073.10	29,234.48	1,130.00	1,984.00	13,317.41	13,049.76	11,281.94	13,341.00	7,652.74	108,185.35	140,000.00	31,814.65	77.3%	
403(b) Contributions	27,246.32	125,122.74	115,281.97	65,569.42	41,287.92	31,707.42	27,894.87	19,695.94	17,709.15	18,149.92	489,665.67	540,000.00	50,334.33	90.7%	
Unemployment	-	-	-	-	3,476.00	-	-	-	-	3,792.00	3,159.11	5,427.11	5,000.00	(427.11)	208.5%
HSA Contribution	-	-	-	10,000.00	-	4,000.00	6,000.00	-	-	-	20,000.00	5,000.00	(15,000.00)	400.0%	
HRA Contribution	-	-	5,189.37	10,136.61	6,898.60	9,295.79	9,340.25	4,200.86	1,000.00	-	46,061.48	93,000.00	46,938.52	49.5%	
Post-Retirement Benefits	-	21,984.16	4,859.71	5,491.20	68.94	-	129,057.45	-	-	-	161,461.46	150,000.00	(11,461.46)	107.6%	
Retiree Insurance	2,500.00	-	7.35	14.70	7.35	5,250.00	6,507.35	757.72	15.44	-	15,059.91	54,000.00	38,940.09	27.9%	
Benefits Total	309,407.54	789,117.69	1,280,654.01	1,179,746.26	1,103,412.23	1,224,468.61	1,227,523.50	1,081,523.94	1,098,715.67	1,105,476.11	10,400,045.56	14,172,087.70	3,772,042.14	73.4%	
<b>Purchased Services</b>															
Purchased Services (General)	76,575.61	35,309.30	53,800.54	29,844.56	137,902.54	41,269.70	64,806.67	58,387.13	38,124.31	124,205.90	660,226.26	1,240,744.48	580,518.22	53.2%	
Professional Services	283,843.96	334,150.24	309,504.26	278,277.86	347,239.35	274,003.64	290,426.19	284,184.37	367,300.78	364,095.82	3,133,026.47	3,824,570.81	691,544.34	81.9%	
Professional Learning	7,569.84	11,056.65	41,482.50	30,335.58	46,728.72	33,148.67	45,947.08	26,771.92	31,295.94	34,470.13	308,807.03	402,764.20	93,957.17	76.7%	
Food Services	454.70	3,552.65	24,140.04	9,805.11	11,039.73	19,432.05	9,771.30	42,665.37	11,361.14	43,499.56	175,721.65	308,170.88	132,449.23	57.0%	
Data Processing	39,350.28	10,179.69	6,590.29	9,443.13	8,572.05	6,417.10	5,657.84	4,849.20	7,512.10	10,050.66	108,622.34	125,000.00	16,377.66	86.9%	
Auditing Services	-	-	-	-	18,200.00	31,800.00	16,300.00	4,500.00	-	1,450.00	72,250.00	62,500.00	(9,750.00)	115.6%	
Legal Services	5,340.00	11,437.50	7,735.00	18,934.00	9,153.80	20,127.60	9,768.90	7,617.70	5,509.00	7,652.50	103,276.00	129,000.00	25,724.00	80.1%	
Other Professional Services	30,000.00	40,000.00	-	37,542.50	22,329.96	278.59	590.00	20,548.86	18,000.00	13,838.35	183,128.26	169,000.00	(14,128.26)	108.4%	

# Expenditure Detail Report

4/30/2026

% of Fiscal Year Complete: 83.3%

	MTD July	MTD August	MTD September	MTD October	MTD November	MTD December	MTD January	MTD February	MTD March	MTD April	YTD Actual	FY 2026 Budget	Budget Balance	% Budget Expensed
Property Services	8,403.94	19,131.14	11,158.55	5,069.64	22,366.30	6,196.97	618.38	769.72	731.49	1,709.11	76,155.24	103,000.00	26,844.76	73.9%
Sanitation Services	6,218.83	4,862.76	5,334.14	5,540.77	10,389.18	7,097.99	5,038.54	4,606.79	7,804.76	6,106.11	62,999.87	65,662.64	2,662.77	95.9%
Towel Services	286.00	682.00	2,200.00	1,936.00	484.00	4,466.00	1,254.00	1,188.00	3,261.39	2,146.04	17,903.43	22,800.00	4,896.57	78.5%
Repair & Maintenance	41,166.40	65,932.72	57,836.81	56,703.56	69,007.57	81,315.46	40,462.76	29,507.13	45,920.81	71,761.86	559,615.08	759,227.00	199,611.92	73.7%
Rentals	29,219.12	17,596.28	13,379.96	57,417.21	80,147.69	68,447.12	37,328.87	32,326.38	75,612.27	39,670.43	451,145.33	450,079.20	(1,066.13)	100.2%
Pupil Transportation Services	3,060.00	43,675.24	248,771.39	339,018.20	402,805.10	384,829.63	305,463.60	402,073.22	285,311.41	411,372.79	2,826,380.58	3,445,819.42	619,438.84	82.0%
Travel	6,887.58	11.50	2,246.15	2,596.06	4,163.76	5,422.28	3,179.80	6,616.04	17,452.13	5,350.96	53,926.26	79,673.30	25,747.04	67.7%
Private Facility Trans Services	-	21,514.00	84,215.51	127,498.09	176,922.49	53,578.60	108,708.91	169,275.95	39,099.00	199,280.69	980,093.24	1,360,000.00	379,906.76	72.1%
Communcations/Postage	3,720.54	5,145.86	73,012.21	1,915.58	2,032.22	12,549.56	3,848.86	4,290.75	294.24	3,446.46	110,256.28	137,629.60	27,373.32	80.1%
Advertising	-	-	-	-	-	2,031.45	-	-	-	-	2,031.45	3,000.00	968.55	67.7%
Printing & Mail Services	-	5,815.00	890.00	-	-	-	-	3,988.74	-	22.99	10,716.73	11,980.00	1,263.27	89.5%
Water/Sewer Services	26,148.41	952.04	51,109.70	-	41,370.04	516.74	31,674.17	618.54	22,675.61	720.34	175,785.59	139,000.00	(36,785.59)	126.5%
Insurance	529,598.00	-	-	-	-	-	-	-	-	-	529,598.00	539,598.00	10,000.00	98.1%
<b>Purchased Services Total</b>	<b>1,097,843.21</b>	<b>631,004.57</b>	<b>993,407.05</b>	<b>1,011,877.85</b>	<b>1,410,854.50</b>	<b>1,052,929.15</b>	<b>980,845.87</b>	<b>1,104,785.81</b>	<b>977,266.38</b>	<b>1,340,850.70</b>	<b>10,601,665.09</b>	<b>13,379,219.53</b>	<b>2,777,554.44</b>	<b>79.2%</b>
<b>Supplies</b>														
General Supplies	108,677.85	173,311.64	214,109.00	127,340.49	90,637.71	115,268.85	101,385.66	113,418.59	482,334.27	153,147.67	1,679,631.73	2,310,849.23	631,217.50	72.7%
Copy Paper	-	18,773.10	10,545.60	-	-	3,102.60	9,077.80	9,580.40	7,030.40	-	58,109.90	62,500.00	4,390.10	93.0%
Textbooks	90,684.52	77,186.79	12,308.51	(563.01)	367.80	1,857.36	2,878.18	3,828.62	255.19	1,568.00	190,371.96	261,500.00	71,128.04	72.8%
Library Books	-	-	3,399.78	806.49	1,136.12	867.94	1,662.50	1,528.83	611.51	5,575.24	15,588.41	14,000.00	(1,588.41)	111.3%
Periodicals	-	159.99	378.04	435.37	-	116.97	-	-	196.96	-	1,287.33	1,280.00	(7.33)	100.6%
Gasoline	2,894.95	1,017.60	2,392.96	1,395.17	2,214.53	3,711.45	5,104.16	2,425.78	2,982.84	2,037.73	26,177.17	241,800.00	215,622.83	10.8%
Natural Gas	9,412.37	7,832.05	4,556.80	21,009.20	-	14,101.72	30,682.37	580.57	60,032.66	45,273.83	193,481.57	219,934.00	26,452.43	88.0%
Electricity	122,898.28	124,433.71	124,775.84	131,262.05	-	93,531.76	102,105.70	134,181.82	96,174.64	150,181.74	1,079,545.54	1,462,141.50	382,595.96	73.8%
Software	249,749.39	149,198.87	171,696.92	80,367.24	57,495.98	12,046.69	23,622.05	9,126.71	26,004.84	114,892.84	894,201.53	1,076,793.94	182,592.41	83.0%
Other Supplies	-	-	517.30	-	-	-	1,512.53	-	-	1,369.07	3,398.90	2,000.00	(1,398.90)	169.9%
<b>Supplies Total</b>	<b>584,317.36</b>	<b>551,913.75</b>	<b>544,680.75</b>	<b>362,053.00</b>	<b>151,852.14</b>	<b>244,605.34</b>	<b>278,030.95</b>	<b>274,671.32</b>	<b>675,623.31</b>	<b>474,046.12</b>	<b>4,141,794.04</b>	<b>5,652,798.67</b>	<b>1,511,004.63</b>	<b>73.3%</b>
<b>Capital Outlay</b>	<b>1,964,699.09</b>	<b>2,463,141.62</b>	<b>2,212,886.44</b>	<b>701,739.70</b>	<b>1,424,455.45</b>	<b>1,113,319.67</b>	<b>311,446.91</b>	<b>204,691.84</b>	<b>297,820.75</b>	<b>377,825.49</b>	<b>11,072,026.96</b>	<b>14,904,800.00</b>	<b>3,832,773.04</b>	<b>74.3%</b>
<b>Other</b>														
Contingency	-	-	-	-	-	-	-	-	-	-	-	350,000.00	350,000.00	0.0%
Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Dues and Fees	51,221.31	43,588.72	155,956.87	31,743.96	28,372.47	16,685.86	64,703.03	40,127.66	27,076.60	6,349.49	465,825.97	504,108.00	38,282.03	92.4%
Judgments/Settlements	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
Tuition	67,850.84	455,348.67	253,295.41	413,832.44	314,867.88	470,476.41	504,222.47	341,682.31	361,114.07	653,248.84	3,835,939.34	5,099,484.00	1,263,544.66	75.2%
Miscellaneous Objects	472.03	3,709.08	48,318.38	63,616.19	20,851.09	30,884.09	8,200.80	22,980.31	56,880.22	21,204.90	277,117.09	356,075.00	78,957.91	77.8%
<b>Other Total</b>	<b>119,544.18</b>	<b>502,646.47</b>	<b>457,570.66</b>	<b>509,192.59</b>	<b>364,091.44</b>	<b>518,046.36</b>	<b>577,126.30</b>	<b>404,790.28</b>	<b>445,070.89</b>	<b>680,803.23</b>	<b>4,578,882.40</b>	<b>6,309,667.00</b>	<b>1,730,784.60</b>	<b>72.6%</b>
<b>Non-Capitalized Equipment</b>	<b>61,338.97</b>	<b>19,628.45</b>	<b>92,924.79</b>	<b>25,799.46</b>	<b>46,755.51</b>	<b>57,859.29</b>	<b>23,030.53</b>	<b>20,372.70</b>	<b>37,578.93</b>	<b>101,731.85</b>	<b>487,020.48</b>	<b>923,766.97</b>	<b>436,746.49</b>	<b>52.7%</b>
<b>Termination Benefits</b>	<b>26,523.43</b>	<b>1,776.80</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>260.64</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>28,560.87</b>	<b>-</b>	<b>(28,560.87)</b>	<b>#DIV/0!</b>
<b>Total All Funds</b>	<b>5,059,777.32</b>	<b>7,964,400.81</b>	<b>11,170,806.88</b>	<b>9,315,259.47</b>	<b>9,512,191.72</b>	<b>9,588,847.44</b>	<b>8,230,978.63</b>	<b>8,452,507.07</b>	<b>8,628,004.59</b>	<b>9,520,315.24</b>	<b>87,443,089.17</b>	<b>119,386,267.31</b>	<b>31,943,178.14</b>	<b>73.2%</b>

## Student Activities Report

Fiscal Year: 2025-2026  
Month: April

Community High School District #128

Account Number	Account Description	FY Beginning Balance	YTD Activity	Monthly Ending Balance
<b>010 - LIBERTYVILLE</b>				
95 L 010 9500 9500 00 095000	Athletic Dept Account	25,349.19	16,040.89	41,390.08
95 L 010 9500 9500 00 095010	Boys Baseball	4,369.12	-19,928.50	-15,559.38
95 L 010 9500 9500 00 095020	Boys Basketball	29,173.23	-9,141.54	20,031.69
95 L 010 9500 9500 00 095040	Boys Cross Country	2,729.01	2,865.53	5,594.54
95 L 010 9500 9500 00 095050	Boys Golf	1,008.33	2,085.43	3,093.76
95 L 010 9500 9500 00 095060	Boys Gymnastics	5.21	0.00	5.21
95 L 010 9500 9500 00 095070	Boys Lacrosse	30,246.54	33,948.18	64,194.72
95 L 010 9500 9500 00 095080	Boys Soccer	986.76	-795.51	191.25
95 L 010 9500 9500 00 095090	Boys Swimming & Diving	5,321.18	-683.65	4,637.53
95 L 010 9500 9500 00 095095	Boys Tennis	1,326.53	-192.27	1,134.26
95 L 010 9500 9500 00 095100	Boys Track	12,731.86	-3,617.05	9,114.81
95 L 010 9500 9500 00 095110	Boys Volleyball	2,552.77	850.93	3,403.70
95 L 010 9500 9500 00 095120	Boys Water Polo	1,973.88	2,143.00	4,116.88
95 L 010 9500 9500 00 095130	Cheerleading	12,546.14	2,791.19	15,337.33
95 L 010 9500 9500 00 095135	Flag Football	4,013.24	5,141.10	9,154.34
95 L 010 9500 9500 00 095140	Football	24,359.92	2,055.19	26,415.11
95 L 010 9500 9500 00 095145	Girls Badminton	162.38	0.00	162.38
95 L 010 9500 9500 00 095150	Girls Basketball	9,311.14	1,889.29	11,200.43
95 L 010 9500 9500 00 095160	Girls Bowling	0.00	0.90	0.90
95 L 010 9500 9500 00 095170	Girls Cross Country	10,880.33	-1,373.46	9,506.87
95 L 010 9500 9500 00 095180	Girls Golf	3,648.44	-403.76	3,244.68
95 L 010 9500 9500 00 095190	Girls Gymnastics	7,523.26	2,406.50	9,929.76
95 L 010 9500 9500 00 095200	Girls Lacrosse	10,538.96	-2,932.23	7,606.73
95 L 010 9500 9500 00 095210	Girls Soccer	10,803.60	-6,042.14	4,761.46
95 L 010 9500 9500 00 095220	Girls Softball	12,573.41	-1,054.04	11,519.37
95 L 010 9500 9500 00 095230	Girls Swimming & Diving	3,450.45	-644.76	2,805.69
95 L 010 9500 9500 00 095235	Girls Tennis	793.43	964.41	1,757.84
95 L 010 9500 9500 00 095240	Girls Track	437.05	210.12	647.17
95 L 010 9500 9500 00 095250	Girls Volleyball	2,132.39	1,069.97	3,202.36
95 L 010 9500 9500 00 095260	Girls Water Polo	1,325.45	3,883.68	5,209.13
95 L 010 9500 9500 00 095270	Poms	14,328.80	2,370.01	16,698.81
95 L 010 9500 9500 00 095280	Special Olympic Swim Team	86,106.83	1,485.14	87,591.97

## Student Activities Report

Fiscal Year: 2025-2026  
Month: April

Community High School District #128

Account Number	Account Description	FY Beginning Balance	YTD Activity	Monthly Ending Balance
<b>010 - LIBERTYVILLE</b>				
95 L 010 9500 9500 00 095300	Tournament Clearing	29,200.50	4,276.49	33,476.99
95 L 010 9500 9500 00 095310	Wrestling	1,075.20	6,513.94	7,589.14
95 L 010 9500 9500 00 095999	North Suburban Conference Acct	10,091.67	1,420.36	11,512.03
95 L 010 9500 9600 00 096011	Band Organization	-556.14	27,298.74	26,742.60
95 L 010 9500 9600 00 096012	Band Travel	17,161.41	-9,047.05	8,114.36
95 L 010 9500 9600 00 096032	Choir Organization	9,108.02	-970.65	8,137.37
95 L 010 9500 9600 00 096033	Choir Travel	2,807.20	560.00	3,367.20
95 L 010 9500 9600 00 096041	Stageplayers	15,727.72	26,618.30	42,346.02
95 L 010 9500 9600 00 096052	Fine Arts Productions	4,339.72	558.43	4,898.15
95 L 010 9500 9600 00 096060	Orchesis	3,336.48	-600.00	2,736.48
95 L 010 9500 9600 00 096071	String Organization	3,467.29	74.78	3,542.07
95 L 010 9500 9600 00 096072	String Travel	15,471.24	-2,468.10	13,003.14
95 L 010 9500 9700 00 097000	Applied Arts Dept. Account	6,644.77	-358.26	6,286.51
95 L 010 9500 9700 00 097040	China Trip Account	764.91	0.00	764.91
95 L 010 9500 9700 00 097042	French Travel	6,846.13	-3,745.00	3,101.13
95 L 010 9500 9700 00 097050	General Fund	32,121.06	0.00	32,121.06
95 L 010 9500 9700 00 097060	Concessions	33,446.15	-1,595.15	31,851.00
95 L 010 9500 9700 00 097094	Wildcat Service Account	19,185.84	-4,388.82	14,797.02
95 L 010 9500 9700 00 097095	Asst. Principal Account	2,366.30	-526.68	1,839.62
95 L 010 9500 9700 00 097096	Orange & Black Service Account	42,777.90	3,124.33	45,902.23
95 L 010 9500 9700 00 097097	Student Activities	9,128.19	4,401.42	13,529.61
95 L 010 9500 9700 00 097098	Prevention & Wellness	12,068.27	-12,068.27	0.00
95 L 010 9500 9700 00 097100	Hardship Account	2,462.67	-803.30	1,659.37
95 L 010 9500 9700 00 097102	Wildcat Support Fund	600.00	0.00	600.00
95 L 010 9500 9700 00 097105	Reunion Funds	7,500.00	0.00	7,500.00
95 L 010 9500 9700 00 097110	CRC Account	628.52	-560.00	68.52
95 L 010 9500 9700 00 097122	D128 Foundation Grant	3,633.98	0.00	3,633.98
95 L 010 9500 9700 00 097125	D128 Foundation-StudentsInNeed	247.97	9,127.24	9,375.21
95 L 010 9500 9700 00 097128	Dare to Empower	1,554.56	0.00	1,554.56
95 L 010 9500 9700 00 097130	English Dept. Account	629.84	47.00	676.84
95 L 010 9500 9700 00 097132	Writers Week Account	1,115.18	-405.00	710.18
95 L 010 9500 9700 00 097150	ESP Account	2,214.89	-907.98	1,306.91

## Student Activities Report

Fiscal Year: 2025-2026  
Month: April

Community High School District #128

Account Number	Account Description	FY Beginning Balance	YTD Activity	Monthly Ending Balance
<b>010 - LIBERTYVILLE</b>				
95 L 010 9500 9700 00 097190	Physical Ed. Dept. Account	9,225.40	-352.00	8,873.40
95 L 010 9500 9700 00 097210	World Lang Dept Acct	8,684.25	1,656.74	10,340.99
95 L 010 9500 9700 00 097230	Library Account	1,998.46	295.30	2,293.76
95 L 010 9500 9700 00 097232	LMC Fines Account	917.18	47.33	964.51
95 L 010 9500 9700 00 097240	Math Dept. Account	3,730.97	318.00	4,048.97
95 L 010 9500 9700 00 097250	Reed Stewart Memorial Fund	4,634.36	-4,634.36	0.00
95 L 010 9500 9700 00 097288	Cam Gillen Memorial Fund	4,636.22	-900.00	3,736.22
95 L 010 9500 9700 00 097290	Science Dept. Account	2,711.66	-1,682.06	1,029.60
95 L 010 9500 9700 00 097298	Senior Graduation Party Acct	1,434.56	-1,169.88	264.68
95 L 010 9500 9700 00 097300	Social Studies Dept. Account	674.25	390.00	1,064.25
95 L 010 9500 9700 00 097310	LHS Special Services	0.00	12,597.78	12,597.78
95 L 010 9500 9700 00 097315	Wildcat Warehouse/VCE Class	4,113.31	-573.08	3,540.23
95 L 010 9500 9700 00 097600	Choices College Fair	1,207.02	143.64	1,350.66
95 L 010 9500 9700 00 097999	District-Restricted	25,458.64	344.95	25,803.59
95 L 010 9500 9800 00 098001	Scholastic Bowl	1,022.54	0.00	1,022.54
95 L 010 9500 9800 00 098010	ACE/Life of a Wildcat	10,781.00	1,208.36	11,989.36
95 L 010 9500 9800 00 098020	LHS United	74.73	-74.73	0.00
95 L 010 9500 9800 00 098035	API Unite Club	484.31	0.00	484.31
95 L 010 9500 9800 00 098037	Astronomy Club	590.93	0.00	590.93
95 L 010 9500 9800 00 098040	Art Club	363.58	-204.94	158.64
95 L 010 9500 9800 00 098060	Fishing Club	278.10	-141.25	136.85
95 L 010 9500 9800 00 098070	Best Buddies	3,612.81	4,483.22	8,096.03
95 L 010 9500 9800 00 098072	Abilities in Bloom	836.96	-257.91	579.05
95 L 010 9500 9800 00 098100	Wildcat Productions	8,497.32	1,504.90	10,002.22
95 L 010 9500 9800 00 098105	Caring for Cambodia	5,910.01	0.00	5,910.01
95 L 010 9500 9800 00 098110	Random Acts of Kindness	217.34	0.00	217.34
95 L 010 9500 9800 00 098115	Coding Cats	467.77	256.80	724.57
95 L 010 9500 9800 00 098117	Chem Cats	885.34	0.00	885.34
95 L 010 9500 9800 00 098118	Chess Club	0.00	60.00	60.00
95 L 010 9500 9800 00 098120	Student Council	69,867.40	-36,673.45	33,193.95
95 L 010 9500 9800 00 098121	Senior Stuco	2,002.21	-267.93	1,734.28
95 L 010 9500 9800 00 098122	Junior Stuco	334.12	0.00	334.12

## Student Activities Report

Fiscal Year: 2025-2026  
Month: April

Community High School District #128

Account Number	Account Description	FY Beginning Balance	YTD Activity	Monthly Ending Balance
<b>010 - LIBERTYVILLE</b>				
95 L 010 9500 9800 00 098123	Soph Stuco	917.18	-189.26	727.92
95 L 010 9500 9800 00 098124	Frosh Stuco	183.35	-221.84	-38.49
95 L 010 9500 9800 00 098130	Cosmetic Club	311.00	-301.42	9.58
95 L 010 9500 9800 00 098180	Debate	2,755.75	400.32	3,156.07
95 L 010 9500 9800 00 098190	DECA	2,386.81	-9,755.47	-7,368.66
95 L 010 9500 9800 00 098200	Drops of Ink	4,633.20	15,324.12	19,957.32
95 L 010 9500 9800 00 098210	Erika's Lighthouse	537.40	-537.40	0.00
95 L 010 9500 9800 00 098212	ECOS Club	8,396.48	10,262.88	18,659.36
95 L 010 9500 9800 00 098220	FBLA	5,585.22	-5,585.22	0.00
95 L 010 9500 9800 00 098230	FCCLA	355.26	-53.20	302.06
95 L 010 9500 9800 00 098250	Fellowship Christian Athletes	1,393.67	500.00	1,893.67
95 L 010 9500 9800 00 098260	First Class	2,148.86	-2,148.86	0.00
95 L 010 9500 9800 00 098270	French Club	1,045.80	290.08	1,335.88
95 L 010 9500 9800 00 098280	Guitar Club	0.88	-0.88	0.00
95 L 010 9500 9800 00 098281	German Club	0.00	1,017.78	1,017.78
95 L 010 9500 9800 00 098290	Gay Straight Alliance	692.04	0.55	692.59
95 L 010 9500 9800 00 098305	Gray Area Club	137.60	78.58	216.18
95 L 010 9500 9800 00 098310	HOSA	0.00	445.29	445.29
95 L 010 9500 9800 00 098320	Interact	8,807.71	1,496.40	10,304.11
95 L 010 9500 9800 00 098345	Latin American Student Org	3,009.53	402.91	3,412.44
95 L 010 9500 9800 00 098350	Latin Club	1,848.54	-396.50	1,452.04
95 L 010 9500 9800 00 098370	LEAF	4,641.53	-226.02	4,415.51
95 L 010 9500 9800 00 098380	Slant of Light	845.68	2,629.11	3,474.79
95 L 010 9500 9800 00 098390	Math Team	2,214.34	108.05	2,322.39
95 L 010 9500 9800 00 098400	Med CATS	39.11	882.40	921.51
95 L 010 9500 9800 00 098410	Mock Trial	1,107.73	-23.73	1,084.00
95 L 010 9500 9800 00 098420	Model UN	6,794.59	-1,276.83	5,517.76
95 L 010 9500 9800 00 098425	Muslim Student Association	724.87	-68.23	656.64
95 L 010 9500 9800 00 098430	NHS	6,773.67	8,034.68	14,808.35
95 L 010 9500 9800 00 098452	Philanthropy Club	63.01	-63.01	0.00
95 L 010 9500 9800 00 098455	Photo Club	0.00	-28.94	-28.94
95 L 010 9500 9800 00 098460	Ping Pong	1,908.58	-202.43	1,706.15

## Student Activities Report

Fiscal Year: 2025-2026  
Month: April

Community High School District #128

Account Number	Account Description	FY Beginning Balance	YTD Activity	Monthly Ending Balance
<b>010 - LIBERTYVILLE</b>				
95 L 010 9500 9800 00 098465	Psychology Club	154.04	550.00	704.04
95 L 010 9500 9800 00 098470	Robotics	4,135.29	-601.01	3,534.28
95 L 010 9500 9800 00 098485	South Asian Student Assoc. (SASA)	0.00	1,577.98	1,577.98
95 L 010 9500 9800 00 098510	Science Olympiad	11,359.18	-1,971.66	9,387.52
95 L 010 9500 9800 00 098520	Skills USA	2,456.05	-2,456.05	0.00
95 L 010 9500 9800 00 098530	Sno Cats	6,620.91	214.68	6,835.59
95 L 010 9500 9800 00 098560	Speech	-7.53	7.53	0.00
95 L 010 9500 9800 00 098570	Sports Medicine	624.14	0.00	624.14
95 L 010 9500 9800 00 098580	Student Ambassadors	37.12	0.00	37.12
95 L 010 9500 9800 00 098600	Top CATS	10,012.12	85.98	10,098.10
95 L 010 9500 9800 00 098630	Yearbook	176,530.64	-21,591.75	154,938.89
95 L 010 9500 9800 00 098632	Yearbook Digitization Project (SOS)	0.00	10,000.00	10,000.00
95 L 010 9500 9800 00 098640	Yoga Club	122.85	-122.85	0.00
95 L 010 9500 9800 00 098650	Pilot Clubs	4,168.40	-3,639.46	528.94
95 L 010 9500 9800 00 098660	Young Entrepreneurs	16.47	0.00	16.47
95 L 010 9500 9900 00 099010	R Calahan Mem Fr Scholarship	11,981.86	-1,500.00	10,481.86
95 L 010 9500 9900 00 099030	Scholarship Account	80.00	0.00	80.00
95 L 010 9500 9900 00 099040	Spanish Scholarship	138.76	0.00	138.76
95 L 010 9500 9900 00 099060	Shupe Scholarship	295.00	0.00	295.00
95 L 010 9500 9900 00 099070	Gary Graham Scholarship	2,000.00	0.00	2,000.00
-- - 01- ---- ---- -- -----		<b>1,106,513.71</b>	<b>58,692.05</b>	<b>1,165,205.76</b>
<b>020 - TRANSITION PATHWAYS</b>				
95 L 020 9500 9800 00 098700	TPC Microbusiness - Pilot Account	1,366.78	1,103.92	2,470.70
95 L 020 9500 9800 00 098701	TPC Microbusiness - That's a Wrap	0.00	415.89	415.89
-- - 02- ---- ---- -- -----		<b>1,366.78</b>	<b>1,519.81</b>	<b>2,886.59</b>
<b>040 - VHHS</b>				
95 L 040 9500 9500 00 095010	Boys Baseball	33,629.73	3,676.82	37,306.55
95 L 040 9500 9500 00 095020	Boys Basketball	6,931.12	1,705.32	8,636.44
95 L 040 9500 9500 00 095030	Boys Bowling	3,909.32	1,888.61	5,797.93
95 L 040 9500 9500 00 095040	Boys Cross Country	2,535.09	1,489.09	4,024.18
95 L 040 9500 9500 00 095050	Boys Golf	833.47	-153.81	679.66
95 L 040 9500 9500 00 095070	Boys Lacrosse	225.10	-190.00	35.10

## Student Activities Report

Fiscal Year: 2025-2026  
Month: April

Community High School District #128

Account Number	Account Description	FY Beginning Balance	YTD Activity	Monthly Ending Balance
<b>040 - VHHS</b>				
95 L 040 9500 9500 00 095080	Boys Soccer	646.37	8,262.69	8,909.06
95 L 040 9500 9500 00 095090	Boys Swimming & Diving	8,670.67	-5,566.74	3,103.93
95 L 040 9500 9500 00 095100	Boys Track	2,087.28	790.85	2,878.13
95 L 040 9500 9500 00 095110	Boys Volleyball	5,256.72	-403.90	4,852.82
95 L 040 9500 9500 00 095120	Boys Water Polo	4,016.49	1,065.58	5,082.07
95 L 040 9500 9500 00 095130	Cheerleading	14,158.70	-3,342.01	10,816.69
95 L 040 9500 9500 00 095135	Flag Football	1,869.43	3,708.70	5,578.13
95 L 040 9500 9500 00 095140	Football	3,957.73	82.59	4,040.32
95 L 040 9500 9500 00 095150	Girls Basketball	9,109.78	4,905.69	14,015.47
95 L 040 9500 9500 00 095160	Girls Bowling	1,764.05	-1,507.46	256.59
95 L 040 9500 9500 00 095170	Girls Cross Country	6,759.45	-901.63	5,857.82
95 L 040 9500 9500 00 095180	Girls Golf	695.43	150.00	845.43
95 L 040 9500 9500 00 095190	Girls Gymnastics	2,693.14	-147.52	2,545.62
95 L 040 9500 9500 00 095200	Girls Lacrosse	1,767.70	884.66	2,652.36
95 L 040 9500 9500 00 095210	Girls Soccer	6,740.34	7,151.83	13,892.17
95 L 040 9500 9500 00 095220	Girls Softball	16,148.73	-8,874.59	7,274.14
95 L 040 9500 9500 00 095230	Girls Swimming & Diving	624.75	7,298.82	7,923.57
95 L 040 9500 9500 00 095240	Girls Track	3,054.24	67.00	3,121.24
95 L 040 9500 9500 00 095250	Girls Volleyball	9,759.33	2,414.31	12,173.64
95 L 040 9500 9500 00 095260	Girls Water Polo	1,113.39	-829.23	284.16
95 L 040 9500 9500 00 095265	Badminton	3,690.02	-1,529.15	2,160.87
95 L 040 9500 9500 00 095270	Poms	6,957.31	4,546.12	11,503.43
95 L 040 9500 9500 00 095281	Special Olympics	724.12	-177.61	546.51
95 L 040 9500 9500 00 095290	Tennis	3,191.86	1,343.00	4,534.86
95 L 040 9500 9500 00 095300	Tournament Clearing	37,638.96	21,701.92	59,340.88
95 L 040 9500 9500 00 095310	Wrestling	5,100.61	6,067.90	11,168.51
95 L 040 9500 9600 00 096000	Art	457.80	-58.65	399.15
95 L 040 9500 9600 00 096012	Fine Arts Travel	1,549.75	0.00	1,549.75
95 L 040 9500 9600 00 096013	Band	6,212.07	1,082.63	7,294.70
95 L 040 9500 9600 00 096031	Choir	10,575.14	4,078.32	14,653.46
95 L 040 9500 9600 00 096042	Drama	1,893.87	1,540.02	3,433.89
95 L 040 9500 9600 00 096051	Fine Arts	2,439.23	14,067.43	16,506.66

## Student Activities Report

Fiscal Year: 2025-2026  
Month: April

Community High School District #128

Account Number	Account Description	FY Beginning Balance	YTD Activity	Monthly Ending Balance
<b>040 - VHHS</b>				
95 L 040 9500 9600 00 096060	Orchesis	3,814.86	0.00	3,814.86
95 L 040 9500 9600 00 096073	Orchestra	4,484.62	1,674.19	6,158.81
95 L 040 9500 9700 00 097020	Beverage Service	38,161.19	1,634.94	39,796.13
95 L 040 9500 9700 00 097030	Bookstore	232.75	0.00	232.75
95 L 040 9500 9700 00 097051	Clearing	4,147.92	-811.88	3,336.04
95 L 040 9500 9700 00 097060	Concessions	1,237.46	5,575.64	6,813.10
95 L 040 9500 9700 00 097070	Corporate Contributions	19,461.43	781.25	20,242.68
95 L 040 9500 9700 00 097080	Cougar 5k Classic	937.23	-937.23	0.00
95 L 040 9500 9700 00 097091	Cougar Service Account	24,139.47	23,508.38	47,647.85
95 L 040 9500 9700 00 097092	Cougar Student Activities Acct	21,310.98	1,613.01	22,923.99
95 L 040 9500 9700 00 097093	Principals Awards Account	3,580.57	500.00	4,080.57
95 L 040 9500 9700 00 097100	Hardship Account	0.00	10.00	10.00
95 L 040 9500 9700 00 097101	Cougars 4 Cougars	7,868.11	0.00	7,868.11
95 L 040 9500 9700 00 097111	CRC/AP	500.00	-750.00	-250.00
95 L 040 9500 9700 00 097115	CTE Staff Convenience Acct	118.10	641.24	759.34
95 L 040 9500 9700 00 097121	D128 Foundation Grant	41,396.24	-4,182.37	37,213.87
95 L 040 9500 9700 00 097123	VHHS Project Fund	1,516.40	2,604.45	4,120.85
95 L 040 9500 9700 00 097125	D128 Foundation-StudentsInNeed	1,891.64	9,795.00	11,686.64
95 L 040 9500 9700 00 097131	English Dept. Fund	488.11	25.00	513.11
95 L 040 9500 9700 00 097151	ESP Committee	2,365.51	651.38	3,016.89
95 L 040 9500 9700 00 097160	Feeder Supt.	331.62	0.00	331.62
95 L 040 9500 9700 00 097170	Foundation Grants	3,936.68	-361.25	3,575.43
95 L 040 9500 9700 00 097180	Grant Writing	1,596.70	0.00	1,596.70
95 L 040 9500 9700 00 097191	PE	10,390.31	-3,668.64	6,721.67
95 L 040 9500 9700 00 097192	PE Gym Uniforms	3,832.55	74.00	3,906.55
95 L 040 9500 9700 00 097200	IASBO (YDada)	1,000.00	-344.95	655.05
95 L 040 9500 9700 00 097215	IT Dept	2,888.08	0.00	2,888.08
95 L 040 9500 9700 00 097231	Library Paperback Books	20.36	114.76	135.12
95 L 040 9500 9700 00 097232	LMC Fines Account	1,416.43	-349.15	1,067.28
95 L 040 9500 9700 00 097240	Math Dept. Conv Account	100.00	700.00	800.00
95 L 040 9500 9700 00 097260	Restitution	1,215.10	0.00	1,215.10
95 L 040 9500 9700 00 097270	Retirement Recognition Fund	0.10	0.00	0.10

## Student Activities Report

Fiscal Year: 2025-2026  
Month: April

Community High School District #128

Account Number	Account Description	FY Beginning Balance	YTD Activity	Monthly Ending Balance
<b>040 - VHHS</b>				
95 L 040 9500 9700 00 097290	Science Dept. Account	4,314.69	330.80	4,645.49
95 L 040 9500 9700 00 097295	Science-Staff Convenience Acct	150.00	0.00	150.00
95 L 040 9500 9700 00 097300	Social Studies Dept. Account	318.01	-187.81	130.20
95 L 040 9500 9700 00 097310	Special Services	1,320.50	12,570.22	13,890.72
95 L 040 9500 9700 00 097320	Spirit Store	2,823.27	0.00	2,823.27
95 L 040 9500 9700 00 097330	Technology Account	135.21	200.00	335.21
95 L 040 9500 9700 00 097340	Vending	14,422.08	1,038.80	15,460.88
95 L 040 9500 9700 00 097350	VH Hot Spot	143.68	0.00	143.68
95 L 040 9500 9700 00 097360	World Language	1,666.56	640.90	2,307.46
95 L 040 9500 9700 00 097900	Reserve-NSF	-103.00	0.00	-103.00
95 L 040 9500 9700 00 097999	District-Restricted	0.00	6,743.54	6,743.54
95 L 040 9500 9800 00 098000	Academic Bowl	1,878.33	-332.07	1,546.26
95 L 040 9500 9800 00 098030	Anime	288.50	0.00	288.50
95 L 040 9500 9800 00 098036	Asian Student Association	470.35	-24.76	445.59
95 L 040 9500 9800 00 098050	Auto Class	811.04	0.00	811.04
95 L 040 9500 9800 00 098060	Fishing Club	39.97	0.00	39.97
95 L 040 9500 9800 00 098070	Best Buddies	11,542.76	-4,670.56	6,872.20
95 L 040 9500 9800 00 098080	Black Student Union	198.19	9.17	207.36
95 L 040 9500 9800 00 098095	Computer Science Club	4,019.35	534.02	4,553.37
95 L 040 9500 9800 00 098101	Cougar TV	1,742.61	-870.84	871.77
95 L 040 9500 9800 00 098120	Student Council	17,468.30	15,555.81	33,024.11
95 L 040 9500 9800 00 098125	Freshman Fund	47.69	0.00	47.69
95 L 040 9500 9800 00 098126	Sophomore Fund	110.78	248.00	358.78
95 L 040 9500 9800 00 098127	Junior Fund	1,424.10	-247.50	1,176.60
95 L 040 9500 9800 00 098128	Senior Fund	0.00	125.00	125.00
95 L 040 9500 9800 00 098140	Cougar Bicycling Club	114.08	0.00	114.08
95 L 040 9500 9800 00 098150	Cougar CRU	782.47	-418.39	364.08
95 L 040 9500 9800 00 098160	Cougar Guard Club	627.78	0.00	627.78
95 L 040 9500 9800 00 098170	CPHY	9,891.62	0.00	9,891.62
95 L 040 9500 9800 00 098175	Dare to Empower	241.26	-170.99	70.27
95 L 040 9500 9800 00 098201	Newspaper	52,514.13	-3,578.48	48,935.65
95 L 040 9500 9800 00 098202	Newspaper Ads	97.22	0.00	97.22

## Student Activities Report

Fiscal Year: 2025-2026  
Month: April

Community High School District #128

Account Number	Account Description	FY Beginning Balance	YTD Activity	Monthly Ending Balance
<b>040 - VHHS</b>				
95 L 040 9500 9800 00 098215	eSports	1,842.05	-228.28	1,613.77
95 L 040 9500 9800 00 098220	Business Professionals of Amer	11,434.79	-4,276.22	7,158.57
95 L 040 9500 9800 00 098250	Fellowship Christian Athletes	319.90	0.00	319.90
95 L 040 9500 9800 00 098260	VHGive	4,482.97	-2,495.15	1,987.82
95 L 040 9500 9800 00 098264	Future Medical Professionals	250.29	117.12	367.41
95 L 040 9500 9800 00 098270	French Club	452.89	-135.76	317.13
95 L 040 9500 9800 00 098291	SAGA	525.21	-32.11	493.10
95 L 040 9500 9800 00 098300	Graphics	1,305.10	0.00	1,305.10
95 L 040 9500 9800 00 098315	Indian Student Association	1,629.59	-5.89	1,623.70
95 L 040 9500 9800 00 098320	Interact	0.01	0.00	0.01
95 L 040 9500 9800 00 098330	International Club	814.88	-139.40	675.48
95 L 040 9500 9800 00 098340	Future Leaders in Act and Govt	5,549.28	400.05	5,949.33
95 L 040 9500 9800 00 098360	Latino Alliance	159.64	-14.35	145.29
95 L 040 9500 9800 00 098380	Literary Magazine	15,570.37	2,860.00	18,430.37
95 L 040 9500 9800 00 098390	Math Team	561.50	318.15	879.65
95 L 040 9500 9800 00 098420	Model UN	0.00	1,156.89	1,156.89
95 L 040 9500 9800 00 098425	Muslim Student Association	328.12	-203.41	124.71
95 L 040 9500 9800 00 098430	NHS	10,872.21	-2,376.71	8,495.50
95 L 040 9500 9800 00 098450	Outdoor Adventure Club	3,862.57	-239.64	3,622.93
95 L 040 9500 9800 00 098460	Ping Pong	99.41	9.96	109.37
95 L 040 9500 9800 00 098461	Physics	0.00	170.50	170.50
95 L 040 9500 9800 00 098470	Robotics	470.28	0.00	470.28
95 L 040 9500 9800 00 098490	SAP	238.51	0.00	238.51
95 L 040 9500 9800 00 098510	Science Olympiad	100.59	1,042.00	1,142.59
95 L 040 9500 9800 00 098515	Sign Language Club	41.22	0.00	41.22
95 L 040 9500 9800 00 098525	Slavic Student Association	74.55	0.00	74.55
95 L 040 9500 9800 00 098550	SPARK	2,220.48	1,969.95	4,190.43
95 L 040 9500 9800 00 098590	Student Book Club	280.58	0.00	280.58
95 L 040 9500 9800 00 098610	enVHiro	807.59	-85.68	721.91
95 L 040 9500 9800 00 098630	Yearbook	176,553.50	-55,157.14	121,396.36
95 L 040 9500 9800 00 098631	Yearbook Ads	32,566.95	-628.90	31,938.05
-- - 04- - - - -		<b>836,685.37</b>	<b>84,306.21</b>	<b>920,991.58</b>

## COMMUNITY HIGH SCHOOL DISTRICT 128

## INVESTMENT PORTFOLIO

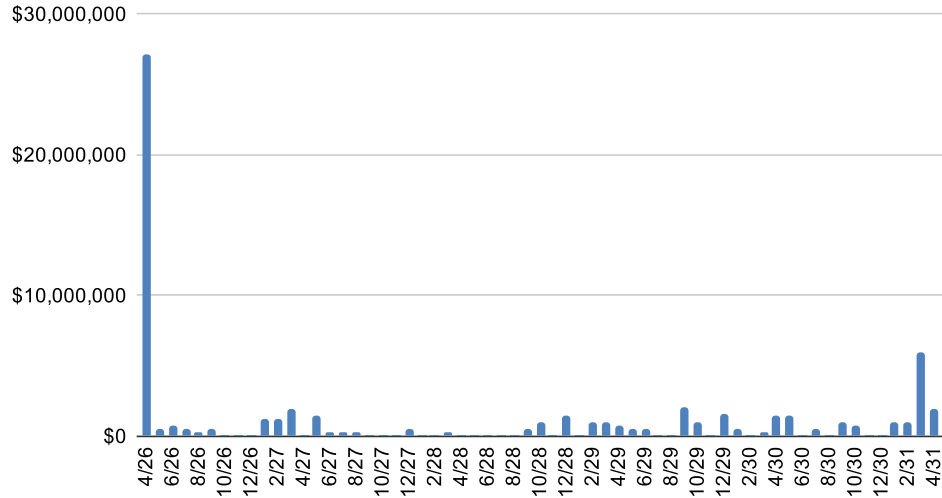
APRIL 30, 2026

Investment Type	Bank	Settle Date	Maturity Date	# of Days	Institution	Cost	Rate
Money Market - LIQ	PMA	4/30/2026	4/30/2026	1	ISDLAF+ LIQ Account	\$0.00	3.560%
Money Market - MAX	PMA	4/30/2026	4/30/2026	1	ISDLAF+ MAX Account	\$1,253.57	3.573%
Money Market - 53	Fifth Third	4/30/2026	4/30/2026	1	Federated Gov't Obligations	\$9,038,668.85	3.520%
Money Market - LBT	LBT	4/30/2026	4/30/2026	1	Maxsafe	\$18,143,099.11	3.890%
Agency Bond	Fifth Third	5/27/2021	5/27/2026	1826	FEDERAL HOME LOAN BANKS BOND	\$500,000.00	1.000%
Certificate of Deposit	Fifth Third	6/9/2022	6/9/2026	1461	ALLY BK MIDVALE UTAH CD	\$245,000.00	3.000%
Treasury	Fifth Third	6/18/2021	6/30/2026	1838	UNITED STATES TREASURY	\$529,572.04	0.850%
Agency Bond	Fifth Third	7/15/2021	7/15/2026	1826	FEDERAL HOME LOAN BANKS BOND	\$500,000.00	1.248%
Certificate of Deposit	Fifth Third	2/29/2024	8/31/2026	914	COMMERCE BANK GENEVA MINN CD	\$245,000.00	4.400%
Certificate of Deposit	Fifth Third	3/1/2024	9/1/2026	914	FARMERS & MERCHANTS BK BERLIN CD	\$245,000.00	4.400%
Certificate of Deposit	Fifth Third	3/8/2024	9/8/2026	914	CONNECTONE BK ENGLEWOOD CD	\$245,000.00	4.600%
Agency Bond	Fifth Third	2/15/2024	1/15/2027	1065	FEDERAL HOME LOAN BANKS	\$498,536.67	4.300%
Certificate of Deposit	Fifth Third	1/26/2024	1/26/2027	1096	INTERNATIONAL BANK OF CHICAGO IL CD	\$245,000.00	4.100%
Certificate of Deposit	Fifth Third	1/26/2024	1/26/2027	1096	OLD DOMINION NATIONAL BANK NORTH CD	\$245,000.00	4.050%
Certificate of Deposit	Fifth Third	1/29/2024	1/29/2027	1096	SAUK VALLEY BANK & TRUST CD	\$245,000.00	4.150%
Agency Bond	Fifth Third	2/15/2024	2/12/2027	1093	FEDERAL FARM CR BANKS BOND	\$497,736.88	4.300%
Treasury	Fifth Third	6/2/2022	2/15/2027	1719	UNITED STATES TREASURY	\$245,095.14	2.817%
Treasury	Fifth Third	4/29/2022	2/15/2027	1753	UNITED STATES TREASURY	\$489,988.65	2.817%
Certificate of Deposit	Fifth Third	2/29/2024	3/1/2027	1096	FIRST FED SAVINGS BANK EVANSVILLE CD	\$245,000.00	4.350%
Certificate of Deposit	Fifth Third	3/5/2024	3/5/2027	1095	CFBANK FAIRLAWN OH CD	\$245,000.00	4.450%
Certificate of Deposit	Fifth Third	3/5/2024	3/5/2027	1095	VALLEY NATL BK WAYNE CD	\$245,000.00	4.600%
Certificate of Deposit	Fifth Third	3/8/2024	3/8/2027	1095	UNITED CMNTY BK W KENTUCKY INC CD	\$245,000.00	4.350%
Agency Bond	Fifth Third	2/15/2024	3/12/2027	1121	FEDERAL HOME LOAN BANKS	\$512,362.50	4.303%
Treasury	Fifth Third	4/28/2022	3/31/2027	1798	UNITED STATES TREASURY	\$496,366.28	2.700%
Agency Bond	Fifth Third	5/11/2022	5/10/2027	1825	FEDERAL HOME LOAN BANKS BOND	\$763,306.38	3.150%
Treasury	Fifth Third	6/2/2022	5/15/2027	1808	UNITED STATES TREASURY	\$489,455.84	2.860%
Agency Bond	Fifth Third	5/24/2022	5/24/2027	1826	FEDERAL HOME LOAN BANKS BOND	\$250,000.00	3.300%
Treasury	Fifth Third	11/15/2022	6/30/2027	1688	UNITED STATES TREASURY	\$245,706.88	3.950%
Treasury	Fifth Third	11/15/2022	7/31/2027	1719	UNITED STATES TREASURY	\$239,211.48	3.950%
Treasury	Fifth Third	11/15/2022	8/15/2027	1734	UNITED STATES TREASURY	\$233,153.75	3.950%
Agency Bond	Fifth Third	2/15/2024	12/10/2027	1394	FEDERAL HOME LOAN BANKS BOND	\$515,379.17	4.251%
Certificate of Deposit	Fifth Third	3/29/2023	3/29/2028	1827	AMERICAN EXPRESS NTL BK CD	\$245,000.00	4.750%
Certificate of Deposit	Fifth Third	9/23/2025	9/25/2028	1098	GOLDMAN SACHS BK USA NEW YORK CD	\$245,000.00	3.550%
Certificate of Deposit	Fifth Third	9/26/2025	9/26/2028	1096	BMW BK NORTH AMERICA SALT LAKE CITY	\$245,000.00	3.550%
Certificate of Deposit	Fifth Third	10/10/2025	10/10/2028	1096	LUANA SVGS BK IOWA CD	\$245,000.00	3.550%
Certificate of Deposit	Fifth Third	10/15/2025	10/16/2028	1097	CITIBANK N A MKT LKD RETAIL CD	\$245,000.00	3.750%
Certificate of Deposit	Fifth Third	10/16/2025	10/16/2028	1096	FREEDOM BK OF VA FAIRFAX VA CD	\$245,000.00	3.600%
Certificate of Deposit	Fifth Third	9/26/2025	10/26/2028	1126	TEXAS EXCHANGE BK CROWLEY CD	\$245,000.00	3.550%
Agency Bond	Fifth Third	2/28/2024	12/8/2028	1745	FEDERAL HOME LOAN BANKS BOND	\$1,038,573.61	4.202%
Certificate of Deposit	Fifth Third	10/8/2025	12/8/2028	1157	AMERICAN EAGLE BK SOUTH ELGIN ILL CD	\$245,000.00	3.600%
Certificate of Deposit	Fifth Third	9/29/2025	12/29/2028	1187	GULF ATLANTIC BK KEY WEST FLA CD	\$245,000.00	3.500%
Agency Bond	Fifth Third	2/28/2024	2/28/2029	1827	FEDERAL FARM CR BANKS BOND	\$1,002,200.00	4.186%
<b>Agency Bond</b>	<b>Fifth Third</b>	<b>4/10/2026</b>	<b>3/2/2029</b>	<b>1057</b>	<b>FDRL NATL MTG ASSN MED TERM NTS DTD</b>	<b>\$999,352.78</b>	<b>3.650%</b>
<b>Certificate of Deposit</b>	<b>Fifth Third</b>	<b>4/15/2026</b>	<b>4/16/2029</b>	<b>1097</b>	<b>CFG BK LUTHERVILLE MD CD</b>	<b>\$245,000.00</b>	<b>4.100%</b>
Treasury	Fifth Third	9/19/2025	4/30/2029	1319	UNITED STATES TREASURY	\$495,019.54	3.500%
Treasury	Fifth Third	9/19/2025	5/31/2029	1350	UNITED STATES TREASURY	\$491,259.92	3.500%
Treasury	Fifth Third	9/19/2025	6/30/2029	1380	UNITED STATES TREASURY	\$499,162.71	3.500%
<b>Agency Bond</b>	<b>Fifth Third</b>	<b>4/8/2026</b>	<b>9/17/2029</b>	<b>1258</b>	<b>FDRL NATL MTG ASSN MED TERM NTS DTD</b>	<b>\$997,716.67</b>	<b>3.800%</b>
Treasury	Fifth Third	9/19/2025	9/30/2029	1472	UNITED STATES TREASURY	\$516,097.38	3.500%
Treasury	Fifth Third	9/19/2025	9/30/2029	1472	UNITED STATES TREASURY	\$508,224.04	3.500%
Agency Bond	Fifth Third	4/24/2025	10/10/2029	1630	FEDERAL HOME LOAN MTG CORP MTN	\$997,067.22	4.141%
Treasury	Fifth Third	9/19/2025	12/31/2029	1564	UNITED STATES TREASURY	\$521,045.35	3.550%
<b>Treasury</b>	<b>Fifth Third</b>	<b>4/8/2026</b>	<b>12/31/2029</b>	<b>1363</b>	<b>UNITED STATES TREASURY</b>	<b>\$1,013,029.39</b>	<b>3.875%</b>
Treasury	Fifth Third	5/21/2025	1/31/2030	1716	UNITED STATES TREASURY	\$494,692.68	4.000%
Agency Bond	Fifth Third	3/31/2026	3/29/2030	1459	MERRICK BK SOUTH JORDAN UTAH CD	\$245,000.00	4.000%
<b>Certificate of Deposit</b>	<b>Fifth Third</b>	<b>4/15/2026</b>	<b>4/15/2030</b>	<b>1461</b>	<b>OPTUM BK DRAPER UTAH CD</b>	<b>\$245,000.00</b>	<b>4.000%</b>
<b>Certificate of Deposit</b>	<b>Fifth Third</b>	<b>4/16/2026</b>	<b>4/16/2030</b>	<b>1461</b>	<b>TOYOTA FINL SVGS BK HENDERN NV CD</b>	<b>\$245,000.00</b>	<b>4.100%</b>
Agency Bond	Fifth Third	4/29/2025	4/29/2030	1826	FEDERAL HOME LOAN MTG CORP MTN	\$996,000.00	4.089%
Agency Bond	Fifth Third	5/6/2025	5/6/2030	1826	FEDERAL HOME LOAN MTG GORP MTN	\$993,240.00	3.900%
Treasury	Fifth Third	5/21/2025	5/31/2030	1836	UNITED STATES TREASURY	\$503,215.36	4.000%
Certificate of Deposit	Fifth Third	7/7/2025	7/5/2030	1824	MORGAN STANLEY PRIVATE BANK CD	\$245,000.00	4.400%
Certificate of Deposit	Fifth Third	7/7/2025	7/5/2030	1824	MORGAN STANLEY BANK CD	\$245,000.00	4.400%
Agency Bond	Fifth Third	9/18/2025	9/11/2030	1819	FEDERAL HOME LOAN MTG CORP MTN	\$995,180.56	3.622%
Certificate of Deposit	Fifth Third	10/8/2025	10/8/2030	1826	BOM BK NATCHITOCHE LA CD	\$245,000.00	4.000%
Certificate of Deposit	Fifth Third	10/15/2025	10/15/2030	1826	WASHINGTON ST BK IOWA	\$245,000.00	4.000%
Certificate of Deposit	Fifth Third	10/16/2025	10/16/2030	1826	JPMORGAN CHASE BK N A INSTL CD	\$245,000.00	4.000%
Agency Bond	Fifth Third	5/14/2025	1/31/2031	2088	FEDERAL HOME LOAN MTG GORP MTN	\$995,145.86	4.100%

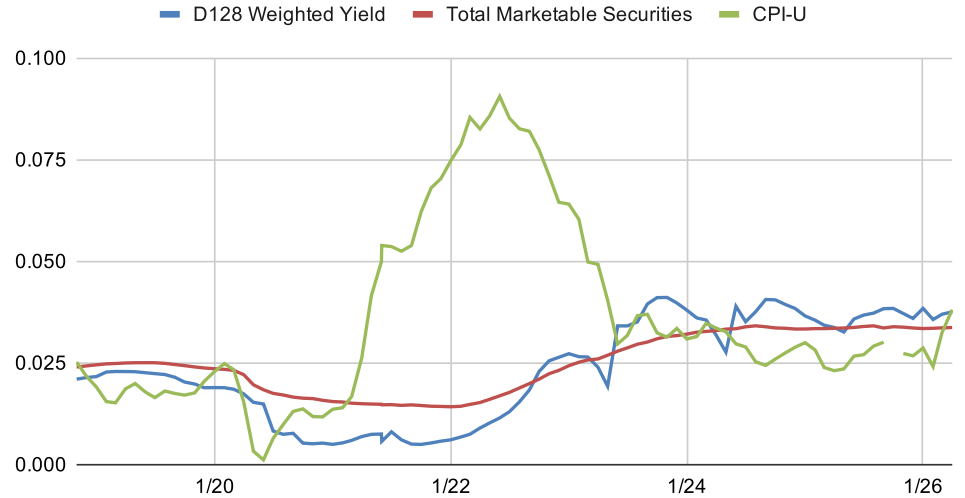
COMMUNITY HIGH SCHOOL DISTRICT 128  
INVESTMENT PORTFOLIO  
APRIL 30, 2026

Investment Type	Bank	Settle Date	Maturity Date	# of Days	Institution	Cost	Rate
Treasury	Fifth Third	3/25/2026	2/28/2031	1801	UNITED STATES TREASURY	\$984,565.22	3.900%
Agency Bond	Fifth Third	3/10/2026	3/10/2031	1826	FEDERAL HOME LOAN MTG GORP MTN	\$2,500,000.00	3.800%
Treasury	Fifth Third	3/27/2026	3/17/2031	1816	UNITED STATES TREASURY	\$1,496,041.67	3.900%
Agency Bond	Fifth Third	3/31/2026	3/31/2031	1826	FEDERAL HOME LOAN MTG GORP MTN	\$1,992,500.00	4.084%
<b>Agency Bond</b>	<b>Fifth Third</b>	<b>4/30/2026</b>	<b>4/30/2031</b>	<b>1826</b>	<b>FEDERAL HOME LOAN MTG GORP MTN</b>	<b>\$2,000,000.00</b>	<b>4.000%</b>
						\$64,323,223.15	
<b>Weighted Average Yield</b>		<b>3.759%</b>					
<b>Weighted Maturity (Days)</b>		<b>658.53</b>					

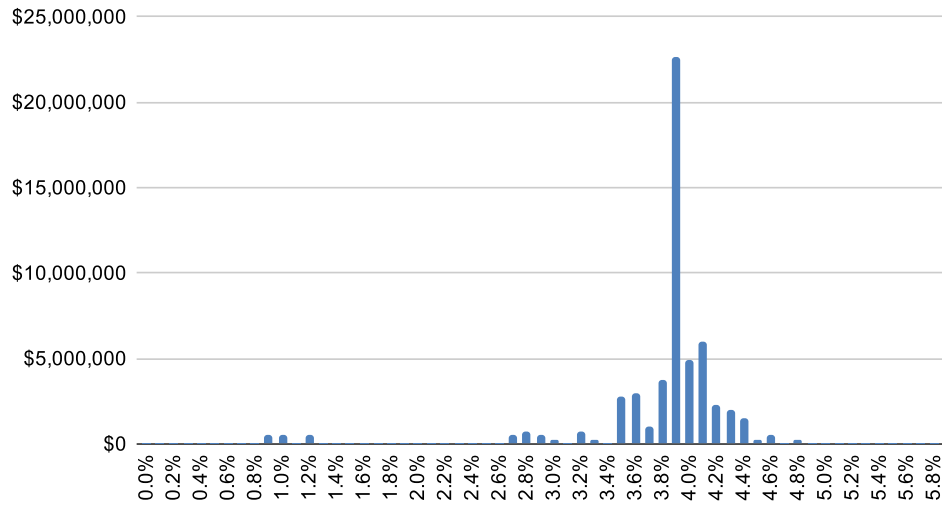
Amount Invested by Maturity Date



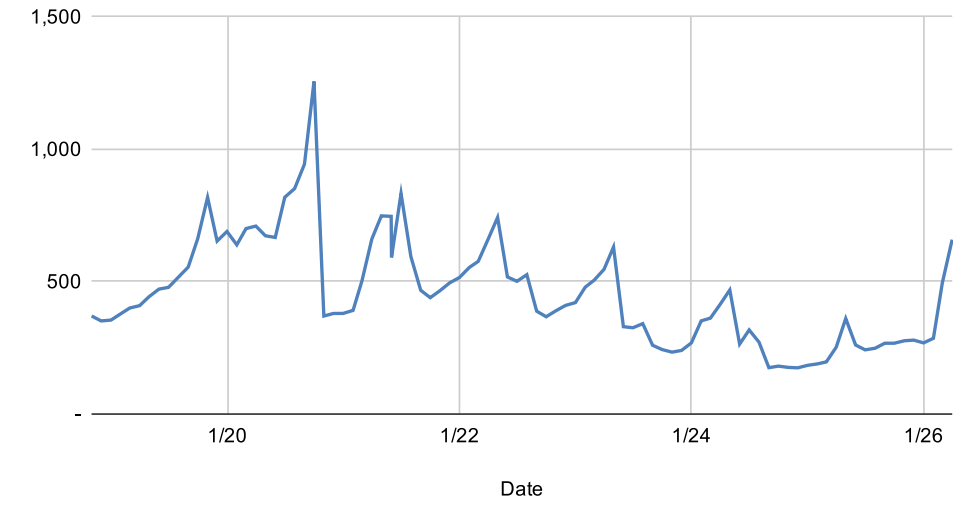
Historical Weighted Yield



Amount Invested by Interest Rate



Historical Weighted Maturity in Days



## 2026-2027 Board Meeting Schedule (Draft)

Community High School District 128 - Board of Education  
District Office, 50 Lakeview Parkway, Suite 101, Vernon Hills, IL 60061

The Regular Board of Education meeting is held on the fourth Monday of the month either in the Libertyville High School Library, 708 West Park Avenue, Libertyville, IL or Vernon Hills High School Library, 145 Lakeview Parkway, Vernon Hills, IL. Holidays, non-attendance days, and other circumstances that alter this schedule are reflected in the meeting dates listed below.

<b>Date</b>	<b>Time</b>	<b>Location</b>
Monday, July 27, 2026	6:00 pm	VHHS
Monday, August 24, 2026	6:00 pm	LHS
Monday, September 28, 2026	6:00 pm	VHHS
Monday, October 26, 2026	6:00 pm	LHS
Monday, November 16, 2026	6:00 pm	VHHS
Monday, December 14, 2026	6:00 pm	LHS
<b>Tuesday</b> , January 26, 2027	6:00 pm	VHHS
Monday, February 22, 2027	6:00 pm	LHS
Monday, March 15, 2027	6:00 pm	VHHS
<b>Tuesday</b> , April 27, 2027	6:00 pm	LHS
Monday, May 24, 2027	6:00 pm	VHHS
Monday, June 28, 2027	6:00 pm	LHS

Note: Public hearing on the FY28 Budget (date TBD)  
Contact the District Office at (847) 247-4510 with questions

**RECIPROCAL REPORTING SYSTEM  
AGREEMENT BETWEEN THE SHERIFF OF LAKE COUNTY AND  
THE BOARD OF EDUCATION OF COMMUNITY HIGH SCHOOL DISTRICT 128**

This agreement is entered into between the Sheriff of Lake County (“the Sheriff”) and the Board of Education of Community High School District 128 (“the School District”).

**WHEREAS**, the Illinois School Code, 105 ILCS 5/10-20.14(b), requires the School District parent - teacher advisory committee, in cooperation with local law enforcement agencies, to work with the board of education to develop "policy guideline procedures" for the establishment and maintenance of a reciprocal reporting system between the School District and local law enforcement agencies regarding criminal offenses committed by students; and

**WHEREAS**, under the Illinois School Student Records Act, 105 ILCS 10/6, school student records are considered confidential and no school student records or information contained therein may be released, transferred or disclosed except as permitted by the Student Records Act; and

**WHEREAS**, under the Juvenile Court Act of 1987, 705 ILCS 405/1-7, law enforcement records are considered confidential and the inspection and copying of such records that relate to a minor who has been investigated, arrested or taken into custody before his or her 18th birthday are restricted to those exceptions in the Juvenile Court Act; and

**WHEREAS**, the Illinois School Student Records Act, 105 ILCS 10/6(a)(6.5), and the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, authorize school districts to release student records and information to juvenile authorities (including law enforcement officers) when necessary for the discharge of their official duties prior to adjudication of the student and upon written certification that the information will not be disclosed to any other party except as provided under law or order of court; and

**WHEREAS**, the Juvenile Court Act, 705 ILCS 405/1-7(A)(8), authorizes law enforcement agencies to allow appropriate school officials to inspect and copy law enforcement records under a reciprocal reporting system for certain offenses and under certain specified circumstances; and

**WHEREAS**, the Board of Education of the School District and the Sheriff agree that enhanced communication between these entities under a reciprocal reporting agreement would promote the safety and well-being of students and community residents; and

**WHEREAS**, the School District and the Sheriff are authorized to enter into this agreement pursuant to the Illinois School Code, 105 ILCS 5/10-20.14, the Illinois Constitution, art. VII, §10(a) et seq.

**NOW THEREFORE**, the School District and the Sheriff hereby agree as follows:

1. **ESTABLISHMENT OF A REPORTING SYSTEM.** The School District and the Sheriff hereby enter into this Agreement to establish and maintain a reciprocal reporting system

between the School District and the Sheriff regarding juvenile and criminal offenses involving students.

2. **REPORTING AND INFORMATION SHARING.** The School District and the Sheriff acknowledge and agree to act in good faith to comply with the reporting responsibilities and limitations set forth herein, and as required by applicable law.
3. **DESIGNATED REPRESENTATIVES.** The Sheriff will designate an appropriate employee ("the Sheriff's Designee") to be the School District's contact person for purposes of this Agreement. The School District's Superintendent shall provide the Sheriff's Designee with a list of administrators to be contacted, as needed, containing regular and emergency telephone numbers, and identifying the particular types of problems for which particular administrators are to be contacted. The administrators identified in the list shall be considered the "Appropriate School Official" for purposes of subsection 1-7(A)(8) of the Juvenile Court Act, 705 ILCS 405/1-7 as amended, whom the School District has determined to have a legitimate educational or safety interest to protect the safety of students or employees in the school and aid in the proper rehabilitation of the child. The Sheriff's Designee will provide the Superintendent with a primary and two back-up contacts, who shall be considered the "Sheriff's Representatives".
4. **SCHOOL DISTRICT AUTHORITY TO REPORT STUDENT CRIMINAL ACTIVITY.** The Superintendent or School Principal, or their designee(s), may report any alleged or suspected criminal activities committed by a student enrolled in School District (See 1996 Ill. Atty. Gen. Op. 96-040).
5. **SCHOOL DISTRICT DUTY TO REPORT STUDENT CRIMINAL ACTIVITY.** The Superintendent and/or School Principal(s), or their designees, must report certain incidents involving firearms, drugs and attacks on school personnel, as set out below. When a report may be required of both the Superintendent and Principal, a single report from one or the other shall meet the duty to report.
  - a) **School Superintendent.** The School Superintendent (or his/her designee) is to immediately report the following to the Sheriff:
    - i. **Firearms.** Any verified incident involving a firearm in a school or on school owned or leased property and on any transportation, that is owned, leased or used by the school for its students or school personnel. See 105 ILCS 5/10-27.1A, as amended.
    - ii. **Drugs.** Any verified incident involving drugs in a school or on school-owned or leased property or on any transportation that is owned, leased or used by the school for its students or school personnel. "Drugs" means "narcotic drug" as defined under subsection (aa) of Section 102 of the Illinois Controlled Substances Act, as amended [720 ILCS 570/102], "cannabis" as defined under Section 3 of the Cannabis Control Act, as amended [720 ILCS 550/3], or "methamphetamine"

as defined under Section 10 of the Methamphetamine Control and Community Protection Act, as amended [720 ILCS 646/10]. See 105 ILCS 5/10-27.1B(a)

- b) **School Principal.** The School Principal (or his/her designee) is to immediately report the following to the Sheriff:
  - i. **Firearms.** Upon receiving a report from any school staff, or any other person that they have observed any person in possession of a firearm on school grounds, an immediate report of the incident must be made. If the person in possession of a firearm on school grounds is a student, the principal or his/her designee shall also immediately notify the student's parent or guardian. See 105 ILCS 5/10-27. 1A, as amended.
  - ii. **Attacks on School Personnel.** Upon receipt of a written complaint from any school personnel, all incidents of battery committed against teachers, teacher personnel, administrative personnel or educational support personnel. See 105 ILCS 5/10-21.7, as amended.
  - iii. **Cannabis, illegal Drugs or Controlled Substances on or Near School Grounds.** Within 48 hours of becoming aware, a report of any violation of Section 5.2 of the Cannabis Control Act or the Methamphetamine Control and Community Protection Act or Section 401 and subsection (b) of Section 407 of the Illinois Controlled Substances Act in a school, on school property, or within 1,000 feet of the school, or on any transportation used, owned or leased by the School District to transport students. See 105 ILCS 127/2, as amended.

6. **SCHOOL DISTRICT RELEASE OF SCHOOL STUDENT RECORDS AND RECORD INFORMATION TO SHERIFF.** School officials shall follow state and federal laws regarding school student records, which are considered confidential, and no school student records or information contained therein may be released, transferred or disclosed except with parental consent or as otherwise permitted by the Illinois School Student Records Act, 105 ILCS 10/1 et seq., as amended. The following exceptions permit the release of student records and information to the Sheriff without parental consent:

- a) **Adjudication of Student by Juvenile Court.** School districts can release student records and information to the Sheriff, upon the request of the Sheriff, when necessary for the discharge of their official law enforcement duties, prior to adjudication of the student and upon written certification from the Sheriff that the information or records disclosed by the school will not be disclosed to any other party, except as provided by law or order of court. 105 ILCS 10/6(a)(6.5), as amended.
- b) **Emergency Release of Information.** Records and information may be released to the Sheriff if such information is needed by the Sheriff to protect the health or safety of the student or other persons, provided that the parents are notified no later than the next school day after the date the information is released, the date of release, the fact that the information was shared with the Sheriff, and the purpose of the release. The factors

to be considered in determining whether an emergency exists requiring the release of student information include:

- i. **Degree of Threat.** Seriousness of threat to health/safety of student or others;
  - ii. **Need.** Need for records to meet the emergency;
  - iii. **Sheriff Involvement.** Whether the Sheriff's Office is in a position to deal with the emergency; and
  - iv. **Urgency.** Extent to which time is of the essence in dealing with the emergency. 105 ILCS 10/6, as amended; 23 Il. Admin. Code §375.60
- c) **Law Enforcement Records Not School Records.** It is recognized that the information maintained by law enforcement officers working in the school are not student records. 105 ILCS 10/2(d), as amended.

**7. SHERIFF TO SHARE LAW ENFORCEMENT DATA WITH SCHOOL DISTRICT.**

The Sheriff will comply with applicable state and federal law in implementing these procedures. In furtherance of the information-sharing hereunder, a Sheriff's Representative may:

- a) **Students Under 18 Years Old.** Provide copies of law enforcement records to, or permit inspection of those records by, the Appropriate School Official or Officials for minors enrolled in the School District if the minor has been arrested or taken into custody before his or her 18th birthday for the offenses listed below, provided that the Sheriff or officer believes that there is an imminent threat of physical harm to students, school personnel or others who are present in the school or on school grounds. Inspection and copying shall be limited to law enforcement records transmitted to the Appropriate School Official or Officials.
  - i. any violation of Article 24 of the Criminal Code of 1961 or the Criminal Code of 2012, as amended;
  - ii. a violation of the Illinois Controlled Substance Act, as amended;
  - iii. a violation of the Cannabis Control Act, as amended;
  - iv. a violation of the Methamphetamine Control and Community Protection Act; as amended; and
  - v. a forcible felony as defined in Section 2-8 of the Criminal Code of 1961 or the Criminal Code of 2012, as amended;
  - vi. a violation of Section 1-2 of the Harassing and Obscene Communications Act, as amended;
  - vii. a violation of the Hazing Act, as amended; or
  - viii. a violation of Section 12-1, 12-2, 12-3, 12-3.05, 12-3.1, 12-3.2, 12-3.4, 12-3.5, 12-5, 12-7.3, 12-7.4, 12-7.5, 25-1, or 25-5 of the Criminal Code of 1961 or the Criminal Code of 2012, as amended.

The information derived from the law enforcement records shall be kept separate from and shall not become a part of the official school record of that child and shall not be a public record. The information shall be used solely by the Appropriate School Official or Officials

to aid in the proper rehabilitation of the child and to protect the safety of student and employees in the school.

Any information provided to appropriate school officials whom the school has determined to have a legitimate educational or safety interest by the Sheriff about a minor who is the subject of a current sheriff investigation that is directly related to school safety shall consist of oral information only, and not written law enforcement records, and shall be used solely by the Appropriate School Official or Officials to protect the safety of students and employees in the school and aid in the proper rehabilitation of the child. The information derived orally from the Sheriff shall be kept separate from and shall not become a part of the official school record of the child and shall not be a public record (See 705 ILCS 405/1-7(A)(8)(B), as amended).

8. **COOPERATION BETWEEN SCHOOL DISTRICT AND SHERIFF.** Nothing in this policy and procedure is intended to limit or restrict the duty and authority of the School District to request sheriff services for disturbances or other emergencies occurring in or around any of its school buildings, nor is it intended to limit or restrict the duty or ability of any person attending or employed by the School District to provide information or otherwise cooperate in School District and law enforcement investigations, including but not limited to providing witness statements and testimony in juvenile or criminal adjudications, or in school discipline proceedings.

IN WITNESS, WHEREOF, the parties have executed this Agreement on the date set forth below.

SHERIFF OF LAKE COUNTY

COMMUNITY HIGH SCHOOL DISTRICT  
128

By: \_\_\_\_\_  
John D. Idleburg, Sheriff

By: \_\_\_\_\_  
President, Board of Education

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Dated This \_\_\_\_ day of \_\_\_\_\_, A.D., 2026

## **INTERGOVERNMENTAL AGREEMENT SHARING OF PHYSICAL THERAPIST**

**THIS AGREEMENT** is made by and between the Board of Education of Libertyville School District 70, Lake County, Illinois (“School District 70”); the Board of Education of Community High School District 128, Lake County, Illinois (“School District 128”), and the Board of Education of Mundelein High School District 120, Lake County, Illinois (“School District 120”) (collectively School District 70, School District 128, and School District 120 are referred to herein as the “School Districts”).

**WHEREAS**, the School Districts are public school districts in Lake County, organized and existing under the laws of the State of Illinois; and

**WHEREAS**, the School Districts are governmental taxing bodies serving residents of their respective geographic areas; and

**WHEREAS**, the Constitution of the State of Illinois of 1970, Article VII, *Local Government*, Section 10, provides for intergovernmental cooperation in and authorizes units of local government to obtain or share services, to exercise, combine or transfer powers or functions in any manner not prescribed by law or ordinance, and authorizes units of local government to use their credit, revenues, and other resources to pay costs related to intergovernmental activities; and

**WHEREAS**, the School Districts are authorized and empowered to contract with one another pursuant to the provisions of Section 3 of the *Intergovernmental Cooperation Act* (5 ILCS 220/3); and

**WHEREAS**, the School Districts have a need for the part time services of a physical therapist (“Physical Therapist”) to provide physical therapy services (the “Physical Therapy Services”) to students of the respective School Districts; and

**WHEREAS**, the School Districts have determined that sharing the Physical Therapy Services of one Physical Therapist, who is hired and is an employee of School District 70, is in the collective best interests of the School Districts.

**NOW**, in consideration of the mutual promises, covenants, conditions, and other valuable consideration, the receipt and sufficiency whereof is acknowledged, the School Districts agree as follows:

**Section 1:**     Employee of School District 70:

- A.     Hiring/Termination of Physical Therapist. School District 70 shall be responsible for, and shall have sole discretion regarding, interviewing and hiring the Physical Therapist. The Physical Therapist hired by School District 70 shall possess all required credentials and/or licensure under Illinois law. In addition, School District 70 shall have the authority in its sole discretion to terminate and replace

the Physical Therapist. Neither School District 128 nor School District 120 shall have authority to terminate the employment of the Physical Therapist other than to terminate this Agreement in accordance with Section 3.B of the Agreement; provided that School District 70 will consider any concerns School District 128 or School District 120 have regarding the Physical Therapist.

- B. Document Maintenance. School District 70 shall maintain copies of the Physical Therapist's credentials and/or licensure, criminal background check information, and other documentation establishing that the Physical Therapist may provide the Physical Therapy Services to students in accordance with Illinois law. School District 70 shall be responsible for initiating and reviewing the Physical Therapist's criminal background check report and confirming that the Physical Therapist is not prohibited from performing work in the School Districts pursuant to the Illinois School Code. School District 70 is not permitted to share the criminal background check report with School District 128 or School District 120. However, School District 70 shall verify to School District 128 and School District 120 that the Physical Therapist is not prohibited from employment, upon request. School District 70 shall provide any other records maintained to School District 128 and School District 120 upon request.
- C. Continued Employment. School District 70 shall be the Physical Therapist's employer for purposes of complying with all federal and State laws relating to employment, including, but not limited to, income tax withholding, unemployment compensation benefits, workers compensation coverage, group insurance benefits, and payroll taxes.

**Section 2: Physical Therapist Services and Compensation:**

The Parties agree to the following provisions for the allocation of shared services costs/fees:

- A. The Physical Therapist shall provide the Physical Therapy Services in accordance with the Illinois School Code, Illinois State Board of Education regulations, and State and federal law.
- B. The Physical Therapist shall work a standard 40-hour week during the school terms of the School Districts. Over the course of the school term, the Physical Therapist's time for providing the Physical Therapy services shall be allocated as follows: three (3) weekdays at District 70 (60% of time), one (1) weekday to District 128 (20% of time), and one (1) weekday to District 120 (20% of time).
- C. Compensation costs shall be allocated 60% to District 70, 20% to District 128, and 20% to District 120 (the "Allocation Basis").
- D. Included as part of the allocated compensation cost provisions of this Agreement are the following items:

- i. The base salary compensation and related employer and employee IMRF contributions.
- ii. All fringe benefits including but not limited to medical, disability and dental insurance benefits, related leave benefits, and life insurance.

To the extent the above compensation implicates employer taxes or other obligations, each School District shall pay their corresponding share. All other compensation cost obligations shall be the sole responsibility of School District 70.

- E. School District 70 shall provide written invoices to School District 128 and School District 120 on a monthly basis based on the cost allocations set forth in Section 2.C of this Agreement. School District 128 and School District 120 shall pay School District 70 for the Physical Therapy Services within 30 days after receiving the written invoice from School District 70.
- F. District 70 shall be deemed the Physical Therapist's employer for purposes of complying with all federal and state laws relating to employment, including, but not limited to, income tax withholding, FICA, IMRF contributions, unemployment compensation benefits, workers compensation coverage, group insurance benefits and payroll taxes, as authorized by law.

**Section 3:**     General Provisions.

- A.     Term. The term of this Agreement shall be from July 1, 2026 to June 30, 2027.
- B.     Termination. Any Party may unilaterally terminate this Agreement for any reason by notifying the other Parties, in writing. The termination shall become effective as agreed to by the Parties, or 60 days thereafter. The terminating party, however, shall remain responsible for its portion of payments to the Physical Therapist incurred until June 30 of the year that the terminating party's termination is effective. If District 70 is the terminating party and terminates the Physical Therapist pursuant to the terms of this Agreement and District 128 or District 120 does not agree to replace District 70 as the employer, then this Agreement shall terminate and the Parties shall undertake an accounting to determine the amounts owed by each Party up to the date of Physical Therapist's termination. Prior to a Party terminating its involvement in the Agreement, the terminating Party shall make good faith efforts to discuss its intentions with the other Parties.
- C.     Warranty of Services. The Physical Therapist will provide only the services as identified in Section 2.A of this Agreement. School District 70 makes no representations or warranties regarding the extent or quality of services that will be provided under this Agreement and School District 128 and School District 120 warrant not to assert a claim or action based upon the performance, non-performance, or competence of the Physical Therapist. The Physical Therapist shall be indemnified by School District 70 as required by law. Each

Party shall indemnify, hold harmless, and defend the other Parties, their Board, Board members, employees, agents, volunteers, and successors against all claims, losses, liability, costs, and expenses (including attorneys' fees) related to damages to property or person (including death) that may arise out of or in connection with the Physical Therapist's actions or omissions related to services provided to the indemnifying School District.

- D. Relationship of the Parties. Nothing in or done pursuant to this Agreement shall be construed to create an educational joint agreement or cooperative as those terms are used in the Illinois School Code.
- E. Amendment. The terms and conditions of this Agreement may be modified at any time by written mutual consent of the School Districts.
- F. Notices. Any notice, request, demand, or other communication provided for by this Agreement must be in writing and will be deemed to have been duly received upon (a) actual receipt if personally delivered and the sender received written confirmation of personal delivery, (b) receipt as indicated by the written or electronic verification of delivery when delivered by overnight courier, or (c) three calendar days after the sender deposits the notice with the U.S. Post Office when sent by certified or registered mail, return receipt requested. All notices required hereunder shall be served in writing to the other School Districts at the respective School District administrative offices addressed to the Superintendent.
- F. Assignment. No Party may assign, transfer, or otherwise convey its rights or obligations under this Agreement without the prior written consent of the other Parties.
- G. Construction. The School Districts acknowledge that this Agreement has been drafted for their mutual benefit. No provision may be construed against one School District because its attorney drafted all or part of this Agreement.
- G. Entire Agreement. This Agreement constitutes the entire agreement between the School Districts hereto with respect to the subject matter hereof and no prior agreement or understanding with regard to any such matter shall be effective for any purpose.

[Signature Page to Follow]

**Board of Education of Libertyville  
School District 70,  
Lake County, Illinois**

By: *Deninger Khan*  
President

Attest: *Wanette Dahlke*  
Secretary

Date: *4/27/20*

**Board of Education of Community  
School District 128,  
Lake County, Illinois**

By: \_\_\_\_\_  
President

Attest: \_\_\_\_\_  
Secretary

Date: \_\_\_\_\_

**Board of Education of Mundelein  
High School District 120,  
Lake County, Illinois**

By: \_\_\_\_\_  
President

Attest: \_\_\_\_\_  
Secretary

Date: \_\_\_\_\_

# **RISE Aquatic Team Community High School District 128 Partnership Agreement**

## **1. OVERVIEW**

This Partnership Agreement (Partnership) is intended to establish and clarify the relationship and commitments between the RISE Aquatics Team (RISE) and Community High School District 128 (District 128). RISE and District 128 have mutually expressed the desire to enter into this Partnership to further develop youth swimming in the communities served by District 128 and to provide a foundation or feeder program for the Libertyville and Vernon Hills High School swimming programs.

## **2. INTRODUCTION**

RISE is a community based program, which primarily serves student-athletes that reside within the attendance boundaries of District 128. RISE is committed to servicing the community by providing a swimming program that offers both Developmental and Competitive tracks for Age Group and Senior athletes under the charter of USA Swimming and in partnership with District 128. RISE also remains committed to maintaining its status as a District 128 “feeder” swim program for high school athletes.

District 128 is committed to supporting community based programs. In partnership with RISE, District 128 provides quality access to District 128 facilities in order to facilitate RISE swimmers achieving their athletic potential. District 128 is also committed to charging reasonable fees to RISE for use of District 128 facilities in recognition of RISE designation as a District 128 “feeder” swim program.

## **3. TERMS OF AGREEMENT**

This Partnership will remain in force until such time that: 1) the RISE Board of Directors opts to cease their management and operation of RISE; 2) District 128 opts to dissolve the Partnership (with no less than six months notice prior to the end of an annual term); or 3) both parties concur that the Partnership is dissolved. If for any reason, the RISE Board of Directors ceases to operate and manage the RISE program, the District, at that time, will evaluate and make any decisions regarding the future management and operation of RISE.

## **4. FACILITY USAGE AND FINANCIAL ARRANGEMENTS**

A. District 128 will maintain the annual facility usage fee (Annual Usage Fee), which includes use of the Libertyville and Vernon Hills High School pools for practice, as mutually agreed to and set forth on Exhibit A, and other minor events (not including Swim Meets as defined Section 4B below). Other facilities and

equipment that may be used by RISE under this Annual Usage Fee include the weight and spinning rooms, on-deck equipment, timing systems, stopwatches and use of meeting rooms. The District Pool Usage Fee will be adjusted annually to reflect changes in the CPI.

- 2021-22 - Annual Usage Fee - \$2,399
- 2022-23 - Annual Usage Fee - \$2,495
- 2023-24 - Annual Usage Fee - \$2,595
- 2024-25 - Annual Usage Fee - \$2,725
- 2025-26 - Annual Usage Fee - \$2,818
- 2026-27 - Annual Usage Fee - \$2,900

B. District 128 will maintain the RISE Swim Meet event fee (Event Fee) at Libertyville High School and Vernon Hills High School per Swim Meet (typically scheduled for Friday evening and during the day on Saturday and Sunday), which includes: the pool and locker areas, security and custodial services, faculty cafeteria, workroom with copy machines, student cafeteria, foyer, pool, balcony, either the wrestling gym or one-third of the fieldhouse, timing systems and stop watches. The District Meet Event Fee will be adjusted annually to reflect changes in the CPI.

- 2021-22 - Meet Event Fee - \$2,481 per day
- 2022-23 - Meet Event Fee - \$2,516 per day
- 2023-24 - Meet Event Fee - \$2,617 per day
- 2024-25 - Meet Event Fee - \$2,748 per day
- 2025-26 - Meet Event Fee - \$2,841 per day
- 2026-27 - Meet Event Fee - \$2,923 per day

C. RISE will have the opportunity to schedule a minimum of two Swim Meets per year, depending upon availability of the appropriate facilities to run such meets and that the desired events are not in conflict with high school events. Requests to schedule Swim Meets will be made in accordance with the procedure outlined in Section 4D below. Once RISE is notified of approval by District 128, the Swim Meet will not be canceled by District 128, except in the event of an unavoidable emergency.

D. Except for the Facility Usage Schedule described in Exhibit A, RISE must complete and submit all applicable and appropriate Activity/Facility requests through District 128 for approval. District 128 will approve the Activity/Facility requests based on the following priorities:

- a. High school instructional programs;
- b. District instructional programs affecting primarily district high school students;
- c. High school co-curricular and extracurricular programs affecting primarily high school students;
- d. Community education instructional programs;
- e. Vernon Hills Park District; and
- f. District sponsored recreational programs and recognized athletic “feeder” programs (RISE is recognized in this category);

- g. Community groups as per rental agreements.
- E. District 128 will invoice RISE for all fees established above as follows:
- a. Usage Fee – 100% on September 1 for the school year;
  - b. Event Fee – 100% within 30 days of the Swim Meet;
  - c. Event Labor Fee – 100% within 30 days of the Swim Meet; and
  - d. RISE will remit payment for fees within 30 day of receipt of each District 128 invoice.

## **5. DISTRICT CONTACTS, LIAISON, AND SUPPORT PERSONNEL**

- A. The District Athletic Directors will act as the primary District 128 contacts and liaisons for RISE (District 128 Advisor). The District 128 Advisor will facilitate the implementation of this Partnership and support RISE in all administrative activities with District 128. The District 128 Advisor will also participate in all RISE Board Meetings and other minor events as requested in advance by the Board.
- B. The District Aquatics Directors will act as the primary day-to-day facility contact for the RISE coaching staff. These contacts will primarily involve communicating schedule changes and discussing issues directly related to the facility. Any reasonable changes to the approved RISE schedule in effect (as described in Exhibit A) will be subject to the guidelines established in 4D above. The Aquatic Directors and RISE coaching staff will communicate to review these topics.
- C. Any disputes that may arise from implementation of this Partnership will first be discussed between the District Advisor and the Board of Directors. If resolution to such a dispute is not reached, then the District 128 Associate Superintendent and the President of the Board will meet to achieve a mutual understanding to resolve the dispute within the spirit of the Partnership.

## **6. RISE PERSONNEL**

RISE will be responsible for hiring needed coaching staff, and will determine and assume responsibility for all coaching salaries and benefits. RISE coaches will be required to submit to District 128 criminal background checks and to sign any related District 128 Code of Conduct documents. District 128 will assume responsibility for conducting all criminal background checks on RISE coaches. Upon successful completion of such background checks, District 128 will make the necessary arrangements for RISE coaches to have access to District 128 facilities. District 128 will also communicate to each RISE coach the most current facility usage information.

## **7. HOLD HARMLESS AND INSURANCE**

RISE agrees that it will defend, hold harmless and indemnify District 128 for any injuries, medical expenses, claims, causes of action or liabilities of any type for which District 128 may become liable due to the negligence or willful misconduct of

RISE or its employees or agents in connection with its partnership with RISE or the use by RISE and its swimmers and coaches of the facilities at Libertyville High School and Vernon Hills High School. RISE agrees that it shall require all of the participants in its program to show proof of medical insurance as a condition of participation. Further, RISE agrees that it shall keep in full force and effect an insurance policy, naming School District 128 as an additional insured, with the minimum liability coverage being \$2,000,000.00 for each occurrence/\$4,000,000.00 aggregate; \$100,000.00 for damage to property, and such additional coverage as stated on Exhibit B attached hereto, and incorporated by reference herein. The parties acknowledge that RISE insurance is provided through USA Swimming and that if the limits of insurance coverage offered by USA Swimming change from time to time, the insurance limits set forth above shall be adjusted to reflect such changed amounts. Prior to December 31 of each year of this agreement, RISE shall provide the Associate Superintendent of District 128 a certificate of insurance, in the form of Exhibit B, showing that the policy is fully paid, and in full force and effect, and showing the District is an additional insured.

## **8. PARTNERSHIP REVIEW**

The District and RISE will review this Partnership annually (mid-March) to ensure that:

- A. RISE is making best efforts in good faith to meet the following District objectives:
  - a. Serve as the feeder program to the Libertyville High School swimming and water polo by encouraging high school athletes to participate in these programs and by not allowing RISE as a competitive alternative;
  - b. Serve as the District 128 community swimming program by demonstrating that a majority of RISE athletes are comprised of District 128 residents; and
  - c. Seek athlete balance from within District 128 by actively promoting program participation in both sides of the district.
- B. District 128 is making best efforts in good faith to meet the following RISE objectives:
  - a. Maintain reasonable District 128 fee structures that do not adversely affect RISE from being a financially viable organization;
  - b. Maintain reasonable access to District 128 facilities in order to provide quality pool time for development of the athletic potential of all swimmers participating in the RISE program, including the scheduling of Swim Meets; and
  - c. Promote the RISE program via the District website and through other appropriate and applicable means of communication.

This Partnership is agreed to by the duly authorized representatives of the parties as executed below:

**RISE AQUATIC TEAM**

**COMMUNITY HIGH SCHOOL DISTRICT 128**

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: Jeff Arce

Name: Jim Batson

Title: RISE Board President

Title: President, Board of Education

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## EXHIBIT A

### RISE Facility Usage Schedule September 1, 2023 to August 31, 2024

#### Libertyville High School

1. Exclusive Pool Time during the School Calendar scheduled with the Aquatics Director  
Monday thru Friday 6:30pm to 8:30pm  
(option to 9:00pm unless scheduled event)  
  
Saturday 5:30am to 7:00am  
(Additional times may be available during the Winter/Spring Breaks upon request)
2. Exclusive Pool Time during the Summer Break scheduled with the Aquatics Director  
Monday thru Friday 6:00am to 8:30am  
3:00pm to 8:00pm  
Saturday 7:00am to 9:00am
3. Non-exclusive use of Spin Bikes and the Weight Room during the School Calendar scheduled with the Athletic Department.  
Monday thru Friday 5:30am to 7:00am if available
4. Non-exclusive use of the Fieldhouse and the Weight Room during the School Calendar scheduled with the Athletic Department.  
Monday thru Friday 5:00pm to 7:00pm if available
5. Additional facilities as approved by the Athletic Department in advance.

#### Vernon Hills High School

1. Available Pool Time during the School Calendar, Winter/Spring Breaks and Summer Break subject to the guidelines established in 4D above.
2. Non-exclusive use of the Weight Room during the School Calendar scheduled with the Athletic Department.  
Monday thru Friday 5:30am to 7:00am if available
3. Non-exclusive use of the Fieldhouse and the Weight Room during the School Calendar scheduled with the Athletic Department.  
Monday thru Friday 5:00pm to 7:00pm if available
4. Additional facilities as approved by the Athletic Department in advance.

**AGREEMENTS REGARDING THE RECEIPT OF DEVELOPER SUBDIVISION  
CONTRIBUTIONS AND INDEMNIFICATION, IN THE EVENT OF A PRIVATE AGREEMENT**

WHEREAS, Lake County, Illinois, on behalf of itself, its officers, employees and independent contractors (the "County"), through § 151.220 of its Unified Development Ordinance has required that developers make contributions to government bodies affected by the subdivision improvement; and

WHEREAS, such contributions may be in land or in money and, when transferred or paid over to those government bodies, inure in part to the benefit of those government bodies and not entirely to the direct benefit of the County; and

WHEREAS, from time to time within the County, and within other municipalities, disputes have arisen regarding the validity and amount of such contributions; and

WHEREAS, the County is willing to permit private agreements between government bodies and developers for the contribution of school land or money but wishes to procure a commitment from other government bodies benefitted by the receipt of such contributions that those government bodies will: (a) acknowledge that the requirement that such subdivision contributions be made are totally within the discretion of the County as to their existence, manner and amount; (b) acknowledge that the requirement by the County of proof of payment for such contributions to such governmental bodies does not render the County a party to such private agreements and does not render the County responsible or liable for the terms of such private agreements for any reason, including but not limited to the extent that such private agreements provide for contributions beyond what is authorized by the contribution requirements of § 151.220 of the Lake County Unified Development Ordinance; (c) pay the cost of defending any lawsuit that is filed against the County challenging the appropriate amount of the contributions, the time at which they are to be made, the withholding of County building permits in the absence of proof of payment for such contributions, or any other aspect of the contributions; and (d) comply with the terms of a final and non-appealable judicial determination by a court of competent jurisdiction rendered in connection with the lawsuit; and

WHEREAS, the County is willing, in its discretion, to pay over or require contributions only to other government bodies that execute this Agreement annually.

NOW, THEREFORE, in consideration for the payment of money or the transfer of land to Community High School District 128 ("Benefitting Government"), which the County, from time to time, may within its discretion cause to be made by developers that are subdividing property, it is agreed between the County, on behalf of itself and its officers, employees and independent contractors, and the Benefitting Government as follows:

1. Legal Representation and Costs:
  - a. In the event a lawsuit is filed against the County and/or the Benefitting Government by a developer that is subdividing property or any other person, corporation, or entity that challenges the appropriateness, amount, timing, the withholding of County building permits in the absence of proof of payment of

private school contributions by the developer, or any other aspect of a subdivision contribution that, pursuant to a private agreement between the Benefitting Government and the developer, has been paid or is due to the Benefitting Government, then the Benefitting Government does agree to pay the costs and litigation expenses (including reasonable attorneys' fees) incurred by the County in defending such lawsuit. The costs and expenses shall be paid by the Benefitting Government when and as incurred by the County but in no event more than once a month. As a condition precedent to the payment of these costs and expenses, the County shall submit to the Benefitting Government copies of the original statements reflecting the costs and expenses, together with the non-privileged supporting documentation that may be reasonably requested by the Benefitting Government.

- b. The County covenants and agrees that it shall employ competent and skilled legal counsel to represent the Benefitting Government and the County, and further covenants and agrees that it shall keep the Benefitting Government fully advised as to the progress and status of the litigation. In particular, the County shall provide to the Benefitting Government copies of all pleadings filed in the litigation and shall consult regularly (and shall cause its attorneys to consult regularly) with the Benefitting Government or its attorneys, as applicable, as to the strategy for defending the lawsuit. In no event may such litigation be compromised or settled by the County without at least 30 days' prior written notice to the Benefitting Government.
  - c. In the event the Benefitting Government decides that it would prefer to be represented in the litigation by legal counsel of its own choosing, then the Benefitting Government shall be free to retain its own legal counsel for that purpose, to intervene in the litigation and to ask the County to terminate its representation of the Benefitting Government. The Benefitting Government shall notify the County in writing to that effect. In that event, this Agreement shall remain in full force and effect regarding all other provisions of this Agreement, and the Benefitting Government shall remain liable to the County for all sums that have accrued under this Agreement up until the date that such written notice is received and for all sums that remain due and owing from the Benefitting Government to the County relating to the defense of any lawsuit under the terms of this Agreement. Further, the County shall be permitted to continue to defend itself in such lawsuit and notwithstanding the Benefitting Government's withdrawal from such representation, the Benefitting Government shall still indemnify the County for the County's costs incurred in such defense.
2. The Benefitting Government shall indemnify and hold harmless the County from any and all liability arising from the County's withholding of building permits in the absence of proof of payment by the developer of contributions pursuant to the terms of a private agreement reached between the Benefitting Government and the developer.

3. In the event a judicial determination should require the payment of damages or payment of the attorneys' fees of the plaintiff's attorneys, the Benefitting Government shall pay all such amounts.
4. In further consideration of the continued authorization by the County enabling the Benefitting Government to collect the subject contributions of land or money, the Benefitting Government agrees that its obligations under this Agreement shall extend to both past and future cash and land contributions.
5. The Benefitting Government understands that it will be asked to execute an indemnity agreement similar to this agreement on an annual basis, on or before June 1 of each subsequent year and that if the Benefitting Government does not execute the updated indemnity agreement the County shall not exercise any rights it might have to withhold the issuance of building permits in the absence of proof of payment or to require proof of payment of contributions by a developer to the Benefitting Government.
6. This Agreement shall be terminable by either party for any reason or no reason at all upon 30 days' prior written notice to the other party evidencing the intention to so terminate this Agreement. But the termination of the Agreement shall not affect the continuing obligation of the Benefitting Government or the County with regard to claims or damages allegedly arising out the County's efforts prior to termination to impose, collect or distribute contributions pursuant to private agreement, or to the actual distribution of subdivision contributions pursuant to private agreement.

**DATED this 18th day of May, 2026**

Lake County

Community High School District 128

\_\_\_\_\_  
Lake County Board Chairman

\_\_\_\_\_  
Board President

**ATTEST:**

**ATTEST:**

\_\_\_\_\_  
Lake County Clerk

\_\_\_\_\_  
Secretary



Insurance | Risk Management | Consulting

2830 Golf Road  
Rolling Meadows, IL 60008-1050  
USA

630.773.3800  
www.agg.com

May 8, 2026

Community High School District 128  
50 Lakeview Parkway, Suite 101  
Vernon Hills, IL 60061

**RE: Type of Bond: Public Official Renewal - 404026238**

Liberty Mutual Insurance Company continues to be the surety carrier for Community High School District 128. See below the rate structure for Community High School District 128:

Public Official Bonds - \$.60/1000 @ 10% commission

**Note:** When placing business with insurance companies, Gallagher Companies receive commission based on negotiated contractual terms with those carriers. The commission rate is a percentage of the premium excluding taxes and fees.

The surety has not issued us a line of authority or established a dollar amount on the size of the bond they will consider due in part to the limited need for bonds to date. Each bond request will be underwritten at the time the bond is required. Premium rates and commission will be made known for other types of bonds at the time of your request and upon approval by the surety.

Bond forms vary widely with respect to cancellation provisions. Please refer to your particular form for specific provisions and contact us with any questions or concerns. A copy of the Guide to Best's Rating and Important Disclosures including Compensation Disclosure are attached for your reference.

Sincerely,

*Stephanie Paradowski*

Stephanie Paradowski  
Client Service Manager I

William T Krumm

Producer

## Carrier Ratings

<b>Proposed Insurance Companies</b>	<b>A. M. Best's Rating &amp; Financial Size Category</b>
Liberty Mutual Insurance Company	A XV

\*Gallagher companies use A.M. Best rated insurers and the rating listed above was verified on the date the proposal document was created.

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A Best's Financial Strength Rating is an independent opinion of an insurer's financial strength and ability to meet its ongoing insurance policy and contract obligations. It is not a warranty of a company's financial strength and ability to meet its obligations to policyholders. Best's Credit Ratings™ are under continuous review and subject to change and/or affirmation. For the latest Best's Credit Ratings™ and Guide to Best's Credit Ratings, visit the A.M. Best website at <http://www.ambest.com/ratings>.

Gallagher companies make no representations and warranties concerning the solvency of any carrier, nor does it make any representation or warranty concerning the rating of the carrier which may change.

## Compensation Disclosure

1. Gallagher Companies are primarily compensated from the usual and customary commissions, fees or, where permitted, a combination of both, for brokerage and servicing of insurance policies, annuity contracts, guarantee contracts and surety bonds (collectively "insurance coverages") handled for a client's account, which may vary based on market conditions and the insurance product placed for the client.
2. In placing, renewing, consulting on or servicing your insurance coverages, Gallagher companies may participate in contingent and supplemental commission arrangements with intermediaries and insurance companies that provide for additional compensation if certain underwriting, profitability, volume or retention goals are achieved. Such goals are typically based on the total amount of certain insurance coverages placed by Gallagher with the insurance company, not on an individual policy basis. As a result, Gallagher may be considered to have an incentive to place your insurance coverages with a particular insurance company. If you do not wish to have your commercial insurance placement included in consideration for additional compensation, contact your producer or service team for an Opt-out form.
3. Gallagher Companies may receive investment income on fiduciary funds temporarily held by them, or from obtaining or generating premium finance quotes, unless prohibited by law.
4. Gallagher Companies may also access or have an ownership interest in other facilities, including wholesalers, reinsurance intermediaries, captive managers, underwriting managers and others that act as intermediaries for both Gallagher and other brokers in the insurance marketplace some of which may earn and retain customary brokerage commission and fees for their work.

If you have specific questions about any compensation received by Gallagher and its affiliates in relation to your insurance placements, please contact your Gallagher representative for more details.

SCHOOL TREASURER'S BOND

Regional Superintendent of Schools, Lake County, Illinois

STATE OF ILLINOIS )
) SS
COUNTY OF LAKE )

We, Daniel C Stanley as Principal and Liberty Mutual Insurance Company as Surety, are obligated, jointly and severally to the School Board of Community High School District District # 128, located at: 50 Lakeview Parkway, Suite 101 Vernon Hills, IL 60061 in the above mentioned county or successors in office, in the penal sum of Eleven Million Dollars and 00/100 dollars (\$ 11,000,000.00 ), for the payment of which we bind ourselves, our heirs, executors, administrators.

In witness whereof we have hereunto set our hands and seals this 8th day of May, 2026 THIS BOND TO BE EFFECTIVE July 1, 2026 THIS BOND WILL EXPIRE June 30, 2027

The condition of this obligation is such that if Daniel C Stanley, school treasurer in the above stated county, faithfully discharges the duties of his or her office, according to law, and delivers to his or her successor in office, after such successor has qualified by giving bond as provided by law, all moneys, books, papers, securities and control, which have come into his or her possession or control, as such school treasurer, from date of his or her bond to the time that his or her successor has qualified as school treasurer, by giving such bond as required by law, then this obligation will be void; otherwise it will remain in full force and effect.

Daniel C Stanley

Liberty Mutual Insurance Company

PRINCIPAL

SURETY

(S)

By: \_\_\_\_\_

By: [Signature] William T. Krumm, Attorney-in-Fact



STATE OF )
) SS
COUNTY OF )

I, \_\_\_\_\_, hereby certify that \_\_\_\_\_ who is personally known to me to be the same person whose name is subscribed to the foregoing instrument, appeared before me this day in person and acknowledged that he signed, sealed and delivered said instrument as his free and voluntary act for the uses and purposes as therein set forth.

Given under my hand and seal this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_ (Seal)

Approved and accepted by: BOARD OF EDUCATION (or BOARD OF DIRECTORS) of]

\_\_\_\_\_ District No. \_\_\_\_\_ on this \_\_\_\_\_ day of \_\_\_\_\_,

By: \_\_\_\_\_

SECRETARY

PRESIDENT

Approved and filed this \_\_\_\_\_ day of \_\_\_\_\_,

\_\_\_\_\_ Regional Superintendent of Schools



# POWER OF ATTORNEY

Liberty Mutual Insurance Company  
The Ohio Casualty Insurance Company  
West American Insurance Company

**KNOWN ALL PERSONS BY THESE PRESENTS:** That The Ohio Casualty Insurance Company is a corporation duly organized under the laws of the State of New Hampshire, that Liberty Mutual Insurance Company is a corporation duly organized under the laws of the State of Massachusetts, and West American Insurance Company is a corporation duly organized under the laws of the State of Indiana (herein collectively called the "Companies"), pursuant to and by authority herein set forth, does hereby name, constitute and appoint William T. Krumm all of the city of Rolling Meadows, state of IL its true and lawful attorney-in-fact, with full power and authority hereby conferred to sign, execute and acknowledge the following surety bonds, undertakings, recognizances, contracts of indemnity, and all other surety obligations related thereto, the execution of which shall be binding upon the Companies as if it had been duly signed and executed by its own officers:

Principal Name: Daniel C Stanley  
Obligee Name: Community High School District 128  
Surety Bond Number: 404026238 Bond Amount: See Bond Form

IN WITNESS WHEREOF, this Power of Attorney has been subscribed by an authorized officer or official of the Companies and the corporate seals of the Companies have been affixed thereto this 8th day of May, 2026.



Liberty Mutual Insurance Company  
The Ohio Casualty Insurance Company  
West American Insurance Company

By: Nathan J. Zangerle  
Nathan J. Zangerle, Assistant Secretary

Not valid for mortgage, note, loan, letter of credit, currency rate, interest rate or residual value guarantees.

STATE OF PENNSYLVANIA ss  
COUNTY OF MONTGOMERY

On this 8th day of May, 2026, before me personally appeared Nathan J. Zangerle, who acknowledged himself to be the Assistant Secretary of Liberty Mutual Insurance Company, The Ohio Casualty Company, and West American Insurance Company, and that he, as such, being authorized so to do, execute the foregoing instrument for the purposes therein contained by signing on behalf of the corporations by himself as a duly authorized officer.

IN WITNESS WHEREOF, I have hereunto subscribed my name and affixed my notarial seal at Plymouth Meeting, Pennsylvania, on the day and year first above written.



Commonwealth of Pennsylvania - Notary Seal  
Teresa Pastella, Notary Public  
Montgomery County  
My commission expires March 28, 2029  
Commission number 1126044  
Member, Pennsylvania Association of Notaries

By: Teresa Pastella  
Teresa Pastella, Notary Public

This Power of Attorney is made and executed pursuant to and by authority of the following By-laws and Authorizations of The Ohio Casualty Insurance Company, Liberty Mutual Insurance Company, and West American Insurance Company which resolutions are now in full force and effect reading as follows:

**ARTICLE IV – OFFICERS:** Section 12. Power of Attorney.

Any officer or other official of the Corporation authorized for that purpose in writing by the Chairman or the President, and subject to such limitation as the Chairman or the President may prescribe, shall appoint such attorneys-in-fact, as may be necessary to act in behalf of the Corporation to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations. Such attorneys-in-fact, subject to the limitations set forth in their respective powers of attorney, shall have full power to bind the Corporation by their signature and execution of any such instruments and to attach thereto the seal of the Corporation. When so executed, such instruments shall be as binding as if signed by the President and attested to by the Secretary. Any power or authority granted to any representative or attorney-in-fact under the provisions of this article may be revoked at any time by the Board, the Chairman, the President or by the officer or officers granting such power or authority.

**ARTICLE XIII – Execution of Contracts:** Section 5. Surety Bonds and Undertakings.

Any officer of the Company authorized for that purpose in writing by the chairman or the president, and subject to such limitations as the chairman or the president may prescribe, shall appoint such attorneys-in-fact, as may be necessary to act in behalf of the Company to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations. Such attorneys-in-fact, subject to the limitations set forth in their respective powers of attorney, shall have full power to bind the Company by their signature and execution of any such instruments and to attach thereto the seal of the Company. When so executed such instruments shall be as binding as if signed by the president and attested by the secretary.

**Certificate of Designation** – The President of the Company, acting pursuant to the Bylaws of the Company, authorizes Nathan J. Zangerle, Assistant Secretary to appoint such attorneys-in-fact as may be necessary to act on behalf of the Company to make, execute, seal, acknowledge and deliver as surety any and all undertakings, bonds, recognizances and other surety obligations.

**Authorization** – By unanimous consent of the Company's Board of Directors, the Company consents that facsimile or mechanically reproduced signature of any assistant secretary of the Company, wherever appearing upon a certified copy of any power of attorney issued by the Company in connection with surety bonds, shall be valid and binding upon the Company with the same force and effect as though manually affixed.

I, Renee C. Llewellyn, the undersigned, Assistant Secretary, of Liberty Mutual Insurance Company, The Ohio Casualty Insurance Company, and West American Insurance Company do hereby certify that this power of attorney executed by said Companies is in full force and effect and has not been revoked.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the seals of said Companies this 8th day of May, 2026.



By: Renee C. Llewellyn  
Renee C. Llewellyn, Assistant Secretary

For bond and/or Power of Attorney (POA) verification inquiries, please call 610-832-8240 or email HOSUR@libertymutual.com.

Arthur J. Gallagher Risk Management Services, LLC  
 Rolling Meadows, IL 60008  
 Phone: (630)773-3800

PARST3

<b>Invoice #</b>	<b>6124790</b>	1 of 1
ACCOUNT NUMBER	DATE	
COMMHIG-04	5/8/2026	
BALANCE DUE ON	AMOUNT DUE	
7/1/2026	\$6,600.00	

Community High School District 128  
 50 Lakeview Parkway, #101  
 Vernon Hills, IL 60061



Insurance | Risk Management | Consulting

Bond - Public Officials    PolicyNumber: 404026238    Company: Liberty Mutual Insurance Company    Effective: 7/1/2026 to 6/30/2027

Item #	Trans	Eff Date	Due Date	Description	Amount
43460110	RENB	7/1/2026	7/1/2026	Renewal Premium	\$6,600.00
\$11,000,000 Daniel Stanley					
Rate: \$.60/1000 @ 10% comm					
Refer to bond form for cancellation provisions					

Total Invoice Balance: \$6,600.00

Please return this portion with your payment. Include your invoice number on your remittance to expedite processing.

PARST3

Community High School District 128  
 50 Lakeview Parkway, #101  
 Vernon Hills, IL 60061

<b>Invoice #</b>	<b>6124790</b>
ACCOUNT NUMBER	DATE
COMMHIG-04	5/8/2026
BALANCE DUE ON	AMOUNT DUE
7/1/2026	\$6,600.00
AMOUNT PAID	

Please send your remittance to:

Arthur J. Gallagher Risk Management Services, LLC  
 PO Box 39735  
 Chicago, IL 60694-9700



Insurance | Risk Management | Consulting

PAY ONLINE AT: [www.ajg.com/ezpay](http://www.ajg.com/ezpay)



Baker Tilly US, LLP  
1301 W 22nd St, Ste 400  
Oak Brook, IL 60523-3389  
United States of America

T: +1 (630) 990 3131  
F: +1 (630) 990 0039

[bakertilly.com](http://bakertilly.com)

May 4, 2026

Mr. Daniel Stanley  
Assistant Superintendent of Finance/CSBO  
Community High School District 128  
50 Lakeview Parkway  
Suite 101  
Vernon Hills, IL 60061

Dear Mr. Stanley:

Thank you for using Baker Tilly US, LLP (Baker Tilly, we, our) as your auditors.

The purpose of this letter (the Engagement Letter) is to confirm our understanding of the terms and objectives of our engagement and the nature of the services we will provide as independent accountants of Community High School District 128 (Client, you, your).

### **Service and Related Report**

We will audit the basic financial statements of Community High School District 128 as of and for the year ended June 30, 2026, and the related notes to the financial statements. Upon completion of our audit, we will provide Community High School District 128 with our audit report on the financial statements and supplemental information referred to below. If, for any reasons caused by or relating to the affairs or management of Community High School District 128, we are unable to complete the audit or are unable to or have not formed an opinion, or if we determine in our professional judgment the circumstances necessitate, we may withdraw and decline to issue a report as a result of this engagement.

The following supplementary information accompanying the financial statements will also be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and our auditor's report will provide an opinion on it in relation to the financial statements as a whole.

- > Combining and Individual Fund Financial Statements

The following supplementary information will also be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and our auditor's report will provide an opinion on it in relation to the financial statements as a whole.

- > Schedule of Expenditures of Federal Awards
- > ISBE Form SD50-35/JA50-60 (Annual Financial Report)
- > GATA Consolidated Year End Financial Report (CYEFR)

Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis, to supplement Community High School District 128's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. As part of our engagement, we will apply certain limited procedures to Community High School District 128's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's response to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

- > Management's Discussion and Analysis
- > Budget Comparison Schedules
- > OPEB - related schedules
- > Pension - related schedules

We will read the following other information accompanying the financial statements to identify any material inconsistencies with the audited financial statements; however, the other information will not be subjected to the auditing procedures applied in our audit of the financial statements and our auditor's report will not provide an opinion or any assurance on that other information:

- > Introductory Section
- > Statistical Section

Our report does not include reporting on key audit matters.

### **Our Responsibilities and Limitations**

The objective of a financial statement audit is the expression of an opinion on the financial statements. We will be responsible for performing that audit in accordance with auditing standards generally accepted in the United States of America (GAAS). These standards require that we plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement, whether caused by error or fraud. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. A misstatement is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user based on the financial statements. The objective also includes reporting on:

- > Internal control related to the financial statements and compliance with laws, regulations and the provisions of contracts or grant agreements, noncompliance with which could have a direct and material effect on the financial statements in accordance with *Government Auditing Standards*.
- > Internal control related to major federal programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB *Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards* (Uniform Guidance).

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (i) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (ii) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We will be responsible for performing the audit in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions and to render the required reports.

As part of an audit in accordance with GAAS, we exercise professional judgment and maintain professional skepticism throughout the audit. We will also:

- > Identify and assess the risks of material misstatement of the financial statements and supplemental information, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- > Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements and supplemental information that we have identified during the audit.
- > Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements and supplemental information, including the disclosures, and whether the financial statements and supplemental information represent the underlying transactions and events in a manner that achieves fair presentation.
- > Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal controls, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with GAAS. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse. Our audit will include examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. Our audit does not relieve management or those charged with governance of their responsibilities. Our audit is limited to the period covered by our audit and does not extend to any later periods during which we are not engaged as auditor.

The audit will include obtaining an understanding of Community High School District 128 and its environment, including internal controls, sufficient to assess the risks of material misstatement of the financial statements and to determine the nature, timing and extent of further audit procedures. An audit is not designed to provide assurance on internal control or to identify deficiencies in internal control. However, during the audit, we will communicate to management and those charged with governance internal control matters that are required to be communicated under professional standards. We will also inform you of any other matters involving internal control, if any, as required by *Government Auditing Standards* and the Uniform Guidance.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

Mr. Daniel Stanley  
Community High School District 128

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As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control over compliance issued pursuant to the Uniform Guidance.

Also, if required by *Government Auditing Standards*, we will report known or likely fraud, illegal acts, violations of provisions of contracts or grant agreements, or abuse directly to parties outside of Community High School District 128.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Community High School District 128's compliance with the provisions of applicable laws, regulations, contracts and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether you have complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of test of transactions and other applicable procedures described in the OMB Compliance Supplement for the types of compliance requirements that could have a direct and material effect on each of Community High School District 128's major programs. The purpose of those procedures will be to express an opinion on your compliance with requirements applicable to each of your major programs in our report on compliance issued pursuant to the Uniform Guidance.

We are also responsible for determining that those charged with governance are informed about certain other matters related to the conduct of the audit, including (i) our responsibility under GAAS, (ii) an overview of the planned scope and timing of the audit, and (iii) significant findings from the audit, which include (a) our views about the qualitative aspects of your significant accounting practices, accounting estimates, and financial statement disclosures; (b) difficulties encountered in performing the audit; (c) uncorrected misstatements and material corrected misstatements that were brought to the attention of management as a result of auditing procedures; and (d) other significant and relevant findings or issues (e.g., any disagreements with management about matters that could be significant to your financial statements or our report thereon, consultations with other independent accountants, issues discussed prior to our retention as independent auditors, fraud and illegal acts, and all significant deficiencies and material weaknesses identified during the audit). Lastly, we are responsible for ensuring that those charged with governance receive copies of certain written communications between us and management including written communications on accounting, auditing, internal controls or operational matters and representations that we are requesting from management.

The audit will not be planned or conducted in contemplation of reliance of any specific third party or with respect to any specific transaction. Therefore, items of possible interest to a third party will not be specifically addressed and matters may exist that would be addressed differently by a third party, possibly in connection with a specific transaction.

### **Management's Responsibilities**

Our audit will be conducted on the basis that the Community High School District 128's management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

- > For the preparation and fair presentation of the financial statements and supplementary information in accordance with accounting principles generally accepted in the United States of America;
- > For the design, implementation, establishment, and maintenance of internal control relevant to the preparation and fair presentation of financial statements and supplementary information that are free from material misstatement, whether due to fraud or error; and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met and;
- > For identifying all federal awards received and understanding and complying with the compliance requirements;
- > For the design, implementation, and maintenance of effective internal controls over compliance that provides reasonable assurance that the Community High School District 128 administers federal and state awards in compliance with the compliance requirements; and
- > To provide us with:
  - Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements and supplementary information such as records, documentation, and other matters;
  - Additional information that we may request from management for the purpose of the audit; and
  - Unrestricted access to persons within the Community High School District 128 from whom we determine it necessary to obtain audit evidence

You are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review before we begin fieldwork.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed above. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits or studies. You are also responsible for providing management's views on our current findings, conclusions and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Mr. Daniel Stanley  
Community High School District 128

May 4, 2026  
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You are responsible for the preparation of the supplementary information in conformity with GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. You further agree to make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (a) you are responsible for presentation of the supplementary information in accordance with GAAP; (b) that you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (c) that the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (d) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

You are responsible for preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in a written representation letter that (a) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (b) that you believe the schedule of expenditures of federal awards including its form and content, is fairly presented in accordance with the Uniform Guidance; (c) that the methods of measurement or presentation have not changed from those used in the prior year (or, if they have changed, the reasons for such changes); and (d) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for (i) adjusting the basic financial statements to correct material misstatements and for affirming to us in a management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period under audit are immaterial, both individually and in the aggregate, to the basic financial statements taken as a whole, and (ii) notifying us of all material weaknesses, including other significant deficiencies, in the design or operation of your internal control over financial reporting that are reasonably likely to adversely affect your ability to record, process, summarize and report external financial data reliably in accordance with GAAP. Management is also responsible for identifying and ensuring that Community High School District 128 complies with the laws and regulations applicable to its activities.

As part of our audit process, we will request from management and, when appropriate, those charged with governance written confirmation concerning representations made to us in connection with the audit.

Management is responsible for informing us on a timely basis of the name of any single investor in you that owns 20% or more of your equity at any point in time. Management is also responsible for informing us on a timely basis of any investments held by you which constitutes 20% or more of the equity/capital of the investee entity at any point in time.

Baker Tilly is not a municipal advisor as defined in Section 975 of the Dodd-Frank Wall Street Reform and Consumer Protection Act or under Section 15B of the Securities Exchange Act of 1934 (the Act). Baker Tilly is not recommending an action to Community High School District 128; is not acting as an advisor to you and does not owe a fiduciary duty pursuant to Section 15B of the Act to you with respect to the information and material contained in the deliverables issued under this engagement. Any municipal advisory services would only be performed by Baker Tilly Municipal Advisors LLC (BTMA) pursuant to a separate engagement letter between you and BTMA. You should discuss any information and material contained in the deliverables with any and all internal and external advisors and experts that you deem appropriate before acting on this information or material.

Mr. Daniel Stanley  
Community High School District 128

May 4, 2026  
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### **Nonattest Services**

Prior to or as part of our audit engagement, it may be necessary for either Baker Tilly US, LLP or Baker Tilly Advisory Group, LP to perform certain nonattest services. For purposes of this letter, nonattest services include services that *Government Auditing Standards* refers to as nonaudit services.

Nonattest services that we or Baker Tilly Advisory Group, LP will be providing are as follows:

- > Preparation of financial statements and schedule of expenditures of federal awards
- > Adjusting and conversion journal entries
- > Compiled regulatory reports
- > Preparation of auditee section of data collection form

None of these nonattest services constitute an audit under generally accepted auditing standards including *Government Auditing Standards*.

Baker Tilly US, LLP and Baker Tilly Advisory Group, LP will not perform any management functions or make management decisions on your behalf with respect to any nonattest services provided.

In connection with our performance of any nonattest services, Baker Tilly US, LLP or Baker Tilly Advisory Group, LP agree that you will:

- > Continue to make all management decisions and perform all management functions, including approving all journal entries and general ledger classifications when they are submitted to you.
- > Designate an employee with suitable skill, knowledge, and/or experience, preferably within senior management, to oversee the services performed.
- > Evaluate the adequacy and results of the nonattest services performed.
- > Accept responsibility for the results of the nonattest services.
- > Establish and maintain internal controls, including monitoring ongoing activities related to the nonattest function.

On a periodic basis, as needed, we will meet with you to discuss your accounting records and the management implications of your financial statements. We will notify you, in writing, of any matters that we believe you should be aware of and will meet with you upon request.

### **Other Documents**

If you intend to reproduce or publish the financial statements in an annual report or other information (excluding official statements), and make reference to our firm name in connection therewith, you agree to publish the financial statements in their entirety. In addition, you agree to provide us, for our approval and consent, proofs before printing and final materials before distribution.

Mr. Daniel Stanley  
Community High School District 128

May 4, 2026  
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If you intend to reproduce or publish the financial statements in an official statement, unless we establish a separate agreement to be involved in the issuance, any official statements issued by Community High School District 128 must contain a statement that Baker Tilly is not associated with the official statement, which shall read "Baker Tilly US, LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. Baker Tilly US, LLP, has also not performed any procedures relating to this official statement."

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your Internet website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

At the conclusion of our engagement, we will complete the appropriate auditor sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to complete the auditee sections and to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior year audit findings, auditors' reports and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. If applicable, we will provide copies of our report for you to include within the reporting package you will submit to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of thirty (30) days after receipt of the auditors' reports or nine (9) months after the end of the audit period.

We will provide copies of our reports to Community High School District 128, however, management is responsible for distribution of the reports and the financial statements. Copies of our reports are to be made available for public inspection unless restricted by law or regulation or if they contain privileged and Confidential Information.

The documentation for this engagement, including the workpapers, is the property of Baker Tilly and constitutes Confidential Information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to federal or state agencies for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Baker Tilly personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

We may have a responsibility to retain the documentation for a period of time sufficient to satisfy any applicable legal or regulatory requirements for records retention. Baker Tilly does not retain any original client records; so we will return such records to you at the completion of the services rendered under this engagement. When such records are returned to you, it is Community High School District 128's responsibility to retain and protect its accounting and other business records for future use, including potential review by any government or other regulatory agencies. By your signature below, you acknowledge and agree that, upon the expiration of the documentation retention period, Baker Tilly shall be free to destroy our workpapers related to this engagement. If we are required by law, regulation or professional standards to make certain documentation available to regulators, Community High School District 128 hereby authorizes us to do so.

*Government Auditing Standards* require that we provide you with a copy of our most recent external peer review report and any subsequent peer review reports received during the period of the contract. Our most recent peer review report accompanies this letter.

### **Timing and Fees**

Our estimated professional fees for these services will be as follows:

Mr. Daniel Stanley  
Community High School District 128

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	<u>Amount</u>
District financial audit, including CYEFR and ISBE AFR	\$ 53,000
ACFR preparation	5,000
Single audit (one major program)	7,000
Technology fee	<u>3,250</u>
Total	<u>\$ 68,250</u>

As noted above, our invoices will include our standard technology charge, which is 5% of our base professional fees. In addition, our fees assume the testing of a single audit with one major program. If additional major programs are required to be tested, we will discuss additional fees at that time.

Invoices for these fees will be rendered each month as work progresses and are payable on presentation. Fees are payable upon presentation. A charge of 1.5 percent per month shall be imposed on accounts not paid within thirty (30) days of receipt of our statement for services provided. In accordance with our firm policies, work may be suspended if your account becomes thirty (30) days or more overdue and will not be resumed until the account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notice of termination, even if we have not completed our report. Community High School District 128 will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination. In the event that collection procedures are required, Community High School District 128 agrees to be responsible for all expenses of collection including related attorneys' fees.

Our fee estimate is based on certain assumptions. Certain circumstances may arise during the course of our audit that could significantly affect the targeted completion date or our fee estimate, and additional fees may be necessary as a result. Such circumstances include but are not limited to the following:

- Changes to the timing of the engagement initiated by Community High School District 128, which may require the reassignment of our personnel.
- Community High School District 128's failure to provide all information requested by us (i) on the date requested, (ii) in the form acceptable to us, (iii) with no mathematical errors, and (iv) in agreement with the appropriate Community High School District 128 records.
- Significant delays in responding to inquiries made of Community High School District 128 personnel, or significant changes in Community High School District 128 accounting policies or practices, or in Community High School District 128's accounting personnel, their responsibilities, or their availability.
- Significant delays or errors in the draft financial statements and necessary schedules prepared by Community High School District 128's personnel.
- Implementation of new general ledger software or a new chart of accounts by Community High School District 128.
- Significant changes in Community High School District 128's business operations, including business combinations, the creation of new entities, divisions, or subsidiaries within Community High School District 128, significant new employment or equity agreements, or significant subsequent events. Certain business transactions or changes in business operations or conditions, financial reporting, and/or auditing standards may require us to utilize the services of internal or external valuation or tax specialists.

Mr. Daniel Stanley  
Community High School District 128

May 4, 2026  
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- New financing arrangements or modifications to existing financing arrangements, or significant new federal or state funding.
- Significant deficiencies or material weaknesses in the design or operating effectiveness of Community High School District 128's internal control over financial reporting identified during the audit.
- A significant level of proposed audit adjustments.
- Issuance of additional accounting or auditing standards subsequent to or effective for the periods covered by this Engagement Letter.
- Circumstances beyond our control.

While we have completed certain client acceptance procedures, we have not yet completed our preacceptance inquiries of Miller Cooper & Co., Ltd. These inquiries are required by auditing standards generally accepted in the United States of America. Accordingly, our final acceptance of this engagement remains subject to your authorizing Miller Cooper & Co., Ltd to respond fully to our inquiries regarding matters that will assist us in determining whether to accept this engagement, and our evaluation of the results of those inquiries. We will inform you promptly in the event we determine we cannot accept this engagement.

Additionally, you agree to authorize Miller Cooper & Co., Ltd to allow a review of their audit documentation and respond to additional inquiries we consider relevant to our planning and performing of this engagement.

Any fees charged by Miller Cooper & Co., Ltd in connection with the preceding paragraphs are your responsibility.

For new business transactions or changes in business operations or conditions, financial reporting and/or auditing standards may require us to utilize the services of internal or external valuation or tax specialists. This includes matters such as business combinations, impairment evaluations, and going concern evaluation, among other potential needs for specialists. The time and cost of such services are not included in the fee estimate provided.

Revisions to the scope of our work will be communicated to you and may be set forth in the form of an "Amendment to Existing Engagement Letter." In addition, if we discover compliance issues that require us to perform additional procedures and/or provide assistance with these matters, fees at our standard hourly rates apply.

To the extent applicable, Baker Tilly's fees are exclusive of any federal, national, regional, state, provincial or local taxes, including any VAT or other withholdings, imposed on this transaction, the fees, or on Client's use of the Services or possession of the Deliverable (individually or collectively, the Taxes). All applicable Taxes shall be paid by Client without deduction from any fees owed by Client to Baker Tilly. In the event Client fails to pay any Taxes when due, Client shall defend, indemnify, and hold harmless Baker Tilly, its officers, agents, employees and consultants from and against any and all fines, penalties, damages, costs (including, but not limited to, claims, liabilities or losses arising from or related to such failure by Client) and will pay any and all damages, as well as all costs, including, but not limited to, mediation and arbitration fees and expenses as well as attorneys' fees, associated with Client's breach of this section.

Mr. Daniel Stanley  
Community High School District 128

May 4, 2026  
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We may use temporary contract staff to perform certain tasks on your engagement and will bill for that time at the rate that corresponds to Baker Tilly staff providing a similar level of service. Upon request, we will be happy to provide details on training, supervision and billing arrangements we use in connection with these professionals. Additionally, we may from time to time, and depending on the circumstances, use service providers (e.g., to act as a specialist or audit an element of the financial statements) in serving your account. We may share Confidential Information about you with these contract staff and service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all contract staff and service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your Confidential Information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your Confidential Information with the contract staff or third-party service provider. Furthermore, the firm will remain responsible for the work provided by any such contract staff or third-party service providers.

To the extent the Services require Baker Tilly to receive personal data or personal information from Client, Baker Tilly may process, and engage subcontractors to assist with processing, any personal data or personal information, as those terms are defined in applicable privacy laws. Baker Tilly's processing shall be in accordance with the requirements of the applicable privacy laws relevant to the processing in providing Services hereunder, including Services performed to meet the business purposes of the Client, such as Baker Tilly's tax, advisory, and other consulting services. Applicable privacy laws may include any local, state, federal or international laws, standards, guidelines, policies or regulations governing the collection, use, disclosure, sharing or other processing of personal data or personal information with which Baker Tilly or its Clients must comply. Such privacy laws may include (i) the EU General Data Protection Regulation 2016/679 (GDPR); (ii) the California Consumer Privacy Act of 2018 (CCPA); and/or (iii) other laws regulating marketing communications, requiring security breach notification, imposing minimum security requirements, requiring the secure disposal of records, and other similar requirements applicable to the processing of personal data or personal information. Baker Tilly is acting as a Service Provider/Data Processor, as those terms are defined respectively under the CCPA/GDPR, in relation to Client personal data and personal information. As a Service Provider/Data Processor processing personal data or personal information on behalf of Client, Baker Tilly shall, unless otherwise permitted by applicable privacy law, (a) follow Client instructions; (b) not sell personal data or personal information collected from the Client or share the personal data or personal information for purposes of targeted advertising; (c) process personal data or personal information solely for purposes related to the Client's engagement and not for Baker Tilly's own commercial purposes; and (d) cooperate with and provide reasonable assistance to Client to ensure compliance with applicable privacy laws. Client is responsible for notifying Baker Tilly of any applicable privacy laws the personal data or personal information provided to Baker Tilly is subject to, and Client represents and warrants it has all necessary authority (including any legally required consent from individuals) to transfer such information and authorize Baker Tilly to process such information in connection with the Services described herein. Client further understands Baker Tilly US, LLP and Baker Tilly Advisory Group, LP will co-process Client data as necessary to perform the Services, pursuant to the alternative practice structure in place between the two entities. Baker Tilly Advisory Group, LP maintains custody of client files for both entities. By executing this Engagement Letter, you hereby consent to the transfer to Baker Tilly Advisory Group, LP of all your Client files, workpapers and work product. Baker Tilly Advisory Group, LP is bound by the same confidentiality obligations as Baker Tilly US, LLP. Baker Tilly is responsible for notifying Client if Baker Tilly becomes aware that it can no longer comply with any applicable privacy law and, upon such notice, shall permit Client to take reasonable and appropriate steps to remediate personal data or personal information processing. Client agrees that Baker Tilly has the right to utilize Client data to improve internal processes and procedures and to generate aggregated/de-identified data from the data provided by Client to be used for Baker Tilly business purposes and with the outputs owned by Baker Tilly. For clarity, Baker Tilly will only disclose aggregated/de-identified data in a form that does not identify Client, Client employees, or any other individual or business entity and that is stripped of all persistent identifiers. Client is not responsible for Baker Tilly's use of aggregated/de-identified data.

Mr. Daniel Stanley  
Community High School District 128

May 4, 2026  
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Baker Tilly has established information security related operational requirements that support the achievement of our information security commitments, relevant information security related laws and regulations, and other information security related system requirements. Such requirements are communicated in Baker Tilly's policies and procedures, system design documentation and contracts with customers. Information security policies have been implemented that define our approach to how systems and data are protected. Client is responsible for providing timely written notification to Baker Tilly of any additions, changes or removals of access for Client personnel to Baker Tilly provided systems or applications. If Client becomes aware of any known or suspected information security or privacy related incidents or breaches related to this agreement, Client should timely notify Baker Tilly via email at [dataprotectionofficer@bakertilly.com](mailto:dataprotectionofficer@bakertilly.com).

Any additional services that may be requested, and we agree to provide, may be the subject of a separate engagement letter.

With respect to this Engagement Letter and any information supplied in connection with this Engagement Letter and designated by the disclosing party (the "Disclosing Party") as "Confidential Information" either by marking it as "confidential" prior to disclosure to the receiving party (the "Recipient") or, if such information is disclosed orally or by inspection, then by indicating to the Recipient that the information is confidential at the time of disclosure and confirming in writing to the Recipient, the confidential nature of the information within ten (10) business days of such disclosure, or is information which a reasonable person would deem to be confidential based on the nature of the information and the circumstances surrounding its disclosure, the Recipient agrees to: (i) protect the Confidential Information in the same manner in which it protects its Confidential Information of like importance, but in no case using less than reasonable care; (ii) use the Confidential Information only to perform its obligations under this Engagement Letter; and (iii) reproduce Confidential Information only as required to perform its obligations under this Engagement Letter. This section shall not apply to information which is (a) publicly known, (b) already known to the Recipient, (c) disclosed to Recipient by a third party without restriction, (d) independently developed, or (e) disclosed pursuant to legal requirement or order, or as is required by regulations or professional standards governing the services performed. Subject to the foregoing, Baker Tilly may disclose Client's Confidential Information to its subcontractors and subsidiaries.

We may be required to disclose Confidential Information to federal, state and international regulatory bodies or a court in criminal or other civil litigation. In the event that we receive a request from a third party (including a subpoena, summons or discovery demand in litigation) calling for the production of information, we will promptly notify Community High School District 128, unless otherwise prohibited. In the event we are requested by Community High School District 128 or required by government regulation, subpoena or other legal process to produce our engagement working papers or our personnel as witnesses with respect to services rendered to Community High School District 128, so long as we are not a party to the proceeding in which the information is sought, we may seek reimbursement for our professional time and expenses, as well as the fees and legal expenses, incurred in responding to such a request.

We may be required to disclose Confidential Information with respect to complying with certain professional obligations, such as peer review programs. All participants in such peer review programs are bound by the same confidentiality requirements as Baker Tilly and its employees. Baker Tilly will not be required to notify Community High School District 128 if disclosure of Confidential Information is necessary for peer review purposes.

We would expect to continue to perform our services under the arrangements discussed above from year to year, unless for some reason you or we find that some change is necessary. We will, of course, be happy to provide Community High School District 128 with any other services you may find necessary or desirable.

### **Resolution of Disagreements**

In the unlikely event that differences concerning services, fees, this Engagement Letter or any services subsequently provided to Client by Baker Tilly should arise ("Dispute(s)") that are not resolved by mutual agreement, both parties agree to attempt in good faith to settle the Dispute by mediation administered by the American Arbitration Association (AAA) under its mediation rules for professional accounting and related services disputes before resorting to litigation or any other dispute-resolution procedure. Each party shall bear their own expenses from mediation.

If mediation does not settle the Dispute, then the parties agree that the Dispute shall be settled by binding arbitration to be initiated by the party seeking damages or other permitted relief in any form (the "Claimant"). The arbitration proceeding shall take place in the city in which the Baker Tilly office providing the services in Dispute is located, unless the parties mutually agree to a different location. The proceeding shall be governed by the provisions of the Federal Arbitration Act (FAA) and will proceed in accordance with the Arbitration Rules for Professional Accounting and Related Disputes of the AAA (the "Rules") as amended and effective February 1, 2015, except that no prehearing discovery shall be permitted unless specifically authorized by the arbitrator. Any issue concerning the extent to which the Dispute is subject to arbitration, or concerning the applicability, interpretation, or enforceability of any of these procedures, shall be governed by the FAA and resolved by the arbitrators. The arbitration will be conducted before a panel of three (3) arbitrators, with experience in accounting and auditing matters or resolving accounting and auditing matters. In the thirty (30) days after the arbitration is initiated, the parties shall attempt to mutually agree on the three (3) arbitrators, including one arbitrator who will serve as chair of the panel, and all of whom may be selected from AAA, JAMS, the Center for Public Resources, or any other internationally or nationally-recognized organization mutually agreed upon by the parties. If the parties cannot agree on a panel of three (3) arbitrators within the thirty (30) day period, the three (3) arbitrators shall be selected according to Rules A-16(a) and (b) of the Rules except that the AAA shall send an identical list of fifteen (15) names to the parties to the arbitration. The arbitrator shall have no authority to award nonmonetary or equitable relief and will not have the right to award punitive damages or statutory awards. Furthermore, in no event shall the arbitrator have power to make an award that would be inconsistent with the Engagement Letter or any amount that could not be made or imposed by a court deciding the matter in the same jurisdiction. The award of the arbitration shall be in writing and shall be accompanied by a well-reasoned opinion. The award issued by the arbitrator may be confirmed in a judgment by any federal or state court of competent jurisdiction. Discovery shall be permitted in arbitration only to the extent, if any, expressly authorized by the arbitrators upon a showing of substantial need. Each party shall be responsible for their own costs associated with the arbitration, except that the costs of the arbitrators shall be equally divided by the parties. Both parties agree and acknowledge that they are each giving up the right to have any Dispute heard in a court of law before a judge and a jury, as well as any appeal. The arbitration proceeding and all information disclosed during the arbitration shall be maintained as confidential, except as may be required for disclosure to professional or regulatory bodies or in a related confidential arbitration. The arbitrators shall apply the limitations period that would be applied by a court deciding the matter in the same jurisdiction, including the contractual limitations set forth in this Engagement Letter, and shall have no power to decide the dispute in any manner not consistent with such limitations period. The arbitrators shall be empowered to interpret the applicable statutes of limitations subject to the choice of law provision set forth herein.

Our services shall be evaluated solely on our substantial conformance with the terms expressly set forth herein, including all applicable professional standards. Any claim of nonconformance must be clearly and convincingly shown.

### **Limitation on Damages and Indemnification**

THE LIABILITY (INCLUDING ATTORNEY'S FEES AND ALL OTHER COSTS) OF BAKER TILLY AND ITS PRESENT OR FORMER PARTNERS, PRINCIPALS, AGENTS OR EMPLOYEES RELATED TO ANY CLAIM FOR DAMAGES RELATING TO THE SERVICES PERFORMED UNDER THIS ENGAGEMENT LETTER SHALL NOT EXCEED THE FEES PAID TO BAKER TILLY FOR THE PORTION OF THE WORK TO WHICH THE CLAIM RELATES, EXCEPT TO THE EXTENT FINALLY DETERMINED TO HAVE RESULTED FROM THE WILLFUL MISCONDUCT OR FRAUDULENT BEHAVIOR OF BAKER TILLY RELATING TO SUCH SERVICES. THIS LIMITATION OF LIABILITY IS INTENDED TO APPLY TO THE FULL EXTENT ALLOWED BY LAW, REGARDLESS OF THE GROUNDS OR NATURE OF ANY CLAIM ASSERTED, INCLUDING THE NEGLIGENCE OF EITHER PARTY. ADDITIONALLY, IN NO EVENT SHALL EITHER PARTY BE LIABLE FOR ANY LOST PROFITS, LOST BUSINESS OPPORTUNITY, LOST DATA, CONSEQUENTIAL, SPECIAL, INCIDENTAL, EXEMPLARY OR PUNITIVE DAMAGES, DELAYS OR INTERRUPTIONS ARISING OUT OF OR RELATED TO THIS ENGAGEMENT LETTER EVEN IF THE OTHER PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.

As Baker Tilly is performing the services solely for your benefit, you will indemnify Baker Tilly, its subsidiaries and their present or former partners, principals, employees, officers and agents against all costs, fees, expenses, damages and liabilities (including attorney's fees and all defense costs) associated with any third-party claim, relating to or arising as a result of the services, or this Engagement Letter.

Because of the importance of the information that you provide to Baker Tilly with respect to Baker Tilly's ability to perform the services, you hereby release Baker Tilly and its present and former partners, principals, agents and employees from any liability, damages, fees, expenses and costs, including attorney's fees, relating to the services, that arise from or relate to any information, including representations by management, provided by you, its personnel or agents, that is not complete, accurate or current, whether or not management knew or should have known that such information was not complete, accurate or current.

Each party recognizes and agrees that the warranty disclaimers and liability and remedy limitations in this Engagement Letter are material bargained for bases of this Engagement Letter and that they have been taken into account and reflected in determining the consideration to be given by each party under this Engagement Letter and in the decision by each party to enter into this Engagement Letter.

The terms of this section shall apply regardless of the nature of any claim asserted (including, but not limited to, contract, tort or any form of negligence, whether of you, Baker Tilly or others), but these terms shall not apply to the extent finally determined to be contrary to the applicable law or regulation. These terms shall also continue to apply after any termination of this Engagement Letter.

You accept and acknowledge that any legal proceedings arising from or in conjunction with the services provided under this Engagement Letter must be commenced within twelve (12) months after the performance of the services for which the action is brought, without consideration as to the time of discovery of any claim or any other statutes of limitations or repose.

### **Other Matters**

Neither this Engagement Letter, any claim, nor any rights or licenses granted hereunder may be assigned, delegated or subcontracted by either party without the written consent of the other party. Either party may assign and transfer this Engagement Letter to any successor that acquires all or substantially all of the business or assets of such party by way of merger, consolidation, other business reorganization or the sale of interest or assets, provided that the party notifies the other party in writing of such assignment and the successor agrees in writing to be bound by the terms and conditions of this Engagement Letter.

Mr. Daniel Stanley  
Community High School District 128

May 4, 2026  
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Our dedication to client service is carried out through our employees who are integral in meeting this objective. In recognition of the importance of our employees, it is hereby agreed that Community High School District 128 will not solicit our employees for employment or enter into an independent contractor arrangement with any individual who is or was an employee of Baker Tilly for a period of twelve (12) months following the date of the conclusion of this engagement. If Community High School District 128 violates this nonsolicitation clause, Community High School District 128 agrees to pay to Baker Tilly a fee equal to the hired person's annual salary at the time of the violation so as to reimburse Baker Tilly for the costs of hiring and training a replacement.

The services performed under this Agreement do not include the provision of legal advice and Baker Tilly makes no representations regarding questions of legal interpretation. Client should consult with its attorneys with respect to any legal matters or items that require legal interpretation under federal, state or other type of law or regulation.

Baker Tilly US, LLP and Baker Tilly Advisory Group, LP and its subsidiary entities provide professional services through an alternative practice structure in accordance with the AICPA Code of Professional Conduct and applicable laws, regulations and professional standards. Baker Tilly US, LLP is a licensed independent CPA firm that provides attest services to clients. Baker Tilly Advisory Group, LP and its subsidiary entities provide tax and business advisory services to their clients. Baker Tilly Advisory Group, LP and its subsidiary entities are not licensed CPA firms.

Baker Tilly Advisory Group, LP and its subsidiaries and Baker Tilly US, LLP, trading as Baker Tilly, are independent members of Baker Tilly International. Baker Tilly International Limited is an English company. Baker Tilly International provides no professional services to clients. Each member firm is a separate and independent legal entity and each describes itself as such. Baker Tilly Advisory Group, LP and Baker Tilly US, LLP are not Baker Tilly International's agents and do not have the authority to bind Baker Tilly International or act on Baker Tilly International's behalf. None of Baker Tilly International, Baker Tilly Advisory Group, LP, Baker Tilly US, LLP, nor any of the other member firms of Baker Tilly International has any liability for each other's acts or omissions. The name Baker Tilly and its associated logo is used under license from Baker Tilly International Limited.

This Engagement Letter and any applicable online terms and conditions or terms of use ("Online Terms") related to online products or services made available to Community High School District 128 by Baker Tilly ("Online Offering") constitute the entire agreement between the Community High School District 128 and Baker Tilly regarding the services described in this Engagement Letter and supersedes and incorporates all prior or contemporaneous representations, understandings or agreements, and may not be modified or amended except by an agreement in writing signed between the parties hereto. For clarity and avoidance of doubt, the terms of this Engagement Letter govern Baker Tilly's provision of the services described herein, and the Online Terms govern Community High School District 128's use of the Online Offering. This Engagement Letter's provisions shall not be deemed modified or amended by the conduct of the parties.

The provisions of this Engagement Letter, which expressly or by implication are intended to survive its termination or expiration, will survive and continue to bind both parties, including any successors or assignees. If any provision of this Engagement Letter is declared or found to be illegal, unenforceable or void, then both parties shall be relieved of all obligations arising under such provision, but if the remainder of this Engagement Letter shall not be affected by such declaration or finding and is capable of substantial performance, then each provision not so affected shall be enforced to the extent permitted by law or applicable professional standards.

If because of a change in the Community High School District 128's status or due to any other reason, any provision in this Engagement Letter would be prohibited by, or would impair our independence under laws, regulations or published interpretations by governmental bodies, commissions or other regulatory agencies, such provision shall, to that extent, be of no further force and effect and this agreement shall consist of the remaining portions.

Mr. Daniel Stanley  
Community High School District 128

May 4, 2026  
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This agreement shall be governed by and construed in accordance with the laws of the state of Illinois, without giving effect to the provisions relating to conflict of laws.

We appreciate the opportunity to be of service to you.

If there are any questions regarding this Engagement Letter, please contact Michael Malatt, the professional on this engagement who is responsible for the overall supervision and review of the engagement and determining that the engagement has been completed in accordance with professional standards. Michael Malatt is available at 630 645 6226, or at [michael.malatt@bakertilly.com](mailto:michael.malatt@bakertilly.com).

Sincerely,

BAKER TILLY US, LLP

Handwritten signature in black ink that reads "Baker Tilly US, LLP". The signature is written in a cursive, flowing style.

Enclosure

The services and terms as set forth in this Engagement Letter are agreed to by:

\_\_\_\_\_  
Official's Name

\_\_\_\_\_  
Official's Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date



## Report on the Firm's System of Quality Control

November 14, 2024

To the Partners of Baker Tilly US, LLP  
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Baker Tilly US, LLP (the Firm) applicable to engagements not subject to Public Company Accounting Oversight Board (PCAOB) permanent inspection in effect for the year ended March 31, 2024. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a system review as described in the Standards may be found at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary). The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

### **Firm's Responsibility**

The Firm is responsible for designing and complying with a system of quality control to provide the Firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The Firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

### **Peer Reviewer's Responsibility**

Our responsibility is to express an opinion on the design and compliance with the Firm's system of quality control based on our review.

### **Required Selections and Considerations**

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act; audits of employee benefit plans, audits performed under FDICIA, and examinations of service organizations (SOC 1 and SOC 2 engagements).

As a part of our peer review, we considered reviews by regulatory entities as communicated by the Firm, if applicable, in determining the nature and extent of our procedures.

## Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Baker Tilly US, LLP applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended March 31, 2024, has been suitably designed and complied with to provide the Firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Baker Tilly US, LLP has received a peer review rating of *pass*.

A handwritten signature in cursive script that reads "Eide Bailly LLP".

Eide Bailly LLP  
Minneapolis, Minnesota



April 13, 2026

# Community High School District 128

## Proposal for professional audit services

Proposed by:  
Baker Tilly US, LLP  
1301 W 22nd St, Suite 400  
Oak Brook, IL 60523  
Engagement principal: Michael Malatt, CPA  
T: +1 (630) 645 6226  
[Michael.malatt@bakertilly.com](mailto:Michael.malatt@bakertilly.com)

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The information provided here is of a general nature and is not intended to address the specific circumstances of any individual or entity. In specific circumstances, the services of a professional should be sought. © 2026 Baker Tilly US, LLP / Baker Tilly Advisory Group, LP.

Baker Tilly US, LLP and Baker Tilly Advisory Group, LP and its subsidiary entities provide professional services through an alternative practice structure in accordance with the AICPA Code of Professional Conduct and applicable laws, regulations and professional standards. Baker Tilly US, LLP is a licensed independent CPA firm that provides attest services to clients. Baker Tilly Advisory Group, LP and its subsidiary entities provide tax and business advisory services to their clients. Baker Tilly Advisory Group, LP and its subsidiary entities are not licensed CPA firms.

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# Letter of transmittal

Baker Tilly US, LLP  
1301 W 22nd St, Ste 400  
Oak Brook, IL 60523-3389  
T: +1 (630) 990 3131  
F: +1 (630) 990 0039  
bakertilly.com

April 13, 2026

Daniel Stanley  
Assistant Superintendent for Finance/CSBO  
Community High School District 128  
50 Lakeview Parkway, Suite 101  
Vernon Hills, IL 60061

Dear Mr. Stanley:

Community High School District 128 (the District) is seeking a qualified certified public accounting (CPA) firm to provide audit services. This proposal is the starting point—our vision of how we can provide value and meet your goals.

Based on what we've learned from your request for proposal (RFP), we understand the District is seeking auditing services for the fiscal year ending June 30, 2026, with additional one-year options for fiscal years 2027 through 2030. The District needs an audit of their financial statements, major funds and other financial information, following general accepted auditing standards (GAAS), governmental auditing standards (GAS) and other applicable standards. The District also requires help with preparing and filing various financial reports.

Our perspective emphasizes not just compliance but also enhancing the District's financial management. We aim to identify areas for improvement in internal controls and operational efficiency, providing proactive consultation and support to help the District navigate financial complexities and optimize resource allocation. This approach ensures our services contribute to the District's overall financial health and strategic goals.

It's about more than checking boxes. It's transformational thinking and deep collaboration for the District as we embark toward your goal of providing audit services. Our dedicated audit specialists understand this, and the District will receive:

## WE KNOW ILLINOIS PUBLIC SCHOOL DISTRICTS

Auditing local governments has been a focus at Baker Tilly for more than 90 years. Serving public school district in Illinois is central to what we do. We currently audit more than 60 districts across the states, many of which are similar in size and scale to the District. You'll see our team actively engaged with IASBO and other statewide and national organizations to stay on the forefront. This makes us even more effective at helping you implement regulations and adopt new standards, processes or technologies, all while bringing solutions that address the complexities of public school districts and your unique opportunities within it.

## OUR PROJECT MANAGEMENT APPROACH IS A PROVEN PROCESS FOR PROGRESS

We've geared our project management framework to deliver efficient audit solutions, including a clear process that outlines the District's involvement, approval and sign-off on key project activities and deliverables. With an emphasis on upfront planning and data gathering, we'll work as a team, welcoming ongoing District staff participation from the start and throughout our mission to meet the District's required reporting deadlines.

We've kept our proposal brief out of respect for your time. If you have questions or need additional information, please let us know how we can help support your decision-making process.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael E. Malatt". The signature is fluid and cursive, with the first name "Michael" and last name "Malatt" clearly distinguishable.

Michael E. Malatt, CPA, Principal  
+1 (630) 645 6226 | [michael.malatt@bakertilly.com](mailto:michael.malatt@bakertilly.com)

# Firm qualifications and experience

*The best of both worlds. Baker Tilly blends the resources and technical expertise of a top-6 advisory, tax and assurance firm with the personalized touch of smaller firms.*

## Guiding you with our resources, reputation and reach

### Baker Tilly at a glance

At Baker Tilly, we bring a legacy and commitment to helping our clients embrace what's next.

With more than 11,000 professionals from coast to coast [and internationally], our resources fuel our ability to offer clients deep industry insights, bold thinking and holistic solutions. Our ranking as the sixth-largest advisory CPA firm\* means we're actively shaping the industry landscape across markets.

**Our size isn't just a number**

It's a testament to our resilience and ability to lead you into the future, no matter the climate. With nearly a century of experience, we've honed our skills and adapted to evolving markets.



**GIVING YOU THE TOOLS YOU NEED TO NAVIGATE THE FUTURE**  
*Baker Tilly will successfully guide the District through changing landscapes with skills, stability and strength as one of the oldest and largest advisory, assurance and tax firms in the United States.*

What does our size mean for you? It's about having a powerhouse team of passionate professionals unafraid to roll up their sleeves and provide hands-on support for the District. It's about team members brimming with thoughtful ideas, backed by the scale of a firm genuinely dedicated to your success.

## Services from the Oak Brook office

We will conduct professional services for the District from our Oak Brook office, located at **1301 West 22nd Street, Suite 400, Oak Brook, IL 60523**. The following table breaks down the number of professionals employed at the Oak Brook office.

Staff level	Number of professionals
Principal	3
Director	2
Senior managers / managers / supervisors	6
Senior associates	11
Associates	15

## Ensuring independence and our auditing standards

Baker Tilly and our principals and staff are independent with respect to the District as defined by GAAS and the Government Auditing Standards set forth by the U.S. GAO. We will maintain an independent attitude and appearance through the full term of the engagement.

Formal independence guidelines are contained in our Employee Handbook based on rules and regulations established by the Comptroller General of the United States and the AICPA.

We have no knowledge of any business, investment or family relationships with the District, its agencies, officials, department heads or other employees and personnel of our firm that would impair our independence.

## Delivering specialized expertise to our public sector clients

Unlike many other firms, Baker Tilly is organized by industry, not service line. What does this mean for the District? It means you will be served by a carefully selected team that blends our government-focused professionals with experienced specialists in the activities of the District. The District will work with a knowledgeable team that understands your specific challenges and provides innovative solutions to help you overcome them.

State and local government is a complex, unique environment shaped by fiscal, regulatory and operational considerations not found in other industries. Recognizing this complexity and eager to serve as a true valued advisor to the public sector, Baker Tilly formalized its dedicated public sector specialization more than 50 years ago. **Today, more than 550 Baker Tilly professionals — including more than 30 principals —** focus directly on serving governments and provide hundreds of thousands of client service hours annually to organizations like the District.



Nationwide, our public sector practice serves nearly 4,200 state and local governmental entities, including municipalities, counties, school districts, utilities, transit organizations, airports and special authorities. Several of these client groups are now served by dedicated specialists in distinct sub-practices.

**Public sector: Experience that matters**



**4,200+ public sector clients**



**90+ years of industry experience**



**Serving clients nationwide**

### COMMITMENT TO THE PUBLIC SECTOR

*Baker Tilly has been in business for more than 90 years, and public sector entities were some of our first clients.*

## FIRM QUALIFICATIONS AND EXPERIENCE

The District will benefit from our industry specialization in several specific ways:

- **Dedication to the public sector:** Your engagement team members live and breathe government and work exclusively with the public sector year-round. This translates into insights only experience can bring, as well as an understanding of the best ways to communicate and collaborate with public-sector entities.
- **Specialized training and continuing education:** The District can be assured of an engagement team with the necessary skills and timely knowledge to effectively perform your engagement.
- **Industry involvement:** Members of our public sector practice are leaders in key industry organizations, including the AICPA and its Governmental Audit Quality Center (GAQC) as well as the International City/County Management Association (ICMA). Because of our work with these groups, we know about dynamic trends and consequential developments in state and local government — and are equipped with leading practices to help the District best respond to them. Annually, we speak at numerous accounting, financial and management seminars and workshops in Illinois and nationwide. **Members of the Oak Brook management team are active participants in various IASBO Professional Development Committees.**
- **Knowledge sharing with the District:** At Baker Tilly, serving governments goes beyond delivering services – we also supply our clients with crucial thought leadership in the form of webinars, workshops, articles and our regular newsletter, CommuniTIES.
- **Year-round consultation:** Throughout our relationship, we will be available for routine calls and technical questions, connecting you with recommendations and ideas to address the inevitable operational issues that arise. We can also alert you to new opportunities for us to collaborate and create value for the District.

Your team is ready to help you find solutions to overcome the obstacles that stand between you and your goals. We provide a full range of service offerings for state and local governments, including those listed below.

KEY SERVICE OFFERINGS FOR STATE AND LOCAL GOVERNMENTS	
Accounting services and assurance	Housing and economic development
Arbitrage/rebate regulatory compliance	Human capital services
Attestation services	Investment services**
Capital planning	Organizational management advisory
Cybersecurity consulting	Post-issuance compliance
Economic development	Public finance/bond issuance*
Efficiency studies	Process improvement
Federal funding advisory	Rate and user fee studies
Financial management services	Risk advisory and internal audit
Financial reporting and GAAP services	Strategic planning
Public finance/bond issuance*	

\*Services provided by Baker Tilly Municipal Advisors, LLC, a registered municipal advisor and controlled subsidiary of Baker Tilly US, LLP, an accounting firm.

\*\* Services provided by Baker Tilly Investment Services, a division of Baker Tilly Wealth Management, which is a registered investment advisor and subsidiary of Baker Tilly US, LLP.

## Offering the District significant single audit experience

Since the passage of the Single Audit Act of 1984, Baker Tilly has recognized the importance of providing guidance to our clients in this highly complex, specialized area. Our firm currently performs more than 800 single audits each year and ranks in the top four nationally based on the number of audits conducted by CPA firms.

Our depth of experience with single audits places us in a leading position to perform high-quality single audits for the District.

To stay on top of the changing requirements, our firm serves on various American Institute of Certified Public Accountants (AICPA) committees engaged in financial and single audit issues. We are frequently selected as speakers for nationally sponsored training courses, and we actively participate in industry events.

Our firm is also asked to review and comment on various single audit documents created by the AICPA and Office of Management and Budget (OMB) prior to their issuance. Below is a list of documents where we have provided contributions:

### Single audit leadership

Baker Tilly conducts more than 700 single audits each year, ranking in the top four nationally based on the number of audits conducted by CPA firms.

DOCUMENT	YEARS	ORGANIZATIONS
<b>AICPA Audit Guide — GAS and Single Audits</b>	2021 — 2025 2005 — 2016	AICPA
<b>OMB Compliance Supplement</b>	2008 — 2025	OMB
<b>OMB Guidance for Federal Financial Assistance (Uniform Guidance) 2024 Revisions</b>	2024	OMB

## Illinois school district client list

Over the last several years, our public sector professionals have completed the audits of more than 100 different Illinois school districts. We have listed many of these schools on the list below for your reference; **those in bold are ASBO Certificate of Excellence recipients.**

ILLINOIS SCHOOL DISTRICT AUDITS	
<b>Arlington Heights School District 25</b>	Lake Forest School District 115
<b>Arlington Heights Township High School District 214</b>	<b>Lake Bluff Elementary School District 65</b>
Argo Community High School District 217	<b>Leyden High School District 212</b>
Benjamin School District 25	Lombard Elementary School District 44
<b>Berkeley School District 87</b>	Lyons Elementary School District 103
Brookfield School District 95	<b>Manheim School District 83</b>
Brookwood School District 167	Maywood Melrose Broadview School District 89
Champaign Community Unit School District 4	Niles Township High Schools District 219

## FIRM QUALIFICATIONS AND EXPERIENCE

ILLINOIS SCHOOL DISTRICT AUDITS	
<b>Chicago Public Schools (School District 299)</b>	North Chicago Community Unit School District 187
Community Consolidated School District 21	North Shore School District 112
<b>Community Consolidated School District 46</b>	Oak Lawn-Hometown School District 123
<b>Community Consolidated School District 59</b>	Oak Park Elementary School District 97
Community Consolidated School District 93	Palatine Township High School District 211
Community Consolidated School District 110	Pleasantdale School District 107
Community Unit School District 200	Posen-Robbins School District 143.5
Community Unit School District 308	Prairie-Hills Elementary School District 144
Community Unit School District 320	Prospect Heights School District 23
Cooperative Association for Special Education	Proviso Area for Exceptional Children School District 803
<b>Crystal Lake School District 47</b>	Proviso Township High School District 209
DuPage Area Occupational Education System	Queen Bee School District 16
East St. Louis School District 189	Reed Custer Community Unit School District 255U
Elmwood Park School District 401	Ridgewood High School District 234
Evanston Community Consolidated School District 65	River Trails School District 26
Evergreen Park Community High School District 231	<b>Rockford Public Schools School District 205</b>
Exceptional Children Have Opportunities	Rosemont Elementary School District 78
Glenbard Township High School District 87	South Holland School District 150
<b>Glencoe Elementary School District 35</b>	South Holland School District 151
<b>Glen Ellyn School District 89</b>	Sunnybrook School District 171
Glenview School District 34	<b>Township High School District 113</b>
<b>Indian Springs School District 109</b>	Warren Township High School District 121
Kankakee School District 111	West Chicago High School District 94
LaGrange Highlands School District 106	Westchester School District 92 1/2
Lake Forest School District 67	<b>Wilmette School District 39</b>

## FIRM QUALIFICATIONS AND EXPERIENCE

### Demonstrating successful relationships with similar clients

The experiences of our clients speak more to Baker Tilly's capabilities than any proposal ever could. That's why we encourage you to talk with our clients. In addition to your own experience working with Baker Tilly, here are a few individuals who welcome the opportunity to share their Baker Tilly experience. Each will give you an authentic perspective as you consider your own needs.

TOWNSHIP HIGH SCHOOL DISTRICT 214			
<b>Name</b>	James Palmer	<b>Title</b>	Comptroller
<b>Phone</b>	+1 (847) 718-7618	<b>Email</b>	<a href="mailto:james.palmer@d214.org">james.palmer@d214.org</a>

LEYDEN HIGH SCHOOL DISTRICT 212			
<b>Name</b>	Andrew Sharos	<b>Title</b>	CSBO/CFO/CIO/Treasurer
<b>Phone</b>	+1 (847) 451-3000	<b>Email</b>	<a href="mailto:asharos@leyden212.org">asharos@leyden212.org</a>

TOWNSHIP HIGH SCHOOL DISTRICT 211			
<b>Name</b>	Kathy Zalewski	<b>Title</b>	Controller & Treasurer/CSBO
<b>Phone</b>	+1 (847) 755-6669	<b>Email</b>	<a href="mailto:kzalewski@d211.org">kzalewski@d211.org</a>

LAKE ZURICH COMMUNITY UNIT SCHOOL DISTRICT 95			
<b>Name</b>	Dr. Dean Romano	<b>Title</b>	Assistant Superintendent for Business Operations
<b>Phone</b>	+1 (847) 540-4922	<b>Email</b>	<a href="mailto:Dean.Romano@lz95.org">Dean.Romano@lz95.org</a>

TOWNSHIP HIGH SCHOOL DISTRICT 113			
<b>Name</b>	Ali Mehanti	<b>Title</b>	Assistant Superintendent for Finance & District Treasurer
<b>Phone</b>	+1 (224) 765 1003	<b>Email</b>	<a href="mailto:amehanti@dist113.org">amehanti@dist113.org</a>

NORTH SHORE SCHOOL DISTRICT 112			
<b>Name</b>	Jeremy Davis	<b>Title</b>	Assistant Superintendent for Business Services/CSBO
<b>Phone</b>	+1 (224) 765 3005	<b>Email</b>	<a href="mailto:Jdavis@nssd112.org">Jdavis@nssd112.org</a>

#### PROVIDING VALUABLE PERSPECTIVES FROM CURRENT CLIENTS

*At Baker Tilly, relationships matter. Our team have a record of successfully enhancing and protecting similar clients' value — resulting in experience-based insights for the District.*

### Prioritizing industry involvement and knowledge sharing

To help the District prepare for and respond to change, we are actively involved in local and national associations. This keeps us on the leading edge of developments in our industry that may impact the District. Our memberships in professional organizations and our involvement as authors, speakers, trainers and promoters of governmental accounting and auditing equip us to actively assist you with implementing new regulations and adopting new standards. Our active involvement enables us to provide the District with timely and relevant industry information. It also allows us to serve as your resource as complex or routine accounting and auditing issues arise.

#### BAKER TILLY IS INVOLVED WITH THE FOLLOWING INDUSTRY ASSOCIATIONS:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• American Institute of Certified Public Accountants (AICPA)</li><li>• Association of Certified Fraud Examiners</li><li>• Association of Government Accountants</li><li>• Association of School Business Officials International</li></ul> | <ul style="list-style-type: none"><li>• Government Finance Officers Association</li><li>• Illinois Association of School Business Officials (IASBO)</li><li>• Illinois CPA Society (ICPAS)</li><li>• Illinois Government Finance Officers Association (IGFOA)</li></ul> |
|--|---|

Baker Tilly does not just belong to these organizations. We are active members who serve on committees and support the organizations with our time and funds. For example:

- Principal Jason Coyle, leader of our public sector practice in Illinois, is a member of the ICPAS Governmental Executive Committee. In addition, principal Michael Malatt serves on the IGFOA Professional Education Committee and co-chairs the IGFOA Partners' Forum.
- Principal Nick Cavaliere is currently serving as the chairperson of the Grant Accountability and Transparency Act (GATA) Audit Committee, which advises and provides recommendations to the Grant Accountability and Transparency Division (GATU) regarding audits that have been identified as substandard, or for auditors that lack the required qualifications. The committee meets monthly and reviews audit case documentation and provides recommendations to GATU as to actions for consideration. Baker Tilly was one of the founding members to participate on this committee which was created in 2023.

### Meeting the industry's highest standard through quality peer review

There's substance beyond our words. Our proposal to you is backed by a depth of experience and dedication — and it comes to you complete with solid proof. We're proud to share the result of our most recent peer review, completed in November 2024. Baker Tilly received a "pass" report — the highest level of confidence we can obtain regarding our quality control. This is not a new phenomenon; we've achieved this top level with every review. As with past years, no letter of comments was issued.

## Report on the Firm's System of Quality Control

November 14, 2024

To the Partners of Baker Tilly US, LLP  
and the National Peer Review Committee



We have reviewed the system of quality control for the accounting and auditing practice of Baker Tilly US, LLP (the Firm) applicable to engagements not subject to Public Company Accounting Oversight Board (PCAOB) permanent inspection in effect for the year ended March 31, 2024. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a system review as described in the Standards may be found at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary). The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

### Firm's Responsibility

The Firm is responsible for designing and complying with a system of quality control to provide the Firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The Firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

### Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design and compliance with the Firm's system of quality control based on our review.

### Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act; audits of employee benefit plans, audits performed under FDICIA, and examinations of service organizations (SOC 1 and SOC 2 engagements).

As a part of our peer review, we considered reviews by regulatory entities as communicated by the Firm, if applicable, in determining the nature and extent of our procedures.

### Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Baker Tilly US, LLP applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended March 31, 2024, has been suitably designed and complied with to provide the Firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Baker Tilly US, LLP has received a peer review rating of *pass*.

A handwritten signature in cursive script that reads "Eide Bailly LLP".

Eide Bailly LLP  
Minneapolis, Minnesota




# Engagement personnel

*We assemble the right team with the right experience for the District to serve you year after year and take you further than anyone thought possible.*

## Aligning key engagement team members with the District's goals

While other firms may not always assign their best and most experienced people to audit engagements, that is not the case at Baker Tilly. We believe in strong personal relationships, and this means a personal interest in the District from some of our most experienced team members. You will work with our best and brightest public sector professionals who will be dedicated to you and the industry you serve. This handpicked team offers a collaborative focus supported by the breadth and depth of our firm's resources. Engagement team members are introduced below, and complete resumes are available in **Appendix A**.

### INTENTIONALLY SELECTED ENGAGEMENT TEAM FOR THE DISTRICT

	<p><b>Michael E. Malatt, CPA – Principal</b></p> <p><b>Project role: Principal-in-charge</b></p> <p>Michael is a principal in the public sector practice group, specializing in accounting and audit services for state and local governmental entities, including municipalities, counties and school districts. He will oversee the entire engagement process to ensure that every step and project is well planned and implemented, the final deliverables are technically accurate and contain meaningful insights and recommendations. He will lead the development of our client service plan through which we will develop expectations and a timeline with you, execute the services as agreed upon and ensure a high level of satisfaction.</p>
	<p><b>Nick E. Cavaliere, CPA, CFE — Principal</b></p> <p><b>Project role: Engagement quality reviewer</b></p> <p>Nick is a principal in the public sector practice group and specializes in providing accounting and auditing services to local governmental entities, including school districts and counties. He will help make sure that quality, integrity and satisfaction are maintained at all times during the engagement.</p>
	<p><b>Olivia Legan, CPA — Manager</b></p> <p><b>Project role: Audit manager</b></p> <p>Olivia will coordinate project management and communication between the District and Baker Tilly to deliver a seamless, collaborative audit engagement. She will gain an in-depth understanding of your processes to effectively guide the District through complex or unusual transactions and answer day-to-day questions.</p>

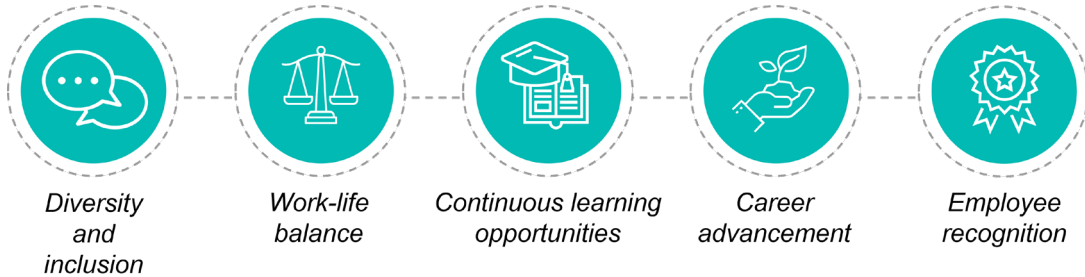
**THE DISTRICT WILL RECEIVE TANGIBLE RESULTS WITH BAKER TILLY**

*All engagement team members are committed to the District's success. Their industry experience and service expertise translates into tangible results for the District.*

## Engaging a long-term team through a diverse and vibrant culture

Baker Tilly team members set us apart by delivering exceptional talent, thinking and service to our clients. We've worked hard to find the best, and we work hard to keep them thriving with us.

Our culture plays an important role, intentionally built to provide diversity, growth, work-life balance and much more. We take care of our people so they can take care of you. The result? **The same engagement team members will serve you long-term, building an ever-deeper knowledge of your business and culture and saving the time and cost of onboarding a new team.**



### INVESTING IN WHAT TRULY MATTERS

*Our intentional investment in our team members has fostered an engaging culture where our employees stay with us and serve our clients for the long term.*

## Staying informed through continuing professional education (CPE)

Our state and local government auditors serving the District attend courses in accounting and auditing areas most important to you. The firm and your engagement team meet the continuing professional education requirements of *Government Auditing Standards*. A sampling of recent courses attended by members of our public sector practice is provided below.

### CPE COURSES ATTENDED BY OUR TEAM

<ul style="list-style-type: none"> <li>Accounting and auditing updates</li> <li>Accounting and auditing single audit updates</li> <li>Advanced public utility accounting</li> <li>Assurance Service Line inspector training</li> <li>Assurance risk</li> <li>An inside look at the Service Contract Act</li> <li>Common fraud schemes in government</li> <li>Cybersecurity: It's not just for businesses</li> <li>Employee benefit plan training</li> </ul>	<ul style="list-style-type: none"> <li>Energy and utilities training sessions, such as rate study training</li> <li>Enterprise risk management</li> <li>Financial statement training</li> <li>GASB training sessions</li> <li>Higher education college/university annual training</li> <li>HIPAA privacy and security for professional service providers</li> <li>Information technology risk assessment concepts for financial audit</li> <li>IT risk assessment standards training for auditors</li> </ul>	<ul style="list-style-type: none"> <li>Municipal update</li> <li>Not-for-profit training</li> <li>OMB Uniform Guidance training</li> <li>Risk assessment and advanced auditing</li> <li>School interim update and technical audit skills</li> <li>Tax incremental financing</li> <li>Understanding Other Postemployment Benefits (OPEB)</li> <li>Utility University</li> </ul>
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Our professionals regularly attend and present at workshops and conferences hosted by professional associations like the American Institute of Certified Public Accountants (AICPA) and the Government Finance Officers Association (GFOA). We will use insights gained from these educational events to inform your engagement.

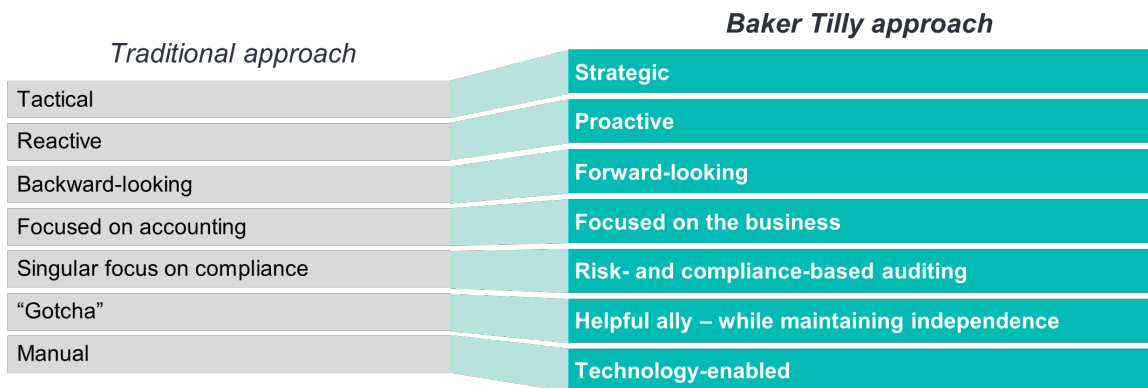
# Audit approach and timeline

*Our relationship-driven approach is powered by technology and led by principals and managers who deliver a cost-effective, quality engagement for the District. We will deliver audit solutions that address the local government industry's underlying complexities and your unique opportunities.*

## Transforming the traditional audit into a proactive experience

When your goal is a high-quality audit, there are many pathways you can take.

The Baker Tilly path stands alone, taking you above the ordinary. Avoiding the well-worn pitfalls of conventional thinking and transforming the nature of the auditor-client relationship into one of trust, collaboration and alliance. It's a path designed to help the District go beyond the simple audit. To adapt to and benefit from change. And to go there, we'll serve as your consultative assurance ally, watching the landscape and proactively managing your risk.



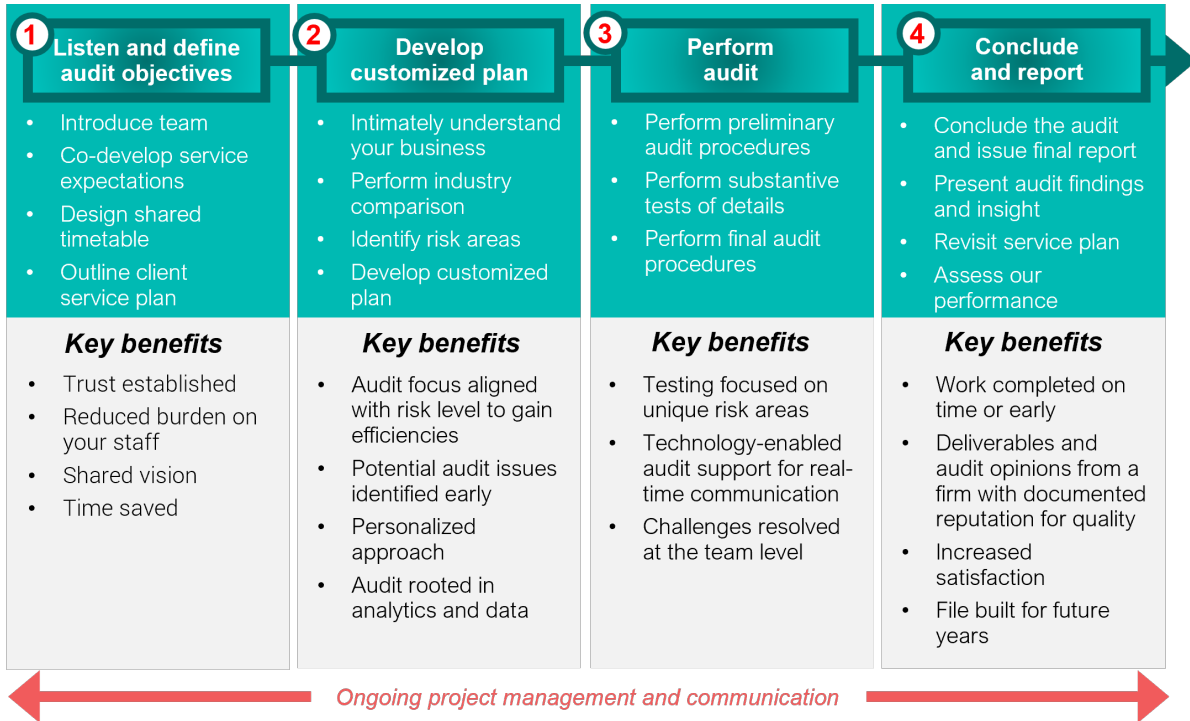
**OUR AUDIT PHILOSOPHY IS DESIGNED TO DO MORE FOR THE DISTRICT**

*Beyond the audit, our collaborative approach adds value at every step.*

## Listening to the District is how we begin your audit

From the initial discussion of your needs to the assessment of our finished work, the District’s needs will shape our path. This is how we build lasting relationships and an audit process that meets the highest professional standards yet remains tailored to your needs.

Our audit is rooted in a foundation of communication and is executed in four phases. An overview of our approach is below, with more information provided on the following pages.



### AN AUDIT APPROACH BASED ON YOU

*Our high-touch audit service model gives the District an accessible, reliable and tailored approach.*

## Shaping the future of auditing

To keep the District far ahead of ever-changing industry standards, we stand firmly at the forefront of our profession. We think of the what-ifs, build efficient new routes to our goals and share them with the world. Right now, we’re using the power of automation, data analytics and technology to support the American Institute of Certified Public Accountants (AICPA) with the [Dynamic Audit Solution \(DAS\)](#), the most advanced, end-to-end audit solution.



Technology like artificial intelligence, automation and data analytics has been making big waves in the auditing world. We’re right there on the frontier, seizing every opportunity and developing our own innovations to provide high-quality audits more effectively, more efficiently and with ever-greater value to you as our client.

The AICPA, CPA.com and participating firms from the AICPA Major Firms Group — which included Baker Tilly — developed DAS to modernize and enhance the quality and value of audits. Baker Tilly continues to support ongoing enhancements to DAS, including contributing talent to the project. Several of our team members are directly involved in DAS.

### Joining forces with technology's leaders

Among the committee working groups specializing in the advancement of data and technology within the profession, you'll find Baker Tilly professionals taking an active role in the following organizations:

- Rutgers AICPA Data Analytics Research (RADAR)
- PCAOB Data and Technology Task Force
- Center for Audit Quality (CAQ) Data and Technology Working Group
- Digital CPA.com

### Our understanding of your needs

The audit shall be sufficient in scope so as to render an opinion on the fairness of the representations contained in the individual and combined balance sheets and related statements of revenues and expenditures, and changes in fund equity for the year ended as well as a review of internal control processes related to the financial statements and to major programs in accordance with generally accepted accounting principles for state and local governments.

We will prepare the following reports:

- Preparation of District's Annual Comprehensive Financial Report (ACFR) and issuance of and independent auditors' report on the ACFR, including preparing responses to GFOA and ASBO comments on the prior year ACFR
- In-relation opinion for the ISBE AFR
- In-relation opinion for the GATA CYEFR
- Independent Auditors Reports and other related schedules associated with the Single Audit Report
- Data Collection Form (SF-SAC) consistent with prior year's report
- Agreed-upon procedures on the CLIC Audited payrolls for the year
- Management letter for the District, addressed to the Board of Education
- Presentation to the Board of all final audit reports

### Approaching the District's audit

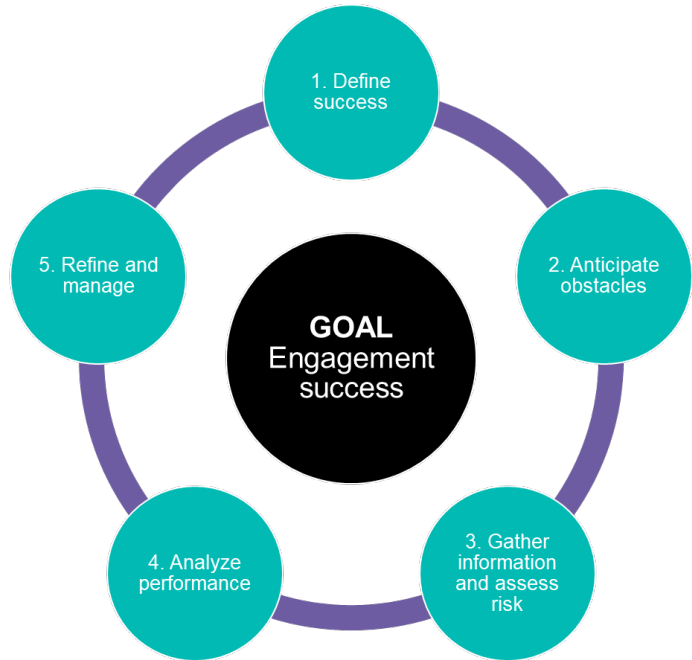
From our experience with public sector clients, we have concluded that project risk is inherent to the nature of government. Each new engagement presents challenges and risks that directly impact our performance. Some risks are common to all engagements and typically include:

- Communication of engagement requirements will be misinterpreted
- Client personnel are not available to support the effort
- The final report or presentation may not meet client expectations
- Changes in project personnel or client personnel
- Not meeting project deadlines or of cost overruns

We find the best way to ease your concerns and reduce project risk is by addressing it during the engagement planning stage.

### Engagement planning

To identify factors that can impede success, we evaluate risk areas and develop solutions to reduce the risks and their impact. This is accomplished through a combination of inspecting for common project risks and from the extensive practical knowledge and experience of senior project management. We discuss this risk assessment with you during this planning stage, focusing on what could go wrong and why it is important to prevent an occurrence. We discuss strategies for reducing specific risks. In these discussions, clients frequently think of additional risk areas unique to their organization that has not been previously considered. Our experience shows that during this valuable meeting, our clients provide thoughtful comments and suggestions on reducing risks that threaten the success of the engagement.



Most projects require regular communications between you and our firm to discuss progress. Prior to these meetings, it is important for the project team to reassess project risks and regularly share reassessment results. This approach ensures that throughout the project, there is constant and appropriate focus on prior and emerging risk factors. These steps set Baker Tilly apart: We do everything we can to ensure we understand your expectations upfront to exceed them.

### Proposed engagement timing

To be meaningful, financial statements must be available within a reasonable period after the end of the year. It is essential to schedule the audit fieldwork in a manner that minimizes the disruption of your staff yet allows the work to be completed and reports delivered within the stated deadlines.

Management reviews report drafts prior to the end of fieldwork, presuming the District have its fully adjusted trial balances and all supporting work papers available on or before the fieldwork start date.

### Planning phase

We visit your site upon finalization of the contract to gain an understanding of the District internal control structure and computer systems through interviews with your personnel, direct observation and referencing your policy manuals. We document this understanding through memoranda and checklists and by obtaining samples of the various forms used (such as purchase orders) with appropriate approvals. We also obtain current interim financial statements and analytically review receipts and expenditures by comparing them to the budget and the balances as of the same period of the prior year.

### Test plan and execution

Based on the planning results, we assess your likeliest areas of risk and plan the audit accordingly. A detailed time budget is prepared and, after conferring with the District, the audit is scheduled. Standard government audit work programs are modified, and sample sizes are determined.

During preparation for the final audit, we arrange confirmations and identify outstanding potential problems. We request information such as charts of accounts, insurance coverage, significant contracts and other matters of interest. Our firm uses Global Focus US audit management and reporting software.

In the final audit procedures, the exact activities in this phase depend upon the results of the test plan. In general, this phase includes:

- Document review
- General ledger trial balance preparation
- Test expenditures and revenue items for propriety and compliance with the stated internal controls

Sample sizes depend on our evaluation of controls and the overall transaction population but typically range from 25 to 60 items. With “good” internal control evaluation results and initial sample results that support our evaluation, further transaction tests may proceed as follows:

- **Expenditures** – Analytical review of account balances to identify accounts for further testing of all expenditures over a specified amount; also tested are fund reasonableness, account classification and certain bidding procedures.
- **Revenues** – Property taxes, corporate personal property replacement taxes and state and federal aid funding amounts are confirmed directly with the pass-through agency for these revenues. We also analyze all revenue account balances to determine if variances are outside expectations to identify accounts for further testing.

- 

### Adjustments

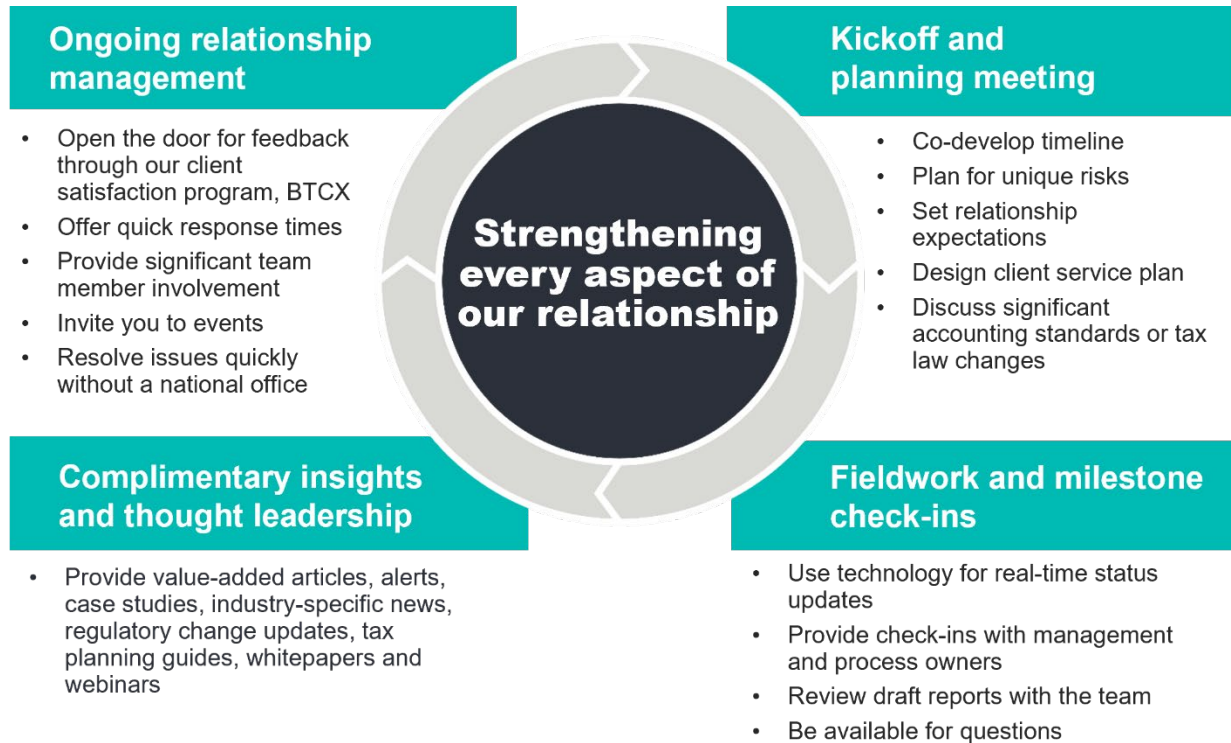
Proposed adjustments, if any, are reviewed with the District’ management.

### Closing

An exit conference and discussion of draft reports conclude the audit fieldwork.

## Moving the District forward, all year long

Our dedication to the District doesn't end with our engagement. Our door doesn't close. Our progress doesn't stop. We aim to build a genuine, meaningful relationship with you. That means being there for you, every step of our engagement — and beyond, resolving your issues quickly with timely, forward-looking insight and advice.

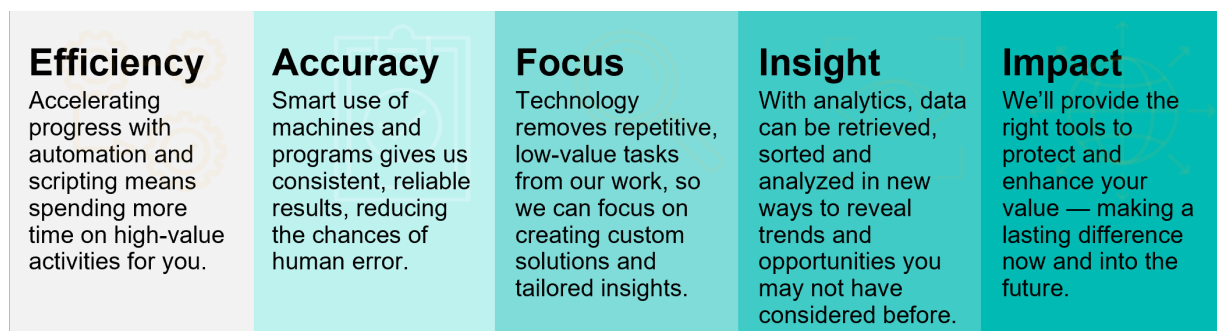


### REAL PROGRESS THROUGH REAL TEAMWORK

*Our dedication to the District means you'll get relationship-driven, proactive communication all year round.*

## Innovating on every level to keep you on the leading edge

Daring to think differently and work differently: It's how you stay ahead. Technology's leading edge is the only acceptable vantage point. As technology evolves, we help you keep pace, with solutions that allow you to adapt quickly to ever-changing regulatory environments.



### OUR INVESTMENT IN TECHNOLOGY IS AN INVESTMENT IN THE DISTRICT'S SUCCESS

*We stay on the leading edge of technology, which means the District will too. You'll see it every day in the value we deliver to you, maximizing efficiency, adaptability and responsiveness.*

### Sharing our technology to empower all of us

Technology takes us further when it's shared. It's why we'll provide the District with the technology tools detailed below, boosting efficiency and value at every point along our path to success.

	HOW IT BENEFITS THE DISTRICT
<b>Assurance</b>	Gain time-saving, industry-specialized templates and content
<b>Research</b>	See up-to-the-minute, relevant accounting pronouncements — and how we can apply them to your District
<b>Data conversion</b>	Show your management team the linkage between risks, controls and procedures with intuitive, visually formatted data
<b>Secure collaboration</b>	Expect secure and seamless collaboration, visual presentations and remote check-ins.

#### SHARING OUR TECHNOLOGY INNOVATIONS WITH THE DISTRICT

*Every expedition requires the right tools. We bring them, providing technology to deliver efficiencies and value-added insights to the District's engagement.*

### Co-developing a timeline to meet or beat the District's deadlines

Your time is valuable, and one significant way we will support your goals is by delivering your services on time or ahead of schedule.

Following is an overview of our customized approach to successfully provide audit services to the District. Our team will collaborate with you to co-develop an agreed-upon service timeline that meets your timing requirements. While the timeline below presents a scenario for an October 15<sup>th</sup> issuance, we are flexible with our fieldwork schedules and can adjust to fit the District's needs.

	JUN	AUG/SEPT	OCT
<b>ESTABLISH ENGAGEMENT OBJECTIVES</b>	<b>(3 DAYS)</b>	<b>(2-3 WEEKS)</b>	<b>(1 DAY)</b>
Kick-off meeting with management			
Confirm audit scope, objectives and approach			
Planning meetings			
<b>UNDERSTAND THE DISTRICT AND ESTABLISH STRATEGY</b>			
Develop an understanding of significant processes and internal controls			
Identify applicable key processes for assessment related to the significant risks identified during the risk assessment			
Review the accounting and reporting of financial transactions and examine the means used to identify, measure, classify and report on such information while determining if any area has potential risks of financial mismanagement			

## AUDIT APPROACH AND TIMELINE

	JUN	AUG/SEPT	OCT
Review information technology system to determine if any area has a potential risk of financial mismanagement			
Review current documentation, including current laws, guidelines, policies and procedures presented by the District			
Develop detailed audit plan based upon identified risks and scope of engagement			
<b>PERFORM AUDIT PROCEDURES</b>			
Plan internal control testing and review test plan with the District			
Document results in the risk and control matrix and identifies deficiencies			
Document and review findings with the District			
Obtain data and perform detailed testing			
Complete all necessary analysis			
Prepare drafts of financial statements			
Provide the District with draft financial statements			
Provide the District with a draft report on internal control and management letter, if necessary			
<b>CONCLUDE THE AUDIT</b>			
Finalize drafts and publish reports			
Present reports to the District			
Distribute hard copies and electronic versions of reports as required by the RFP			
Closeout activities			

**COMMITMENT TO SUCCESSFULLY DELIVER AUDIT SERVICES TO MEET THE DISTRICT'S REQUIREMENTS**

*The District's time is valuable. We will co-develop a timeline to provide the District services on time or ahead of schedule.*

## Implementation of new standards and accounting for new leases and SBITAs

Our quoted fees (which can be found in the Fees and Cost Proposal section below) include costs associated with the implementation of GASB Statement No. 103, *Financial Reporting Model Improvements*. While our fees do not take into account any potential impact from the implementation of GASB Statement No. 104, *Disclosure of Certain Capital Assets*, and GASB Statement No. 105, *Subsequent Events*, we do not anticipate these standards to have an impact on the District. In the unlikely event these Statements do have a significant impact on the District or if any as-yet-to-be issued Statements require increased scope and cost, we will discuss additional fees with the District before incurring any additional costs.

Additionally, our fees do not include additional costs that may need to be incurred to incorporate new leases or subscription-based information technology arrangements (SBITA) that are entered into by the District. In many instances, the impact of new leases or SBITAs are insignificant to the District and, as such, may not need to be accrued and tracked for reporting purposes or the terms of the new agreement are such that incorporation into existing templates and accruals requires marginal effort. In such situations, we would not anticipate additional fees associated with this work. However, in the event that the District requires assistance in reviewing new leases/SBITA documents and incorporating the provisions of these standards that require more than marginal increased time due to volume or complexity, a separate quote for these services will be prepared and discussed with District personnel prior to incurring additional costs to the engagement.

# Fees and cost proposal

*When we say value, we mean achieving your objectives and imagining new ones. We mean sharing industry insights, gaining efficiencies and directing our best resources to the District.*

## Sharing our transparent fee estimate

The District’s fee estimate is based on what we’ve learned is important to you. We’ll go beyond what’s expected to deliver a return on your investment.

SERVICES FOR THE DISTRICT	FEES				
	FY26	FY27	FY28	FY29	FY30
District financial audit, including CYEFR and ISBE AFR	\$53,000	\$55,700	\$58,500	\$61,400	\$64,500
ACFR preparation	\$5,000	\$5,300	\$5,600	\$5,900	\$6,200
Single audit (one major program)	\$7,000	\$7,400	\$7,800	\$8,200	\$8,600
Technology fee	\$3,250	\$3,420	\$3,595	\$3,775	\$3,965
<b>TOTAL</b>	<b>\$68,250</b>	<b>\$71,820</b>	<b>\$75,495</b>	<b>\$79,275</b>	<b>\$83,265</b>

**OUR TRANSPARENT, FAIR FEE ESTIMATE**  
*the District can expect a competitive fee arrangement and continuous value.*

### When you invest in us, we invest in you

To help us forge this path together, we’ll invest 75 hours (approximately \$15,000) in the startup phase, dedicating resources to deeply understand the District — your goals, your culture, your challenges. This work is on us because we don’t succeed unless you do.

**Waiving transition fees**

We will waive all fees associated with your transition process as a sign of our commitment to build a lasting relationship with you.

### No unnecessary charges

You won’t see add-on charges for routine calls, emails or quick consultations. They’re included in our fees because we’re here to earn your trust. If your need is out of scope, we’ll never perform additional work unless you give us the go-ahead. Our final billing will always be based on the value we deliver to you.

**Key assumptions**

If any of the assumptions below change, we'll share any new requirements, budgetary considerations and options.

ASSUMPTIONS	
<ul style="list-style-type: none"> <li>Adequate support, preparedness, cooperation and feedback from management</li> <li>Technology fee (5% of the total fee amount) will be added to fees; you will not receive any hidden charges</li> </ul>	<ul style="list-style-type: none"> <li>Fees based on current standards</li> <li>No major changes in scope or organizational structure, including mergers or expansions</li> <li>Organized books and records</li> </ul>

Our fees for performing the audit include the performance of a single audit for up to one major program. In the unlikely event that the District requires additional major programs to be audited, a separate quote will be prepared and discussed with District personnel prior to incurring additional costs to the engagement.

As noted previously, our quoted fee does not include any additional costs associated with new leases or SBITAs (for which, in certain instances, no additional fees would be charged) and our fees include costs associated with the implementation of GASB 103. The impact of future GASBs is not yet determinable and, as such, any additional costs have not been included in the quoted fees. **If at any time additional fees for expanded scope of services is required, we will discuss and obtain approval from the District before completing any additional work.**

If at any point in time, the District requires assistance with the preparation of capital assets, we will meet with the District to identify the additional level of effort required and the associated costs.

Districts have requested the assistance of an outside service provider to research economic/demographic information for the statistical section within the ACFR. Baker Tilly can assist in the coordination of this process with Municipal Research, a vendor that provides this service to local governments, obtain a quote for these services and provide to the District for consideration. Any additional costs relating to obtaining information for the presentation within the statistical section of the financial statements from third parties will be passed on to the District at cost.

**Technology fee explanation:**

Baker Tilly charges a technology fee of 5% on top of their standard fees to cover the additional costs associated with maintaining the technology needed to deliver our services. The technology fee includes expenses for specialized software and tools, cybersecurity measures, data storage and backup, IT support and automation tools. If certain itemized services, such as the single audit, are not required, the technology fee would decrease in accordance with the decrease in standard fees for the reduced scope of services.

## Affirming our commitment to the District

Our team will always look for a better way to help you stay ahead of every curve on our journey together.

 <p><b>A team that knows your landscape</b></p> <p>Your team has worked with similar clients and will hit the ground running</p>	 <p><b>Eyes on the horizon</b></p> <p>We will share proactive ideas, industry insights and educational opportunities</p>	 <p><b>Commitment to cost control</b></p> <p>We won't send surprise bills or add unnecessary charges</p>	 <p><b>Staff continuity</b></p> <p>Our commitment to our people ensures you'll have a consistent team with consistent knowledge of your needs</p>	 <p><b>Ahead of the curve</b></p> <p>Our innovative technology keeps you at the forefront of communication, efficiency and compliance</p>
 <p><b>Resources around the globe</b></p> <p>You'll have access to specialists across the nation and around the world</p>	 <p><b>Wide-open communication</b></p> <p>Expect frequent check-ins and prompt responses to your questions</p>	 <p><b>Solutions scaled for you</b></p> <p>Our service plans are flexible and collaborative, crafted for your unique needs</p>	 <p><b>Principal support</b></p> <p>You'll always work with experienced team members who bring big-picture perspectives</p>	 <p><b>Unlimited potential</b></p> <p>Our services grow with your needs and evolve as you do</p>

**ABOVE ALL, OFFERING INFINITE POTENTIAL**


*Going above and beyond to exceed the District's expectations is important to us.*

# Insurance, licensure, and assurances

## Documenting our licensure and certificates of awardability

Baker Tilly is licensed to practice public accounting in various states across the U.S. State licensing certifications are documented and can be provided upon request. All key CPAs assigned to the District's engagement are licensed to practice public accounting. **Baker Tilly's Illinois license number: 066.004260.**

## Proof of professional liability insurance coverage

		<b>CERTIFICATE OF LIABILITY INSURANCE</b>		DATE(MMDDYYYY) 10/01/2025			
THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.							
IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).							
<b>PRODUCER</b> Aon Risk Services Northeast, Inc. One Liberty Plaza 165 Broadway, Suite 3201 New York, N.Y. 10006			<b>CONTACT NAME:</b> PHONE (A/C. No. Ext): 312-381-1000      FAX (A/C. No) 312-381-7007 E-MAIL ADDRESS:				
<b>INSURED</b> Baker Tilly US, LLP & Baker Tilly Advisory Group, LP P.O. Box 7398 4807 Innovate Lane Madison WI 53707-7398 USA			<b>INSURER(S) AFFORDING COVERAGE</b>		<b>NAIC #</b>		
			INSURER A: Columbia Casualty Company				
			INSURER B:				
			INSURER C:				
			INSURER D:				
			INSURER E:				
			INSURER F:				
<b>COVERAGES</b>		<b>CERTIFICATE NUMBER:</b>		<b>REVISION NUMBER:</b>			
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. <span style="float: right;">Limits shown are as requested</span>							
INSR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MMDDYYYY)	POLICY EXP (MMDDYYYY)	LIMITS
	<b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR  GEN AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:						EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COM/PROP AGG
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION						EACH OCCURRENCE AGGREGATE
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR / PARTNER / EXECUTIVE OFFICER/MEMBER EXCLUDED? <input type="checkbox"/> Y / <input type="checkbox"/> N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT E.L. DISEASE-EA EMPLOYEE E.L. DISEASE-POLIC LIMIT
A	Professional Liability Insurance			ALX-188122608	01-Oct-25	01-Oct-26	Not less than US \$1,000,000 per claim and in the annual aggregate.
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)						Evidence of Insurance	
<b>CERTIFICATE HOLDER</b>				<b>CANCELLATION</b>			
Baker Tilly US, LLP & Baker Tilly Advisory Group, LP P.O. Box 7398 4807 Innovate Lane Madison WI 53707-7398 USA				SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.			
				AUTHORIZED REPRESENTATIVE <i>Aon Risk Services Northeast, Inc.</i>			

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ACORD 25 (2016/03)

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## Completed District forms

### Drug Free Workplace

The Illinois Drug Free Workplace Act (Ill. Rev. Stat., ch. 127, par. 132.311) applies to this contract and it is necessary to comply with the provisions of the "Act" if the contractor is a corporation, partnership, or other entity (including a sole proprietorship) which has 25 or more employees. By submission of a proposal to be considered for award and by execution of the contract in an amount of \$5,000 or more, the contractor certifies that it will provide a drug free work place by:

- A. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance, including cannabis, is prohibited in the contractor's workplace; specifying the actions that will be taken against employees for violations of such prohibition; and notifying the employee, that, as a condition of employment on such contract the employer shall abide by the terms of the statement, and notifying the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than (5) days after such conviction.
- B. Establishing a drug free awareness program to inform employees about the dangers of drug abuse in the workplace; the contractor's policy of maintaining a drug free workplace; any available drug counseling, rehabilitation, and employee assistance programs; and the penalties that may be imposed upon employees for drug violations.
- C. Providing a copy of the statement required by subparagraph (A) to each employee engaged in the performance of the contract and to post the statement in a prominent place in the workplace.
- D. Notifying the Department within ten (10) days after receiving notice from an employee or otherwise receiving actual notice of the conviction of an employee for a violation of any criminal drug statute occurring in the workplace.
- E. Imposing or requiring, within thirty (30) days after receiving notice from an employee of a conviction or actual notice of such a conviction, an appropriate personnel action, up to and including termination, or the satisfactory participation in a drug abuse assistance or rehabilitation program approved by a federal, state or local health, law enforcement or other appropriate agency.
- F. Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation is 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.



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Proposer or Agent



# Additional information

## Beginning our journey together

Embarking on a journey with a new firm is a big decision, not the least of which is the time it can take to onboard a new firm. And we've planned for it.

In the interest of adding value to you from day one, respect for your time plays a consequential role. You don't want to spend your time explaining your organization to us — and you won't have to.

We'll already be immersed in the K-12 industry and public sector. We'll know circumstances that impact your operations. As a firm that has long served Illinois K-12 School Districts, we bring deep experience transitioning similar clients — so we can deliver an efficient process that requires only a modest amount of time from your team.

**And finally, we'll arrive with a fully formed plan for a smooth, successful transition.**

## Making progress from day one

You'll notice a fresh perspective when we collaborate for the first time. It may be a new opportunity you hadn't considered before. It may be an operational tip to improve efficiencies. It may be a beneficial insight.

Whatever our first day together holds, you're sure to notice the impact. Because bringing you value every day — including the very first one — is how we've structured everything we do.



### ON A MISSION TO SUPPORT YOUR SMOOTH TRANSITION

*The District's transition is the first step — one well-placed footing for the foundation of our strong relationship.*

# Appendix: Resumes

PRINCIPAL

## Michael E. Malatt, CPA

*Michael Malatt, principal with Baker Tilly, has been in the accounting industry since 2007.*



### **Baker Tilly US, LLP**

1301 W 22nd St  
Suite 400  
Oak Brook, IL 60523  
United States

T: +1 (630) 645 6226  
[michael.malatt@bakertilly.com](mailto:michael.malatt@bakertilly.com)

[bakertilly.com](http://bakertilly.com)

### **Education**

Master of Science in accountancy  
Bachelor of Business  
Administration in accountancy  
University of Notre Dame

Michael is a principal in the public sector practice group, specializing in accounting and audit services for state and local governmental entities, including municipalities, counties and school districts.

### **Specific experience**

- Principal-in-charge of financial and compliance related audit engagements for state and local governmental agencies, including single audits in accordance with OMB Uniform Guidance Guidelines
- Reviews and provides guidance for Annual Comprehensive Financial Report, which have been awarded Certificates of Excellence in Financial Reporting from the Government Finance Officers Association and Association of School Business Officials
- Provides strategic planning and implementation services for government units implementing Governmental Accounting Standards Board (GASB) pronouncements
- Leads operations reviews designed to improve the efficiency and effectiveness of business and finance operations
- Performs internal control reviews of municipalities and school districts, providing recommendations on policies and procedures to strengthen internal controls
- Provides Tax Increment Financing compliance audits
- Presents annual audit and financial results to governing bodies
- Licensed CPA in Illinois

### **Industry involvement**

- American Institute of Certified Public Accountants
- Illinois Governmental Finance Officers Association – Professional Education Committee
- Illinois Governmental Finance Officers Association – Partners' Forum, co-chair
- Government Finance Officers Association – Special Review Committee
- Illinois CPA Society
- Recipient of 2009 Illinois CPA Society Excel Award
- Regularly speaks at industry conferences

PRINCIPAL

# Michael E. Malatt, CPA

*Page 2*

## **Continuing professional education**

- Yellow Book Update Webinar
- Compliance Can be Exhilarating
- Illinois Public Sector Training
- Assurance Service Line Monitoring Updates
- Independence Common and Current Items
- Ethics for CPAs
- Compliance Supplement and Single Audit Update
- County CFO Roundtable
- Public Sector GASB Technical Update
- Public Sector Industry Developments
- Public Sector Global Focus Methodology Training

PRINCIPAL

## Nick E. Cavaliere, CPA, CFE

*Nick Cavaliere, principal with Baker Tilly, has been with the firm since 2005.*



### **Baker Tilly US, LLP**

1301 W 22nd St  
Suite 400  
Oak Brook, IL 60523  
United States

T: +1 (630) 645 6244  
[n.cavaliere@bakertilly.com](mailto:n.cavaliere@bakertilly.com)

**bakertilly.com**

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### **Education**

Bachelor of Business in accounting  
and finance  
University of Illinois at Chicago

Nick is a principal in the public sector practice group and specializes in providing accounting and auditing services to local governmental entities, including school districts and counties.

### **Specific experience**

- Principal-in-charge of financial and compliance related audit engagements for local governmental entities
- Principal-in-charge of single audits in accordance with OMB Uniform Guidance Audit Guidelines
- Provides outsourced controller services and training to local governments regarding monthly bank reconciliation issues
- Consults with business managers and superintendents of school districts to improve fiscal policies
- Provides assistance with accounting system implementations to ensure compliance with the Illinois Program Accounting Manual for school districts
- Provides assistance in setting up accounting systems for electronic purchase requisition modules, human resource position control modules, and customized accounting reports to address specific system users needs throughout the year
- Provides assistance in assessing internal controls within an organization and providing recommendations to mitigate identified risks in a cost-effective manner

### **Industry involvement**

- Illinois Association of School Business Officials
- American Institute of Certified Public Accountants
- Association of Certified Fraud Examiners
- Illinois Government Finance Officers Association
- Illinois CPA Society
- Grant Accountability and Transparency Act – Audit Committee, chair

### **Continuing professional education**

- Public Sector Global Focus Methodology Training
- Governmental Auditing and Single Audit Training
- Ethics for CPAs
- Compliance Supplement and Single Audit Update
- Numerous GASB Update Trainings

MANAGER

# Olivia Legan

*Olivia is a manager with Baker Tilly's public sector practice.*



## **Baker Tilly Advisory Group, LP**

205 N Michigan Ave  
28<sup>th</sup> Floor  
Chicago, IL 60601  
United States

T: +1 (630) 884 9861  
[olivia.legan@bakertilly.com](mailto:olivia.legan@bakertilly.com)

**[bakertilly.com](http://bakertilly.com)**

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## **Education**

Master of Science in accounting  
DePaul Driehaus College of  
Business  
DePaul University  
(Chicago, Illinois)

Olivia has experience in leading governmental audit engagements for municipalities, school districts and not-for-profit entities, with a focus on audit execution, staff development and client service.

## **Specific experience**

- Oversees internal control testing in accordance with applicable risk assessment standards and reviews staff work for accuracy and compliance
- Reviews and approves audit workpapers and analytical procedures, ensuring alignment with engagement objectives and firm methodology
- Manages and reviews Single Audit engagements in accordance with Uniform Guidance and applicable state compliance requirements
- Oversees the preparation and final review of annual financial statements and reports for municipal entities

## **Industry involvement**

- American Institute of Certified Public Accountants (AICPA)
- Illinois CPA Society
- Illinois Government Finance Officers

**eGrant Management System**

**Printed Copy of Application**

Applicant: CHSD 128

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: CHSD 128

Date Generated: 5/4/2026 1:00:05 PM

Generated By: Koulentes

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## Overview

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### **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="Koulentes"/>	<input type="text" value="Thomas"/>	<input type="text"/>
Phone*	Extension	Email*
<input type="text" value="847"/> <input type="text" value="247"/> <input type="text" value="4514"/>	<input type="text"/>	<input type="text" value="thomas.koulentes@d128.org"/>

**2. General Education Provisions Act (GEPA) Section 427 \***

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

**Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.**

([count] of 2500 maximum characters used)

District 128 is committed to ensuring equitable participation for all students, regardless of race, gender identity, national origin, color, disability, or age. Learning Support Teams focus on supporting the whole child by promoting equitable access to programs, open enrollment, and academic supports such as PAWS, Academic Labs, Cougar Table, MASH, Ed Specialist Tutorials, and summer enrichment classes for freshmen, EL students and students with special needs. The district has adopted a Racial Equity, Diversity, and Inclusion policy, with equity coordinators at each school leading professional learning and supporting inclusive practices. Diversity groups at each school, formed with input from students and staff, help identify needs and guide priorities. A strategic planning process launched this spring will update and guide improvement efforts, supported by an annually updated data profile that highlights demographic, achievement, and perception trends. This data reveals gaps in opportunity and achievement, particularly among students of color, students with disabilities, and those from low-income backgrounds, and informs the district's ongoing strategies for improvement.

**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="Fernandez"/>	<input type="text" value="Jessica"/>	<input type="text"/>
Phone	Extension	Email
<input type="text" value="847"/> <input type="text" value="932"/> <input type="text" value="2033"/>	<input type="text"/>	<input type="text" value="jessica.fernandez@d128.org"/>

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C Education of Migratory Children.

**5. General Completion Instructions**

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages. If none, the page is not required for the program(s) selected.

**How to Complete Pages with Pre-populated Fields**

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the re-display 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**

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**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)

Funds will be used to increase student achievement and maintain high quality teachers, staff and administration. In consultation with building administrators, the Assistant Superintendent for Teaching and Learning, the English Language Learning (ELL) Department Chairs, and the Director of Special Services will facilitate coordination of district, state and federal resources to ensure funding of planned activities to address all student needs.

Response from the approved prior year Consolidated District Plan.

Funds will be used to increase student achievement and maintain high quality teachers, staff and administration. In consultation with building administrators, the Assistant Superintendent for Teaching and Learning, the Director of English Language Learning (ELL), and the Director of Special Services will facilitate coordination of district, state and federal resources to ensure funding of planned activities to address all student needs.

**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)

District 128 is committed to ensuring equitable participation and outcomes for all students, regardless of race, ethnicity, gender identity, national origin, disability, or socioeconomic status. The district supports the whole child through equitable access to academic programs and support services such as PAWS, Academic Labs, Cougar Table, MASH, and Educational Specialist Tutorials. Open enrollment practices and the implementation of a Multi-Tiered System of Supports (MTSS) further promote inclusive learning environments. In 2021, the district adopted a Racial Equity, Diversity, and Inclusion (REDI) Policy to guide equity work and establish measurable goals. Equity coordinators at each school lead professional learning and initiatives aligned with this policy. Student and staff input has informed the creation of school-based diversity groups to identify equity-related priorities. A comprehensive needs assessment was conducted as part of the this spring's strategic planning process, involving students, staff, and community stakeholders. A data profile-including demographics, achievement, and stakeholder perception data-is updated annually to monitor progress. Findings highlight persistent opportunity and achievement gaps, particularly among students of color, students with disabilities, English learners, and those from low-income households. Key needs identified include: Equitable access to advanced coursework Addressing academic performance disparities--specifically math, science, and English achievement as measured by standardized tests. Remediation of pandemic-related learning loss Increased support for students affected by trauma Planning efforts are focused on expanding whole-child support programs, enhancing academic and social-emotional interventions, and strengthening the MTSS framework. The district's goals prioritize eliminating barriers to access, closing achievement gaps, and ensuring all students are supported in reaching their full potential.

**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.

Panorama School Culture, Climate surveys for students and staff.

**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)***

District 128 data show persistent gaps in student access to advanced courses and student performance measured by grades and annual assessments. Achievement and opportunity gaps exist, especially among low-income students, Black, Hispanic and Latino students, and students with disabilities as well as all students experiencing pandemic-related trauma and/or learning loss. Focus on supporting historically marginalized students, as well as students experiencing pandemic-related trauma, will characterize planning. Goals include ensuring equitable opportunities and outcomes and remediation of pandemic-related learning loss. Strategies will include the expansion of current whole-child approach programs and the development of the MTSS process. Targeted support will focus on academic and social-emotional interventions. The district will support at-risk students and families by funding a Vernon Hills High School Community/Parent Liaison. This person assists the school with developing and implementing parent and family engagement programs that support improving academic achievement for targeted at-risk students. They provide information on programs/services available to students and families and school and/or district activities and procedures; refer families to other agencies while fostering an ongoing partnership between the home and school. Additionally, they support the instructional program with specific responsibilities for enlisting parental involvement in students' educational programs; working with parents and students in identifying and achieving goals; accessing support services; creating training programs; and facilitating positive parent, school, and student relationships. The district will continue to provide professional learning to support educators in developing their understanding and practices in culturally responsive pedagogy; the district is developing internal instructional leaders to support ongoing and embedded professional learning.

**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).**

District 128 continues to implement a strategic plan developed during the 2021-22 school year, and updated this spring, in collaboration with students, staff, and community stakeholders. The plan is driven by an annually updated data profile that includes demographic, achievement, and perception data. While overall student performance remains above state averages, the district has identified persistent opportunity and achievement gaps, particularly among low-income students, Black, Hispanic/Latino students, students with disabilities, English Learners, and those affected by pandemic-related trauma and learning loss. To address these gaps, Title II funds will support professional learning focused on equity and instructional effectiveness. Key initiatives include: District-wide training in Culturally Responsive Teaching (CRT), universal design for learning, and differentiation strategies. Ongoing support from equity coordinators, instructional coaches, and expert speakers, Attendance at professional conferences aligned with instructional improvement, Enhancements to co-teaching models and Tier 1 instructional practices, Development and implementation of the district's Equity Action Plan (Fall 2024). The district is also expanding services for English Learners and developing career-focused programming. To support implementation, D128 has added staff roles to lead Multi-Tiered System of Supports (MTSS), program evaluation, goal-setting, and progress monitoring. These efforts will ensure professional learning is data-driven, sustainable, and aligned to closing opportunity gaps and improving student outcomes. Finally, District 128 is aligning its professional learning practices to the Learning Forward Standards for Professional Development. This effort will ensure that D128 professional learning programs are aligned to research-based standards for staff learning that lead to high outcomes for all students.

**G. Title III - LIEP**

District 128 continues to implement its strategic plan developed during the 2021-22 school year, and updated this spring, through collaboration with students, staff, and community stakeholders. An annually updated data profile including demographic, achievement, and perception data guides program planning. While overall student achievement remains above state averages, the district has identified persistent gaps in academic performance and access to advanced coursework, particularly among English Learners, low-income students, students of color, and students with disabilities. Title III funds will support initiatives to improve outcomes for English Learners by: Expanding EL services and instructional supports through co-teaching and incentivizing staff to obtain EL endorsements; Enhancing access to career-focused programming for multilingual learners; Providing professional development in Culturally Responsive Teaching (CRT), WIDA, SIOP and high-impact instructional strategies for ELs; Leveraging support from equity coordinators, instructional coaches, expert speakers, and professional conferences. The district utilizes the Bilingual Parent Advisory Council (BPAC) to strengthen family engagement and gather input on EL needs and programming. To support these efforts, D128 has added roles to lead MTSS expansion, data-driven evaluation, and progress monitoring. Strategies include strengthening Tier 1 instruction, co-teaching models, and intervention systems aligned with the upcoming Equity Action Plan (Fall 2024). These actions are designed to close opportunity gaps and ensure English Learners receive equitable, high-quality instruction and support.

**H. Title III - ISEP**

District 128's strategic plan, developed during the 2021-22 school year, and updated this spring, with input from students, staff, and the community, continues to guide district improvement efforts. An annually updated data profile including demographic, achievement, and perception data identifies persistent opportunity gaps, particularly for immigrant students, English Learners, low-income students, students of color, and those affected by pandemic-related learning loss. Title III-ISEP funds will support targeted services for immigrant students by: Expanding access to academic and social-emotional supports; Enhancing career-focused programming and postsecondary readiness; Building staff capacity through professional learning in Culturally Responsive Teaching (CRT) and instructional strategies specific to immigrant and EL student needs; Utilizing district equity coordinators, instructional coaches, expert consultants, and national conferences to support this work. The district actively engages immigrant families through the Bilingual Parent Advisory Council (BPAC), which provides ongoing input into programming and student needs. To support implementation, D128 has added roles focused on MTSS, data-driven evaluation, and goal monitoring. Strategies include strengthening Tier 1 instruction, refining co-teaching models, and aligning services to the district's Equity Action Plan (launching Fall 2024). These coordinated efforts aim to ensure immigrant students are fully supported and experience academic success and belonging within the school community.

**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).**

Title IV needs assessment supports allocating these funds to expand student access to learning through technology, personalized learning pathways, and academic support.

**J. Title V, Part B - Rural and Low Income Schools**

**K. IDEA, Part B - Flow-Through [1]**

District 128 annually gathers input from staff and parents of students receiving special education services through needs assessment surveys and in-person feedback shared at parent-focused events related to special education. Parent feedback has informed program enhancements for students with learning disabilities, emotional disabilities, intellectual disabilities, autism, extended transition needs, and other low-incidence disabilities. As a result, the district has expanded: Community-based worksite experiences, Parent education seminars and speakers, Life skills programming within the special education continuum, Transition services for students ages 18-22. Staff feedback has guided the development of targeted professional learning in: Co-teaching and inclusive practices, Specially designed instruction, Executive functioning instruction, Culturally responsive evaluation for eligibility, Postsecondary transition planning and Differentiation through Universal Design for Learning. Ongoing staff input indicates continued need for professional development in: Anxiety, depression, and trauma-informed practices, Assistive technology implementation, Social communication supports, Differentiated and specially designed instruction, Behavior management, Inclusive instructional and related service delivery. IDEA Flow-Through funds will support these identified priorities to ensure equitable, inclusive, and effective educational experiences for all students with disabilities.

**L. IDEA, Part B - Preschool**

**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.

D128 will increase access to social and emotional learning (SEL) supports and services to improve mental health and wellbeing for all students. D128 will ensure equitable opportunities and outcomes for all student populations. All D128 students will explore various career, college, military and trade pathways and graduate informed, prepared, and empowered to pursue the future career of their choosing.

**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)

District 128 is in Year 4 of its five-year Strategic Plan, developed through broad stakeholder engagement that included students, staff, administrators, parents, community members, local business representatives, and elected officials. Using the D128 Data Profile, stakeholders identified disproportionately impacted student subgroups and recommended a focus on equity, high-impact instruction, and inclusive opportunities. This input shaped the Strategic Plan's three goals: Equity & Inclusion, Health & Wellness, and Exploring Multiple Pathways, each supported by detailed action plans developed with an equity-based planning consultant. Ongoing stakeholder input is gathered through district-wide surveys and collaborative committees that meet regularly, including: Racial Equity, Diversity & Inclusion Policy Committee, Strategic Planning Team, District & Building Leadership Teams, Special Education Leadership Team, Teachers Union & Calendar Committee, Health & Wellness Coordinators, College & Career Counselors, Equity Leadership Team, Student Advisory Board & Student BOE Representatives, Instructional Coaches & Activity Directors, Parent Advisory Boards, Career Advisory Council, Bilingual Parent Advisory Council (BPAC). In addition, the Superintendent meets regularly with civic groups, IASBO, AASA, and local legislators to inform planning with broader community insights. Stakeholder feedback directly shaped this year's plan priorities, including: Expanding the Accelerated Placement Process, Eliminating "Striving Learner" tracks in favor of heterogeneous college-prep classes, Strengthening MTSS with Tier II supports and building-level MTSS teams, Aligning Learning Support Team (LST) norms and protocols, Expanding professional development to support inclusive Tier I instruction. Feedback also supported maintaining the Vernon Hills High School Community/Parent Liaison role to improve parent engagement and academic outcomes for at-risk students. Finally, stakeholder advocacy supported continuing the Equal Opportunity Schools (EOS) partnership, which promotes equitable access to college prep, honors, AP, and dual-credit courses, especially for students of color and low-income students. All committee meeting notes, survey results, and stakeholder engagement records are maintained for documentation and monitoring purposes.

Response from the prior year Consolidated District Plan.

District 128 is in Year 3 of its five-year Strategic Plan, developed through broad stakeholder engagement that included students, staff, administrators, parents, community members, local business representatives, and elected officials. Using the D128 Data Profile, stakeholders identified disproportionately impacted student subgroups and recommended a focus on equity, high-impact instruction, and inclusive opportunities. This input shaped the Strategic Plan's three goals: Equity & Inclusion, Health & Wellness, and Exploring Multiple Pathways, each supported by detailed action plans developed with an equity-based action planning consultant. Ongoing stakeholder input is gathered through district-wide surveys and collaborative committees that meet regularly, including: Racial Equity, Diversity & Inclusion Policy Committee, Strategic Planning Team, District & Building Leadership Teams, Special Education Leadership Team, Teachers Union & Calendar Committee, Health & Wellness Coordinators, College & Career Counselors, Equity Leadership Team, Student Advisory Board & Student BOE Representatives, Instructional Coaches & Activity Directors, Parent Advisory Boards, Career Advisory Council, Bilingual Parent Advisory Council (BPAC). In addition, the Superintendent meets regularly with civic groups, IASBO, AASA, and local legislators to inform planning with broader community insights. Stakeholder feedback directly shaped this year's plan priorities, including: Expanding the Accelerated Placement Process, Eliminating "Striving Learner" tracks in favor of heterogeneous college-prep classes, Strengthening MTSS with Tier II supports and building-level MTSS teams, Aligning Learning Support Team (LST) norms and protocols, Expanding professional development to support inclusive Tier I instruction. Feedback also supported maintaining the Vernon Hills High School Community/Parent Liaison role to improve parent engagement and academic outcomes for at-risk students. Finally, stakeholder advocacy supported continuing the Equal Opportunity Schools (EOS) partnership, which promotes equitable access to college prep, honors, AP, and dual-credit courses, especially for students of color and low-income students. All committee meeting notes, survey results, and stakeholder engagement records are maintained for documentation and monitoring purposes.

**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)

District 128 actively engages parents and families from diverse backgrounds in the development of LEA plans to ensure they reflect community needs and priorities. Each school utilizes established parent advisory groups to gather feedback on school and district initiatives. The Bilingual Parent Advisory Council (BPAC) meets four times annually to review district plans, provide input on emerging needs, and represent the voices of multilingual families. The Community Liaison, added in 2023, supports this work by organizing events, translating key information, and maintaining regular communication with families via multilingual emails and voice messages. Parent and community input is also gathered through: Strategic Plan committees aligned to the district's goals, Annual stakeholder surveys shared with students, families, and staff, Parent-led groups supporting athletics, fine arts, and extracurricular programs, Student councils and leadership activities that elevate student voice. The District Communications Director ensures transparency and two-way communication through weekly newsletters, ongoing website updates (including a "Contact Us" feature), and engagement on social media platforms. In addition, the district hosts public forums on key topics such as school finance and facilities, inviting community input to inform district planning.

Response from the prior year Consolidated District Plan.

District 128 actively engages parents and families from diverse backgrounds in the development of LEA plans to ensure they reflect community needs and priorities. Each school utilizes established parent advisory groups to gather feedback on school and district initiatives. The Bilingual Parent Advisory Council (BPAC) meets four times annually to review district plans, provide input on emerging needs, and represent the voices of multilingual families. The Community Liaison, added in 2023, supports this work by organizing events, translating key information, and maintaining regular communication with families via multilingual emails and voice

messages. Parent and community input is also gathered through: Strategic Plan committees aligned to the district's goals: Equity & Inclusion, Health & Wellness, and Exploring Multiple Pathways. Annual stakeholder surveys shared with students, families, and staff. Parent-led groups supporting athletics, fine arts, and extracurricular programs. Student councils and leadership activities that elevate student voice. The District Communications Director ensures transparency and two-way communication through weekly newsletters, ongoing website updates (including a "Contact Us" feature), and engagement on social media platforms. In addition, the district hosts public forums on key topics such as school finance and facilities, inviting community input to inform district planning.

**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)*

District 128 values diverse family engagement and implements multiple strategies to ensure meaningful input from all families. Each school has established parent advisory groups that provide feedback on both school-level and district-wide initiatives. To support clear communication, the district: Uses S'more to send translatable newsletters. Offers Spanish attendance phone lines and multilingual attendance email options. Provides on-demand telephonic interpretation through Heartland Alliance for real-time communication between staff and families. To engage English learner and immigrant families, both Vernon Hills and Libertyville High Schools have active Bilingual Parent Advisory Councils (BPAC), which meet quarterly to provide feedback on district plans and emerging needs. Additional supports include: Welcome sessions with Russian-speaking staff for newcomer families. Quarterly coffee chats with administrators. Live interpreters and multilingual greeters at open houses and welcome nights. Family-requested BPAC events, such as training on public speaking at board meetings. The Community Liaison, hired in 2023, plays a key role in organizing these efforts and maintaining regular communication through multilingual messages and events. Student voice is also prioritized. Students regularly consult with principals and serve as Board of Education representatives. Their input informs task forces and committees, including the Strategic Planning Committee and Racial Equity, Diversity, and Inclusion Committee. Community feedback is further gathered through forums on district finances, facilities, and other key issues.

*Response from the prior year Consolidated District Plan.*

District 128 values diverse family engagement and implements multiple strategies to ensure meaningful input from all families. Each school has established parent advisory groups that provide feedback on both school-level and district-wide initiatives. To support clear communication, the district: Uses S'more to send translatable newsletters. Offers Spanish attendance phone lines and multilingual attendance email options. Provides on-demand telephonic interpretation through Heartland Alliance for real-time communication between staff and families. To engage English learner and immigrant families, both Vernon Hills and Libertyville High Schools have active Bilingual Parent Advisory Councils (BPAC), which meet quarterly to provide feedback on district plans and emerging needs. Additional supports include: Welcome sessions with Russian-speaking staff for newcomer families. Quarterly coffee chats with administrators. Live interpreters and multilingual greeters at open houses and welcome nights. Family-requested BPAC events, such as training on public speaking at board meetings. The Community Liaison, hired in 2023, plays a key role in organizing these efforts and maintaining regular communication through multilingual messages and events. Student voice is also prioritized. Students regularly consult with principals and serve as Board of Education representatives. Their input informs task forces and committees, including the Strategic Planning Committee and Racial Equity, Diversity, and Inclusion Committee. Community feedback is further gathered through forums on district finances, facilities, and other key issues.

**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



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**Parent and Family Engagement**

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**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.

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.

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- 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.

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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
<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen
<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen
<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen
<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen
<input type="text"/>	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen

Comments:

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**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)

No Preschool Programs

Response from the approved prior year Consolidated District Plan.

No Preschool Programs

**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.

D128 will ensure equitable academic opportunities and high outcomes for all student populations. All D128 students will explore various career, college, military and trade pathways and graduate informed, prepared, and empowered to pursue the future career of their choosing.

**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)

District 128 implements a well-rounded instructional program designed to meet the academic and language needs of all students, beginning with early data collection in 8th grade. This includes performance on PreACT9, STAR, local placement tests, articulation with middle schools, home language surveys and screeners, and SEL support needs. Incoming 9th grade placement is determined through collaboration with families and based on students' strengths, challenges, and interests. Students requiring additional support receive Tier II and Tier III interventions such as targeted literacy and math tutoring, supported study halls for executive functioning, EL services, and special education resource tutorials. All students are assigned to a Learning Support Team (LST)-including counselors, social workers, and team leaders-which monitors academic and SEL progress to provide timely interventions. Students with more intensive needs are reviewed weekly by Student Support Teams (SST/SRT), and building-level MTSS teams will be launched in 2024-25 to coordinate school-wide support systems. To increase access and equity, the district is phasing out low-level Striving Learner and Team Taught courses and placing more students into College Prep courses, supported by a year-long curriculum revision. Beginning in 2024-25, the Accelerated Placement Policy (APP) automatically enrolls students who meet or exceed standards into higher-level coursework, with expanded access to world languages. District 128 also partners with Equal Opportunity Schools (EOS) to increase enrollment of low-income students and students of color in Advanced Placement courses. These efforts support the district's goal of providing rigorous, inclusive learning experiences that meet the needs of all students.

Response from the prior year Consolidated District Plan.

District 128 implements a well-rounded instructional program designed to meet the academic and language needs of all students, beginning with early data collection in 8th grade. This includes performance on PreACT9, STAR, local placement tests, articulation with middle schools, home language surveys and screeners, and SEL support needs. Incoming 9th grade placement is determined through collaboration with families and based on students' strengths, challenges, and interests. Students requiring additional support receive Tier II and Tier III interventions such as targeted literacy and math tutoring, supported study halls for executive functioning, EL services, and special education resource tutorials. All students are assigned to a Learning Support Team (LST)-including counselors, social workers, and team leaders-which monitors academic and SEL progress to provide timely interventions. Students with more intensive needs are reviewed weekly by Student Support Teams (SST/SRT), and building-level MTSS teams will be launched in 2024-25 to coordinate school-wide support systems. To increase access and equity, the district is phasing out low-level Striving Learner and Team Taught courses and placing more students into College Prep courses, supported by a year-long curriculum revision. Beginning in 2024-25, the Accelerated Placement Policy (APP) automatically enrolls students who meet or exceed standards into higher-level coursework, with expanded access to world languages. District 128 also partners with Equal Opportunity Schools (EOS) to increase enrollment of low-income students and students of color in Advanced Placement courses. These efforts support the district's goal of providing rigorous, inclusive learning experiences that meet the needs of all students.

**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)

District 128 uses a variety of criteria to identify students at risk of failure, including regular monitoring of formative and summative assessments, as well as grades, which are updated at least twice per quarter. Standardized assessment results help identify students who may not meet grade-level or college readiness standards. Teacher feedback-incorporating both qualitative and quantitative data, including parent surveys and evaluations from therapeutic professionals-is reviewed by Student Support/Resource Teams (SST/SRT) in each school. Students who fall below proficiency in core subjects, or show at-risk behaviors related to attendance, behavior, or emotional needs, may undergo individualized evaluations to determine eligibility for special education services. English Learner (EL) students are assessed through classroom performance and annual ACCESS test scores. Former EL students are monitored for one year post-exit to ensure academic success and may receive additional support if needed, such as Tier II interventions.

Response from the prior year Consolidated District Plan.

District 128 uses a variety of criteria to identify students at risk of failure, including regular monitoring of formative and summative assessments, as well as grades, which are updated at least twice per quarter. Standardized assessment results help identify students who may not meet grade-level or college readiness standards. Teacher feedback-incorporating both qualitative and quantitative data, including parent surveys and evaluations from therapeutic professionals-is reviewed by Student Support/Resource Teams (SST/SRT) in each school. Students who fall below proficiency in core subjects, or show at-risk behaviors related to attendance, behavior, or emotional needs, undergo individualized evaluations to determine eligibility for special education services. English Learner (EL) students are assessed through classroom performance and annual ACCESS test scores. Former EL students are monitored for one year post-exit to ensure academic success and may receive additional support if needed, such as Tier II interventions.

**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.

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([count] of 7500 maximum characters used)

District 128 provides a range of supplemental supports to help students meet academic and language standards. In core academic courses, co-taught classes by special education and EL teachers ensure access to the general curriculum with specially designed instruction. Additional foundational supports include targeted interventions in literacy, numeracy, and executive functioning; supported study halls; drop-in help centers staffed by certified teachers and educational support personnel; and daily teacher office hours. These resources are further enhanced by the elimination of Striving Learner courses, with all students now placed in College Prep, Honors, AP, or Dual-Credit classes. English Learners

are supported through structured EL classes, co-taught instruction, and access to Sanako Connect language lab software to strengthen language acquisition. EL students are placed in educationally sound, evidence-based programs and remain supported in general education classrooms even if families opt out of EL services. Interpreters and translated communication ensure family engagement and understanding. Students with IEPs receive daily support from their case managers and the Special Services Department, including goal-specific instruction and behavioral supports. Before- and after-school accommodations centers are available to extend access to needed supports. Related service providers address academic and social-emotional needs through IEPs, 504 plans, or as part of early intervention strategies coordinated by Learning Support Teams and Student Support/Resource Teams. Equal Opportunity Schools (EOS) continues to expand access to advanced coursework for underrepresented students, supporting equity in academic placement.

Response from the prior year Consolidated District Plan.

District 128 provides a range of supplemental supports to help students meet academic and language standards. In core academic courses, co-taught classes by special education and EL teachers ensure access to the general curriculum with specially designed instruction. Additional foundational supports include targeted interventions in literacy, numeracy, and executive functioning; supported study halls; drop-in help centers staffed by certified teachers and educational support personnel; and daily teacher office hours. These resources are further enhanced by the elimination of Striving Learner courses, with all students now placed in College Prep, Honors, AP, or Dual-Credit classes. English Learners are supported through structured EL classes, co-taught instruction, and access to Sanako Connect language lab software to strengthen language acquisition. EL students are placed in educationally sound, evidence-based programs and remain supported in general education classrooms even if families opt out of EL services. Interpreters and translated communication ensure family engagement and understanding. Students with IEPs receive daily support from their case managers and the Special Services Department, including goal-specific instruction and behavioral supports. Before- and after-school accommodations centers are available to extend access to needed supports. Related service providers address academic and social-emotional needs through IEPs, 504 plans, or as part of early intervention strategies coordinated by Learning Support Teams and Student Support/Resource Teams. Equal Opportunity Schools (EOS) continues to expand access to advanced coursework for underrepresented students, supporting equity in academic placement.

**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

District 128 strengthens academic and language programs through ongoing professional learning focused on research-based, high-impact instructional strategies. Teachers receive training in culturally responsive teaching, assessment literacy, differentiated instruction, blended and personalized learning, and strategies to support English Learners. Each school operates a professional learning center where instructional coaches offer real-time support. The district's evaluation model, based on Marzano's framework, encourages teachers to set annual growth goals aligned with high-yield strategies. Professional learning is funded through district, Title II, and Title III budgets, supporting educator-led institutes and developing internal expertise. Specific attention is given to building instructional capacity to meet the needs of English Learners and immigrant students. These efforts align with the district's DARING mission, which outlines essential skills and attributes for all graduates and informs expectations for student outcomes.

Response from the prior year Consolidated District Plan.

District 128 strengthens academic and language programs through ongoing professional learning focused on research-based, high-impact instructional strategies. Teachers receive training in culturally responsive teaching, assessment literacy, differentiated instruction, blended and personalized learning, and strategies to support English Learners. Each school operates a professional learning center where instructional coaches offer real-time support. The district's evaluation model, based on Marzano's framework, encourages teachers to set annual growth goals aligned with high-yield strategies. Professional learning is funded through district, Title II, and Title III budgets, supporting educator-led institutes and developing internal expertise. Specific attention is given to building instructional capacity to meet the needs of English Learners and immigrant students. These efforts align with the district's DARING mission, which outlines essential skills and attributes for all graduates and informs expectations for student outcomes.

**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

District 128 ensures that all students, regardless of income or race, are taught by licensed, effective teachers with appropriate endorsements. Hiring and retention practices are research-based, regularly reviewed, and supported through administrator training in hiring and evaluation. Teacher assignments are aligned with both teacher qualifications and student needs, with co-teaching and inclusion models in place to support equitable access to the general education curriculum. Student placement data is continuously reviewed to ensure equitable course access across demographic groups. In 2023-24, the district eliminated low-level Striving Learner and Team Taught freshman courses to support full integration into College Prep classes. Starting in 2024-25, the Accelerated Placement Policy (APP) will automatically enroll students who meet or exceed standards into higher-level courses. Through Equal Opportunity Schools (EOS), the district identifies and encourages low-income and minority students to enroll in Advanced Placement courses, resulting in increased participation from these groups.

Response from the prior year Consolidated District Plan.

District 128 ensures that all students, regardless of income or race, are taught by licensed, effective teachers with appropriate endorsements. Hiring and retention practices are research-based, regularly reviewed, and supported through administrator training in hiring and evaluation. Teacher assignments are aligned with both teacher qualifications and student needs, with co-teaching and inclusion models in place to support equitable access to the general education curriculum. Student placement data is continuously reviewed to ensure equitable course access across demographic groups. In 2023-24, the district eliminated low-level Striving Learner and Team Taught freshman courses to support full integration into College Prep classes. Starting in 2024-25, the Accelerated Placement Policy (APP) will automatically enroll students who meet or exceed standards into higher-level courses. Through Equal Opportunity Schools (EOS), the district identifies and encourages low-income and minority students to enroll in Advanced Placement courses, resulting in increased participation from these groups.

**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

District 128 supports effective school library programs by staffing full-service library media centers at each school with certified librarians and trained assistants. Librarians collaborate with classroom teachers to deliver instruction on research and digital literacy skills integrated within subject-area coursework. They also support lesson planning and schedule targeted sessions to ensure students build essential digital competencies that support academic achievement.

Response from the prior year Consolidated District Plan.

District 128 supports effective school library programs by staffing full-service library media centers at each school with certified librarians and trained assistants. Librarians collaborate with classroom teachers to deliver instruction on research and digital literacy skills integrated within subject-area coursework. They also support lesson planning and schedule targeted sessions to ensure students build essential digital competencies that support academic achievement.

**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

District 128 identifies and serves gifted and talented students by using objective criteria such as standardized assessment scores and course performance to determine eligibility for advanced coursework. Beginning in the 2024-25 school year, the district's Accelerated Placement Policy (APP) automatically places students who meet or exceed academic standards into the next highest placement level, ensuring equitable access to challenging high school and college-level

courses for all students. District 128 offers 32 Advanced Placement classes and approximately a dozen Dual Credit college courses.

Response from the prior year Consolidated District Plan.

District 128 identifies and serves gifted and talented students by using objective criteria such as standardized assessment scores and course performance to determine eligibility for advanced coursework. Beginning in the 2024-25 school year, the district's Accelerated Placement Policy (APP) automatically places students who meet or exceed academic standards into the next highest placement level, ensuring equitable access to challenging high school and college-level courses for all students. District 128 offers 32 Advanced Placement classes and approximately a dozen Dual Credit college courses.

**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.

D128 will ensure equitable academic opportunities and high outcomes for all student populations. All D128 students will explore various career, college, military and trade pathways and graduate informed, prepared, and empowered to pursue the future career of their choosing.

**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)*

District 128 staff meet regularly with the sending middle schools' staff to discuss incoming 9th grade student grades, behavior, and learning needs. In addition, each school offers a semester long Freshman Transition program that is explicitly designed to help 9th graders transition successfully to high school. To help students conduct post-secondary planning District 128 offers a dedicated college and career resource center at each school, staffed by a specialized counselor. Students and families are guided through the college planning and application process through regular informational programs. College representatives visit both campuses frequently, and students are supported in attending college fairs and campus visits. Counselors assist with college searches, financial aid, and career exploration. The district partners closely with the local community college to provide access to resources, dual-credit courses, and career-focused opportunities. Students may also attend the Lake County Technology Campus for hands-on career training and industry credentials. Each school's Career and Technical Education (CTE) department offers pathway courses, hosts an annual career fair, and collaborates with a career advisory council made up of local business partners.

Response from the approved prior year Consolidated District Plan.

District 128 staff meet regularly with the sending middle schools' staff to discuss incoming 9th grade student grades, behavior, and learning needs. In addition, each school offers a semester long Freshman Transition program that is explicitly designed to help 9th graders transition successfully to high school. To help students conduct post-secondary planning District 128 offers a dedicated college and career resource center at each school, staffed by a specialized counselor. Students and families are guided through the college planning and application process through regular informational programs. College representatives visit both campuses frequently, and students are supported in attending college fairs and campus visits. Counselors assist with college searches, financial aid, and career exploration. The district partners closely with the local community college to provide access to resources, dual-credit courses, and career-focused opportunities. Students may also attend the Lake County Technology Campus for hands-on career training and industry credentials. Each school's Career and Technical Education (CTE) department offers pathway courses, hosts an annual career fair, and collaborates with a career advisory council made up of local business partners.

**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.

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**NOTE: If not applicable because district serves only grades K-8, enter *Elementary District***

*([count] of 7500 maximum characters used)*

District 128 integrates academic and career and technical education (CTE) content through coordinated instructional strategies, including experiential learning and work-based opportunities that promote skills for in-demand careers. Beginning summer 2024, the district's Workplace Internship Program will be open to all students, providing real-world industry experiences that may also earn academic credit. Curriculum development continues to expand core academic and career pathway integration. Students with IEPs are actively encouraged during annual IEP meetings to participate in general education, CTE, and transition-focused learning experiences aligned to their post-secondary goals. These may include college coursework, supported or competitive employment, internships, and connections to community-based agencies. Course selection is individualized and monitored to support students' interests, needs, and transition into adulthood. Students also engage in field trips, vocational coursework such as Vocational & Consumer Education (VCE), and tutorials focused on daily living skills and community-based experiences. Families are informed of relevant secondary and post-secondary CTE opportunities as part of the transition planning process.

Response from the approved prior year Consolidated District Plan.

District 128 integrates academic and career and technical education (CTE) content through coordinated instructional strategies, including experiential learning and work-based opportunities that promote skills for in-demand careers. Beginning summer 2024, the district's Workplace Internship Program will be open to all students, providing real-world industry experiences that may also earn academic credit. Curriculum development continues to expand core academic and career pathway integration. Students with IEPs are actively encouraged during annual IEP meetings to participate in general education, CTE, and transition-focused learning experiences aligned to their post-secondary goals. These may include college coursework, supported or competitive employment, internships, and connections to community-based agencies. Course selection is individualized and monitored to support students' interests, needs, and transition into adulthood. Students also engage in field trips, vocational coursework such as Vocational & Consumer Education (VCE), and tutorials focused on daily living skills and community-based experiences. Families are informed of relevant secondary and post-secondary CTE opportunities as part of the transition planning process.

**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.

D128 will increase access to social and emotional learning (SEL) supports and services to improve mental health and wellbeing for all students. D128 will ensure equitable academic opportunities and high outcomes for all student populations. All D128 students will explore various career, college, military, and trade pathways and graduate informed, prepared, and empowered to pursue the future career of their choosing.

**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

NOT PROVIDING.

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 funds will be used to support teacher attendance at workshops and conferences focused on Advanced Placement courses; problem and project based learning; interdisciplinary skills and strategies; standards-aligned instruction; assessment and grading literacy; data driven goals; differentiated instruction; equity and cultural competency; professional learning communities; and other topics as needed. In addition, D128 instructional coaches and other educators are paid to develop and attend local professional development workshops (known as D128 University) focused on the needs of D128 students and educators and offered during the evening and/or summer months.

G. Title III - LIEP

The Title III needs assessment supports allocating these funds for professional learning that responds to specific EL learning challenges to generate inclusive and effective teaching environments.

H. Title III - ISEP

The Title III needs assessment supports allocating these funds for professional learning that responds to specific learning challenges that immigrant/newcomer students present. PD will focus on generating inclusive and effective teaching environments for immigrant students.

I. Title IV, Part A - Student Support and Academic Enrichment

Title IV funds will be used to support all students with access to a well-rounded education by providing professional learning in equity, inclusion and MTSS. As well as professional learning (registration fees and fees to professional development providers to deliver professional development in the district) to support district equity goals and professional learning to provide all students access to a safe and healthy learning environment. In addition, funds will be used to support professional learning in cross-cutting initiatives such as our District MTSS/PBIS program development.

J. Title V, Part B - Rural and Low Income Schools

K. IDEA, Part B - Flow-Through [2]

IDEA funds are utilized for professional development specific to meeting the unique needs of students receiving special education services. Professional development will focus on areas including: IEP writing best practices, including alignment of IEP services to new DRS requirements for PECT grant supportive services and Medicaid-eligible services; inclusively provided special education services and related services; co-teaching best practices; specially designed instructional methodology; transition readiness in the areas of educational planning, vocational training or employment, and activities of independent living, as well as post-secondary advocacy in adulthood; culturally responsive practices in the identification and service determination/provision for students of color as well as culturally responsive special education instructional strategies and design; social emotional intervention and support strategies; executive functioning instructional strategies and assistive technology implementation and legal compliance training.

L. IDEA, Part B - Preschool

**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.

D128 will increase access to social and emotional learning (SEL) supports and services to improve mental health and wellbeing for all students.

**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)

District 128 is committed to providing a safe, inclusive, and supportive learning environment for all students. Bullying, harassment, and intimidation are strictly prohibited, as they interfere with students' ability to learn and schools' ability to educate. This includes bullying based on actual or perceived characteristics such as race, color, national origin, gender identity, disability, religion, sexual orientation, or other distinguishing traits. Prohibited conduct applies in all school-related settings and, in some cases, off-campus actions that cause substantial disruption at school. The schools provide several pro-active educational experiences and workshops for students to learn how to identify, interrupt, and report violence, discrimination, and bullying. Green Dot and RAD are two national programs that have been implemented in D128.The Associate Superintendent maintains a comprehensive bullying prevention and response plan. Students, staff, and families are encouraged to report incidents of bullying to school officials or through the district's anonymous reporting system. All reports are taken seriously and are promptly investigated. Investigations aim to be completed within 10 school days and involve trained school staff. Parents of involved students are informed and provided with access to appropriate support services such as counseling and restorative practices.No retaliation is permitted against anyone who reports bullying. Students are protected from punishment when making a good-faith report, though knowingly false reports will be addressed appropriately.Learning Support Teams-including social workers, counselors, and team leaders trained in restorative justice-review behavior incidents and prioritize keeping students engaged in the classroom. In-school suspension is used when necessary, and aversive disciplinary practices are not permitted. The district offers a range of interventions to address and prevent bullying, including social-emotional learning, counseling, and community-based support services.

Response from the prior year Consolidated District Plan.

District 128 is committed to providing a safe, inclusive, and supportive learning environment for all students. Bullying, harassment, and intimidation are strictly prohibited, as they interfere with students' ability to learn and schools' ability to educate. This includes bullying based on actual or perceived characteristics such as race, color, national origin, gender identity, disability, religion, sexual orientation, or other distinguishing traits. Prohibited conduct applies in all school-related settings and, in some cases, off-campus actions that cause substantial disruption at school. The schools provide several pro-active educational experiences and workshops for students to learn how to identify, interrupt, and report violence, discrimination, and bullying. Green Dot and RAD are two national programs that have been implemented in D128.The Associate Superintendent maintains a comprehensive bullying prevention and response plan. Students, staff, and families are encouraged to report incidents of bullying to school officials or through the district's anonymous reporting system. All reports are taken seriously and are promptly investigated. Investigations aim to be completed within 10 school days and involve trained school staff. Parents of involved students are informed and provided with access to appropriate support services such as counseling and restorative practices.No retaliation is permitted against anyone who reports bullying. Students are protected from punishment when making a good-faith report, though knowingly false reports will be addressed appropriately.Learning Support Teams-including social workers, counselors, and team leaders trained in restorative justice-review behavior incidents and prioritize keeping students engaged in the classroom. In-school suspension is used when necessary, and aversive disciplinary practices are not permitted. The district offers a range of interventions to address and prevent bullying, including social-emotional learning, counseling, and community-based support services.

**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]**

[\(42 U.S.C. 11301 et seq.\):\\*](#)

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*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)

District 128 ensures that all homeless children and youth have equal access to a free, appropriate public education, as required by the McKinney-Vento Homeless Assistance Act and the Illinois Education for Homeless Children Act. A designated Liaison for Homeless Children, appointed by the Superintendent, coordinates the implementation of this policy.Homeless students may attend their school of origin or any District school within whose attendance area they reside. The District reviews and revises procedures that may create barriers to enrollment, including those related to transportation, immunization, residency, documentation, and guardianship. Transportation is provided in accordance with federal and state laws.The District prioritizes the prompt enrollment and attendance of homeless students, including those not currently attending school. If enrollment or transportation is denied, the Liaison will immediately refer the student or family to the Regional Superintendent's ombudsperson and provide a written explanation for the denial. In cases where a family continues to share housing due to hardship, the Liaison will review the situation after 18 months and annually thereafter to determine if the hardship persists.

Response from the prior year Consolidated District Plan.

District 128 ensures that all homeless children and youth have equal access to a free, appropriate public education, as required by the McKinney-Vento Homeless Assistance Act and the Illinois Education for Homeless Children Act. A designated Liaison for Homeless Children, appointed by the Superintendent, coordinates the implementation of this policy. Homeless students may attend their school of origin or any District school within whose attendance area they reside. The District reviews and revises procedures that may create barriers to enrollment, including those related to transportation, immunization, residency, documentation, and guardianship. Transportation is provided in accordance with federal and state laws. The District prioritizes the prompt enrollment and attendance of homeless students, including those not currently attending school. If enrollment or transportation is denied, the Liaison will immediately refer the student or family to the Regional Superintendent's ombudsperson and provide a written explanation for the denial. In cases where a family continues to share housing due to hardship, the Liaison will review the situation after 18 months and annually thereafter to determine if the hardship persists.

**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
0002 - LIBERTYVILLE HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
0004 - VERNON HILLS HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/27/2026
3001 - DISTRICT 128 TRANSITION PTHWYS CT	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

**Describe anticipated Reorganizations:**

N/A

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.

- District 128 is working to create equitable learning opportunities and high outcomes for all students. Through co-teaching, targeted math interventions, and universal design for learning the District will raise the percentage of black, Hispanic, IEP and fee waiver students who demonstrate proficiency on the state exam. Through building out a more comprehensive MTSS framework, complete with Tier I and II SEL programs, the District will lower the amount of students who are absent, who require hospitalization, and who demonstrate unhealthy behaviors as measured in student feedback instruments.

**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)

No schools identified under this part.

Response from the approved prior year Consolidated District Plan.

No schools identified under this part.

**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)

District 128 is committed to ensuring all students have access to challenging academic opportunities, including Advanced Placement (AP) courses. To support at-risk students and families, Vernon Hills High School employs a Community/Parent Liaison who fosters strong school-home partnerships and promotes parent engagement to improve student achievement. This liaison connects families with school programs, services, and outside agencies, and supports efforts to increase parental involvement in students' education through training, goal-setting, and access to resources.Additionally, the District partners with Equal Opportunity Schools (EOS) to promote equitable access to advanced coursework. EOS supports the elimination of lower-level courses, such as Team Taught and Striving Learner classes, and helps increase enrollment of low-income students and students of color in college prep, honors, AP, and Dual-Credit courses.

Response from the approved prior year Consolidated District Plan.

District 128 is committed to ensuring all students have access to challenging academic opportunities, including Advanced Placement (AP) courses. To support at-risk students and families, Vernon Hills High School employs a

Community/Parent Liaison who fosters strong school-home partnerships and promotes parent engagement to improve student achievement. This liaison connects families with school programs, services, and outside agencies, and supports efforts to increase parental involvement in students' education through training, goal-setting, and access to resources. Additionally, the District partners with Equal Opportunity Schools (EOS) to promote equitable access to advanced coursework. EOS supports the elimination of lower-level courses, such as Team Taught and Striving Learner classes, and helps increase enrollment of low-income students and students of color in college prep, honors, AP, and Dual-Credit courses.

**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.

- D128 will increase access to social and emotional learning (SEL) supports and services to improve mental health and wellbeing for all students. D128 will ensure equitable academic opportunities and high outcomes for all student populations. All D128 students will explore various career, college, military, and trade pathways and graduate informed, prepared, and empowered to pursue the future career of their choosing.

**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)

IDEA funds are utilized for professional development specific to meeting the unique needs of students receiving special education services. As a result of the annual needs assessment, professional development will focus on areas including: IEP writing best practices, including alignment of IEP goals and services to student's eligibility and adverse impact, inclusive special education service delivery through specially designed instruction in the general education environment, co-teaching best practices and efficacy monitoring, transition planning, implementation of assistive technology, strategies and supports for executive functioning, social communication, differentiated instruction, behavior management, trauma-responsive practices, mental health supports and sexual health instruction for students with developmental disabilities, instructional best practices and program structure for students with developmental disabilities, specific learning disabilities, and emotional disabilities, and culturally responsive teaching and eligibility considerations in special education.

Response from the approved prior year Consolidated District Plan.

IDEA funds support professional development tailored to the unique needs of students receiving special education services. Based on an annual needs assessment, training focuses on areas such as IEP best practices aligned with new DRS and Medicaid requirements, inclusive service delivery, co-teaching strategies, transition planning, assistive technology, executive functioning, social communication, differentiated instruction, behavior management, trauma-responsive practices, mental health supports, sexual health education for students with developmental disabilities, and instructional practices for students with developmental, learning, and emotional disabilities. Culturally responsive teaching, universal design for learning and eligibility considerations in special education are also emphasized.

**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)

In addition to professional development, IDEA funds will be used to enhance the district's ability to meet student needs across general and special education settings. Funds will support the employment of teacher assistants who help students overcome learning, emotional, or physical barriers. In general education classrooms, assistants provide support that allows students to remain with their peers and access curriculum delivered by highly qualified teachers. In special education settings, they assist with individualized instruction, behavioral and sensory support, IEP goal monitoring, and vocational skills development at school and community worksites. The grant will also fund salaries and benefits for teacher assistants and clerical staff.

Response from the approved prior year Consolidated District Plan.

In addition to professional development, IDEA funds will be used to enhance the district's ability to meet student needs across general and special education settings. Funds will support the employment of teacher assistants who help students overcome learning, emotional, or physical barriers. In general education classrooms, assistants provide support that allows students to remain with their peers and access curriculum delivered by highly qualified teachers. In special education settings, they assist with individualized instruction, behavioral and sensory support, IEP goal monitoring, and vocational skills development at school and community worksites. The grant will also fund salaries and benefits for teacher assistants and clerical staff. Additional funds will support Infnitec professional development, audiological services for students with hearing disabilities through SEDOL, and supplies and materials aligned with students' IEPs. Lastly, the grant will fund consultative services to support the district's expansion of functional life skills programming for students with intellectual and related disabilities.

**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)

District 128 plans to use IDEA funds for FY27 in a manner similar to past years. The grant will continue to fund salaries of teacher assistants and administrative assistants so they may support directed services to meet students' special educational needs in the least restrictive environment, as well as instructional supplies and materials that are necessary for students with IEPs due to their disabilities. D128 will also support the professional development of special education and related services staff members from a variety of professional organizations as we strive to increase our inclusive access to general education instruction and peers for students with disabilities.

Response from the approved prior year Consolidated District Plan.

For FY26, District 128 will continue to use IDEA funds as in previous years to support students with disabilities in the least restrictive environment. The grant will fund salaries for teacher assistants and administrative assistants who provide direct support for students' special education needs, as well as instructional supplies and materials required by students with IEPs. Funds will also support professional development for special education and related services staff through various professional organizations, with a focus on increasing inclusive access to general education. Additionally, the district will maintain its access to Infnitec services and continue funding its share of audiological services through the SEDOL cooperative.

**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)

Indicators 1, 2, 4: Funds are used to support increasing the student graduation rate and decreasing the drop-out rate in the district by providing staff with professional learning related to disability awareness, accommodations and differentiation strategies, legal compliance requirements training and post-secondary career, education and independent living opportunities, linkages, and course of study alignment to a student's strengths and goals. Funds are further used to provide designated staff explicit staff training in Crisis Prevention Intervention (CPI) and restorative practices that decrease student suspension and expulsion practices. Indicator 3: Funds are used to train special educators and support the provision of relevant math and reading instructional intervention for students with disabilities so that they may better demonstrate accurate academic achievement towards grade level standards. Indicators 5 and 6: Funds are used to support student access to inclusive instruction through the provision of accommodations, adaptations and/or modifications in the general education learning environments with paraprofessional assistance and by the special educator or related service provider to the extent that the student can thrive. Professional learning opportunities are also sought out and engaged in to expand our use of inclusive special education and related services delivery so as to increase student's time in the LRE. Indicator 8: Funds are used to engage parent involvement by bringing in a variety of local and professional speakers on topics related to parent interest in supporting their student with disabilities, community and agency linkages, and post-secondary transition-related topics. Indicators 9 and 10: N/A Indicator 11: Funds are used to provide all special education and related services professionals ongoing training in best practices for accurate and timely evaluation of students annually and as requested to ensure compliance with evaluation timelines. Indicator 13 and 14: Funds are used for ongoing training in post-secondary vocational, educational/training and independent living opportunities, linkages, and course of study alignment to a student's strengths and goals for staff, students and families.

\*Required field

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## Overview

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**\*Note: This plan section is not required for the Department of Juvenile Justice.**

<b>PROGRAM:</b>	Youth in Care Stability
<b>PURPOSE:</b>	To comply with ESSA requirements for educational stability for students who are Youth in Care.
<b>REQUIRED FOR:</b>	All Illinois school districts and state-authorized charter schools
<b>RESOURCES:</b>	<a href="#">ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014</a> <a href="#">US Department of Education (USDE) web page for Students in Foster Care</a> <a href="#">The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351)</a> <a href="#">Educational Stability Requirements (Effective October 7, 2008)</a> <a href="#">Public Act 099-0781 (effective 8/12/2016)</a> <a href="#">USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016)</a> <a href="#">Finance, Budgets &amp; Funding Transportation Programs (scroll to Foster Care Transportation section)</a> <a href="#">ESEA of 1965 as Amended, Section 6312(c)</a>

### **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/school_vehicle_guidance.pdf)

[https://www.isbe.net/Documents/vehicle\\_use\\_summary.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

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**Contact Information**

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**\*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*
Herrmann	Jessica	Director of Student Services	jessica.herrmann@d128.org
Phone*			
847	247	4502	

[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*
Herrmann	Jessica	Director of Student Services	jessica.herrmann@d128.org
Phone*			
847	247	4502	

[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 Assistant Principal for Student Services will collaborate with the student's team to determine the best placement. The team will include all relevant parties to assess the most suitable solution for the student. The Learning Support Team (LST) will review all student records, including IEPs, Section 504 plans, EL services, and tiered interventions. Key factors to consider include access to the home school, student preferences, proximity to the school, relationships with peers and staff, length of the drive, placement of siblings, availability of necessary services, the student's living history, and transiency. A meeting will be held to discuss these factors and determine the best educational program. If necessary, outside agencies such as DCFS, foster care representatives, or other child welfare organizations may join the team. District personnel involved will include the Associate Superintendent, school-based leadership (principal, Assistant Principal for Student Services, LST, teachers, specialists, and related service staff), and outside agencies as needed.

Response from the approved prior year Consolidated District Plan.

The Assistant Principal for Student Services will collaborate with the student's team to determine the best placement. The team will include all relevant parties to assess the most suitable solution for the student. The Learning Support Team (LST) will review all student records, including IEPs, Section 504 plans, EL services, and tiered interventions. Key factors to consider include access to the home school, student preferences, proximity to the school, relationships with peers and staff, length of the drive, placement of siblings, availability of necessary services, the student's living history, and transiency. A meeting will be held to discuss these factors and determine the best educational program. If necessary, outside agencies such as DCFS, foster care representatives, or other child welfare organizations may join the team. District personnel involved will include the Associate Superintendent, school-based leadership (principal, Assistant Principal for Student Services, LST, teachers, specialists, and related service staff), and outside agencies as needed.

**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 here See 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.*

For students with an IEP or Section 504 plan, it is essential that all special education services and supports are provided in the least restrictive environment, as outlined in the student's IEP or 504 plan, to ensure a free and appropriate public education. Special transportation services must be considered, particularly for foster students, taking into account the length of travel and any necessary accommodations to ensure safety and meet the student's needs. These accommodations may include items such as a safety harness, bus aide, air-conditioned vehicles for medical needs, seizure management plans, or safe storage and access to medical devices like oxygen tanks, in line with IDEA guidelines.

Response from the approved prior year Consolidated District Plan.

For students with an IEP or Section 504 plan, it is essential that all special education services and supports are provided in the least restrictive environment, as outlined in the student's IEP or 504 plan, to ensure a free and appropriate public education. Special transportation services must be considered, particularly for foster students, taking into account the length of travel and any necessary accommodations to ensure safety and meet the student's needs. These accommodations may include items such as a safety harness, bus aide, air-conditioned vehicles for medical needs, seizure management plans, or safe storage and access to medical devices like oxygen tanks, in line with IDEA guidelines.

**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.*

Children requiring EL services will be placed in an evidence-based, educationally sound program that provides access to effective services and curriculum. While parents may opt out of EL services, the district remains responsible for supporting these students in general education classrooms and ensuring appropriate communication services, such as translators and interpreters, are available for parents.

Response from the approved prior year Consolidated District Plan.

Children requiring EL services will be placed in an evidence-based, educationally sound program that provides access to effective services and curriculum. While parents may opt out of EL services, the district remains responsible for supporting these students in general education classrooms and ensuring appropriate communication services, such as translators and interpreters, are available for parents.

**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.*

While CHSD 128 strives to meet the needs of all students through collaboration with stakeholders, there may be instances where consensus is not reached. In these cases, the team will discuss all perspectives, including supporting data. If consensus cannot be achieved, the final decision rests with the child welfare agency, which will consider factors such as safety, permanent placement, sibling placement, and the case plan. These factors will be discussed by the entire team to ensure a comprehensive decision in the child's best interest. This process will be expedited, and a written explanation/plan will be provided to all parties. Until a decision is made, the child will remain in their school of origin, with transportation provided by the district. The district will work with the child welfare agency to develop a shared funding agreement for any additional costs incurred.

Response from the approved prior year Consolidated District Plan.

While CHSD 128 strives to meet the needs of all students through collaboration with stakeholders, there may be instances where consensus is not reached. In these cases, the team will discuss all perspectives, including supporting data. If consensus cannot be achieved, the final decision rests with the child welfare agency, which will consider factors such as safety, permanent placement, sibling placement, and the case plan. These factors will be discussed by the entire team to ensure a comprehensive decision in the child's best interest. This process will be expedited, and a written explanation/plan will be provided to all parties. Until a decision is made, the child will remain in their school of origin, with transportation provided by the district. The district will work with the child welfare agency to develop a shared funding agreement for any additional costs incurred.

**5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.**

*DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

The district trains all appropriate school personnel, including the Foster Care Liaison, Assistant Principals of Student Services, guidance counselors, Learning Support Teams, etc. on the ESSA requirements for Youth in Care to coordinate with appropriate agencies in order to minimize disruptions and preserve students' opportunities for improved well-being and success in school. Educational Support Team Members for the students may partake in professional learning related to Trauma-Informed Practices, economically disadvantaged needs, and requirements related to stabilizing the learning environment and providing wrap around supports for the student and surrogate parent/family, as needed.

\*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.**

District 128 ensures that children in foster care have transportation to their school of origin when needed. A team-including the Child Welfare Agency worker, school staff, transportation director, and social worker-collaborates to create a transportation plan based on factors such as student safety, duration of the need, travel time, available transportation options, traffic patterns, school schedule flexibility, extracurricular activities, and student maturity. The Associate Superintendent and Assistant Principal for Student Services coordinate with team members and outside agencies to arrange and fund transportation. The district works with the child welfare agency to share any additional costs, formalizing this in a funding agreement. Low- or no-cost transportation options are prioritized, including existing routes, route hand-offs, and eligibility under other services such as special education (IDEA) or homelessness (McKinney-Vento). Alternatives may include contracted services (e.g., taxis), public transportation, carpools, or school staff. The child welfare agency may also explore reimbursing foster parents or incorporating transportation into agency contracts.

Response from the approved prior year Consolidated District Plan.

District 128 ensures that children in foster care have transportation to their school of origin when needed. A team-including the Child Welfare Agency worker, school staff, transportation director, and social worker-collaborates to create a transportation plan based on factors such as student safety, duration of the need, travel time, available transportation options, traffic patterns, school schedule flexibility, extracurricular activities, and student maturity. The Associate Superintendent and Assistant Principal for Student Services coordinate with team members and outside agencies to arrange and fund transportation. The district works with the child welfare agency to share any additional costs, formalizing this in a funding agreement. Low- or no-cost transportation options are prioritized, including existing routes, route hand-offs, and eligibility under other services such as special education (IDEA) or homelessness (McKinney-Vento). Alternatives may include contracted services (e.g., taxis), public transportation, carpools, or school staff. The child welfare agency may also explore reimbursing foster parents or incorporating transportation into agency contracts.

### 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.**

Transportation plans for foster care students will prioritize the child's physical and emotional safety and academic needs, not funding or cost considerations. However, the district will work collaboratively with child welfare agencies to establish a shared funding agreement for any additional expenses. When developing transportation procedures, the following funding sources may be considered: Title IV-E of the Social Security Act (if eligible), Title I of the ESEA (excluding funds reserved for homeless student services), IDEA funds (if the student has an IEP with transportation services), state special education transportation funds, and local funds.

Response from the approved prior year Consolidated District Plan.

Transportation plans for foster care students will prioritize the child's physical and emotional safety and academic needs, not funding or cost considerations. However, the district will work collaboratively with child welfare agencies to establish a shared funding agreement for any additional expenses. When developing transportation procedures, the following funding sources may be considered: Title IV-E of the Social Security Act (if eligible), Title I of the ESEA (excluding funds reserved for homeless student services), IDEA funds (if the student has an IEP with transportation services), state special education transportation funds, and local funds.

### 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.**

During a transportation dispute, the child will remain at their school of origin until the issue is resolved, unless the distance requires otherwise. Prompt transportation must be provided in accordance with the Social Security Act and/or IDEA. The team will reconvene to determine the best interests of the student, prioritizing safety factors such as ride length, bus stops, and the child's age. The district will cover transportation costs during the dispute to ensure uninterrupted service, while working with child welfare agencies to establish a shared funding agreement for any additional costs.

Response from the approved prior year Consolidated District Plan.

During a transportation dispute, the child will remain at their school of origin until the issue is resolved, unless the distance requires otherwise. Prompt transportation must be provided in accordance with the Social Security Act and/or IDEA. The team will reconvene to determine the best interests of the student, prioritizing safety factors such as ride length, bus stops, and the child's age. The district will cover transportation costs during the dispute to ensure uninterrupted service, while working with child welfare agencies to establish a shared funding agreement for any additional costs.

**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.*

We will work with the child welfare agency and the team to implement transportation procedures for the student. The team will evaluate each option, considering the pros and cons in relation to the child's safety and stability. The least restrictive and least disruptive transportation option will be implemented during the dispute resolution process. The school of origin will be responsible for transportation until the dispute is resolved.

Response from the approved prior year Consolidated District Plan.

We will work with the child welfare agency and the team to implement transportation procedures for the student. The team will evaluate each option, considering the pros and cons in relation to the child's safety and stability. The least restrictive and least disruptive transportation option will be implemented during the dispute resolution process. The school of origin will be responsible for transportation until the dispute is resolved.

**6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.\***

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

*DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*

District 128 has a process for addressing unique student situations like foster care. When a staff member becomes aware of a foster placement, the Assistant Principal for Student Services is immediately notified. The Learning Support Team (LST) reviews relevant information about the student, and the child welfare agency and foster parent are contacted to gather details and arrange necessary services (e.g., tutoring, social work, free/reduced lunch). The Points of Contact (POCs) then evaluate transportation options, considering bus availability, drivers, and contracted services. The plan is discussed with the foster parent and child welfare agency to ensure transportation starts promptly. If any disagreements arise regarding the transportation plan, a meeting will be held to resolve the issue.

Response from the approved prior year Consolidated District Plan.

District 128 has a process for addressing unique student situations like foster care. When a staff member becomes aware of a foster placement, the Assistant Principal for Student Services is immediately notified. The Learning Support Team (LST) reviews relevant information about the student, and the child welfare agency and foster parent are contacted to gather details and arrange necessary services (e.g., tutoring, social work, free/reduced lunch). The Points of Contact (POCs) then evaluate transportation options, considering bus availability, drivers, and contracted services. The plan is discussed with the foster parent and child welfare agency to ensure transportation starts promptly. If any disagreements arise regarding the transportation plan, a meeting will be held to resolve the issue.

\*Required field

## BSP Overview

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<b>Program Name:</b>	EL - Bilingual Service Plan
<b>Purpose:</b>	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.
<b>Rules:</b>	<a href="#">23 Ill. Admin. Code, Part 228.50</a>
<b>Contact:</b>	Multilingual Department at 312-814-3850 <a href="mailto:multilingual@isbe.net">multilingual@isbe.net</a>

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**BSP Contact Information**

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225 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

225 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.

225 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)

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\*Required field

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**BSP TBE Requirements**Instructions

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225 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

**PROGRAM ENROLLMENT**

Does your district offer a TBE program?

Yes  No 

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30(c)(3).

Yes  No 

Does your district have a full-time TBE Spanish program?

Yes  No 

Does your district use Spanish Language Arts Standards?

Yes  No 

\*Required field

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**TBE Parent Advisory Committee**Instructions

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225 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

**Does your district offer a TBE program?**Yes No **Please check all that apply to the districts Bilingual Parent Advisory Committee (BPAC).**

The district attests that:

- The BPAC meets at least 4 times a year.
- The BPAC minutes, bylaws, and attendance information is maintained by the district.
- The BPAC reviews the bilingual service plan and EL-EBF plan annually.
- The BPAC is composed of a majority of TBE parents.

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

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- By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Collaborate with the State or local child welfare agency to
  - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
  - B. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
    - i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
    - ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
      - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      - b. The local educational agency agrees to pay for the cost of such transportation; or
      - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. The eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. In the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools on the U.S. Department of Education website.

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.

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**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](http://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.

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**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.

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**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

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#### Assurances

Instructions

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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

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[Not calling IWAS Web Service](#)

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

**Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.**

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:

3/4/2026

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator # 1

ISBE Program Administrator # 2

ISBE Program Administrator # 3

ISBE Program Administrator # 4

ISBE Program Administrator # 5

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"/>
<a href="#">Plan Specifics</a>			
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"/>
<a href="#">Title I Specific Pages</a>			
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"/>
<a href="#">Youth in Care Stability Plan</a>			
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"/>
<a href="#">Bilingual Service Plan</a>			
<a href="#">BSP Plan Specifics</a>			
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"/>
<a href="#">Assurance Pages</a>			
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



Textbook Adoption Requests History - P & P Summary

**Textbook Adoption Requests 2026-27 - Board of Education**

**Category 1 - New Textbooks/Resources for Board Approval**

Building	Department	Course	Textbook/E Book Title	Previous Edition Copyright	Textbook Copies	Textbook Price	E Book Copies	E Book Price	Shipping & Handling	Total Cost (includes shipping)	Year	Total Cost
Both	English	Dual Credit Speech	<a href="#">The Public Speaking Project</a>	New Course	80	\$25.00	0	\$0.00	\$0.00	\$2,000.00	2017/18	\$109,849.37
Both	CTE - Business Education	AP Business Principles with Personal Finance	<a href="#">Business with Personal Finance for the AP® Course</a>	New Course	45	\$124.98	0	\$0.00	\$331.20	\$5,955.30	2018/19	\$189,427.90
LHS	Social Studies	Economics	<a href="#">Economics</a>	New Course	60	\$250.00	0	\$0.00	\$0.00	\$250.00	2019/20	\$63,323.30
Both	CTE - Family & Consumer Science	Dual Credit Intro to Education	<a href="#">Teachers, Schools, and Society: A Brief Introduction to Education, 6e</a>	New Course	25	\$152.25	0	\$0.00	\$0.00	\$3,806.25	2020/21	\$125,717.69

**Category 2 - Updated Editions of Existing Textbooks/Resources**

Building	Department	Course	Textbook/E Book Title	Previous Edition Copyright	Textbook Copies	Textbook Price	E Book Copies	E Book Price	Shipping & Handling	Total Cost (includes shipping)	Year	Total Cost
Vernon Hills	Science	AP Physics 1 & 2	<a href="#">Physics AP</a>	2014	200	\$238.95	0	\$0.00	\$3,942.00	\$51,732.00	2022/23	\$266,297.23
Vernon Hills	Social Studies	AP Microeconomics	<a href="#">AP Microeconomics</a>	N/A	65	\$58.90	0	\$0.00	\$459.42	\$4,287.92	2023/24	\$216,782.39
LHS	Science	Human Anatomy & Physiology	<a href="#">Essentials of Human Anatomy &amp; Physiology</a>	2022	0	\$0.00	200	\$185.00	\$2,400.00	\$39,400.00	2024/25	\$46,175.96
VHHS	Science	Human Anatomy & Physiology	<a href="#">Essentials of Human Anatomy &amp; Physiology</a>	2022	0	\$0.00	130	\$185.00	\$1,600.00	\$25,650.00	2025/26	\$52,051.56
LHS	Social Studies	AP European History	<a href="#">History of Western Society for the AP® European History Course</a>	N/A	14	\$152.98	0	\$0.00	\$382.45	\$2,524.17	2026/27	\$225,426.93
Vernon Hills	Social Studies	AP European History	<a href="#">History of Western Society for the AP® European History Course</a>	N/A	14	\$152.98	0	\$0.00	\$382.45	\$2,524.17		
Vernon Hills	Social Studies	Psychology	<a href="#">Thinking About Psychology</a>	N/A	130	\$125.98	0	\$0.00	\$818.87	\$17,196.27		
Both	World Languages	AP Spanish	<a href="#">Temas 3e Student Edition + Supersite Plus (6 year license)</a>	N/A	75	\$239.95	0	\$0.00	\$0.00	\$17,996.25		
LHS	Science	AP Physics C	<a href="#">Fundamentals of Physics AP 12th Edition</a>	2014	48	\$238.95	0	\$0.00	\$1,620.00	\$13,089.60		
Vernon Hills	Science	AP Physics C	<a href="#">Fundamentals of Physics AP 12th Edition</a>	2014	75	\$238.95	0	\$0.00	\$3,942.00	\$21,863.25		
LHS	Science	AP Physics 1 & 2	<a href="#">Physics AP</a>	2014	65	\$238.95	0	\$0.00	\$1,620.00	\$17,151.75		
<b>Total</b>										<b>\$225,426.93</b>		

UPDATED Textbook Adoption Requests History

**UPDATED Textbook Adoption Requests 2026-27 - Board of Education**

**Category 1 - New Textbooks/Resources for Board Approval**

Building	Department	Course	Textbook/E Book Title	Previous Edition Copyright	Textbook Copies	Textbook Price	E Book Copies	E Book Price	Shipping & Handling	Total Cost (includes shipping)	Year	Total Cost
Both	English	Dual Credit Speech	<a href="#">The Public Speaking Project</a>	New Course	80	\$25.00	0	\$0.00	\$0.00	\$2,000.00	2017/18	\$109,849.37
Both	CTE - Business Education	AP Business Principles with Personal Finance	<a href="#">Business with Personal Finance for the AP® Course</a>	New Course	45	\$124.98	0	\$0.00	\$331.20	\$5,955.30	2018/19	\$189,427.90
LHS	Social Studies	Economics	<a href="#">Economics</a>	New Course	60	\$250.00	0	\$0.00	\$0.00	\$250.00	2019/20	\$63,323.30
Both	CTE - Family & Consumer Science	Dual Credit Intro to Education	<a href="#">Teachers, Schools, and Society: A Brief Introduction to Education, 6e</a>	New Course	25	\$152.25	0	\$0.00	\$0.00	\$3,806.25	2020/21	\$125,717.69

**Category 2 - Updated Editions of Existing Textbooks/Resources**

Building	Department	Course	Textbook/E Book Title	Previous Edition Copyright	Textbook Copies	Textbook Price	E Book Copies	E Book Price	Shipping & Handling	Total Cost (includes shipping)	Year	Total Cost
Vernon Hills	Science	AP Physics 1 & 2	<a href="#">Physics AP</a>	2014	200	\$238.95	0	\$0.00	\$3,942.00	\$51,732.00	2022/23	\$266,297.23
Vernon Hills	Social Studies	AP Microeconomics	<a href="#">AP Microeconomics</a>	N/A	65	\$58.90	0	\$0.00	\$459.42	\$4,287.92	2023/24	\$216,782.39
LHS	Science	Human Anatomy & Physiology	<a href="#">Essentials of Human Anatomy &amp; Physiology</a>	2022	200	\$185.00	0	\$0.00	\$2,400.00	\$39,400.00	2024/25	\$46,175.96
VHHS	Science	Human Anatomy & Physiology	<a href="#">Essentials of Human Anatomy &amp; Physiology</a>	2022	130	\$185.00	0	\$0.00	\$1,600.00	\$25,650.00	2025/26	\$52,051.56
LHS	Social Studies	AP European History	<a href="#">History of Western Society for the AP® European History Course</a>	N/A	14	\$152.98	0	\$0.00	\$382.45	\$2,524.17	2026/27	\$222,646.31
Vernon Hills	Social Studies	AP European History	<a href="#">History of Western Society for the AP® European History Course</a>	N/A	14	\$152.98	0	\$0.00	\$382.45	\$2,524.17		
Vernon Hills	Social Studies	Psychology	<a href="#">Thinking About Psychology</a>	N/A	130	\$125.98	0	\$0.00	\$818.87	\$17,196.27		
Both	World Languages	AP Spanish	<a href="#">Temas 3e Student Edition + Supersite Plus (6 year license)</a>	N/A	75	\$239.95	0	\$0.00	\$0.00	\$17,996.25		
LHS	Science	AP Physics C	<a href="#">Fundamentals of Physics AP 12th Edition</a>	2014	48	\$238.95	0	\$0.00	\$810.04	\$12,279.64		
Vernon Hills	Science	AP Physics C	<a href="#">Fundamentals of Physics AP 12th Edition</a>	2014	75	\$238.95	0	\$0.00	\$1,971.34	\$19,892.59		
LHS	Science	AP Physics 1 & 2	<a href="#">Physics AP</a>	2014	65	\$238.95	0	\$0.00	\$1,620.00	\$17,151.75		
<b>Total</b>										<b>\$222,646.31</b>		

**To:** Board of Education  
**From:** Dan Stanley, Assistant Superintendent for Finance/CSBO  
**Cc:** Marc Schaffer, Ed.D., Superintendent  
**Date:** May 14, 2026  
**Re:** Updated Educational Support Professional Staffing for 2026-27

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In April, the Board approved the Educational Professional Staff (ESP) staffing plan for the 2026-27 year with a total FTE of 185.69. Since then, administration has continued reviewing operational needs and is recommending an additional 0.5 FTE Bookkeeper position.

Over the several years, the district has reduced bookkeeping support from 2.0 FTE prior to 2022 to fully absorbing those duties into Accounts Payable in 2025. After further review, administration believes restoring a portion of the bookkeeping support is necessary to effectively support district operations.

### **Bookkeeper - 0.5 FTE**

The part-time Bookkeeper position would provide administrative and financial support through processing deposits, support student activity operations, assisting with webstore management, and helping support other day-to-day financial operations.

### **Position Control Updates**

This recommendation would increase total ESP staffing from 185.69 to 186.19. Total district staffing across all employee groups would be 530.49 FTE, representing an overall decrease of 1.4 FTE from the 2025-26 school year.

Updated position control reports are linked below:

- [Position Control - FY27 Totals by Group](#)
- [Position Control - FY27 Positions](#)
- [Position Control - FY27 Changes from Prior Year](#)
- [Position Control - FY27 ESP by Department](#)

## Cost Projections

The February [Five-Year Financial Projections Report](#) included salary and benefit assumptions based on no overall staffing changes.

	2025-26 Budget	2026-27 Projection
<b>Salaries &amp; Benefits</b>	<b>\$78,216,015</b>	<b>\$80,244,754</b>

Based on the updated staffing recommendations and corresponding position changes (1.0 FTE decrease in administration, 0.6 FTE increase in ESP, and 1.0 FTE decrease in teachers), administration currently anticipates FY27 salary and benefits costs to be approximately \$425,000 lower than originally projected.

# MEMORANDUM of AGREEMENT

## Spouses Employed by D128 and Choosing Family Health Insurance

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The parties agree to insert the following paragraph as the new second paragraph in Article IV(C)(1)(a):

Beginning in the 2026-27 year, for spouses employed by D128 under this Agreement and choosing the Family health insurance tier, the Board shall pay toward that premium an amount equal to the Board's contributions for the Employee Only and Employee + Children tiers. The plan chosen will be the same for both employees and those premiums will be used to calculate the Board payment.

For the Board of Education:

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Date

For the Federation of Teachers:

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Date