

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

Wednesday, October 15, 2025

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

Normal West High School

501 N Parkside Rd

Normal, IL 61761

1. CALL TO ORDER AND ROLL CALL

2. ADJOURN TO CLOSED SESSION (5:30p.m.)

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

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

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

3. RECESS

4. RETURN TO PUBLIC SESSION

5. PLEDGE OF ALLEGIANCE

6. FOCUS ON STUDENTS AND GOOD NEWS REPORTS

- A Good News - CJHS Softball 3
- B Good News - EJHS Baseball 4
- C Good News - Pepper Ridge PBIS Club 5
- D Focus on Students - Eugene Field 7

7. SUPERINTENDENT COMMENTS

8. PUBLIC COMMENTS

9. REPORTS

A 1st Reading of Board Policies, Administrative Procedures and Exhibits

1 Section 2: Board of Education

- a. Exhibit 2.265-E2 Sexual Harassment Complaint Form 27

2 Section 5: Personnel

- a. Board Policy 5.25 Nepotism 28

3 Section 8: Community Relations

- a. Exhibit 8.110-E1 Concern Resolution Form 31

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

- 1 FOIA List 10.15.25 32

10. CONSENT AGENDA

A Approval of Minutes

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

- 1 09.17.25 Regular Minutes
- 2 09.17.25 Closed Minutes

B Personnel Matters 33

C Payment of Bills and Payrolls

- 1 Bills & Payroll Reports 37

D Approve Finance Department Reports

- 1 Financial Statements for August 2025 100

E Approve Requests for Authorization to Use Fire Prevention and Safety Funds

1 Eagle Road Resource Center 10 Year Survey	103
2 Amendment #42 - Chiddix Junior High School	109
3 Amendment #6 - Evan Junior High School	114
4 Amendment #45 - Normal Community High School	119
5 Amendment #67 - Normal West High School	124
6 Amendment #28 - Parkside Junior High School	129
F Approve Semi-Annual Review of Closed Session Minutes of Meetings Lawfully Closed According to the Exceptions Provided in the Open Meetings Act	
G Approve of Destruction of Audio Recordings of Closed Minute Sessions from 10/01/2023 through 3/31/2024	
H Approve Joint Agreement for Administering the Bloomington Career Academy	134
I Approve Grant of Permanent Sewer Easement and Temporary Construction Easement to Bloomington Normal Water Reclamation District	143
J Approve Agreement with Partner ED, LLC.	146
K Approve Software as a Service Agreement for Tyler Student Transportation Powered by Traversa	149
L Approve Bid For 2 New Ford Maverick Trucks	178
M Approve Elementary Title I Schoolwide Plans 25-26	179
11. BOARD REPRESENTATIVE COMMITTEE MEETING REPORTS, ANNOUNCEMENTS AND COMMENTS	
12. ADJOURNMENT	



Chiddix Junior High School

300 S. Walnut Street
Normal, IL 61761
Ph: 309.557.4405
Fax: 309.557.4506

Dr. Mariana Nicasio, Principal
Daniel Tripp, Associate Principal
Aimee Pettit, Assistant Principal

October 15th, 2025

Dr. Weikle and Board of Education,

It is my pleasure to share good news from Chiddix Jr. High School. Our school's Softball team has enjoyed tremendous success this year. Under the direction of our coach, Mr. Dave Leathery, our team was led to a 16-8-1 record and finished their season competing at the IESA State Softball Tournament. Under Coach Leathery, Chiddix Softball has become one of Unit 5's most successful programs. This is the 2nd consecutive year that Chiddix Softball has qualified for the IESA State Tournament! This is an incredible accomplishment, and we are so very proud of them!

We would like to acknowledge each member of the team at this time:

Head Coach: Dave Leathery

Assistant Coaches: Kaitlyn Egenes, Nicole Wiedman, and Kaelynn Rowan

8th Graders: Rya Hakes, Isis Gradney, Annie Gray, Chloe Teske, and Joslyn Aguilar

7th Graders: Norah Kauten, Addy Tusing, Emma Deti, Anna Gerrietts, Annie Kloster, Arabell Frank, Hanna Miller, Marlee Williams, Emma Arbuckle, and Aspen Lynch

6th Graders: Dillan Mousty, Arbor Smith, Paige Frederick

Managers: Kenzie Fawns, Harlow Blust, Kai Wiedman

Chiddix Junior High School is incredibly proud of how these students represented our school and the district throughout their season and during the IESA State Competition.

Thank you for allowing me to share this accomplishment with you tonight, and Go Chargers!

Sincerely,

Daniel Tripp

Associate Principal

Chiddix Junior High School



MRS. Kimberly Martin-Boyd
PRINCIPAL

MR. Terry Gliedge
ASSOCIATE PRINCIPAL | ATHLETIC DIRECTOR

DR. Mike Burt
Assistant PRINCIPAL

2901 MORRISSEY DR
BLOOMINGTON, IL 61704

PHONE 309 557 4406
FAX 309 557 4507
WEB UNITS.ORG/EVANS

September 29th, 2025

Dr. Weikle and the Board of Education,

It is my pleasure to share good news from Evans Jr. High School. Our school's baseball team has enjoyed tremendous success this year. Under the direction of our coach, Mr. Bob Scornavacco, and assistant coaches Joe Zeman and Tommy Haddock, our team finished with an 18-5 record and the IESA State Championship. This was the first state championship for Evans in baseball and the first for any Unit 5 middle school in over 30 years.

We would like to acknowledge the members of the team at this time:

8th Graders: Aiden Sperry, Cohen Dougherty, Cohen Rogers, Connor Fetzer, Connor Friesen, Cooper Hoffman, Grayson Free, James Davenport, Jaxon Bowman, Joey Janowiak, Mason McLeod, Micah Schroeder, Nabeel Syed, Reid Jimison, Riley Doctora, Rory Doss, and Trae Herring

7th Graders: Gavin Free and Lincoln Bollmann

6th Grader: Connor Roehm

Head Coach: Bob Scornavacco

Assistant Coaches: Joseph Zeman & Tommy Haddock

We are incredibly proud of how these students represented Eagle Nation in the state competition, truly demonstrating to others how to "Be the Good."

Thank you for allowing me to share this incredible accomplishment with you.

Sincerely,

Kimberly Martin-Boyd

Principal

Evans Jr. High School



Pepper Ridge Elementary School

2602 Danbury Dr, Bloomington, IL 61705
Phone: (309) 557-4423

August 29, 2025

Dr. Weikle and Unit 5 Board of Education,

We're writing to celebrate and commend the exceptional work of the School Culture Committee and the **PBIS Kids Club** (Positive Behavior Interventions and Supports) at Pepper Ridge Elementary School. Their dedication and enthusiasm have been instrumental in fostering a truly positive and supportive school climate.

The Power of Positive Reinforcement

The PBIS Kids Club's efforts perfectly align with the core philosophy of the Unit 5 adopted PBIS framework, which focuses on proactive and preventative strategies rather than reactive punishment. By consistently defining, teaching, and reinforcing positive behaviors, they are helping to build a school community where students feel a sense of belonging and are motivated to make good choices. This approach not only improves student behavior but also contributes to a more effective learning environment for everyone.

Key Initiatives and Impact

The PBIS Kids Club has spearheaded several successful initiatives that have had a tangible impact on the school.

To begin with, the School Culture Committee analyzed data to determine what areas needed improvement. Based on those reflections, each month, members of the PBIS Kids Club create videos to teach the expected behavior. They then act out skits to show examples and non-examples of the expected behavior. Students across all grade levels have enjoyed seeing their peers on the big screen.

Secondly, the School Culture team has developed a wonderful "Out of the Blue" program. Each month, students participate in an activity on a random day. The "Out of the Blue" days recognize positive behavior and good choices. Activities have included Cow on a Car/Mobile Dairy Classroom, scavenger hunts, visits with members of the Bloomington Police Department, arts & crafts, STEM activities, book giveaways, and more! Paws, our mascot, gets in on the excitement every month! Members of the PBIS Kids Club assist with activities throughout the year.

Booster Stations are another way the PBIS Kids have helped set positive expectations in the building. In the fall, winter, and spring, we review expectations in different areas of the building. PBIS Kids members help model behaviors during each of these presentations.

Finally, the use of a Puma Cart has been a positive addition to Pepper Ridge. The Puma Cart allows students to redeem earned "Puma Paws" for prizes and is a genius way to reward desired behavior. Each month, a volunteer travels to every classroom to allow students to shop from the cart filled with a wide assortment of items! The students love it and it provides a great incentive to follow the school-wide expectations.

The success of these programs is a direct reflection of the students' hard work and the commitment of their faculty sponsors, Mrs. Corbly and Mrs. Washkuhn, and all of the PBIS Kids members. We are incredibly proud of the Pepper Ridge PBIS Kids Club for their leadership and for demonstrating the power of positive reinforcement in action.

Thank you for your time and continued support of our schools.

Robert Battey, Principal

Kirsten Freeze, Assistant Principal

Eugene Field

October 15, 2025 Board Report



**EUGENE
FIELD**

SPECIAL SERVICES



18-22 Young Adult Transition Program

Who attends Eugene Field?

- Current Enrollment is **49 students** including **3 students from other districts**.
- Students are referred to Eugene Field by their high school IEP team if they require additional instruction in order to meet transition goals in the areas of **Independent Living, Employment, and Post-Secondary Education**.
- Students of **all disability types and ability levels** are welcome.

Family Transition Supports

- We support students and families plan for adult life after school ends and link them to adult service providers in the area.

18-22 Young Adult Transition Program

What skills do we teach?

- **Daily Living Skills:** Meal Preparation, planning, shopping, and nutrition
- **Self-Advocacy Skills:** Goal setting, linkages to transition and adult services
- **Community Participation Skills:** Making purchases, functional communication, budgeting, navigation, utilizing accessibility aids
- **Recreation & Leisure Skills:** Healthy lifestyles, self-awareness, social skills
- **Employability Skills:** Work habits, communication, interpersonal skills

18-22 Young Adult Transition Program

What does a typical day look like?

- Students spend half of their school day at a vocational training site through VTAP and the other half of their day in the classroom.
- Classes take multiple trips into the community to help students learn how to independently access various experiences with support.
- Classes also spend time in our “Apartment” learning important kitchen and cooking skills.
- Reading, writing, and math skills are taught using real world experiences through shopping, filling out forms, budgeting, and cooking.

18-22 Young Adult Transition Program

Who works at Eugene Field?

- 5 Special Education Classroom Teachers
- 2 Special Education Vocational Coordinators
- 26 Paraprofessionals/Job Coaches
- 6 Shuttle Drivers
- 1 EOP
- 1 School Nurse & 1 Special Education Nurse
- 1 Shared Custodian
- Shared Related Service Providers: Speech, OT, PT, Audiology

New Outdoor Classroom Spring 2025!

**Music
Sensory
Station
Spring 2023**





SS1 Class





SS2 Class

15





SS3 Class





Celebrating Value and Talent

National Disability Employment Awareness Month

#NDEAM
80th Anniversary
dol.gov/odep

What is VTAP?

VTAP is an evaluation, training, and employment program that helps to prepare students with disabilities for the transition into employment and optimum community participation as adults.

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VTAP provides students the opportunity to learn through work. Students also participate in classes where they learn appropriate work etiquette and ethical practices. Students are then applying these practices in real-life work environments while attending their VTAP placements.

Work Experiences

- Food Service
- Hospitality
- Custodial
- Retail/Grocery
- Automotive
- Childcare
- Printing Services
- Digital Design
- Technology
- Manufacturing

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25-26 Community Partners

- Alexander Manufacturing
- Blair House
- Unit 5 Food Service, IT, & Custodial
- Carle Health & Fitness
- Carriage Crossing
- Children's Discovery Museum
- Goodwill
- Heartland Community College
- HyVee
- Jewel
- Kroger
- McDonald's
- McLean County Humane Society
- Meijer
- Midwest Food Bank
- Parkway Auto Laundry
- Schnucks
- Taco Bell

- Rivian
- Bloomington Public Library
- Carlock Auto Repair
- Eastview
- Eurest
- Evergreen Village
- Four Seasons II
- Grossinger Arena
- Hollybrook
- IHSA
- Little Jewels
- Manny's Auto
- Marriott
- McLean County Nursing Home
- Miller Park Zoo
- Pet Supplies Plus
- Uptown Station
- Walgreens

VTAP Sites Housed at Eugene Field

Unit 5 Production Services

- VTAP students process printing/copy requests from Unit 5 staff

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Decker Industries

- VTAP student-run business
- Additional production services such as binding, lamination, cutting, business cards, notepads, and posters
- Design Studio-Custom Apparel & Vinyl products, Buttons & Magnets

VTAP Sites Housed at Eugene Field

Vocational Training Center

Prevocational skills training in a safe and supportive environment until students are ready for the next step.



VTAP Enrollment

Normal Community High School-54 Students & 2 Vocational Coordinators

Normal WEST High School-34 Students & 1 Vocational Coordinator

Eugene Field-48 Students & 2 Vocational Coordinators

136 Total Student VTAP Workers!

VTAP Outcome Data May 2025

76.7% Students engaged in work (paid or unpaid) or work training program at Exit

Employment Status at Exit 2025

Training Program

2.3%

Applying for Paid Jobs

4.7%

Supported Paid Employment

7.0%

Volunteer Schedule

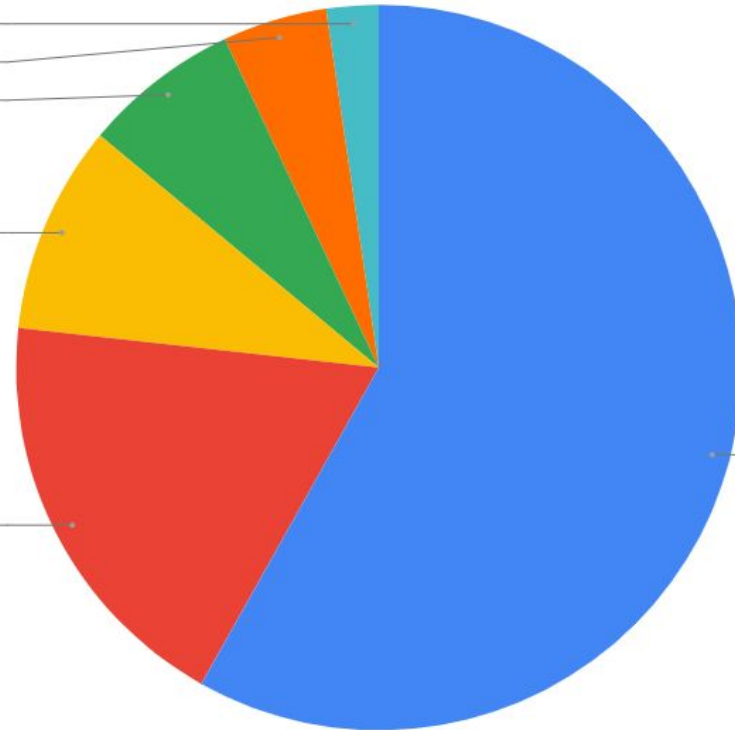
9.3%

No Work Plan Established

18.6%

Independent Paid Employment

58.1%



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QUESTIONS???

Exhibit – [Sexual Harassment Complaint Form \(NEW\)](#)

Nepotism (NEW)

Purpose

The purpose of this policy is to ensure fair and impartial employment practices within the District and to avoid favoritism, conflicts of interest, and the appearance of impropriety in the hiring and supervision of employees.

Scope

This policy applies to all employees, applicants, and elected or appointed officials of the District, including full-time, part-time, temporary, and contract positions. This policy is in addition to and does not replace or alter any preexisting applicable law on conflicts of interest.

Definitions

Nepotism

Nepotism means favoritism shown toward a relative or close personal associate in employment decisions.

Relative

Relative means any person related to the employee in one of the following ways:

- Spouse or domestic partner
- Parent, step-parent, foster parent, or guardian
- Child, stepchild, foster child, or ward
- Sibling, half-sibling, or step-sibling
- Grandparent or grandchild
- In-laws (mother-, father-, sister-, brother-, son-, or daughter-in-law)
- Aunt or uncle – defined as the sibling or half-sibling of an employee's parent or the spouse of such sibling or half-sibling. This definition does not include more distant relatives such as great-aunts or great uncles.
- Niece or nephew – defined as the child of a sibling or half-sibling of an employee. This definition does not include more distant relatives such as great-nieces or great-nephews.
- Cousin – defined as a first cousin, meaning the child of an employee's aunt or uncle. This definition does not include more distant relatives such as second or third cousins.
- Any other person related through legal means such as adoption.

Close Personal Associate

Close personal associate means:

- Any person residing in the same household as the employee regardless of legal or biological relationship.
- Any person currently involved in a sexually or romantically consensual relationship with the employee.

Adopted:
Reviewed: October 2025
Amended:

Employment Decisions

Employment decisions include, but are not limited to, decisions regarding the following:

- Hiring
- Promotion
- Transfer
- Supervision
- Evaluation
- Compensation

Policy Statement

1. Hiring and Employment Decisions

- No employee or official of the District may participate in or attempt to influence employment decisions involving a known relative or close personal associate.
- Relatives and close personal associates of Board members or current employees may apply for employment but must be considered and selected through an open, competitive, and merit-based process.

2. Supervision and Reporting Relationships

- Employees may not directly supervise or evaluate a relative or close personal associate, nor may they be placed in a position where they could influence the work assignments, promotion, or compensation of a relative or close personal associate.
- If a supervisory relationship between current employees of the District arises through marriage, domestic partnership, change in household status, or employment decision, the District will attempt to reassign one of the employees to eliminate the conflict.

3. Disclosure Requirement

- All applicants must disclose if they are a relative or close personal associate of a current employee with the District.
- If there is a question as to whether an applicant or employee of the District is a relative or close personal associate covered by this policy, then the applicant or employee must disclose the name of the potential relative or close personal associate and the nature of the relationship.
- If an applicant or employee is not aware of the relationship until after an employment decision is made, then disclosure is required as soon as the applicant or employee becomes aware of the relationship.
- The disclosure must be made in writing and submitted to Superintendent or designee. The disclosure must explain the relationship, provide the names of the relative or close personal associate, and describe the employment decision involved.

4. Exceptions

- The Superintendent or designee may grant exceptions when it is in the best interest of the District, provided that adequate measures are taken to remove conflicts of interest and maintain transparency.

Adopted:
Reviewed: October 2025
Amended:

- A request for an exception to this policy must be made in writing and submitted to the Superintendent or designee. The request must name the applicants or employees involved in the relationship covered by this policy, describe the relationship, and explain why an exception should be granted.

5. Enforcement

- Any employee who suspects nepotism should report concerns to the Superintendent or designee, even if the reporting employee is not a relative or close personal associate as defined in this policy.
- Violations of this policy may result in disciplinary action, up to and including termination of employment.

Non-Retaliation

The District strictly prohibits retaliation against any individual who, in good faith, reports suspected nepotism or participates in an investigation.

Review and Amendment

This policy will be reviewed at least once every five years and updated as necessary to ensure compliance with applicable laws and best practices.

Exhibit - Concern Resolution Form

To be submitted to the building administrator or area supervisor

Your Name: _____ Date: _____

Address: _____
_____ Street _____ City _____ Zip Code

Phones (s): Home _____ Work _____ Cell _____

Parties Involved: _____

Concern Involves (please explain/use the back side if additional space is needed):

Facilities (Building, Playground, Parking Area, etc.): _____

Transportation: _____

Other: _____

What will define success in resolving this concern for you? Please prioritize the outcomes you want.

Your Signature: _____

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

1. SmartProcure - Sheri Reid, responded 09.18.25
2. Tiffany Ferguson - Civitech, responded 09.19.25
3. Charles Brim, responded 10.14.25
4. David Heisner, responded 10.14.25
5. CT Mills - Public Info Access LLC, responded 10.15.25
6. Steve Watts, responded 10.15.25

Personnel Matters - 10/15/2025

New Hires

Administrators

Homebase	First Name	Last Name	Position	FTE	Effective
Unit Office	Elexus	Marquez	HR Generalist	1.0	10/14/2025

Certified

Homebase	First Name	Last Name	Position	Salary Placement: Lane / Step	FTE	Effective
KJHS	Brooke	Ashenbremer	Certified Teacher - Jr. High	B+0 New Grad	1.0	10/6/2025
NCHS	Melissa	Swartz	School Counselor	M+16 Step 4	1.0	10/1/2025
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Educational Support Personnel

Homebase	First Name	Last Name	Position	Salary Placement	FTE	Effective
CJHS	Kierra	Peterson	School Psych. Intern		1.0	8/18/2025
EJHS	Swapnika	Nimmala	Paraprofessional - Special Education	Step 4	1.0	9/30/2025
Grove	Nicole	Guilde	Noon Hour Supervisor	NHS	0.25	9/29/2025
Hoose	Amy	Malak	Paraprofessional - Special Education	Step 4	1.0	10/6/2025
Hoose	Euniquia	Sawyer	Paraprofessional - Special Education	Step 5	1.0	10/6/2025
Hoose	Sabrina	VanDermay-Kirkham	Noon Hour Supervisor	NHS	0.25	10/14/2025
Hoose	Madhavi	Balaguru	Paraprofessional - Special Education	Step 4	1.0	9/29/2025
Hudson	Bree	Adcock	Noon Hour Supervisor	NHS	0.25	10/14/2025
Hudson	Maggie	Kreuzer	Paraprofessional - Special Education	Step 6	1.0	10/6/2025
KJHS	Jaelin	Webster	Noon Hour Supervisor	NHS	0.25	9/15/2025
NCHS	Silvia	Duvall	Administrative Assistant / EOP - 10 month	Step 6	1.0	10/14/2025
NCWHS	Aaliyah	Hibbler	Paraprofessional - Special Education	Step 6	1.0	9/15/2025
NCWHS	Adyson	Bradley	Paraprofessional - Special Education	Step 3	1.0	9/29/2025
Northpoint	Courtney	Propp	Noon Hour Supervisor	NHS	0.25	8/21/2025
Oakdale	Patricia	Pompa	Noon Hour Supervisor	NHS	0.25	9/15/2025
Oakdale	Max	Silkaitis	Noon Hour Supervisor	NHS	0.25	10/20/2025
Pepper Ridge	Cassandra	Vargas	Noon Hour Supervisor	NHS	0.25	8/21/2025
PJHS	Katanga	Peterson	Paraprofessional - Special Education	Step 5	1.0	8/22/2025
Sugar Creek	Ana	Jucutan	Noon Hour Supervisor	NHS	0.25	9/22/2025

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

Resignations/Retirements/Releases/Terminations

Administrators

Homebase	First Name	Last Name	Position	Action	Effective
Unit Office	Mikaila	Walls	HR Generalist	Resignation	9/18/2025

Personnel Matters - 10/15/2025

Certified

Homebase	First Name	Last Name	Position	Action	Effective
Cedar Ridge	Sandra	Perry	Certified ESL Teacher	Resignation	10/10/2025
NCHS	Madison	Bromfield	Certified LBS1 Teacher	Resignation	10/1/2025
NCHS	Annameekee	Hesik	Certified Teacher - English	Resignation	11/21/2025
Parkside E.	Rachel	Thorson	Certified Teacher-Elementary	Resignation	9/23/2025
Pepper Ridge	Meredith	Peebles	Speech Pathologist	Resignation	11/25/2025
					34

Educational Support Personnel

Homebase	First Name	Last Name	Position	Action	Effective
Brigham	Yasmine	Thomas	Paraprofessional - Special Education	Resignation	9/19/2025
Cedar Ridge	April	Olson	Paraprofessional - Special Education	Resignation	9/25/2025
CJHS	James	Childress	Night Custodian	Termination	9/5/2025
Eagle Road Resource Center (ERRC)	Joel	Fangu	Tech Specialist - Transportation	Resignation	10/10/2025
EJHS	Thomas	Miller	Paraprofessional - Special Education	Resignation	10/14/2025
Fairview	Deanna	Morton	Noon Hour Supervisor	Resignation	10/8/2025
Food Service	Bridget	Roeder	Food Service	Resignation	9/25/2025
Fox Creek	Shelly	Kern	Paraprofessional - Special Education	Retirement	12/18/2026
Fox Creek	Michael	McFarlane	Night Custodian	Retirement	10/3/2025
NCHS	Chevelle	Clements	Food Service	Resignation	5/21/2025
NCHS	Jena	Thacker	Paraprofessional - Special Education	Resignation	5/21/2025
NCHS	Marie	Yoder	Administrative Assistant / EOP - 10 month	Resignation	9/3/2025
NCWHS	Mark	Ohrwall	Paraprofessional - Special Education	Resignation	10/10/2025
NCWHS	Kirstin	Plourde	Paraprofessional - Special Education	Resignation	8/20/2025
NCWHS	Zozo	Tasse	Food Service	Resignation	5/21/2025
Parkside E.	Hannah	Webber	Paraprofessional - Special Education	Resignation	5/21/2025
Pepper Ridge	Carly	Curd	Paraprofessional - Special Education	Resignation	9/25/2025
Pepper Ridge	Dianna	Doblosky	Paraprofessional - General Education	Resignation	10/3/2025
Pepper Ridge	Angelica	Scogin	Paraprofessional - Special Education	Resignation	9/22/2025
Pepper Ridge	Ivett	Stone	Noon Hour Supervisor	Resignation	5/21/2025
Pepper Ridge	AnnaLeigh	Wagner	Paraprofessional - Special Education	Resignation	10/3/2025
PJHS	Sanders	Jamar	Girls Basketball Coach	Resignation	10/3/2025
PJHS	Lupita	Taylor	Paraprofessional - Special Education	Resignation	9/22/2025
Prairieland	Cunningham	Rachel	Noon Hour Supervisor	Resignation	9/8/2025
Sugar Creek	Adam	Kraft	Noon Hour Supervisor	Resignation	5/21/2025
Sugar Creek	Ashley	Perez	Paraprofessional - Special Education	Resignation	9/5/2025
Unit Office	Nancy	Wolff	Administrative Assistant / Bookkeeper	Resignation	10/9/2025

Contract Revisions

Certified

Personnel Matters - 10/15/2025

Homebase	First Name	Last Name	Position	Previous Placement	Revision	Effective

Educational Support Personnel

Homebase	First Name	Last Name	Position	Previous Placement	Revision	Effective
Brigham	Pavithra	Ganeshkumar	Paraprofessional	Noon Hour Supervisor		9/22/2025
Carlock	Susan	Langford	Paraprofessional - Special Ed. - Carlock	Paraprofessional - Special Ed. - Parkside E		9/9/2025
EJHS	Swetha	Are	Paraprofessional - Special Ed.	Sub Paraprofessional		9/2/2025
Fairview	Sharon	Burks	Noon Hour Supervisor	Noon Hour Supervisor - Cedar		8/21/2025
Pepper Ridge	Weather	Moore	Paraprofessional - Gen Ed.	Paraprofessional - Special Ed. - Fairview		10/13/2025
Pepper Ridge	Hailey	Saarinen	Paraprofessional - Special Ed.	Substitute		30/6/2025
Multiple	Jyotsnamayee	Sahu	Substitute	Paraprofessional		8/27/2025

Leave Requests

Certified

Homebase	First Name	Last Name	Position	Leave Requested	Revision	Effective

Educational Support Personnel

Homebase	First Name	Last Name	Position	Leave Requested	Revision	Effective
Towanda	Andrea	Schumm	Paraprofessional - Special Education	Personal Illness Leave		11/4/2025 - 12/19/2025

Schedule B

Homebase	First Name	Last Name	Revision	Effective
CJHS	Ogdon	Tricia	ADD - Building Chair 12-15 FTE	8/1/2025
EJHS	Victoria	Stuczynski	ADD - JH Yearbook Advisor	8/21/2025
Fox Creek	Morgan	Bunn	ADD - Elementary Student Council	8/22/2025
Glenn	Hayley	Mennenga	DROP - PBIS Coach-Elementary <300	9/12/2025
Glenn	Tiffany	Antonetti	ADD - PBIS Coach-Elementary <300	9/12/2025
KJHS	Amy	Dabler	ADD - PBIS Coach - Junior High	10/1/2025
NCWHS	Jeffrey	Kroesch	ADD - Assistant Coach- E-Sports	9/19/2025
NCWHS	Jim	Rumps	ADD - Extra Assignment-Non-Instructional-2 Semesters	9/15/2025
NCWHS	Myles	Kerwin	ADD - Assistant Coach-Wrestling	9/25/2025
NCWHS	Alex	Nigro	ADD - Assistant Coach-Wrestling	9/25/2025
NCWHS	Radley	Monson	ADD - Assistant Coach-Wrestling	9/25/2025
NCHS	Tyler	McWhorter	ADD - Extra Assignment - Instructional - 2 Semesters	9/23/2025
NCHS	Christopher	Coffey	ADD - Extra Assignment - Instructional - 2 Semesters	9/23/2025
NCHS	Tom	Miller	DROP - Assistant Coach - Baseball	9/30/2025
Pepper Ridge	Kara	Sheridan	ADD - Elementary School Concerts	9/30/2025

Personnel Matters - 10/15/2025

Information Only Changes

Homebase	First Name	Last Name	Position	Change	Effective
Oakdale	Jean-Benoit	Ponnou-Delaffon	Food Service	3 hr contract to 4 hr contract	10/1/2025

New Substitutes

Substitute Type	First Name	Last Name			
Substitute Food Service	Kila	Brooks			
Substitute Food Service	Indeia	Daniels			
Substitute Food Service	Nicole	Henson			
Substitute Food Service	Dalton	Hollingsworth			
Substitute Food Service	Juliet	Pough			
Substitute Food Service	Melissa	Stahl			36
Substitute Food Service	Sandrine	Ukanda			
Substitute Teacher	Kyle	Rogers			
Substitute Teacher	Jyotsnamayee	Sahu			

CUSD No. 5, McLean and Woodford Counties, Illinois

Payroll Fund Totals

Fiscal Year: 2025-2026

Pay Cycle:	Pay Period:	Start Date:	End Date:	Pay Date:
Certified - Semi	6	09/01/2025	09/15/2025	09/30/2025
Certified - Semi	6.1	09/01/2025	09/15/2025	09/30/2025
Certified - Semi	6.2	09/01/2025	09/15/2025	09/30/2025
Certified - Semi	6.3	09/01/2025	09/15/2025	09/30/2025
Certified - Semi	7	09/16/2025	09/30/2025	10/15/2025
Certified - Semi	7.1	09/16/2025	09/30/2025	10/15/2025
Certified - Semi	7.2	09/16/2025	09/30/2025	10/15/2025
Certified - Semi	7.3	09/16/2025	09/30/2025	10/15/2025
Classified - Semi	6	09/01/2025	09/15/2025	09/30/2025
Classified - Semi	6.1	09/01/2025	09/15/2025	09/30/2025
Classified - Semi	7	09/16/2025	09/30/2025	10/15/2025
Classified - Semi	7.1	09/16/2025	09/30/2025	10/15/2025

FUND	GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
Certified - Semi - Period Number: 6					
10	3,520,067.69	0.00	237,293.38	480,053.00	4,237,414.07
50	0.00	48,677.75	0.00	0.00	48,677.75
80	4,439.17	0.00	528.17	707.50	5,674.84
Period Total:	\$3,524,506.86	\$48,677.75	\$237,821.55	\$480,760.50	\$4,291,766.66

Certified - Semi - Period Number: 7					
10	3,601,392.42	0.00	242,294.43	480,053.00	4,323,739.85
50	0.00	49,859.31	0.00	0.00	49,859.31
80	4,439.17	0.00	528.17	707.50	5,674.84
Period Total:	\$3,605,831.59	\$49,859.31	\$242,822.60	\$480,760.50	\$4,379,274.00

Classified - Semi - Period Number: 6					
10	991,672.33	0.00	2,327.08	277,511.31	1,271,510.72
20	302,683.09	0.00	1,152.34	48,192.69	352,028.12
40	9,898.51	0.00	0.00	2,415.00	12,313.51
50	0.00	95,864.81	0.00	0.00	95,864.81
51	0.00	0.00	91,351.35	0.00	91,351.35
80	11,383.34	0.00	550.52	1,987.00	13,920.86
Period Total:	\$1,315,637.27	\$95,864.81	\$95,381.29	\$330,106.00	\$1,836,989.37

Classified - Semi - Period Number: 7					
10	990,606.56	0.00	2,232.13	279,794.00	1,272,632.69
20	304,343.07	0.00	1,025.73	49,282.50	354,651.30
40	10,633.22	0.00	0.00	2,415.00	13,048.22
50	0.00	95,862.80	0.00	0.00	95,862.80
51	0.00	0.00	90,792.55	0.00	90,792.55
80	11,383.34	0.00	550.52	1,987.00	13,920.86
Period Total:	\$1,316,966.19	\$95,862.80	\$94,600.93	\$333,478.50	\$1,840,908.42

Certified - Semi - Period Number: 6.1					
10	59,577.50	0.00	502.40	805.00	60,884.90
50	0.00	863.31	0.00	0.00	863.31
Period Total:	\$59,577.50	\$863.31	\$502.40	\$805.00	\$61,748.21

FUND	GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
Certified - Semi - Period Number: 7.1					
10	74,466.83	0.00	651.59	805.00	75,923.42
50	0.00	1,079.26	0.00	0.00	1,079.26
Period Total:	\$74,466.83	\$1,079.26	\$651.59	\$805.00	\$77,002.68
Certified - Semi - Period Number: 7.2					
10	18,618.50	0.00	0.00	0.00	18,618.50
50	0.00	1,424.22	0.00	0.00	1,424.22
Period Total:	\$18,618.50	\$1,424.22	\$0.00	\$0.00	\$20,042.72
Certified - Semi - Period Number: 6.2					
10	17,854.13	0.00	0.00	0.00	17,854.13
50	0.00	1,365.79	0.00	0.00	1,365.79
Period Total:	\$17,854.13	\$1,365.79	\$0.00	\$0.00	\$19,219.92
Certified - Semi - Period Number: 6.3					
10	3,754.00	0.00	3.13	0.00	3,757.13
50	0.00	54.44	0.00	0.00	54.44
Period Total:	\$3,754.00	\$54.44	\$3.13	\$0.00	\$3,811.57
Classified - Semi - Period Number: 6.1					
10	516.02	0.00	0.00	402.50	918.52
50	0.00	102.29	0.00	0.00	102.29
51	0.00	0.00	37.51	0.00	37.51
Period Total:	\$516.02	\$102.29	\$37.51	\$402.50	\$1,058.32
Certified - Semi - Period Number: 7.3					
10	7,723.63	0.00	381.54	0.00	8,105.17
50	0.00	112.09	0.00	0.00	112.09
Period Total:	\$7,723.63	\$112.09	\$381.54	\$0.00	\$8,217.26
Classified - Semi - Period Number: 7.1					
10	1,057.35	0.00	0.00	402.50	1,459.85
50	0.00	76.68	0.00	0.00	76.68
51	0.00	0.00	76.87	0.00	76.87
Period Total:	\$1,057.35	\$76.68	\$76.87	\$402.50	\$1,613.40
Grand Totals:	\$9,946,509.87	\$295,342.75	\$672,279.41	\$1,627,520.50	\$12,541,652.53

End of Report

Expenditure Summary Report

From Date: 10/15/2025
To Date: 10/15/2025

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
ADVANCE AUTO PARTS	6.25353E+12	260020020	267506	10/15/2025	16.41
	6.25353E+12	260020020	267506	10/15/2025	12.49
	6.25353E+12	260020020	267506	10/15/2025	419.94
	6.25353E+12	260020020	267506	10/15/2025	133.33
	6.25353E+12	260020020	267506	10/15/2025	56.93
	6.25353E+12	260020020	267506	10/15/2025	258.95
	6.25353E+12	260020020	267506	10/15/2025	7.01
	6.25353E+12	260020020	267506	10/15/2025	8.30
	6.25353E+12	260020020	267506	10/15/2025	67.54
	6.25353E+12	260120006	267506	10/15/2025	194.74
	6.25353E+12	260120006	267506	10/15/2025	44.58
	6.25353E+12	260020020	267506	10/15/2025	130.69
	6.25353E+12	260020020	267506	10/15/2025	89.98
	6.25353E+12	260020020	267506	10/15/2025	85.14
6.25353E+12	260020020	267506	10/15/2025	170.79	
6.25353E+12	260120006	267506	10/15/2025	982.58	
ADVANCE AUTO PARTS Total					2,679.40
AIMS	06082251	260080173	267507	10/15/2025	1,400.00
AIMS Total					1,400.00
ALL SMALL ENGINES N MORE	7835	260120072	267508	10/15/2025	66.00
ALL SMALL ENGINES N MORE Total					66.00
ALPHA BAKING CO., INC.	STMT September 2025	260030101	267509	10/15/2025	9,396.48
ALPHA BAKING CO., INC. Total					9,396.48
ALPHA CONTROLS & SERVICES LLC	255027-3	260020444	267510	10/15/2025	23,812.00
	259030-3	260020445	267510	10/15/2025	9,673.00
	255029-3	260020446	267510	10/15/2025	6,187.00
	W51925	260020415	267510	10/15/2025	407.04
	W51830	260020415	267510	10/15/2025	48.23
ALPHA CONTROLS & SERVICES LLC Total					40,127.27
AMAZON CAPITAL SERVICES	11YG-MQLX-W3TC	261050013	267511	10/15/2025	33.98
	1V7D-FDT3-4H71	262010026	267511	10/15/2025	117.82
	1HJJ-R6F7-3DYG	262010029	267511	10/15/2025	71.68
	1KP9-RH74-6DLW	263020153	267511	10/15/2025	78.76
	1X3Y-GMGJ-WX7J	260060133	267511	10/15/2025	11.14
	1JY3-WY7Q-TCMP	260090244	267511	10/15/2025	29.95
	13G7-WFK1-GVRR	262030049	267511	10/15/2025	24.87
	1JY3-WY7Q-F7PL	260060113	267511	10/15/2025	4.64
	1H3F-P7DF-YW7L	260090271	267511	10/15/2025	1,843.04
	13F1-TLY7-JJC6	263020151	267511	10/15/2025	39.32
	1HYN-KXV9-K6QK	261130020	267511	10/15/2025	37.82
	1LDD-36DQ-JNYM	260080047	267511	10/15/2025	35.73
	1YYG-1KRT-N63G	260080175	267511	10/15/2025	1,246.38
	13VW-VFTM-R14H	260080177	267511	10/15/2025	72.47
	1WMM-HXLJ-Y44T	260080178	267511	10/15/2025	587.05
	1J3L-3HF6-YCQY	262020031	267511	10/15/2025	15.99
	1GH6-W7CN-11KL	262020033	267511	10/15/2025	19.29
	1GVF-KHFR-YK61	261130019	267511	10/15/2025	86.25
	1YYG-1KRT-1RL1	260060131	267511	10/15/2025	11.14
	1JH3-V41D-4FX9	260060155	267511	10/15/2025	49.74
	1VFR-J1WR-WVYQ	260080176	267511	10/15/2025	100.24
	1JW3-KTRW-DNGK	260090272	267511	10/15/2025	608.77
	1XLK-T7RL-9TYH	262020029	267511	10/15/2025	17.38
1DKR-YRJC-GCGD	263020152	267511	10/15/2025	5.68	
1J3L-3HF6-9GCF	261190010	267511	10/15/2025	119.33	

Expenditure Summary Report

From Date: 10/15/2025
To Date: 10/15/2025

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
AMAZON CAPITAL SERVICES	1PXQ-FG9Q-GY7L	260080169	267511	10/15/2025	42.92
	1X7V-TVGR-9PW4	260080171	267511	10/15/2025	42.92
	1NJP-V3KH-HPWD	(blank)	267511	10/15/2025	(59.99)
	1YK1-17H4-6TDD	(blank)	267511	10/15/2025	(50.99)
	1RRW-746C-11PL	263020145	267511	10/15/2025	336.04
	1KY9-NMLW-447W	263020146	267511	10/15/2025	48.12
	1JQR-JVK1-74XC	260060098	267511	10/15/2025	9.99
	11M3-PC31-7Q9M	260060112	267511	10/15/2025	9.99
	17DV-3FTY-4PC4	260060128	267511	10/15/2025	17.41
	1DKV-YT7Q-4FQ4	260060135	267511	10/15/2025	9.99
	11M3-PC31-CLTG	260080168	267511	10/15/2025	42.92
	1WFK-TYWL-7DP3	260080170	267511	10/15/2025	42.92
	17NQ-TMVR-C1HV	260080172	267511	10/15/2025	42.92
	1VNJ-DC94-FC17	261050011	267511	10/15/2025	112.19
	1XD6-RYGL-4X3H	262020028	267511	10/15/2025	32.20
	1VXJ-KXTV-JRV3	261110008	267511	10/15/2025	73.98
	136Y-9WLH-9NW4	261110011	267511	10/15/2025	195.26
	1D66-J7XT-1Y99	261110011	267511	10/15/2025	90.20
	16T1-PR7M-6X3Y	261130018	267511	10/15/2025	24.99
	119J-R4JP-9LX4	261140004	267511	10/15/2025	440.17
	119J-R4JP-64C4	261230020	267511	10/15/2025	8.30
	1LH6-R7QL-3VX1	260060107	267511	10/15/2025	15.69
	1KPJ-GNYM-3TG6	260060108	267511	10/15/2025	9.99
	1W49-XDGG-6K9D	260060111	267511	10/15/2025	9.99
	1DGN-FJDX-3XT4	260060113	267511	10/15/2025	9.99
	1FT6-N3T6-3NFJ	260060132	267511	10/15/2025	9.99
	19CX-DDNP-7HMM	260060134	267511	10/15/2025	17.41
	1WYN-6HDX-1NF4	260060155	267511	10/15/2025	198.63
	1VNJ-DC94-D9VM	260060164	267511	10/15/2025	47.99
	1V9H-9NPN-6N1H	260080166	267511	10/15/2025	89.60
	1XJ4-RYV4-77DQ	260090256	267511	10/15/2025	48.89
	11WY-TD33-F3Q3	263020142	267511	10/15/2025	179.99
	1319-9LL3-9D1X	260060106	267511	10/15/2025	32.66
	1C1N-YF3Q-7XKR	260080162	267511	10/15/2025	798.96
	1WRW-WXM1-YTVF	260060104	267511	10/15/2025	31.83
	1Y9D-PC9C-Y7G7	260060105	267511	10/15/2025	31.83
	1VC3-7Y1C-YGHX	260060109	267511	10/15/2025	21.61
	1DMC-THWT-16WQ	260060129	267511	10/15/2025	291.85
	1Y9D-PC9C-YM94	260060130	267511	10/15/2025	232.78
	1PNQ-JYD9-YYD7	260090244	267511	10/15/2025	22.44
	17HV-6WWL-MK3X	261050012	267511	10/15/2025	59.95
	1JF7-TK49-VVNG	262020017	267511	10/15/2025	12.70
	1GG9-P3C6-M3GN	262030047	267511	10/15/2025	146.40
	17TX-KRQD-MY1M	263030008	267511	10/15/2025	17.99
	11R7-7DVH-MLKR	261140001	267511	10/15/2025	30.36
1GG9-P3C6-N9PR	260060144	267511	10/15/2025	253.62	
1RGX-YM9K-MYMR	260060163	267511	10/15/2025	26.59	
1Y7H-J6Y9-LVMX	260090245	267511	10/15/2025	393.25	
1PNQ-JYD9-MVPC	260090254	267511	10/15/2025	74.99	
1VC3-7Y1C-66JT	262030045	267511	10/15/2025	68.30	
1F11-M4XV-CR74	260060136	267511	10/15/2025	307.09	
1X9W-JHX1-7N3L	260060137	267511	10/15/2025	16.04	
1PNQ-JYD9-9N1N	260060138	267511	10/15/2025	240.62	
1FK4-V39N-7DVH	260060139	267511	10/15/2025	240.62	
1HTG-QPVM-CMMW	260060143	267511	10/15/2025	253.62	
1X3N-QKYY-CF9C	260060145	267511	10/15/2025	292.11	
1D61-YYJ3-C94Q	260060156	267511	10/15/2025	253.62	
11R7-7DVH-6J6M	260060157	267511	10/15/2025	253.62	
11R7-7DVH-47WH	260080163	267511	10/15/2025	50.99	

Expenditure Summary Report

From Date: 10/15/2025
To Date: 10/15/2025

Vendor	Invoice	PO No.	Check No.	Check Date	Amount	
AMAZON CAPITAL SERVICES	1649-T1WT-4QXL	260090257	267511	10/15/2025	69.99	
	1WL6-VPG7-43RV	262030044	267511	10/15/2025	73.10	
	16C3-91DD-3YW9	262030046	267511	10/15/2025	120.81	
	13QF-QJYY-3YPX	263020140	267511	10/15/2025	17.09	
	1W37-WYQR-3CLJ	260060128	267511	10/15/2025	274.92	
	1F7H-9KVL-4K31	260060131	267511	10/15/2025	290.88	
	13QF-QJYY-3D3W	260060132	267511	10/15/2025	281.86	
	1PG3-NNR4-6LCQ	260060133	267511	10/15/2025	292.71	
	16KR-PQLJ-49NR	260060134	267511	10/15/2025	275.30	
	1TCY-NJ9V-36GT	260060135	267511	10/15/2025	286.40	
	1CTQ-3FDJ-4JN3	260060137	267511	10/15/2025	291.05	
	1LX9-4D6R-49HQ	260060147	267511	10/15/2025	118.51	
	1XCF-47JD-7G6R	260060147	267511	10/15/2025	176.41	
	1VJN-KJ3H-6V4G	260060150	267511	10/15/2025	294.92	
	13QF-QJYY-1QHT	260070056	267511	10/15/2025	626.24	
	1WF6-VWRY-9WKX	260090255	267511	10/15/2025	433.20	
	196M-61D6-9WD6	261050010	267511	10/15/2025	6.99	
	1J1P-HQ9J-6TVQ	262020026	267511	10/15/2025	41.76	
	1FCH-T6T3-9GDY	260050022	267511	10/15/2025	18.99	
	19WC-PQ6P-767Y	260060098	267511	10/15/2025	276.99	
	1VCQ-YKQC-7CNX	260060111	267511	10/15/2025	279.84	
	1GLH-PD6H-6L1Y	260060113	267511	10/15/2025	282.75	
	1KGX-RLQJ-7TC9	260060124	267511	10/15/2025	294.90	
	1DKK-HHYC-6CFL	260060125	267511	10/15/2025	294.90	
	1GLH-PD6H-7DGG	260060126	267511	10/15/2025	294.90	
	1VLM-TY1W-6VYY	260060127	267511	10/15/2025	294.90	
	16WF-G9MW-6QJV	260060140	267511	10/15/2025	242.62	
	1MCW-344Y-7VKL	260060146	267511	10/15/2025	292.11	
	19WC-PQ6P-6PW3	260060148	267511	10/15/2025	294.92	
	1JMT-6K9J-7RKT	260060149	267511	10/15/2025	294.92	
	179W-CVLF-7V97	260060151	267511	10/15/2025	294.92	
	179W-CVLF-D1GH	260060154	267511	10/15/2025	258.32	
1VLM-TY1W-9GFL	260060158	267511	10/15/2025	258.32		
1QMM-YDFW-CFJY	263030009	267511	10/15/2025	105.00		
AMAZON CAPITAL SERVICES Total					19,926.95	
AMEREN IL	STMT 0925* TOWANDA	260010112	267485	10/15/2025	304.51	
	STMT 0925 CEDAR	260010111	267485	10/15/2025	501.09	
AMEREN IL Total					805.60	
AMERICAN PEST CONTROL		846223	260020414	267512	10/15/2025	325.00
AMERICAN PEST CONTROL Total					325.00	
ARAVABHOOMI, PRATIBHA	MILES2025 September	(blank)	267513	10/15/2025	6.93	
ARAVABHOOMI, PRATIBHA Total					6.93	
AUPPERLE, LISA R	MILES2025 September	(blank)	267514	10/15/2025	143.22	
AUPPERLE, LISA R Total					143.22	
AVANTI'S ITALIAN RESTAURANT -BLOOMINGTON	STMT October 2025	260030100	267515	10/15/2025	235.87	
	STMT September 2025	260030099	267515	10/15/2025	5,151.00	
AVANTI'S ITALIAN RESTAURANT -BLOOMINGTON Total					5,386.87	
BABY FOLD		20612	260060165	267516	10/15/2025	11,353.13
		20613	260060165	267516	10/15/2025	18,647.19
		20501	260090270	267516	10/15/2025	5,151.30
		20502	260090270	267516	10/15/2025	5,151.30
		20522	260090270	267516	10/15/2025	5,271.09
	20523	260090270	267516	10/15/2025	5,271.09	

Expenditure Summary Report

From Date: 10/15/2025
To Date: 10/15/2025

Vendor	Invoice	PO No.	Check No.	Check Date	Amount	
BABY FOLD		20524	260090270	267516	10/15/2025	5,271.09
		20525	260090270	267516	10/15/2025	5,271.09
		20569	260090270	267516	10/15/2025	5,271.09
		20570	260090270	267516	10/15/2025	5,271.09
		20571	260090270	267516	10/15/2025	5,271.09
		20572	260090270	267516	10/15/2025	5,271.09
BABY FOLD Total					82,471.64	
BACHMAN, LYNETTE S	MILES2025 September	(blank)	267517	10/15/2025	23.80	
BACHMAN, LYNETTE S Total					23.80	
BECKMAN, ELIZABETH LOGAN	UCP	260010116	267518	10/15/2025	36.08	
BECKMAN, ELIZABETH LOGAN Total					36.08	
BENNETT ELECTRONICS		38310	260040129	267519	10/15/2025	3,344.00
BENNETT ELECTRONICS Total					3,344.00	
BEST ONE OF CENTRAL ILLINOIS	50-672276	260120080	267520	10/15/2025	119.00	
BEST ONE OF CENTRAL ILLINOIS Total					119.00	
BISHOP BROS, INC		250914	260120077	267521	10/15/2025	3,490.00
BISHOP BROS, INC Total					3,490.00	
BLAND, RACHEL L	MILES2025 September	(blank)	267522	10/15/2025	47.11	
BLAND, RACHEL L Total					47.11	
BLOOMINGTON CAREER ACADEMY	Tuition NCHS 25-26	260080185	267523	10/15/2025	238,525.00	
	Tuition NCWHS 25-26	260080185	267523	10/15/2025	200,100.00	
BLOOMINGTON CAREER ACADEMY Total					438,625.00	
BLOOMINGTON PUBLIC SCHOOLS - DISTRICT 87	OneTimePayment	260010118	267486	10/15/2025	1,041,968.16	
BLOOMINGTON PUBLIC SCHOOLS - DISTRICT 87 Total					1,041,968.16	
BLUE SPRINGS, INC.		50424	263510074	267524	10/15/2025	310.00
BLUE SPRINGS, INC. Total					310.00	
BOOKS DEL SUR	2025-4337	260100012	267525	10/15/2025	460.54	
BOOKS DEL SUR Total					460.54	
BORST, EDWARD A	MILES2025 August	(blank)	267526	10/15/2025	5.46	
	MILES2025 September	(blank)	267526	10/15/2025	65.31	
BORST, EDWARD A Total					70.77	
BRADFIELD'S COMPUTER SUPPLY		579587	260040068	267527	10/15/2025	1,266.40
BRADFIELD'S COMPUTER SUPPLY Total					1,266.40	
BRADFORD SUPPLY COMPANY		2749983	260020412	267528	10/15/2025	9.56
BRADFORD SUPPLY COMPANY Total					9.56	
BRADLEY UNIVERSITY JAZZ ENSEMBLES	NCWHS Entry Fee Jazz	263020158	267487	10/15/2025	300.00	
BRADLEY UNIVERSITY JAZZ ENSEMBLES Total					300.00	
BRUCE, MOLLIE A	MILES2025 September	(blank)	267529	10/15/2025	68.74	
BRUCE, MOLLIE A Total					68.74	
BUSHUE BACKGROUND SCREENING	McLean5vols-2025093	260050023	267530	10/15/2025	5,544.00	
	McLeanSEHR-20250930	260050023	267530	10/15/2025	2,144.00	
	McLcan5-20250930	260050023	267530	10/15/2025	2,607.00	
BUSHUE BACKGROUND SCREENING Total					10,295.00	

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CARLE BROMENN TC	92625	260090280	267531	10/15/2025	212.00
	72325	260090285	267531	10/15/2025	214.00
CARLE BROMENN TC Total					426.00
CARTER, LYN MARIE	MILES2025 September	(blank)	267532	10/15/2025	42.35
CARTER, LYN MARIE Total					42.35
CASEY'S GARDEN CENTER	653151	260020447	267533	10/15/2025	858.35
CASEY'S GARDEN CENTER Total					858.35
CCMSI	0172055-IN	260010124	267534	10/15/2025	10,820.00
CCMSI Total					10,820.00
CENTRAL ILLINOIS TRUCKS INC	101P205479	260120079	267535	10/15/2025	146.80
	101P204766	260120079	267535	10/15/2025	10.30
CENTRAL ILLINOIS TRUCKS INC Total					157.10
Childers, Leonard	Hours 9/15-24/25	260090290	267536	10/15/2025	1,740.00
Childers, Leonard Total					1,740.00
CIRBN, LLC	25948	260040121	267537	10/15/2025	4,389.90
CIRBN, LLC Total					4,389.90
CITY OF BLOOMINGTON - UTILITIES	1724073	260010005	267488	10/15/2025	1,471.12
	1724130	260010005	267488	10/15/2025	2,339.84
CITY OF BLOOMINGTON - UTILITIES Total					3,810.96
CLEAN THE UNIFORM COMPANY	32377401	260120026	267538	10/15/2025	83.68
CLEAN THE UNIFORM COMPANY Total					83.68
COLLINS, PAULA LYNN	MILES2025 September	(blank)	267539	10/15/2025	18.20
COLLINS, PAULA LYNN Total					18.20
CONFIDENTIAL ON-SITE PAPER SHREDDIN	163996	262010027	267540	10/15/2025	38.10
	163694	260010117	267540	10/15/2025	228.33
	163983	262030053	267540	10/15/2025	67.31
	163131	262010032	267540	10/15/2025	38.10
CONFIDENTIAL ON-SITE PAPER SHREDDIN Total					371.84
CONNOR CO	S011499404.001	260020411	267541	10/15/2025	61.21
	S011497084.001	260020411	267541	10/15/2025	66.06
	S011488913.001	260020411	267541	10/15/2025	108.23
	S011495625.001	260020411	267541	10/15/2025	314.08
	S011495849.001	260020411	267541	10/15/2025	43.20
CONNOR CO Total					592.78
DEACON, JILL	MILES2025 September	(blank)	267542	10/15/2025	58.80
DEACON, JILL Total					58.80
DEAL, EMILY ELIZABETH	MILES2025 September	(blank)	267543	10/15/2025	39.90
DEAL, EMILY ELIZABETH Total					39.90
DEHNER, MEREDITH R	MILES2025 September	(blank)	267544	10/15/2025	80.78
DEHNER, MEREDITH R Total					80.78
DENNY'S DOUGHNUTS & BAKERY	1056145	263020160	267545	10/15/2025	36.00
DENNY'S DOUGHNUTS & BAKERY Total					36.00

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DESIGN MAVENS ARCHITECHURE PLLC	24-0019.13	260020460	267546	10/15/2025	398.75
	25-0002.9	260020460	267546	10/15/2025	552.50
	25-0015.2	260020460	267546	10/15/2025	4,770.00
	25-0020.1	260020460	267546	10/15/2025	1,440.00
	25-0021.1	260020460	267546	10/15/2025	1,497.50
DESIGN MAVENS ARCHITECHURE PLLC Total					8,658.75
DILLMAN, PAMELA KIM	MILES2025 September	(blank)	267547	10/15/2025	24.64
DILLMAN, PAMELA KIM Total					24.64
Doblosky, Dianna M	MILES2025 September	(blank)	267548	10/15/2025	99.19
	MILES2025 Oct	(blank)	267548	10/15/2025	13.02
Doblosky, Dianna M Total					112.21
DON OWEN TIRE SERVICE, INC	348809	260020416	267549	10/15/2025	49.00
	348029	260020416	267549	10/15/2025	44.50
DON OWEN TIRE SERVICE, INC Total					93.50
DONALDSON, DEVON	MILES2025 August	(blank)	267550	10/15/2025	13.58
DONALDSON, DEVON Total					13.58
EDMENTUM	INV32643753	260090275	267551	10/15/2025	295.00
EDMENTUM Total					295.00
ELPAYAA, LAUREN	Hours thru 10/3/25	260090286	267552	10/15/2025	3,325.00
ELPAYAA, LAUREN Total					3,325.00
ERVIN, VERONICA	SeptHours - St. Mary	260070061	267553	10/15/2025	245.00
ERVIN, VERONICA Total					245.00
EUGENE FIELD SECONDARY SERVICE	111	261120006	267554	10/15/2025	413.41
EUGENE FIELD SECONDARY SERVICE Total					413.41
EVERGREEN FS	34261425	260020410	267555	10/15/2025	296.18
	34261426	260020410	267555	10/15/2025	197.46
EVERGREEN FS Total					493.64
EVERWAY LLC	00265385N-1	260040071	267556	10/15/2025	32,450.00
EVERWAY LLC Total					32,450.00
Fangu, joel A	MILES2025 September	(blank)	267557	10/15/2025	120.89
	MILES2025 October	(blank)	267557	10/15/2025	108.99
	MILES2025 October.2	(blank)	267557	10/15/2025	30.52
	MILES2025 Sept	(blank)	267557	10/15/2025	140.77
	MILES2025 Sept.	(blank)	267557	10/15/2025	148.75
	MILES2025 September.	(blank)	267557	10/15/2025	116.55
Fangu, joel A Total					666.47
FARM & FLEET OF BLOOMINGTON	BFF-090126	260020116	267558	10/15/2025	58.98
	BFF-089625	260120078	267558	10/15/2025	149.56
FARM & FLEET OF BLOOMINGTON Total					208.54
FARNSWORTH CROUP, INC.	259144	260020437	267559	10/15/2025	30,076.51
	261753	260020437	267559	10/15/2025	4,127.50
	263587	260020437	267559	10/15/2025	2,487.50
FARNSWORTH CROUP, INC. Total					36,691.51
FASTSIGNS	INV-45430	262500028	267560	10/15/2025	538.20
FASTSIGNS Total					538.20

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FILLINGHAM, KARI LYN	MILES2025 September	(blank)	267561	10/15/2025	112.00
FILLINGHAM, KARI LYN Total					112.00
FINK, JULIE A	Reimbursement	261110013	267562	10/15/2025	117.03
FINK, JULIE A Total					117.03
FIRST STUDENT	12074852	260010108	267563	10/15/2025	959,904.28
FIRST STUDENT Total					959,904.28
FIVE STAR WATER	123414-Parkside JHS	262030050	267564	10/15/2025	43.33
FIVE STAR WATER Total					43.33
FOLLETT CONTENT SOLUTIONS, LLC	616771F	263020083	267565	10/15/2025	2,055.81
	604715F	260080090	267565	10/15/2025	9,958.60
FOLLETT CONTENT SOLUTIONS, LLC Total					12,014.41
FOSTER, NATHAN C	Fuel Reimbursement.	260120083	267566	10/15/2025	39.00
FOSTER, NATHAN C Total					39.00
FRANGELLA, REBECCA	MILES2025 October	(blank)	267567	10/15/2025	207.20
	Hotel for Conference	263020161	267567	10/15/2025	129.39
FRANGELLA, REBECCA Total					336.59
FRANKLIN, CINDY E	MILES2025 September	(blank)	267568	10/15/2025	154.98
FRANKLIN, CINDY E Total					154.98
FREEMAN, JAMES	UPC	260010115	267569	10/15/2025	75.00
FREEMAN, JAMES Total					75.00
FRYER, VICTORIA G	UCP Check	260010099	267570	10/15/2025	55.00
FRYER, VICTORIA G Total					55.00
Garnhart, Alyson N	MILES2025 September	(blank)	267571	10/15/2025	16.10
Garnhart, Alyson N Total					16.10
GENTSCH, KELLY	Sept Hours - St Mary	260070060	267572	10/15/2025	315.00
GENTSCH, KELLY Total					315.00
GHRIST, TRACIE NICOLE	MILES2025 September	(blank)	267573	10/15/2025	148.33
GHRIST, TRACIE NICOLE Total					148.33
GIBSON, JENNIFER	MILES2025 August	(blank)	267574	10/15/2025	40.95
	MILES2025 September	(blank)	267574	10/15/2025	119.56
GIBSON, JENNIFER Total					160.51
GLIEGE, TERRY A	Certified Mail Reimu	262010025	267575	10/15/2025	6.08
GLIEGE, TERRY A Total					6.08
GOFF, AMANDA L	MILES2025 September	(blank)	267576	10/15/2025	80.57
GOFF, AMANDA L Total					80.57
GOLDSTAR LEARNING, INC.	5996	260080174	267577	10/15/2025	36,187.28
GOLDSTAR LEARNING, INC. Total					36,187.28
GOODWIN, ANDREW	UPC09302025 Inv:9/30	260010096	267578	10/15/2025	500.00
GOODWIN, ANDREW Total					500.00
GORDON FOOD SERVICE, INC	9026195314	260030089	267579	10/15/2025	2,688.71

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GORDON FOOD SERVICE, INC	2002794019	260030106	267579	10/15/2025	(60.48)
	9027595458	260030110	267579	10/15/2025	1,076.62
	9027595464	260030110	267579	10/15/2025	1,550.85
	9027564104	260030111	267579	10/15/2025	2,599.77
	9027564109	260030111	267579	10/15/2025	203.96
	9027563988	260030112	267579	10/15/2025	2,369.76
	9027517869	260030106	267579	10/15/2025	4,672.30
	9027517773	260030108	267579	10/15/2025	1,400.28
	9027517790	260030108	267579	10/15/2025	2,819.32
	9027517791	260030108	267579	10/15/2025	19.35
	9027517795	260030108	267579	10/15/2025	696.43
	9027517801	260030108	267579	10/15/2025	38.70
	9027517855	260030108	267579	10/15/2025	935.51
	9027517863	260030108	267579	10/15/2025	96.75
	9027517891	260030108	267579	10/15/2025	1,944.99
	9027517911	260030108	267579	10/15/2025	1,323.84
	9027517916	260030108	267579	10/15/2025	19.35
	9027517918	260030108	267579	10/15/2025	79.74
	9027524296	260030108	267579	10/15/2025	934.15
	9027524300	260030108	267579	10/15/2025	19.35
	9027517826	260030110	267579	10/15/2025	846.81
	9027517832	260030110	267579	10/15/2025	58.05
	9027517834	260030110	267579	10/15/2025	521.72
	9027517839	260030110	267579	10/15/2025	72.62
	2002796413	260030111	267579	10/15/2025	(65.79)
	2002797211	260030106	267579	10/15/2025	(11.42)
	2002796529	260030108	267579	10/15/2025	(21.10)
	2002797827	260030110	267579	10/15/2025	(21.57)
	9027474904	260030106	267579	10/15/2025	5,034.63
	9027474929	260030106	267579	10/15/2025	42.36
	9027469050	260030109	267579	10/15/2025	1,625.86
	9027474899	260030109	267579	10/15/2025	1,408.74
	9027474966	260030109	267579	10/15/2025	1,499.10
	9027496867	260030109	267579	10/15/2025	2,066.26
	9027496868	260030109	267579	10/15/2025	2,607.53
	9027497005	260030109	267579	10/15/2025	1,212.91
	9027497169	260030109	267579	10/15/2025	1,551.16
	9027475023	260030111	267579	10/15/2025	2,742.78
	9027475045	260030111	267579	10/15/2025	68.82
	9027474864	260030112	267579	10/15/2025	5,213.87
	9027474865	260030112	267579	10/15/2025	30.68
	9027474866	260030112	267579	10/15/2025	550.80
	9027419064	260030107	267579	10/15/2025	4,337.95
	9027419104	260030107	267579	10/15/2025	4,342.14
	9027419108	260030107	267579	10/15/2025	91.52
	9027418986	260030110	267579	10/15/2025	1,184.68
	9027418989	260030110	267579	10/15/2025	1,287.37
	9027372616	260030111	267579	10/15/2025	3,912.52
	9027372621	260030111	267579	10/15/2025	40.90
	9027400194	260030112	267579	10/15/2025	1,146.70
9027400200	260030112	267579	10/15/2025	5,452.07	
9027323763	260030095	267579	10/15/2025	1,218.18	
9027253527	260030091	267579	10/15/2025	5,050.53	
9027253533	260030091	267579	10/15/2025	205.85	
9027253416	260030093	267579	10/15/2025	1,132.57	
9027253428	260030093	267579	10/15/2025	1,711.74	
9027253457	260030093	267579	10/15/2025	2,155.83	
9027253461	260030093	267579	10/15/2025	774.93	
9027253470	260030093	267579	10/15/2025	67.98	

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GORDON FOOD SERVICE, INC	9027253510	260030093	267579	10/15/2025	970.23
	9027253534	260030093	267579	10/15/2025	1,461.28
	9027253537	260030093	267579	10/15/2025	33.99
	9027258163	260030093	267579	10/15/2025	683.30
	9027253509	260030095	267579	10/15/2025	797.69
	9027253513	260030095	267579	10/15/2025	963.64
	9027253515	260030095	267579	10/15/2025	115.84
	9027210173	260030091	267579	10/15/2025	4,360.46
	9027210189	260030091	267579	10/15/2025	473.76
	9027210194	260030091	267579	10/15/2025	75.93
	9027207039	260030094	267579	10/15/2025	1,160.42
	9027207047	260030094	267579	10/15/2025	47.06
	9027210105	260030094	267579	10/15/2025	930.73
	9027210108	260030094	267579	10/15/2025	47.06
	9027210111	260030094	267579	10/15/2025	1,237.33
	9027210116	260030094	267579	10/15/2025	47.06
	9027234718	260030094	267579	10/15/2025	1,300.82
	9027234722	260030094	267579	10/15/2025	94.12
	9027234731	260030094	267579	10/15/2025	2,746.31
	9027234750	260030094	267579	10/15/2025	141.18
	9027234769	260030094	267579	10/15/2025	1,535.19
	9027234773	260030094	267579	10/15/2025	113.57
	9027234781	260030094	267579	10/15/2025	1,345.12
	9027234788	260030094	267579	10/15/2025	65.24
	9027210149	260030096	267579	10/15/2025	1,479.39
	9027210151	260030096	267579	10/15/2025	4,744.86
	9027210156	260030096	267579	10/15/2025	1,548.76
	9027210118	260030097	267579	10/15/2025	3,366.30
	9027210123	260030097	267579	10/15/2025	191.50
	9027210127	260030097	267579	10/15/2025	741.78
	9027155213	260030092	267579	10/15/2025	3,377.40
	9027155222	260030092	267579	10/15/2025	238.20
	9027155269	260030092	267579	10/15/2025	400.19
	9027155276	260030092	267579	10/15/2025	4,574.25
	9027155289	260030092	267579	10/15/2025	226.03
9027155318	260030095	267579	10/15/2025	1,673.33	
9027155321	260030095	267579	10/15/2025	636.07	
9027108556	260030096	267579	10/15/2025	3,785.32	
9027108561	260030096	267579	10/15/2025	77.96	
9027108562	260030096	267579	10/15/2025	152.48	
9027135669	260030097	267579	10/15/2025	2,348.80	
9027135673	260030097	267579	10/15/2025	3,359.58	
GORDON FOOD SERVICE, INC Total					140,247.06
GRAINGER PARTS OPERATIONS WW GRAING	9654183947	260020431	267580	10/15/2025	178.11
	9650828065	260020431	267580	10/15/2025	229.80
	9651733397	260020431	267580	10/15/2025	622.44
	9650297824	260020431	267580	10/15/2025	338.41
9648361989	260020431	267580	10/15/2025	(360.00)	
GRAINGER PARTS OPERATIONS WW GRAING Total					1,008.76
GREAT LAKES ACE HARDWARE INC.	4777	260020022	267581	10/15/2025	47.46
	4780	260020022	267581	10/15/2025	25.55
	4784	260020022	267581	10/15/2025	19.78
	4775	260020022	267581	10/15/2025	138.52
	4743	260120081	267581	10/15/2025	72.26
GREAT LAKES ACE HARDWARE INC. Total					303.57
GRESHAM, SHELBY J	UCP Check	260010101	267489	10/15/2025	43.34

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GRESHAM, SHELBY J Total					43.34
GRIFFIN, JADE MARIE	Reimbursement..	263020150	267582	10/15/2025	11.75
GRIFFIN, JADE MARIE Total					11.75
GUY, KORTNEY	Reimburse science	262040015	267583	10/15/2025	66.64
GUY, KORTNEY Total					66.64
HAFERMANN, EDUARD P	MILES2025 August	(blank)	267584	10/15/2025	13.93
	MILES2025 September	(blank)	267584	10/15/2025	44.52
HAFERMANN, EDUARD P Total					58.45
Harris, Megan Alene	MILES2025 August	(blank)	267585	10/15/2025	4.20
	MILES2025 September	(blank)	267585	10/15/2025	11.20
Harris, Megan Alene Total					15.40
HAYS, CAITLIN D	Reimburse	260060162	267586	10/15/2025	45.00
HAYS, CAITLIN D Total					45.00
HEARTSPRING		18390 260090288	267587	10/15/2025	27,565.11
HEARTSPRING Total					27,565.11
HENRICHSMEYER, KRISTA ANN	MILES2025 September	(blank)	267588	10/15/2025	67.41
HENRICHSMEYER, KRISTA ANN Total					67.41
Herbert, Michelle Danielle	MILES2025 August	(blank)	267589	10/15/2025	18.90
	MILES2025 September	(blank)	267589	10/15/2025	2.94
Herbert, Michelle Danielle Total					21.84
HERITAGE MACHINE & WELDING INC		57091 260020450	267590	10/15/2025	604.88
HERITAGE MACHINE & WELDING INC Total					604.88
HERNANDEZ, LINDA J	MILES 2025 SEPT	(blank)	267591	10/15/2025	57.05
HERNANDEZ, LINDA J Total					57.05
HERREN, KELLY LYNN	MILES2025 September	(blank)	267592	10/15/2025	90.16
HERREN, KELLY LYNN Total					90.16
HESS, DARREN	Reimbursement	263520086	267593	10/15/2025	43.95
	Reimburse fuel	263520085	267593	10/15/2025	38.46
HESS, DARREN Total					82.41
HILL, ELLIE KAY	UCP Check	260010100	267490	10/15/2025	269.41
HILL, ELLIE KAY Total					269.41
HITCHINS, TRACY LYNN	MILES2025 September	(blank)	267594	10/15/2025	59.64
HITCHINS, TRACY LYNN Total					59.64
HOPE SCHOOL	SINV011383	260090289	267595	10/15/2025	11,219.88
HOPE SCHOOL Total					11,219.88
HOPPER, DANIELE A	Supplies.	262020030	267596	10/15/2025	107.84
HOPPER, DANIELE A Total					107.84
HOUCHIN, PATRICIA L	MILES2025 September	(blank)	267597	10/15/2025	74.34
HOUCHIN, PATRICIA L Total					74.34
HUNLEY, GRACE M	Reimbursement	262010028	267598	10/15/2025	6.08
HUNLEY, GRACE M Total					6.08

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Huschen, Alyssa M	MILES2025 September	(blank)	267599	10/15/2025	87.78
Huschen, Alyssa M Total					87.78
ILLINOIS ENVIRONMENT PROTECTION AGENCY	113090ABK	260020451	267600	10/15/2025	235.00
	113090ABM	260020451	267600	10/15/2025	235.00
ILLINOIS ENVIRONMENT PROTECTION AGENCY Total					470.00
ILLINOIS PORTABLE TOILETS	84203	263520084	267601	10/15/2025	185.00
ILLINOIS PORTABLE TOILETS Total					185.00
ILLINOIS PRINCIPALS ASSOC	496823	260080159	267602	10/15/2025	2,245.50
ILLINOIS PRINCIPALS ASSOC Total					2,245.50
INTERSTATE ALL BATTERY CENTER	1.9004E+12	260020452	267603	10/15/2025	1,222.05
	1.9004E+12	260020452	267603	10/15/2025	361.50
INTERSTATE ALL BATTERY CENTER Total					1,583.55
IRON MOUNTAIN	KSWR653	260010095	267604	10/15/2025	5,486.24
IRON MOUNTAIN Total					5,486.24
ISU ATHLETICS	MarchingBandPractice	260080164	267491	10/15/2025	900.00
ISU ATHLETICS Total					900.00
J SPENCER CONSTRUCTION LLC	2321	260020407	267605	10/15/2025	769.00
J SPENCER CONSTRUCTION LLC Total					769.00
JEROME, RUTH H	MILES2025 September	(blank)	267606	10/15/2025	55.86
JEROME, RUTH H Total					55.86
JES & SONS 2-WAY, LLC	92939	260120082	267607	10/15/2025	12,875.00
JES & SONS 2-WAY, LLC Total					12,875.00
JG STEWART CONTRACTORS, INC	5521	260020409	267608	10/15/2025	6,244.45
	5520	260120075	267608	10/15/2025	7,692.00
JG STEWART CONTRACTORS, INC Total					13,936.45
JOHNS, SARA LYN	UCP Check	260010098	267609	10/15/2025	40.00
JOHNS, SARA LYN Total					40.00
JOHNSTONE SUPPLY	7029067	260020449	267610	10/15/2025	24.07
	7028652	260020449	267610	10/15/2025	50.14
	7028675	260020449	267610	10/15/2025	111.34
	7028532	260020449	267610	10/15/2025	29.31
	7028500	260020449	267610	10/15/2025	57.43
JOHNSTONE SUPPLY Total					272.29
KATES, JAZ M	MILES2025 September	(blank)	267611	10/15/2025	6.72
KATES, JAZ M Total					6.72
KEC DESIGN LLC	INV252091	260030090	267612	10/15/2025	2,047.71
KEC DESIGN LLC Total					2,047.71
KEELER, BRADFORD J	UPC	260010114	267613	10/15/2025	69.80
KEELER, BRADFORD J Total					69.80
KEISER, STACY LYN BARRON	MILES2025 September	(blank)	267614	10/15/2025	23.80
KEISER, STACY LYN BARRON Total					23.80

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KELLER, SHEILA ANN	MILES2025 August	(blank)	267615	10/15/2025	42.00
KELLER, SHEILA ANN Total					42.00
KELLEY LETT, DAWN MARIE	UPC	260010113	267616	10/15/2025	71.07
KELLEY LETT, DAWN MARIE Total					71.07
KERR, SEAN C	Reimbursement....	260040130	267617	10/15/2025	4.96
	Fuel reimburse	260120087	267617	10/15/2025	57.34
KERR, SEAN C Total					62.30
Kirchgessner, Rose T	MILES2025 August	(blank)	267618	10/15/2025	13.51
	MILES2025 September	(blank)	267618	10/15/2025	39.83
Kirchgessner, Rose T Total					53.34
KNOLLENBERG, HOLLY N	MILES2025 September	(blank)	267619	10/15/2025	70.42
KNOLLENBERG, HOLLY N Total					70.42
KOSIER, NAOMI RAE	Reimbursement	260090261	267620	10/15/2025	65.39
KOSIER, NAOMI RAE Total					65.39
KOTOWSKI, LINDA JO	MILES2025 September	(blank)	267621	10/15/2025	140.56
KOTOWSKI, LINDA JO Total					140.56
Kurdys, Taylor L	MILES2025 September	(blank)	267622	10/15/2025	104.09
Kurdys, Taylor L Total					104.09
Lain, Katrina R	MILES2025 September	(blank)	267623	10/15/2025	112.00
Lain, Katrina R Total					112.00
LAKE ZURICH CUSD # 95	UCP09302025	260010103	267492	10/15/2025	175.00
LAKE ZURICH CUSD # 95 Total					175.00
LAKE, TRACEY E	UCP09302025	260010102	267493	10/15/2025	49.98
LAKE, TRACEY E Total					49.98
LEARNING A-Z	CI-00307631	260100017	267624	10/15/2025	4,845.00
LEARNING A-Z Total					4,845.00
LEARNWELL	INV268017	260090279	267625	10/15/2025	851.20
LEARNWELL Total					851.20
LEHR, MARGARET AMBROSE LEGATES	UCP10062025	260010110	267494	10/15/2025	477.41
LEHR, MARGARET AMBROSE LEGATES Total					477.41
LIMELITE GRAPHICS	INV-000349	263020156	267626	10/15/2025	162.00
LIMELITE GRAPHICS Total					162.00
LIMINEX, INC.	INV-139834	260070059	267627	10/15/2025	2,321.00
LIMINEX, INC. Total					2,321.00
LINCOLN COMMUNITY HIGH SCHOOL	NWHS GOLF GV 081825	263520082	267495	10/15/2025	150.00
LINCOLN COMMUNITY HIGH SCHOOL Total					150.00
LINCOLN PRAIRIE BEHAVIORAL HEALTH C	2021-21696	260090265	267628	10/15/2025	525.00
	2021-21668	260090263	267628	10/15/2025	525.00
	2021-21647	260090262	267628	10/15/2025	150.00
	2021-21604	260090264	267628	10/15/2025	300.00
LINCOLN PRAIRIE BEHAVIORAL HEALTH C Total					1,500.00

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LINDE GAS & EQUIPMENT INC.	52187574	260020419	267629	10/15/2025	184.72
	52177463	260020453	267629	10/15/2025	113.11
	52187839	260020453	267629	10/15/2025	311.72
LINDE GAS & EQUIPMENT INC. Total					609.55
LKM MOWING & LANDSCAPING	9132	260020458	267630	10/15/2025	3,014.70
	8204	260020458	267630	10/15/2025	1,631.32
	8206	260020458	267630	10/15/2025	3,000.00
	8207	260020458	267630	10/15/2025	1,800.00
	7779	260020458	267630	10/15/2025	63.86
LKM MOWING & LANDSCAPING Total					9,509.88
LOCKPORT TOWNSHIP HIGH SCHOOL	NCHS GOLF BSEC 10625	263510073	267496	10/15/2025	196.00
LOCKPORT TOWNSHIP HIGH SCHOOL Total					196.00
MARKLUND CHILDREN'S HOME	6129	260090284	267631	10/15/2025	925.00
MARKLUND CHILDREN'S HOME Total					925.00
MC MASTER-CARR SUPPLY CO	52510993	260020454	267632	10/15/2025	101.80
	52511683	260020454	267632	10/15/2025	271.30
	52524211	260020454	267632	10/15/2025	918.34
	52534613	260020454	267632	10/15/2025	300.08
	52230414	260020393	267632	10/15/2025	293.24
	51733238	260020393	267632	10/15/2025	208.09
	51774502	260020393	267632	10/15/2025	552.40
	51669554	260020393	267632	10/15/2025	230.02
MC MASTER-CARR SUPPLY CO Total					2,875.27
MCLEAN COUNTY ASPHALT CO, INC	82728-B	260020422	267633	10/15/2025	14,927.00
	82728-A	260020423	267633	10/15/2025	48,250.00
	82609	260020427	267633	10/15/2025	129.36
	82080	260020319	267633	10/15/2025	17,419.00
	81835-C	260020425	267633	10/15/2025	17,306.00
	81835-B	260020424	267633	10/15/2025	29,216.00
	81835-A	260020320	267633	10/15/2025	17,889.00
	80856	260020426	267633	10/15/2025	33,559.00
MCLEAN COUNTY ASPHALT CO, INC Total					178,695.36
MELTON, JERRY D	REIM PLTSTKRS 092925	260120086	267634	10/15/2025	132.93
MELTON, JERRY D Total					132.93
MENARDS LUMBER	65336	263010038	267635	10/15/2025	90.00
	77372	263020148	267635	10/15/2025	108.76
	76165	263010038	267635	10/15/2025	33.32
MENARDS LUMBER Total					232.08
MENKEN, KALEIGH	MILES 2025 AUG	(blank)	267636	10/15/2025	19.60
	MILES 2025 SEPT	(blank)	267636	10/15/2025	35.42
MENKEN, KALEIGH Total					55.02
MEYER, DAMON	MILES 2025 SEPT	(blank)	267497	10/15/2025	105.00
MEYER, DAMON Total					105.00
MIDAMERICAN ENERGY COMPANY RECPLX	INV-7946	263020159	267637	10/15/2025	164.00
MIDAMERICAN ENERGY COMPANY RECPLX Total					164.00
MIDLAND PAPER COMPANY	IN02543052	260020459	267638	10/15/2025	4,494.21
MIDLAND PAPER COMPANY Total					4,494.21

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MIDWEST CONSTRUCTION RENTALS	226516-1	260020438	267639	10/15/2025	375.75
	226248-1	260020402	267639	10/15/2025	561.75
	224559-1	260020402	267639	10/15/2025	876.75
MIDWEST CONSTRUCTION RENTALS Total					1,814.25
MIDWEST EQUIPMENT II	822774	263020139	267640	10/15/2025	239.55
MIDWEST EQUIPMENT II Total					239.55
MIER, ANGELA M	MILES 2025 SEPT	(blank)	267641	10/15/2025	10.43
MIER, ANGELA M Total					10.43
MILES, LUCAS	MILES 2025 SEPT	(blank)	267642	10/15/2025	6.72
MILES, LUCAS Total					6.72
MILLER JANITOR SUPPLY CO.	119905	260020421	267643	10/15/2025	4,596.10
MILLER JANITOR SUPPLY CO. Total					4,596.10
MUGANZI, KENDRA L	MILES2025 September	(blank)	267644	10/15/2025	7.63
	MILES 2025 AUG	(blank)	267644	10/15/2025	6.30
MUGANZI, KENDRA L Total					13.93
MUTUAL WHEEL CO	8928374	260020439	267645	10/15/2025	25.40
MUTUAL WHEEL CO Total					25.40
MYERS, GABRIEL	MILES 2025 AUG	(blank)	267646	10/15/2025	3.50
	MILES 2025 SEPT	(blank)	267646	10/15/2025	45.22
MYERS, GABRIEL Total					48.72
NASCO	876739	260060114	267647	10/15/2025	390.84
NASCO Total					390.84
Neal, Riley E	MILES 2025 SEPT	(blank)	267648	10/15/2025	24.50
Neal, Riley E Total					24.50
NELCO	10226528	260010105	267649	10/15/2025	168.50
NELCO Total					168.50
Nelson, Laura M	MILES 2025 SEPT	(blank)	267650	10/15/2025	29.19
Nelson, Laura M Total					29.19
NEWTON, JORDAN	MILES 2025 SEPT	(blank)	267651	10/15/2025	33.88
	MILES 2025 SEPT SPED	(blank)	267651	10/15/2025	85.96
NEWTON, JORDAN Total					119.84
NORMAL WEST HIGH SCHOOL	NCHS VBALL JV 100425	263510075	267498	10/15/2025	225.00
NORMAL WEST HIGH SCHOOL Total					225.00
NORMALITE NEWSPAPER	FY2026	260010119	267652	10/15/2025	6,000.00
NORMALITE NEWSPAPER Total					6,000.00
NOURIE, JASON E	MILES 2025 AUG	(blank)	267653	10/15/2025	62.72
	MILES 2025 SEPT	(blank)	267653	10/15/2025	234.08
NOURIE, JASON E Total					296.80
NYBAKKE VACUUM SHOP, INC	092425-3	260020456	267654	10/15/2025	799.98
NYBAKKE VACUUM SHOP, INC Total					799.98
OAK BROS TREE CARE & REMOVAL LLC	45071453	260020465	267499	10/15/2025	1,500.00
	45071454	260020465	267499	10/15/2025	1,185.00

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OAK BROS TREE CARE & REMOVAL LLC Total					2,685.00
O'CONNELL, YOLANDA M	MILES 2025 SEPT	(blank)	267655	10/15/2025	185.43
O'CONNELL, YOLANDA M Total					185.43
OSF OCCUPATIONAL HEALTH	239290-00	260020463	267656	10/15/2025	450.00
OSF OCCUPATIONAL HEALTH Total					450.00
OWEN TIRE & AUTO	268973	260120073	267657	10/15/2025	280.00
OWEN TIRE & AUTO Total					280.00
PABST, REBECCA J	REIM SPEAKER 100725	262030051	267658	10/15/2025	27.95
	REIM BOOKS 092025	262030048	267658	10/15/2025	24.03
PABST, REBECCA J Total					51.98
PAFF, CASSIE M	MILES 2025 SEPT	(blank)	267659	10/15/2025	96.32
PAFF, CASSIE M Total					96.32
PAPA MURPHY'S	IL4/9/2025	260030102	267660	10/15/2025	6,111.00
PAPA MURPHY'S Total					6,111.00
PARTS TOWN, LLC	2107038057	260020440	267661	10/15/2025	125.81
	2107012452	260020440	267661	10/15/2025	611.92
	2107012453	260020440	267661	10/15/2025	392.22
	2106999188	260020440	267661	10/15/2025	1,089.64
	2106999189	260020440	267661	10/15/2025	156.72
	2106969841	260020392	267661	10/15/2025	1,740.02
	2106930805	260020392	267661	10/15/2025	617.22
	2106888547	260020392	267661	10/15/2025	163.71
	2106846062	260020392	267661	10/15/2025	688.68
PARTS TOWN, LLC Total					5,585.94
PEARSON	180099	260090281	267662	10/15/2025	4,675.00
PEARSON Total					4,675.00
PEEBLES, GWEN	MILES 2025 SEPT	(blank)	267663	10/15/2025	71.19
PEEBLES, GWEN Total					71.19
PEKIN COMMUNITY HIGH SCHOOL	NCHS GOLF GSEC 10625	263510072	267500	10/15/2025	100.00
	NCHS GOLF B 092625	263510070	267500	10/15/2025	270.00
PEKIN COMMUNITY HIGH SCHOOL Total					370.00
Perumandla, Swetha	MILES 2025 SEPT	(blank)	267664	10/15/2025	7.00
Perumandla, Swetha Total					7.00
PETERSEN, JAMITH L G	MILES 2025 SEPT	(blank)	267665	10/15/2025	20.09
PETERSEN, JAMITH L G Total					20.09
PHONAK	5404639829	260090274	267666	10/15/2025	238.99
PHONAK Total					238.99
PIONEER ATHLETICS	INV-271280	263510071	267667	10/15/2025	814.21
PIONEER ATHLETICS Total					814.21
PIONEER VALLEY BOOKS	I281888	260070063	267668	10/15/2025	148.50
PIONEER VALLEY BOOKS Total					148.50
PRESCOTT, ERICKA J	MILES 2025 SEPT	(blank)	267669	10/15/2025	122.36
PRESCOTT, ERICKA J Total					122.36

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PRESIDIO	6013525006086R	260040119	267670	10/15/2025	261,773.00
PRESIDIO Total					261,773.00
PRESLEY, DEBORAH L	MILES 2025 SEPT	(blank)	267671	10/15/2025	20.51
PRESLEY, DEBORAH L Total					20.51
PRIMO, ABAGAIL EMMA	REIM LAB SUPP 092425	263020144	267672	10/15/2025	21.66
PRIMO, ABAGAIL EMMA Total					21.66
PROFESSIONAL ELECTRIC MOTOR REPAIR	76408	260020405	267673	10/15/2025	28.66
	76409	260020405	267673	10/15/2025	87.60
	76393	260020405	267673	10/15/2025	78.54
PROFESSIONAL ELECTRIC MOTOR REPAIR Total					194.80
QUADIENT FINANCE USA, INC.	STMT 0925	263020143	267674	10/15/2025	1,268.78
QUADIENT FINANCE USA, INC. Total					1,268.78
RAGLAN, MELISSA N	MILES 2025 SEPT	(blank)	267675	10/15/2025	184.17
RAGLAN, MELISSA N Total					184.17
RAVENSBERG INCORPORATED	40161p	260020442	267676	10/15/2025	835.32
RAVENSBERG INCORPORATED Total					835.32
REGIONAL OFFICE OF EDUCATION #17	1002600308	260090259	267677	10/15/2025	19,758.66
	1002600309	260090259	267677	10/15/2025	9,892.04
	1002600228	260050025	267677	10/15/2025	350.00
	1002600006	260080184	267677	10/15/2025	14,000.00
REGIONAL OFFICE OF EDUCATION #17 Total					44,000.70
REPUBLIC SERVICES - #368	0368-001162348A	260020448	267678	10/15/2025	1,397.79
REPUBLIC SERVICES - #368 Total					1,397.79
ROBBINS, MARSHA L	MILES 2025 AUG	(blank)	267679	10/15/2025	14.70
	MILES 2025 SEPT	(blank)	267679	10/15/2025	16.80
ROBBINS, MARSHA L Total					31.50
ROCHESTER 100 INC	INV104878	261120005	267680	10/15/2025	376.75
ROCHESTER 100 INC Total					376.75
ROGERS SUPPLY COMPANY INC	BL070045	260020441	267681	10/15/2025	69.36
	BL069878	260020441	267681	10/15/2025	375.54
	BL069725	260020391	267681	10/15/2025	153.38
	BL069488	260020391	267681	10/15/2025	255.72
ROGERS SUPPLY COMPANY INC Total					854.00
ROOKER, BETH A	MILES 2025 SEPT	(blank)	267682	10/15/2025	67.90
ROOKER, BETH A Total					67.90
RUDGE, AMBER DAWN	MILES2025 September	(blank)	267683	10/15/2025	12.46
RUDGE, AMBER DAWN Total					12.46
RUEHRDANZ, BRAD	UCP09302025	260010106	267501	10/15/2025	500.00
RUEHRDANZ, BRAD Total					500.00
SALVATI, DAWN	REIM SLP SUPP 100725	260110015	267684	10/15/2025	49.88
	REIM GESTALT 092725	(blank)	267684	10/15/2025	174.50
SALVATI, DAWN Total					224.38

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SALYER, TISA MARIE	MILES 2025 SEPT	(blank)	267685	10/15/2025	57.75
SALYER, TISA MARIE Total					57.75
SCHENK, GILLIAN S	REIM AP INC 100725	263020164	267686	10/15/2025	129.37
	REIM AP INC 092525	263020141	267686	10/15/2025	23.13
	REIM TEMU 092425	263020138	267686	10/15/2025	132.44
SCHENK, GILLIAN S Total					284.94
SCHMIDT, THERESE F	MILES 2025 AUG	(blank)	267687	10/15/2025	32.13
	MILES 2025 SEPT	(blank)	267687	10/15/2025	259.91
SCHMIDT, THERESE F Total					292.04
SCHOLASTIC INC EDUCATION	STMT 1025	(blank)	267688	10/15/2025	(8.28)
		5297430 260060152	267688	10/15/2025	914.72
SCHOLASTIC INC EDUCATION Total					906.44
SCHOOL HEALTH CORPORATION	CINV000281059	263510069	267689	10/15/2025	41.71
SCHOOL HEALTH CORPORATION Total					41.71
SCHROEN, STACI NICOLE	MILES 2025 SEPT	(blank)	267690	10/15/2025	149.59
SCHROEN, STACI NICOLE Total					149.59
SCHWEERS, MARY ANN	ST MARYS 0925	260070062	267691	10/15/2025	315.00
SCHWEERS, MARY ANN Total					315.00
SCOTT, BRIDGET	MILES 2025 SEPT	(blank)	267692	10/15/2025	41.02
SCOTT, BRIDGET Total					41.02
SCOTT, ROBERT W	MILES 2025 AUG	(blank)	267693	10/15/2025	15.19
	MILES 2025 SEPT	(blank)	267693	10/15/2025	45.57
SCOTT, ROBERT W Total					60.76
SECRETARY OF STATE, SAFE RIDE SECTION	BUS CERT 2025	260090294	267502	10/15/2025	4.00
SECRETARY OF STATE, SAFE RIDE SECTION Total					4.00
SERV-U RESTAURANT & BAR SUPPLY		881610 260030098	267694	10/15/2025	1,730.00
SERV-U RESTAURANT & BAR SUPPLY Total					1,730.00
SHOWALTER, KAREN R	MILES 2025 AUG/SEPT	(blank)	267695	10/15/2025	34.02
SHOWALTER, KAREN R Total					34.02
SINGH, JESSICA K	MILES 2025 OCT	(blank)	267696	10/15/2025	5.04
SINGH, JESSICA K Total					5.04
SIPCO	UCP10062025	260010109	267503	10/15/2025	500.00
SIPCO Total					500.00
SMITH, STACY R	REIM SLP TOOLKIT 914	260090260	267697	10/15/2025	172.00
SMITH, STACY R Total					172.00
SOLIANT HEALTH, LLC		21280336 260090283	267698	10/15/2025	4,125.00
		21270029 260090266	267698	10/15/2025	4,125.00
SOLIANT HEALTH, LLC Total					8,250.00
SPRINGSHARE LLC	25-R4700	260080180	267699	10/15/2025	1,655.00
SPRINGSHARE LLC Total					1,655.00
STEVENS, LORI JOANN	REIM RR SUPP 082525	260070057	267700	10/15/2025	449.30
STEVENS, LORI JOANN Total					449.30

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Stewart, Christine Kay	REIM SB CLOTH 080525	261110012	267701	10/15/2025	12.97
Stewart, Christine Kay Total					12.97
STRATUS NETWORKS, INC.	238362	260040126	267702	10/15/2025	340.67
STRATUS NETWORKS, INC. Total					340.67
STUARD & ASSOCIATES, INC	55205	260020400	267703	10/15/2025	840.00
STUARD & ASSOCIATES, INC Total					840.00
SUNBELT RENTALS INC	173857754-0001	260020443	267704	10/15/2025	630.00
	172227487-0003	260020443	267704	10/15/2025	92.25
	172152810-0002	260020443	267704	10/15/2025	(59.99)
	168691174-0001	260020443	267704	10/15/2025	19.00
SUNBELT RENTALS INC Total					681.26
SWANN SPECIAL CARE CENTER	STMT 0925	260090277	267705	10/15/2025	6,899.13
SWANN SPECIAL CARE CENTER Total					6,899.13
TAYLOR, KEITH	MILES 2025 SEPT	(blank)	267706	10/15/2025	56.00
TAYLOR, KEITH Total					56.00
TEAM AUTOMOTIVE AND TIRE	310930	260120074	267707	10/15/2025	40.00
	310828	260020418	267707	10/15/2025	40.00
	7836604	260020417	267707	10/15/2025	943.95
	310779	260020418	267707	10/15/2025	40.00
TEAM AUTOMOTIVE AND TIRE Total					1,063.95
TELUS HEALTH (US) LTD.	2440037	260050024	267708	10/15/2025	9,514.44
TELUS HEALTH (US) LTD. Total					9,514.44
TEMPLES, SHEA	MILES 2025 SEPT	(blank)	267709	10/15/2025	77.00
TEMPLES, SHEA Total					77.00
THE FITNESS CONNECTION	9232537	260080138	267710	10/15/2025	14,650.00
THE FITNESS CONNECTION Total					14,650.00
THE MUSIC SHOPPE, INC	4026829	262010031	267711	10/15/2025	42.50
	3984993	262040016	267711	10/15/2025	317.00
	4010797	262040016	267711	10/15/2025	25.00
	4006422	262020032	267711	10/15/2025	56.31
	4003764	262020032	267711	10/15/2025	22.52
	4003958	262020032	267711	10/15/2025	18.27
	3997352	262020032	267711	10/15/2025	99.39
	3982373	262040017	267711	10/15/2025	5,238.00
THE MUSIC SHOPPE, INC Total					5,818.99
THE OMNI GROUP	2510-7601	260010107	267712	10/15/2025	50.00
THE OMNI GROUP Total					50.00
THOENNES, GERALD DUANE	REIM FUEL 092625	263520087	267713	10/15/2025	50.00
THOENNES, GERALD DUANE Total					50.00
TURNER, JUSTIN	MILES 2025 SEPT	(blank)	267714	10/15/2025	66.71
TURNER, JUSTIN Total					66.71
ULINE	198111629	260020433	267715	10/15/2025	4,177.42
	198012808	260020433	267715	10/15/2025	2,559.22
ULINE Total					6,736.64

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
UNIT 5 DECKER INDUSTRIES	133 100725	263020162	267716	10/15/2025	15.00
	134 100725	263020162	267716	10/15/2025	15.00
	126 092925	263020149	267716	10/15/2025	42.00
	109 082925	260110014	267716	10/15/2025	20.00
UNIT 5 DECKER INDUSTRIES Total					92.00
UNITED PIPE & SUPPLY CO, INC	3419592	260020429	267717	10/15/2025	61.49
UNITED PIPE & SUPPLY CO, INC Total					61.49
US MECHANICAL SERVICES, INC	31605	260020428	267718	10/15/2025	1,233.94
US MECHANICAL SERVICES, INC Total					1,233.94
VEMULA, SRILAXMI	MILES 2025 SEPT	(blank)	267719	10/15/2025	7.70
VEMULA, SRILAXMI Total					7.70
VERHULST, KAITLYN R	REIM GESTALT 092725	(blank)	267720	10/15/2025	150.00
VERHULST, KAITLYN R Total					150.00
VESTIS SERVICES, LLC	6130668342	260020249	267721	10/15/2025	17.60
	6130668343	260020249	267721	10/15/2025	29.50
	6130667605	260020249	267721	10/15/2025	37.00
	6130667606	260020249	267721	10/15/2025	21.20
	6130667609	260020249	267721	10/15/2025	8.80
	6130666776	260020249	267721	10/15/2025	12.60
	6130666791	260020249	267721	10/15/2025	13.00
	6130666827	260020249	267721	10/15/2025	22.50
	6130666850	260020249	267721	10/15/2025	21.20
	6130666238	260020249	267721	10/15/2025	2.20
	6130666285	260020249	267721	10/15/2025	20.19
	6130666286	260020249	267721	10/15/2025	63.80
	6130665684	260020249	267721	10/15/2025	8.40
	6130665741	260020249	267721	10/15/2025	2.80
	6130664918	260020249	267721	10/15/2025	29.50
	6130664984	260020249	267721	10/15/2025	12.80
	6130664203	260020249	267721	10/15/2025	37.00
	6130664204	260020249	267721	10/15/2025	21.20
	6130664205	260020249	267721	10/15/2025	20.80
	6130664232	260020249	267721	10/15/2025	10.20
	6130663450	260020249	267721	10/15/2025	22.50
	6130662883	260020249	267721	10/15/2025	7.60
	6130662932	260020249	267721	10/15/2025	37.20
	6130662933	260020249	267721	10/15/2025	63.80
	6130662934	260020249	267721	10/15/2025	11.00
	6130662935	260020249	267721	10/15/2025	15.70
6130662352	260020249	267721	10/15/2025	11.60	
6130662378	260020249	267721	10/15/2025	6.20	
6130662406	260020249	267721	10/15/2025	18.40	
6130661544	260020249	267721	10/15/2025	17.60	
6130661545	260020249	267721	10/15/2025	29.50	
VESTIS SERVICES, LLC Total					653.39
VILLAGE OF CARLOCK.	11526	260020001	267722	10/15/2025	166.13
VILLAGE OF CARLOCK. Total					166.13
VOLKER, EMILY C	MILES 2025 SEPT	(blank)	267723	10/15/2025	81.69
VOLKER, EMILY C Total					81.69
VPA EXTERNAL PROGRAMS	718602	263020155	267724	10/15/2025	275.00

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
VPA EXTERNAL PROGRAMS Total					275.00
WALKER, VALENTINE S	REIM SCIENCE 100325	263020165	267725	10/15/2025	95.41
WALKER, VALENTINE S Total					95.41
WASHINGTON HIGH SCHOOL	NWHS GOLF GREG 93025	263520083	267504	10/15/2025	225.00
WASHINGTON HIGH SCHOOL Total					225.00
WATTS COPY SYSTEMS, INC - SALES	1443706	260040120	267726	10/15/2025	50.00
WATTS COPY SYSTEMS, INC - SALES Total					50.00
WATTS COPY SYSTEMS, INC. - LEASING	40299682	260010021	267727	10/15/2025	5,546.85
WATTS COPY SYSTEMS, INC. - LEASING Total					5,546.85
WEATHERPROOFING TECHNOLOGIES, INC.	98274045	2504810	267728	10/15/2025	394,948.03
WEATHERPROOFING TECHNOLOGIES, INC. Total					394,948.03
WEBB, LESLIE MARIE	MILES 2025 SEPT	(blank)	267729	10/15/2025	190.40
	REIM MEAL 091825	260100020	267729	10/15/2025	40.00
WEBB, LESLIE MARIE Total					230.40
WEBSTER, SHELLEY C	MILES 2025 SEPT	(blank)	267730	10/15/2025	40.04
WEBSTER, SHELLEY C Total					40.04
WELLWOOD, ABIGAIL	MILES 2025 SEPT	(blank)	267731	10/15/2025	45.57
WELLWOOD, ABIGAIL Total					45.57
WENDELL NIEPAGEN GREENHOUSES	222903	260020455	267732	10/15/2025	238.73
	220167	260020455	267732	10/15/2025	362.93
WENDELL NIEPAGEN GREENHOUSES Total					601.66
WEVIDEO INC.	CINV14212	260080165	267733	10/15/2025	11,435.55
WEVIDEO INC. Total					11,435.55
WHEELER, SAMUEL JAMES	MILES 2025 SEPT	(blank)	267734	10/15/2025	112.70
WHEELER, SAMUEL JAMES Total					112.70
WILLSCOT MOBILE MINI	9024587945	260040122	267735	10/15/2025	240.00
	9024587944	260040123	267735	10/15/2025	240.00
	9024587943	260040124	267735	10/15/2025	240.00
	9024587942	260040125	267735	10/15/2025	235.00
WILLSCOT MOBILE MINI Total					955.00
WINSLER, ANNETTE	MILES 2025 SEPT	(blank)	267736	10/15/2025	25.90
WINSLER, ANNETTE Total					25.90
WINSUPPLY	390312 01	260020430	267737	10/15/2025	144.55
	390066 01	260020430	267737	10/15/2025	198.82
	389435 01	260020430	267737	10/15/2025	229.00
WINSUPPLY Total					572.37
WITZIG, PAMELA A	REIM SUPPLIES 090625	263010044	267738	10/15/2025	263.50
WITZIG, PAMELA A Total					263.50
Wynters, Mark A	REIM BIO LAB 092525	263020147	267739	10/15/2025	78.52
Wynters, Mark A Total					78.52
XEROX IT SOLUTIONS	7065789	260040127	267740	10/15/2025	100.00
XEROX IT SOLUTIONS Total					100.00

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
YAKLICH, MEGAN KATHRYN	REIM MATERIAL 080825	261220012	267741	10/15/2025	374.56
YAKLICH, MEGAN KATHRYN Total					374.56
YOUTHBUILD MCLEAN CO.CHARTER SCHOOL	070125-093025	260080167	267505	10/15/2025	53,947.02
YOUTHBUILD MCLEAN CO.CHARTER SCHOOL Total					53,947.02
ZIMMERMAN, CLAIRE CHRISTINE	MILES 2025 SEPT	(blank)	267742	10/15/2025	162.19
ZIMMERMAN, CLAIRE CHRISTINE Total					162.19
ZINK, LAURA SUSANNE	MILES 2025 SEPT	(blank)	267743	10/15/2025	75.25
ZINK, LAURA SUSANNE Total					75.25
Grand Total					4,096,418.59

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Fund	Amount
10	2,365,075.93
20	245,512.66
30	5,532.00
40	986,516.46
80	22,470.00
90	471,311.54
Grand Total	4,096,418.59

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A DRAIN DOCTOR	10598	260020397	267307	9/30/2025	667.50
A DRAIN DOCTOR Total					667.50
ADKINS TRAK TIMING ASSOCIATES	11152 2nd payment	(blank)	49339	9/25/2025	218.00
ADKINS TRAK TIMING ASSOCIATES Total					218.00
ADVANCE AUTO PARTS	6.25353E+12	260020020	267308	9/30/2025	9.50
	6.25353E+12	260020020	267308	9/30/2025	53.98
	6.25353E+12	260020020	267308	9/30/2025	157.73
	6.25353E+12	260120006	267308	9/30/2025	982.58
	6.25353E+12	260020020	267308	9/30/2025	33.66
	6.25353E+12	260120006	267308	9/30/2025	157.99
ADVANCE AUTO PARTS Total					1,395.44
ALL SMALL ENGINES N MORE	7806	260120067	267309	9/30/2025	66.00
ALL SMALL ENGINES N MORE Total					66.00
ALT, JESSICA L	Banner purchase	260090246	267310	9/30/2025	65.00
ALT, JESSICA L Total					65.00
AMAZON CAPITAL SERVICES	16T1PR7M6PKC	269230040	49391	10/9/2025	19.99
	1JF7TK49617N	269230039	49384	10/3/2025	29.99
	1KXF-CHQV-4FHR	260060112	267311	9/30/2025	279.83
	1NGQ-D17Y-49HV	262020022	267311	9/30/2025	102.67
	1DGH-9CFY-4QXK	262020023	267311	9/30/2025	165.49
	1L46-47LD-6FYW	262030032	267311	9/30/2025	169.99
	16XF-LLJJ-4XDY	263020137	267311	9/30/2025	41.00
	14V3-MCQ1-6PXJ	263030007	267311	9/30/2025	134.83
	193C-D9FK-6JYV	260050019	267311	9/30/2025	47.51
	1XFD-WCC9-3M6J	260060105	267311	9/30/2025	263.06
	1761-KM4W-DM1R	260060107	267311	9/30/2025	277.14
	11WD-JMXP-3WW6	260090244	267311	9/30/2025	34.25
	14V3-MCQ1-3NNC	260090245	267311	9/30/2025	561.88
	16XF-LLJJ-4193	260090250	267311	9/30/2025	69.99
	1FRTL M FN6L96	269230038	49373	10/1/2025	229.10
	19RT-L9GN-YNCP	260060104	267311	9/30/2025	263.07
	1HLD-3RY4-YQKM	260060106	267311	9/30/2025	257.36
	16NG-XH4V-YFR4	260060108	267311	9/30/2025	277.96
	19L3-TJ3X-PX7X	260050019	267311	9/30/2025	47.51
	1KKN-W639-F1G9	263020133	267311	9/30/2025	178.43
	16HG-WTRY-D69J	261230018	267311	9/30/2025	82.23
	1TCL-V7YJ-DND4	261230019	267311	9/30/2025	9.49
	1XX4-NLL6-FQGX	260020384	267311	9/30/2025	90.46
	1NYNDTMYC37G	269230037	49367	9/29/2025	131.16
	13CF-CPL1-7KKY	262020020	267311	9/30/2025	59.99
	1NW9-4PDH-7GLQ	262020021	267311	9/30/2025	19.99
	1M1X-J7LX-77KV	262020024	267311	9/30/2025	29.64
	19YX-L7H9-4QLM	262030042	267311	9/30/2025	20.62
	1FR6-JNHN-44CC	261130017	267311	9/30/2025	61.38
	1FPQ-6MG9-DDW6	260060099	267311	9/30/2025	66.74
	1W1G-4HTG-3FJV	260060100	267311	9/30/2025	65.74
	1N6G-6V4W-6CQP	260060101	267311	9/30/2025	65.75
	1W1G-4HTG-69YR	260060103	267311	9/30/2025	145.18
	19YX-L7H9-4F31	260060118	267311	9/30/2025	178.79
	1QK3-7P4D-441K	260060119	267311	9/30/2025	178.79
	1G4V-N7LF-69CR	260060120	267311	9/30/2025	178.79
	1GCD-DPM6-6KKJ	260060121	267311	9/30/2025	178.79
	1V9G-CR6C-FFYP	260090218	267311	9/30/2025	40.97
	1N36-6VP3-4QD9	261050007	267311	9/30/2025	79.23

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
AMAZON CAPITAL SERVICES	1YH4-FLXK-6RNC	261050008	267311	9/30/2025	19.99
	193N-TT7M-CH7K	263020134	267311	9/30/2025	21.30
	134N-LWWL-3KVL	263030005	267311	9/30/2025	111.70
	1DGL-DM6Q-46FF	261110008	267311	9/30/2025	24.99
	13MR-3VM6-4KMW	260060116	267311	9/30/2025	152.88
	1FNP-KDKQ-4FTK	260060117	267311	9/30/2025	152.88
	17NW-DLFL-CK1F	260060122	267311	9/30/2025	68.91
	1WGY-QDRL-FTJ9	260090212	267311	9/30/2025	9.99
	1XWD-G3HR-4MNM	260090215	267311	9/30/2025	15.99
	1DG9-GVYT-9NRV	260090235	267311	9/30/2025	388.00
	1XWDG3HR3N1X	269230036	49340	9/25/2025	31.99
	1CXJ-GCQH-33FR	(blank)	267311	9/30/2025	(6.96)
	11F1-3TXL-661P	263020117	267311	9/30/2025	53.94
	1PX4-M779-6FRF	263020125	267311	9/30/2025	132.99
	1QKC-374Y-7YHK	261110006	267311	9/30/2025	1,153.43
	1GMC-CL4V-7HRV	260060115	267311	9/30/2025	239.80
	1DJR-7R3P-346T	260090232	267311	9/30/2025	376.35
	1HTK-R164-3VHV	260090234	267311	9/30/2025	115.44
	1M9P-PRVV-4YR1	260100018	267311	9/30/2025	108.60
	1Y17-PFDR-3F4C	260100018	267311	9/30/2025	45.42
	1MD1-THDY-C7R3	262020017	267311	9/30/2025	502.28
	1W33-PLRD-9RRL	262030040	267311	9/30/2025	43.39
	1N9G-QRL7-FPXW	261110009	267311	9/30/2025	256.01
	1VLH-DTLW-1NVX	261140001	267311	9/30/2025	324.84
	11WR-NTDL-99WV	260080158	267311	9/30/2025	43.16
	1QCV-GTP1-4X1Y	260090174	267311	9/30/2025	4,252.86
	16X6-X7TD-C3JJ	260090177	267311	9/30/2025	27.95
	1YDR-GTXJ-DYQV	260090233	267311	9/30/2025	425.55
	1WK6X6WMC44V	269230032	49340	9/25/2025	107.24
	11KQ-6XDD-11FL	(blank)	267311	9/30/2025	(102.99)
	1TYK-L7QR-JPHV	(blank)	267311	9/30/2025	(15.28)
	1TYK-L7QR-JPQ9	(blank)	267311	9/30/2025	(45.84)
	1JXX-NC16-VMV4	(blank)	267311	9/30/2025	(468.49)
	1JQN-XQJX-LXDH	260090177	267311	9/30/2025	12.34
	14N9-CTT1-MKMM	260090218	267311	9/30/2025	491.65
	1JLT-QQGP-9CWM	263020118	267311	9/30/2025	120.64
	1TG9-YJXK-9J4H	263020121	267311	9/30/2025	12.80
	1LQM-N9FQ-9HT4	263020122	267311	9/30/2025	34.76
	1JQN-XQJX-CD37	260090151	267311	9/30/2025	14.66
	1LQM-N9FQ-GMTM	260090215	267311	9/30/2025	388.95
1RYT476M94T9	269230035	49340	9/25/2025	22.88	
11F6-49DN-79DK	263020087	267311	9/30/2025	51.90	
1YVK-J6KG-3QTY	260080151	267311	9/30/2025	117.97	
1NP9-WL6R-44HG	260090221	267311	9/30/2025	148.50	
1JQR-9C1X-4379	262030038	267311	9/30/2025	72.67	
13YJ-FYV7-4CPC	263020112	267311	9/30/2025	560.00	
1DFL-V6JG-4QKJ	263020114	267311	9/30/2025	21.82	
1GD3-3Y9R-4JXD	263020116	267311	9/30/2025	34.58	
1N3D-QJVL-4GCT	260090212	267311	9/30/2025	578.71	
1VC4-D6D7-6V9N	260100015	267311	9/30/2025	102.92	
1DFLV6JG4PC3	269230033	49325	9/18/2025	149.85	
1WHP-JF7N-7P91	(blank)	267311	9/30/2025	(19.98)	
1WVK-4LQX-7KH7	260080148	267311	9/30/2025	32.34	
1Y94YGP3M3F1V	269230031	49325	9/18/2025	119.10	
1JQH-HW9D-9TFG	261130013	267311	9/30/2025	73.97	
1JXJHHGLKMMV	269230025	49325	9/18/2025	473.69	
1391-H41T-XTCP	260060109	267311	9/30/2025	272.97	
1WLF-C1NW-7NFG	260060096	267311	9/30/2025	237.64	
AMAZON CAPITAL SERVICES Total					17,830.42

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AMERICAN PEST CONTROL	839961	260020341	267312	9/30/2025	125.00
AMERICAN PEST CONTROL Total					125.00
ARLINGTON HEIGHTS VILLAGE	3140749 (blank)		0	10/1/2025	10,238.62
ARLINGTON HEIGHTS VILLAGE Total					10,238.62
AVANTI'S ITALIAN RESTAURANT -BLOOMINGTON	V22747488 (blank)		7191	10/9/2025	336.65
	3728 (blank)		49892	10/9/2025	96.50
	5970 (blank)		49892	10/9/2025	245.86
	FB & VB Concessions (blank)		49892	10/9/2025	402.25
	Oct 2025 Statement (blank)		49392	10/9/2025	2,071.50
	October 1, 2025-PJHS (blank)		22776	10/10/2025	984.25
	V11476825 (blank)		15858	10/3/2025	197.85
	5150 (blank)		49833	9/25/2025	166.05
	5252 (blank)		49815	9/22/2025	160.24
AVANTI'S ITALIAN RESTAURANT -BLOOMINGTON Total					4,661.15
B & B AWARDS & RECOGNITION	V46443434 (blank)		7192	10/9/2025	40.00
	20057041 (blank)		49893	10/9/2025	212.50
	20056832 (blank)		49874	10/6/2025	423.29
	20057046 (blank)		49874	10/6/2025	128.00
	20056867 (blank)		49341	9/25/2025	158.90
B & B AWARDS & RECOGNITION Total					962.69
BACH, BOYD	XC Avanti's (blank)		49342	9/25/2025	261.85
BACH, BOYD Total					261.85
BARR, KARA E	V9560910 (blank)		5566	9/23/2025	77.72
BARR, KARA E Total					77.72
BARTH, JOSEPH	UCP2025-NCWHSATHL (blank)		20986	10/3/2025	55.00
BARTH, JOSEPH Total					55.00
BAUER CROPS & CATTLE	1160 (blank)		49894	10/9/2025	99.00
	1158 (blank)		49816	9/22/2025	122.00
BAUER CROPS & CATTLE Total					221.00
BEER, JULIA RENEE	V36744284 (blank)		7198	10/10/2025	30.00
BEER, JULIA RENEE Total					30.00
BEIERSDORF, PAUL	Swim Official 10/9 (blank)		49895	10/9/2025	80.00
BEIERSDORF, PAUL Total					80.00
BENNETT ELECTRONICS	38286 260040117		267313	9/30/2025	512.00
	38285 260040118		267313	9/30/2025	549.00
	38240 260040078		267313	9/30/2025	6,107.00
	38253 260040093		267313	9/30/2025	2,254.00
	38252 260040114		267313	9/30/2025	512.00
BENNETT ELECTRONICS Total					9,934.00
BENNETT, TARA MARIE	MILES2025 September (blank)		267314	9/30/2025	21.42
BENNETT, TARA MARIE Total					21.42
BERARDI, ANTHONY S	Popcorn (blank)		49368	9/29/2025	21.98
BERARDI, ANTHONY S Total					21.98
BERGMANN, JOHN D	Reimbursement. 263010040		267315	9/30/2025	135.40
BERGMANN, JOHN D Total					135.40

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BERGUE, MORTON CHARLES	Varsity Choreo Clean	(blank)	49855	9/30/2025	2,471.00
BERGUE, MORTON CHARLES Total					2,471.00
BIERBAUM, JOHN	Model UN	(blank)	49393	10/9/2025	46.72
	Soda	(blank)	49393	10/9/2025	26.34
	Model UN Pizza	(blank)	49343	9/25/2025	27.25
BIERBAUM, JOHN Total					100.31
BILL'S KEY & LOCK SHOP		188253 260020340	267316	9/30/2025	15.00
		188640 260020398	267316	9/30/2025	10.06
		188645 260020398	267316	9/30/2025	14.93
BILL'S KEY & LOCK SHOP Total					39.99
BIRD, JAMIE	V64849632	(blank)	1977	10/7/2025	96.82
BIRD, JAMIE Total					96.82
BISHOP BROS, INC		250819 260020358	267317	9/30/2025	47,756.00
BISHOP BROS, INC Total					47,756.00
BISHOP, JOHN	Swim Official 10/9	(blank)	49896	10/9/2025	80.00
BISHOP, JOHN Total					80.00
BLAUM, MELISSA MARIE	Reimbursement.	260060093	267318	9/30/2025	45.00
BLAUM, MELISSA MARIE Total					45.00
BLICK ART MATERIALS	V56376199	(blank)	3196	9/22/2025	32.67
BLICK ART MATERIALS Total					32.67
BLISS, PAUL ANDREW	XC	(blank)	22771	10/3/2025	334.95
BLISS, PAUL ANDREW Total					334.95
BLOOMINGTON BISON	V72442607	(blank)	15859	10/3/2025	100.00
	V91510229	(blank)	15854	9/25/2025	100.00
BLOOMINGTON BISON Total					200.00
BLOOMINGTON HIGH SCHOOL	GirlsGolf 8/22/25	263520064	267282	9/30/2025	150.00
BLOOMINGTON HIGH SCHOOL Total					150.00
BLUE CROSS BLUE SHIELD OF ILLINOIS		7.60673E+11 (blank)	0	10/7/2025	70,819.67
		3.83163E+11 (blank)	0	9/29/2025	346,614.75
		3.83166E+11 (blank)	0	9/23/2025	509,309.75
BLUE CROSS BLUE SHIELD OF ILLINOIS Total					926,744.17
BLUE SPRINGS, INC.		50413 (blank)	22761	9/18/2025	1,545.00
		50388 260020339	267319	9/30/2025	240.00
BLUE SPRINGS, INC. Total					1,785.00
BLUMENSHINE, JOSEPH GERALD	Clothing allowance..	260020365	267320	9/30/2025	-
BLUMENSHINE, JOSEPH GERALD Total					-
BLUSKY RESTORATION CONTRACTORS, LLC		263426 260020390	267321	9/30/2025	2,486.00
		263436 260020401	267321	9/30/2025	10,980.48
BLUSKY RESTORATION CONTRACTORS, LLC Total					13,466.48
BOENZI, JONATHAN D	FB Food Reimb	(blank)	49897	10/9/2025	172.48
BOENZI, JONATHAN D Total					172.48
BOVENKERK, BRADLEY ALAN	Videography Equip	(blank)	49834	9/25/2025	2,072.71

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BOVENKERK, BRADLEY ALAN Total					2,072.71	
BOZARTH, SAMANTHA	V20067939	(blank)	6493	9/25/2025	24.04	
BOZARTH, SAMANTHA Total					24.04	
BRAFFET BERRY FARM & ORCHARD, LLC.	V5905949	(blank)	9589	9/29/2025	464.00	
	V66062991	(blank)	6494	9/25/2025	744.00	
BRAFFET BERRY FARM & ORCHARD, LLC. Total					1,208.00	
BRIENEN, NICOLE E	V32929420	(blank)	15865	10/9/2025	63.79	
	V41459100	(blank)	15865	10/9/2025	107.95	
BRIENEN, NICOLE E Total					171.74	
BROACH, JAMES C	V94946765	(blank)	25482	9/25/2025	76.00	
BROACH, JAMES C Total					76.00	
BROWN, JESSIE	Reimbursement.	260090249	267322	9/30/2025	129.00	
BROWN, JESSIE Total					129.00	
BSN SPORTS	V89543980	(blank)	25496	10/7/2025	574.55	
	931381177	(blank)	49856	9/30/2025	599.32	
	930130897	(blank)	49369	9/29/2025	1,098.32	
	930223456	(blank)	49344	9/25/2025	1,735.23	
	930568216	(blank)	49344	9/25/2025	424.50	
	930975506	(blank)	49817	9/22/2025	162.74	
	931018135	(blank)	49326	9/18/2025	274.31	
	930691161	263510066	267323	9/30/2025	1,127.72	
	930140648	263510066	267323	9/30/2025	2,467.32	
BSN SPORTS Total					8,464.01	
BUDAK, HEATHER L	Iron invite awards25	(blank)	49835	9/25/2025	565.44	
	Reissue Check 126534	(blank)	127199	10/3/2025	448.00	
BUDAK, HEATHER L Total					1,013.44	
BUHROW, MARIANNE	V61505286	(blank)	7188	9/30/2025	46.47	
BUHROW, MARIANNE Total					46.47	
BUHROW, STEPHANIE GRACE	V77392454	(blank)	7189	9/30/2025	625.82	
BUHROW, STEPHANIE GRACE Total					625.82	
BURGESS, JOE FRANKLIN	MILES2025 August	(blank)	267324	9/30/2025	110.18	
BURGESS, JOE FRANKLIN Total					110.18	
BUSHUE BACKGROUND SCREENING	McLean5-20250731	260050021	267325	9/30/2025	5,130.00	
	McLean5EHR-20250731	260050021	267325	9/30/2025	2,080.00	
	McLean5Misc-20250731	260050021	267325	9/30/2025	3,228.75	
	McLean5vols-20250731	260050021	267325	9/30/2025	128.00	
BUSHUE BACKGROUND SCREENING Total					10,566.75	
CANAS, ANDREA	IC VB Athletic train	(blank)	49875	10/6/2025	105.00	
CANAS, ANDREA Total					105.00	
CAREY, KATHLEEN SUSAN	V73085418	(blank)	25487	9/29/2025	16.91	
CAREY, KATHLEEN SUSAN Total					16.91	
CARLE BROMENN TC		81825	260090224	267326	9/30/2025	5.00
CARLE BROMENN TC Total					5.00	
CARTER, LYN MARIE	XC Pizza	(blank)	49345	9/25/2025	229.25	

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CARTER, LYN MARIE Total					229.25
CASEY'S GARDEN CENTER	652535	260020389	267327	9/30/2025	49.99
	652081	(blank)	49346	9/25/2025	27.75
	V63372840	(blank)	2837	9/19/2025	159.99
CASEY'S GARDEN CENTER Total					237.73
CCMSI	0186913-IN	(blank)	0	10/3/2025	126,156.57
	0171099-IN	260010093	267328	9/30/2025	7,016.00
CCMSI Total					133,172.57
CELL ELECTRIC LLC	24-1639	260020352	267329	9/30/2025	3,868.00
CELL ELECTRIC LLC Total					3,868.00
CENTRAL CATHOLIC HIGH SCHOOL	Reissue Check 126171	(blank)	127200	10/3/2025	287.50
CENTRAL CATHOLIC HIGH SCHOOL Total					287.50
CENTRAL ILLINOIS TRUCKS INC	101W67041	260020369	267330	9/30/2025	597.96
CENTRAL ILLINOIS TRUCKS INC Total					597.96
CHAMPAIGN CENTENNIAL HS	GirlsGolf 9/26/25	263520063	267283	9/30/2025	250.00
CHAMPAIGN CENTENNIAL HS Total					250.00
CHAMPAIGN CENTRAL HIGH SCHOOL	BoysGolf 8/15/25	263520076	267284	9/30/2025	200.00
CHAMPAIGN CENTRAL HIGH SCHOOL Total					200.00
CHELI, SHARRI LOUISE	Avanti's reimburse	263020127	267331	9/30/2025	83.55
CHELI, SHARRI LOUISE Total					83.55
CHIDDIX JUNIOR HIGH SCHOOL	V32528867	(blank)	25481	9/18/2025	1,000.00
CHIDDIX JUNIOR HIGH SCHOOL Total					1,000.00
Childers, Leonard	9/1-12/25 hours	260090220	267332	9/30/2025	2,310.00
Childers, Leonard Total					2,310.00
CHILDREN AND ELDERS FOREST	V326000	(blank)	5328	10/8/2025	175.00
CHILDREN AND ELDERS FOREST Total					175.00
CHILDREN'S DISCOVERY MUSEUM	V98763252	(blank)	7371	10/7/2025	2,400.00
CHILDREN'S DISCOVERY MUSEUM Total					2,400.00
CHILES, KATIE	XC Team Meal 1	(blank)	49394	10/9/2025	221.92
CHILES, KATIE Total					221.92
CITY OF BLOOMINGTON - UTILITIES	1716354	260010005	267472	10/8/2025	1,528.69
	1699059	260010005	267274	9/24/2025	442.45
	1701081	260010005	267274	9/24/2025	742.95
	1701597	260010005	267274	9/24/2025	886.20
	1701872	260010005	267274	9/24/2025	1,002.88
CITY OF BLOOMINGTON - UTILITIES Total					4,603.17
CLAYTON HOLDINGS, LLC	307925	260010016	267333	9/30/2025	29,602.15
CLAYTON HOLDINGS, LLC Total					29,602.15
Coffey, Christopher John	Reimburse fuel	260120064	267334	9/30/2025	55.00
	JV Match-PND	(blank)	49857	9/30/2025	26.00
	JV intercity	(blank)	49836	9/25/2025	29.51
Coffey, Christopher John Total					110.51

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COLFAX CORPORATION		13766	260020387	267335	9/30/2025	9,878.07
		13705	260020387	267335	9/30/2025	26,865.00
COLFAX CORPORATION Total					36,743.07	
COLORADO TIME SYSTEMS, LLC.	2020908-IN	(blank)	49858	9/30/2025	3,110.00	
COLORADO TIME SYSTEMS, LLC. Total					3,110.00	
COLUMN SOFTWARE, PBC	7B9C7088-0014	260010087	267336	9/30/2025	85.21	
COLUMN SOFTWARE, PBC Total					85.21	
COMMERCE BANK - COMMERCIAL CARDS	KOHL-1611-20250916	261040002	0	10/7/2025	1,939.78	
	WILL-1637-20250916	261050009	0	10/7/2025	772.31	
	STYC-1202-20250916	261060003	0	10/7/2025	1,585.93	
	GIBL-9284-20250916	261080002	0	10/7/2025	2,770.28	
	TENU-2922-20250916	261090002	0	10/7/2025	2,229.92	
	MART-9924-20250916	262010019	0	10/7/2025	4,798.05	
	CURB-3555-20250916	262010020	0	10/7/2025	383.70	
	RANE-5925-20250916	262010021	0	10/7/2025	18.75	
	LEWI-8302-20250916	262020018	0	10/7/2025	251.03	
	NICA-1228-20250916	262020019	0	10/7/2025	2,741.84	
	CROW-9292-20250916	262030041	0	10/7/2025	9,924.05	
	FITZ-8864-20250916	262040014	0	10/7/2025	9,524.94	
	ZBRO-7828-20250916	263010033	0	10/7/2025	14,000.78	
	THOM-3811-20250916	263010035	0	10/7/2025	912.89	
	BERG-3449-20250916	263010041	0	10/7/2025	694.95	
	CODR-4075-20250916	263020123	0	10/7/2025	5,450.79	
	LEHR-6634-20250916	263020128	0	10/7/2025	220.04	
	FABR-9358-20250916	263020129	0	10/7/2025	83.90	
	MACK-1210-20250916	263030006	0	10/7/2025	6,270.90	
	KNEP-3795-20250916	261100005	0	10/7/2025	185.83	
	TAYL-9219-20250916	261110007	0	10/7/2025	168.77	
	VOGE-3494-20250916	261120004	0	10/7/2025	912.01	
	LENZ-9250-20250916	261130016	0	10/7/2025	330.53	
	BATT-1629-20250916	261140005	0	10/7/2025	932.00	
	PETE-3753-20250916	261150003	0	10/7/2025	994.40	
	DAVE-8038-20250916	261160002	0	10/7/2025	4,735.62	
	MANG-1876-20250916	261170002	0	10/7/2025	2,046.79	
	ELLI-7313-20250916	261180002	0	10/7/2025	1,462.33	
	HARR-3613-20250916	261190009	0	10/7/2025	57.95	
	MABL-3012-20250916	261220011	0	10/7/2025	1,587.46	
	BOZA-5117-20250916	261230016	0	10/7/2025	204.86	
	ADEL-7777-20250916	260020457	0	10/7/2025	2,604.98	
	REWE-0094-20250916	260030079	0	10/7/2025	9,510.09	
	ROGE-2319-20250916	260050018	0	10/7/2025	87.45	
	SARG-8482-20250916	260060089	0	10/7/2025	196.50	
	KEND-6613-20250916	260060090	0	10/7/2025	11.97	
	BROW-5896-20250916	260060091	0	10/7/2025	35.36	
	VOGE-4560-20250916 2	260060097	0	10/7/2025	58.92	
	PENN-4743-20250916 2	260060141	0	10/7/2025	2,510.48	
	HILL-5932-20250916	260060142	0	10/7/2025	3,764.72	
LAMB-4171-20250916 2	260060159	0	10/7/2025	24,070.91		
VOGE-4560-20250916	260070051	0	10/7/2025	121.33		
BACK-1740-20250916	260070052	0	10/7/2025	1,003.79		
SHEL-8505-20250916	260080152	0	10/7/2025	250.00		
STAN-7019-20250916 2	260080153	0	10/7/2025	815.82		
COOP-2498-20250916	260080155	0	10/7/2025	120.00		
STAN-7019-20250916 3	260080156	0	10/7/2025	57.51		
RIPK-9227-20250916	260080157	0	10/7/2025	8,264.95		
CHAP-8793-20250916	260090252	0	10/7/2025	12,404.00		

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COMMERCE BANK - COMMERCIAL CARDS	LAMB-4171-20250916	260090253	0	10/7/2025	6,595.65
	PENN-4743-20250916	260110013	0	10/7/2025	4,675.47
	STAN-7019-20250916	260120061	0	10/7/2025	1,207.22
	KEAR-1366-20250916	263510065	0	10/7/2025	381.56
	TEMP-5124-20250916	263520081	0	10/7/2025	358.28
	PAPO-8496-20250916	262500027	0	10/7/2025	69.25
	STAN-7019-20250916 4	260040109	0	10/7/2025	26,019.93
COMMERCE BANK - COMMERCIAL CARDS Total					183,389.52
CONFIDENTIAL ON-SITE PAPER SHREDDIN	161964	260010090	267337	9/30/2025	262.63
CONFIDENTIAL ON-SITE PAPER SHREDDIN Total					262.63
CONNOR CO	S011494608.001	260020404	267338	9/30/2025	266.97
	S011492719.001	260020404	267338	9/30/2025	107.42
	S011485520.001	260020404	267338	9/30/2025	393.70
	S011468841.001	260020404	267338	9/30/2025	1,127.18
	S011484938.001	260020404	267338	9/30/2025	165.99
	S011489180.001	260020404	267338	9/30/2025	71.29
	S011482688.001	260020404	267338	9/30/2025	11.20
	S011478524.001	260020404	267338	9/30/2025	1,942.88
	S011485061.001	260020404	267338	9/30/2025	130.89
	S011482669.001	260020404	267338	9/30/2025	79.35
	S011474863.001	260020404	267338	9/30/2025	1,133.55
	S011467113.001	260020336	267338	9/30/2025	353.63
S011478518.001	260020336	267338	9/30/2025	538.74	
CONNOR CO Total					6,322.79
CONSTELLATION NEWENERGY, INC.	71504147901	260010028	267473	10/8/2025	102,309.58
CONSTELLATION NEWENERGY, INC. Total					102,309.58
COOK, MATT S	Clothing Allowance.	260020381	267339	9/30/2025	202.70
COOK, MATT S Total					202.70
Cooley, Gretchen P	V89881585	(blank)	7182	9/24/2025	94.32
Cooley, Gretchen P Total					94.32
COOPER-LAWSON, JORI ELIZABETH	Vball2025Fall	263520077	267285	9/30/2025	100.00
COOPER-LAWSON, JORI ELIZABETH Total					100.00
CORN BELT ENERGY CORPORATION	STMT 0925	260020002	267275	9/24/2025	137,766.70
CORN BELT ENERGY CORPORATION Total					137,766.70
COSGROVE DISTRIBUTORS	V36208601	(blank)	15860	10/3/2025	391.66
	1148	(blank)	49876	10/6/2025	98.20
	166105	(blank)	49837	9/25/2025	98.20
	165942	(blank)	22762	9/18/2025	143.80
COSGROVE DISTRIBUTORS Total					731.86
CRAIN, MICHAEL	XC Official 3	(blank)	49382	10/2/2025	80.00
CRAIN, MICHAEL Total					80.00
CROWN EQUIPMENT CORPORATION	118138333	260020388	267340	9/30/2025	179.64
	118138334	260020388	267340	9/30/2025	135.00
	118138335	260020388	267340	9/30/2025	116.00
	118137231	260020388	267340	9/30/2025	7,993.01
118135331	260020388	267340	9/30/2025	140.00	
CROWN EQUIPMENT CORPORATION Total					8,563.65
CULLIGAN WATER CONDITIONING	Culligan Oct 25	(blank)	5196	10/6/2025	25.00

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CULLIGAN WATER CONDITIONING Total					25.00
CUSHING'S COMMERCIAL CARPET, INC.	1645	260020360	267341	9/30/2025	19,110.00
	1636	260020435	267466	10/3/2025	127,270.20
CUSHING'S COMMERCIAL CARPET, INC. Total					146,380.20
DANVILLE HIGH SCHOOL	BoysBig12GolfTourn	263510067	267286	9/30/2025	225.00
DANVILLE HIGH SCHOOL Total					225.00
DAVIS, ALLISON	V23310730	(blank)	15852	9/18/2025	2,852.83
DAVIS, ALLISON Total					2,852.83
DAVIS, WENDY LEIGH	New Student bracelet	(blank)	49898	10/9/2025	112.82
DAVIS, WENDY LEIGH Total					112.82
DAWSON, KATHERINE LYNN	V4395336	(blank)	6499	10/6/2025	25.98
DAWSON, KATHERINE LYNN Total					25.98
DECKER, JENNIFER SUE	MILES2025 September	(blank)	267342	9/30/2025	25.27
DECKER, JENNIFER SUE Total					25.27
DEERFIELD HIGH SCHOOL	GirlsSwimDive10/18	263520072	267287	9/30/2025	315.00
DEERFIELD HIGH SCHOOL Total					315.00
Denham, Theresa A	V92893219	(blank)	22777	10/10/2025	157.50
Denham, Theresa A Total					157.50
DENNY'S DOUGHNUTS & BAKERY	V233303	(blank)	5325	10/6/2025	65.00
	1054616	262030039	267343	9/30/2025	45.00
	1053945	(blank)	22763	9/18/2025	37.50
DENNY'S DOUGHNUTS & BAKERY Total					147.50
DESIGN MAVENS ARCHITECHURE PLLC	24-0019.12	260020357	267344	9/30/2025	3,780.00
	25-0002.8	260020357	267344	9/30/2025	297.50
	25-0015.1	260020357	267344	9/30/2025	1,682.50
DESIGN MAVENS ARCHITECHURE PLLC Total					5,760.00
Deti, Megan N	V87707076	(blank)	2838	9/19/2025	80.55
Deti, Megan N Total					80.55
DIAZ, MARIANELA	Reimburse for supply	260100019	267345	9/30/2025	47.01
DIAZ, MARIANELA Total					47.01
DOWNEY, JESSICA	V29800751	(blank)	3204	10/10/2025	25.00
DOWNEY, JESSICA Total					25.00
DRENGWITZ, JASON	Captains Dinner 10/7	(blank)	49899	10/9/2025	210.38
	Captains Dinner 9-30	(blank)	49859	9/30/2025	169.14
	Captains Dinner 9/29	(blank)	49859	9/30/2025	188.58
DRENGWITZ, JASON Total					568.10
DYTRYCH, AMANDA	V15910530	(blank)	3201	9/30/2025	264.00
DYTRYCH, AMANDA Total					264.00
EHLERS, DANIEL	VB Official 9/27/25	(blank)	49838	9/25/2025	225.00
EHLERS, DANIEL Total					225.00
ENGLER CALLAWAY BAASTEN & SRAGA, LLC	35672	260090227	267346	9/30/2025	1,038.00
ENGLER CALLAWAY BAASTEN & SRAGA, LLC Total					1,038.00

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ESTATE OF SUSAN ANNE VINCENT	UCP09192025	260010092	267288	9/30/2025	164.39
ESTATE OF SUSAN ANNE VINCENT Total					164.39
EUGENE FIELD SECONDARY SERVICE	124	260080161	267347	9/30/2025	18.75
	122	(blank)	22772	10/3/2025	87.50
	106	261140002	267347	9/30/2025	400.20
	V62810366	(blank)	6253	9/22/2025	113.39
	V74878111	(blank)	5567	9/23/2025	20.00
	101	261140002	267347	9/30/2025	26.34
EUGENE FIELD SECONDARY SERVICE Total					672.18
EVERGREEN FS	34260736	260020396	267348	9/30/2025	59.70
EVERGREEN FS Total					59.70
EVERGREEN RACQUET CLUB	9/1 & 9/24	(blank)	49900	10/9/2025	90.00
EVERGREEN RACQUET CLUB Total					90.00
FARM & FLEET OF BLOOMINGTON	BFF-089747	260020116	267349	9/30/2025	33.98
	BFF-089663	260020116	267349	9/30/2025	64.99
	BFF-089596	260020116	267349	9/30/2025	62.97
FARM & FLEET OF BLOOMINGTON Total					161.94
FASTENAL COMPANY	ILBLM509520	260020395	267350	9/30/2025	50.34
FASTENAL COMPANY Total					50.34
FASTSIGNS	Sponsor - OSF	(blank)	49860	9/30/2025	1,319.90
FASTSIGNS Total					1,319.90
FEENEY, DAVID GEORGE	Headbands/earmuffs	(blank)	49818	9/22/2025	546.22
FEENEY, DAVID GEORGE Total					546.22
FICEK, JENNIFER L	V38088034	(blank)	5568	9/23/2025	75.00
FICEK, JENNIFER L Total					75.00
FILTER SERVICES INC.	INV442884	260020359	267351	9/30/2025	10,976.09
FILTER SERVICES INC. Total					10,976.09
Filter, Amy L	Reimbursement	260090247	267352	9/30/2025	20.00
Filter, Amy L Total					20.00
FISHER, SHELLY	V17106525	(blank)	3199	9/23/2025	173.50
FISHER, SHELLY Total					173.50
FIVE STAR WATER	V36294562	(blank)	7368	10/3/2025	82.30
	9.18.25	(blank)	1488	10/2/2025	6.75
	V41650283	(blank)	6495	9/25/2025	154.25
	V91149767	(blank)	7366	9/23/2025	46.96
FIVE STAR WATER Total					290.26
FOLLETT CONTENT SOLUTIONS, LLC	604713F	260080090	267353	9/30/2025	6,868.00
FOLLETT CONTENT SOLUTIONS, LLC Total					6,868.00
FORD, NATHAN G	V35347948	(blank)	4250	9/19/2025	668.28
FORD, NATHAN G Total					668.28
FOSTER, NATHAN C	BetterB, Pont, Pekin	(blank)	49861	9/30/2025	592.74
	Pekin, Big12, Pont	(blank)	49861	9/30/2025	146.08

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FOSTER, NATHAN C	IC Golf Balls	(blank)	49819	9/22/2025	326.73
FOSTER, NATHAN C Total					1,065.55
FOX ANVICK, CAROLINE	IMC coffee 9/17/25	(blank)	49820	9/22/2025	227.72
FOX ANVICK, CAROLINE Total					227.72
FREYMANN, MEGAN MARIE	MILES2025 August	(blank)	267354	9/30/2025	116.97
	MILES2025 September	(blank)	267354	9/30/2025	114.80
	Senior parade candy	(blank)	49839	9/25/2025	178.76
FREYMANN, MEGAN MARIE Total					410.53
FRIENDS OF IRONMEN FOOTBALL	FB Concessions 9/25	(blank)	49862	9/30/2025	1,142.15
FRIENDS OF IRONMEN FOOTBALL Total					1,142.15
FRONTIER	STMT 0925	260010030	267276	9/24/2025	6,529.23
	STMT 0925 2	260010030	267289	9/30/2025	568.43
FRONTIER Total					7,097.66
GANNAWAY, RACHEL L	MILES2025 September	(blank)	267355	9/30/2025	149.17
GANNAWAY, RACHEL L Total					149.17
GATES, CALEB	V36649781	(blank)	2836	9/18/2025	165.00
GATES, CALEB Total					165.00
GERRIETTS, JENNIFER LEE	PBIS TREATS	(blank)	22773	10/3/2025	83.44
GERRIETTS, JENNIFER LEE Total					83.44
GETZ FIRE EQUIPMENT COMPANY	18-560074	260020379	267356	9/30/2025	135.95
	18-559859	260020354	267356	9/30/2025	135.95
	18-559860	260020354	267356	9/30/2025	135.95
	18-559861	260020354	267356	9/30/2025	135.95
	18-559873	260020354	267356	9/30/2025	135.95
GETZ FIRE EQUIPMENT COMPANY Total					679.75
GLATT, MICHELLE L	V57477431	(blank)	7193	10/9/2025	22.05
	V72357033	(blank)	25498	10/7/2025	23.98
	V85914569	(blank)	7183	9/25/2025	32.66
	V20089330	(blank)	25484	9/25/2025	104.35
GLATT, MICHELLE L Total					183.04
GLENN ELEMENTARY SCHOOL	UCP-2025(RETURN)	(blank)	0	9/29/2025	31.69
GLENN ELEMENTARY SCHOOL Total					31.69
GLOBAL WATER TECHNOLOGY, INC.	164849	260020380	267357	9/30/2025	1,575.85
GLOBAL WATER TECHNOLOGY, INC. Total					1,575.85
GOLD MEDAL - CENTRAL ILLINOIS	V59514544	(blank)	15861	10/3/2025	629.80
GOLD MEDAL - CENTRAL ILLINOIS Total					629.80
GONZALEZ, MIRANDA	IMC Refund	(blank)	49395	10/9/2025	12.99
GONZALEZ, MIRANDA Total					12.99
GOODHEART-WILLCOX PUBLISHER	INV09826663	260080137	267358	9/30/2025	18,775.24
GOODHEART-WILLCOX PUBLISHER Total					18,775.24
GOODLY, LYNDON	UCP-NCHS ATHLETICS	(blank)	127201	10/3/2025	75.00
GOODLY, LYNDON Total					75.00
GORDON FOOD SERVICE, INC	9027066209	260030085	267359	9/30/2025	1,077.18

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GORDON FOOD SERVICE, INC	9027066217	260030085	267359	9/30/2025	61.08
	9027066219	260030085	267359	9/30/2025	561.60
	9027035930	260030086	267359	9/30/2025	284.61
	9027035932	260030086	267359	9/30/2025	2,841.63
	9027035940	260030087	267359	9/30/2025	3,485.66
	9026986480	260030081	267359	9/30/2025	5,001.15
	9026986490	260030081	267359	9/30/2025	37.95
	9026986448	260030083	267359	9/30/2025	539.66
	9026986449	260030083	267359	9/30/2025	75.93
	9026986453	260030083	267359	9/30/2025	1,851.43
	9026986466	260030083	267359	9/30/2025	491.65
	9026986468	260030083	267359	9/30/2025	262.13
	9026986486	260030083	267359	9/30/2025	1,215.93
	9026986505	260030083	267359	9/30/2025	86.28
	9026986507	260030083	267359	9/30/2025	696.75
	9026986513	260030083	267359	9/30/2025	1,492.16
	9026993625	260030083	267359	9/30/2025	834.95
	9026986456	260030085	267359	9/30/2025	480.26
	9026986457	260030085	267359	9/30/2025	1,249.47
	9026946226	260030081	267359	9/30/2025	5,087.74
	9026946247	260030081	267359	9/30/2025	130.21
	9026946249	260030081	267359	9/30/2025	39.56
	9026939742	260030084	267359	9/30/2025	1,318.19
	9026946081	260030084	267359	9/30/2025	953.38
	9026946160	260030084	267359	9/30/2025	1,627.31
	9026967674	260030084	267359	9/30/2025	2,344.78
	9026967695	260030084	267359	9/30/2025	1,111.58
	9026967708	260030084	267359	9/30/2025	1,474.67
	9026967731	260030084	267359	9/30/2025	1,351.32
	9026946098	260030086	267359	9/30/2025	2,593.67
	9026946102	260030086	267359	9/30/2025	1,570.94
	9027035929	260030086	267359	9/30/2025	544.71
	9026946090	260030087	267359	9/30/2025	3,734.26
	9026946099	260030087	267359	9/30/2025	146.07
	9026946100	260030087	267359	9/30/2025	1,400.02
	9026886970	260030082	267359	9/30/2025	221.76
	9026886990	260030082	267359	9/30/2025	5,350.84
	9026887058	260030082	267359	9/30/2025	6,192.91
	9026887063	260030082	267359	9/30/2025	187.95
	9026886821	260030085	267359	9/30/2025	957.09
	9026886829	260030085	267359	9/30/2025	1,262.65
	2002748392	260030087	267359	9/30/2025	(85.74)
	2002747968	260030085	267359	9/30/2025	(62.42)
	9026840770	260030086	267359	9/30/2025	4,496.87
	9026867973	260030087	267359	9/30/2025	3,919.60
	9026867983	260030087	267359	9/30/2025	30.03
	9026791896	260030075	267359	9/30/2025	20.35
	9026791899	260030075	267359	9/30/2025	827.53
	9026791904	260030075	267359	9/30/2025	264.90
	9026769033	260030076	267359	9/30/2025	2,700.64
	9026769035	260030076	267359	9/30/2025	96.00
	9026769036	260030076	267359	9/30/2025	30.03
	9026720453	260030071	267359	9/30/2025	5,339.89
	9026720460	260030071	267359	9/30/2025	57.52
	9026720406	260030073	267359	9/30/2025	609.86
	9026720417	260030073	267359	9/30/2025	2,566.68
	9026720428	260030073	267359	9/30/2025	942.86
	9026720431	260030073	267359	9/30/2025	30.62
	9026720451	260030073	267359	9/30/2025	1,635.66

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GORDON FOOD SERVICE, INC	9026720470	260030073	267359	9/30/2025	1,115.69
	9026720473	260030073	267359	9/30/2025	1,837.84
	9026720475	260030073	267359	9/30/2025	39.87
	9026727078	260030073	267359	9/30/2025	791.04
	9026720419	260030075	267359	9/30/2025	640.08
	9026720421	260030075	267359	9/30/2025	705.52
	9026720422	260030075	267359	9/30/2025	159.48
	2002731874	260030077	267359	9/30/2025	(46.12)
	9026679896	260030071	267359	9/30/2025	5,529.24
	9026679905	260030071	267359	9/30/2025	119.02
	9026679906	260030071	267359	9/30/2025	74.94
	9026674248	260030074	267359	9/30/2025	1,577.28
	9026679900	260030074	267359	9/30/2025	1,806.03
	9026679931	260030074	267359	9/30/2025	1,721.27
	9026701395	260030074	267359	9/30/2025	1,832.00
	9026701434	260030074	267359	9/30/2025	1,406.76
	9026701454	260030074	267359	9/30/2025	2,660.19
	9026701474	260030074	267359	9/30/2025	1,560.81
	9026679879	260030076	267359	9/30/2025	31.21
	9026679885	260030076	267359	9/30/2025	3,982.88
	9026679888	260030076	267359	9/30/2025	142.89
	9026679917	260030077	267359	9/30/2025	3,739.28
	9026679924	260030077	267359	9/30/2025	36.04
	9026679925	260030077	267359	9/30/2025	414.28
	9026769074	260030077	267359	9/30/2025	3,376.37
	9026621787	260030072	267359	9/30/2025	291.41
	9026621788	260030072	267359	9/30/2025	225.38
	9026621792	260030072	267359	9/30/2025	3,462.47
	9026621830	260030072	267359	9/30/2025	4,598.41
	9026621833	260030072	267359	9/30/2025	387.00
	9026621738	260030075	267359	9/30/2025	1,198.31
	9026621740	260030075	267359	9/30/2025	1,472.95
	9026566476	260030076	267359	9/30/2025	3,466.97
9026566482	260030076	267359	9/30/2025	574.14	
9026566483	260030076	267359	9/30/2025	52.26	
9026566485	260030076	267359	9/30/2025	206.96	
9026594311	260030077	267359	9/30/2025	1,031.92	
9026594315	260030077	267359	9/30/2025	3,014.23	
GORDON FOOD SERVICE, INC Total					140,886.25
GORDON, ANGELA JO	MILES2025 August	(blank)	267360	9/30/2025	18.20
GORDON, ANGELA JO Total					18.20
GOTSCHALL, HEATHER L	East Side Beast Side	(blank)	49840	9/25/2025	391.00
	Cheer bows	(blank)	49821	9/22/2025	145.93
GOTSCHALL, HEATHER L Total					536.93
GRAINGER PARTS OPERATIONS WW GRAING	9645239105	260020403	267361	9/30/2025	264.00
	9644209166	260020403	267361	9/30/2025	639.30
	9643361182	260020403	267361	9/30/2025	17.48
	9640851797	260020403	267361	9/30/2025	588.40
	9641577029	260020403	267361	9/30/2025	770.19
	9638633595	260020403	267361	9/30/2025	227.29
	9635883383	260020403	267361	9/30/2025	406.38
	9636268543	260020403	267361	9/30/2025	296.44
	9634526231	260020403	267361	9/30/2025	1,206.92
	9632677846	260020403	267361	9/30/2025	219.46
	9633581617	260020403	267361	9/30/2025	515.48
GRAINGER PARTS OPERATIONS WW GRAING Total					5,151.34

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GREAT LAKES ACE HARDWARE INC.	4720	260020022	267362	9/30/2025	26.97
	4395	260020386	267362	9/30/2025	39.65
	4745	260020022	267362	9/30/2025	8.99
	4748	260020022	267362	9/30/2025	18.32
	4749	260020385	267362	9/30/2025	67.93
	4758	260020385	267362	9/30/2025	44.99
	4752	260020386	267362	9/30/2025	29.69
	4728	260020022	267362	9/30/2025	16.02
	4725	260020399	267362	9/30/2025	17.26
	4690	260020022	267362	9/30/2025	147.13
	4693	260020022	267362	9/30/2025	137.19
	4695	260020022	267362	9/30/2025	30.74
	4697	260020022	267362	9/30/2025	139.48
	4706	260020022	267362	9/30/2025	84.88
	4666	260020022	267362	9/30/2025	10.06
	4668	260020022	267362	9/30/2025	26.97
	4678	260020022	267362	9/30/2025	86.69
	4688	260020022	267362	9/30/2025	30.92
	4682	260020399	267362	9/30/2025	29.40
	4649	260020022	267362	9/30/2025	97.14
	4655	260020022	267362	9/30/2025	15.29
	4658	260020022	267362	9/30/2025	50.18
	4663	260020022	267362	9/30/2025	77.87
	4636	260020022	267362	9/30/2025	35.09
	4638	260020022	267362	9/30/2025	6.83
	4621	260020022	267362	9/30/2025	37.79
	4627	260020022	267362	9/30/2025	21.59
	4634	260020022	267362	9/30/2025	89.19
	4620	260020399	267362	9/30/2025	20.00
	4610	260020022	267362	9/30/2025	54.38
	4616	260020022	267362	9/30/2025	13.47
	4611	260020399	267362	9/30/2025	269.99
	4590	260020022	267362	9/30/2025	9.89
4592	260020022	267362	9/30/2025	213.20	
4594	260020022	267362	9/30/2025	56.16	
4603	260020022	267362	9/30/2025	5.93	
4595	260020399	267362	9/30/2025	8.09	
4586	260020022	267362	9/30/2025	52.70	
4572	260020368	267362	9/30/2025	29.75	
	4480	260020368	267362	9/30/2025	7.44
GREAT LAKES ACE HARDWARE INC. Total					2,165.25
GRESHAM, SHELBY J	V10467398	(blank)	22778	10/10/2025	16.99
GRESHAM, SHELBY J Total					16.99
GRUENLOH, AMBER C.	VB Official 9/27/25	(blank)	49841	9/25/2025	225.00
	JV Intercity VB 3	(blank)	49347	9/25/2025	175.00
GRUENLOH, AMBER C. Total					400.00
GUY, KORTNEY	Reimburse for scienc	262040012	267363	9/30/2025	21.54
	Reimburse for sci su	262040013	267363	9/30/2025	29.99
GUY, KORTNEY Total					51.53
HADFIELD, JENNIFER N	MILES2025 September	(blank)	267364	9/30/2025	50.33
HADFIELD, JENNIFER N Total					50.33
HAFERMANN, EDUARD P	IBCA Membership	(blank)	49348	9/25/2025	55.00
HAFERMANN, EDUARD P Total					55.00

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HAFERMANN, TERA L	Reimbursement...	263020126	267365	9/30/2025	98.46	
	IMC Supplies Sept	(blank)	49374	10/1/2025	68.41	
	Coffee Bar Sept	(blank)	49349	9/25/2025	71.32	
	Coffee Bar Pods	(blank)	49349	9/25/2025	47.18	
HAFERMANN, TERA L Total					285.37	
HAKES, KYLIE C	V83036292	(blank)	25492	10/3/2025	187.50	
	V58922103	(blank)	25489	9/29/2025	-	
HAKES, KYLIE C Total					187.50	
HAMLER, JENNIFER	Soph shirts	(blank)	49327	9/18/2025	130.57	
HAMLER, JENNIFER Total					130.57	
HANSEN, COURTNEY LAURA	Reimbursement.	263010039	267366	9/30/2025	209.98	
HANSEN, COURTNEY LAURA Total					209.98	
HASEMAN, JAMIE K	V28648520	(blank)	6254	9/22/2025	16.41	
HASEMAN, JAMIE K Total					16.41	
HASSEL, STEVE	Bow net bags	(blank)	49901	10/9/2025	257.95	
HASSEL, STEVE Total					257.95	
HAWKINS, CHRISTOPHER	Labels	(blank)	49350	9/25/2025	58.98	
HAWKINS, CHRISTOPHER Total					58.98	
HAWKINS, INC.		7192599	260020378	267367	9/30/2025	1,621.95
		7192600	260020378	267367	9/30/2025	1,591.84
HAWKINS, INC. Total					3,213.79	
HAWKINS, KARRIN R	Supply, prizes, tags	(blank)	49842	9/25/2025	105.78	
	Health Science CF GC	(blank)	49822	9/22/2025	20.00	
HAWKINS, KARRIN R Total					125.78	
HEALTHEQUITY, INC.	Ogmydf1	(blank)	0	9/29/2025	3,898.58	
	ro7snsy	(blank)	0	9/29/2025	6,004.67	
	fsru8qq	(blank)	0	9/30/2025	4,961.60	
	6i9sms0	(blank)	0	9/22/2025	2,693.33	
	q0idwzk	(blank)	0	9/22/2025	7,521.22	
HEALTHEQUITY, INC. Total					25,079.40	
HEARTSPRING		18316	260090240	267368	9/30/2025	28,196.94
HEARTSPRING Total					28,196.94	
HEGGIE, BAYLEE NICOLE	MILES2025 August	(blank)	267369	9/30/2025	32.76	
HEGGIE, BAYLEE NICOLE Total					32.76	
HEINZ, CHARLES	VB Official 9/27/25	(blank)	49843	9/25/2025	225.00	
	JV Intercity VB 1	(blank)	49351	9/25/2025	175.00	
HEINZ, CHARLES Total					400.00	
HEINZ, HANNAH LEEANN	VB Official 9/27/25	(blank)	49844	9/25/2025	225.00	
HEINZ, HANNAH LEEANN Total					225.00	
HEMBERGER, EMALIE	VB Official 9/27/25	(blank)	49845	9/25/2025	225.00	
HEMBERGER, EMALIE Total					225.00	
HENRY, ANNA	Parade Freshmen	(blank)	49328	9/18/2025	113.50	
HENRY, ANNA Total					113.50	

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HENSON ROBINSON COMPANY	301827	260020371	267370	9/30/2025	184,590.00
HENSON ROBINSON COMPANY Total					184,590.00
HERITAGE MACHINE & WELDING INC	57060	260020394	267371	9/30/2025	90.00
	57026	260020394	267371	9/30/2025	437.77
	56876	260020367	267371	9/30/2025	88.44
HERITAGE MACHINE & WELDING INC Total					616.21
HERITAGE TRACTOR	12884861	260020406	267372	9/30/2025	757.52
HERITAGE TRACTOR Total					757.52
HIGBY, DANIEL L	Beat East	(blank)	49352	9/25/2025	304.00
HIGBY, DANIEL L Total					304.00
Hinderliter, Joseph Andrew	Clothing allowance	260020364	267373	9/30/2025	105.00
Hinderliter, Joseph Andrew Total					105.00
HOCKING, TIMOTHY	Refund - leaving dis	(blank)	267374	9/30/2025	89.50
HOCKING, TIMOTHY Total					89.50
Hoder, Matthew T	Reimbursement	263520078	267375	9/30/2025	29.44
	Practice Round	(blank)	49396	10/9/2025	358.04
	Golf Food	(blank)	49370	9/29/2025	153.46
	White Bus Fuel Reimb	263520079	267375	9/30/2025	44.33
Hoder, Matthew T Total					585.27
HOLT SUPPLY COMPANY	3529286	260020355	267376	9/30/2025	179.85
HOLT SUPPLY COMPANY Total					179.85
HUDSON MUNICIPAL WATER	STMT 0925	260010002	267474	10/8/2025	415.78
HUDSON MUNICIPAL WATER Total					415.78
HUNLEY, GRACE M	V60681430	(blank)	7176	9/19/2025	139.44
HUNLEY, GRACE M Total					139.44
HUNT, AMANDA LOUISE	V91831468	(blank)	7370	10/6/2025	237.50
HUNT, AMANDA LOUISE Total					237.50
HUPP, DANA	Concessions Sept	(blank)	49375	10/1/2025	291.04
	Concession Supplies	(blank)	49353	9/25/2025	130.26
HUPP, DANA Total					421.30
HYVEE	V22889139	(blank)	25486	9/29/2025	310.00
HYVEE Total					310.00
ICTM (IL Council of Teachers of Math)	10151	260080154	267290	9/30/2025	115.00
	10152	260080154	267290	9/30/2025	115.00
	10153	260080154	267290	9/30/2025	115.00
	10154	260080154	267290	9/30/2025	115.00
	10155	260080154	267290	9/30/2025	115.00
	10156	260080154	267290	9/30/2025	115.00
	10157	260080154	267290	9/30/2025	115.00
	10158	260080154	267290	9/30/2025	115.00
	10159	260080154	267290	9/30/2025	115.00
	10162	260080154	267290	9/30/2025	115.00
	10163	260080154	267290	9/30/2025	80.00
	10169	260080154	267290	9/30/2025	115.00
	10170	260080154	267290	9/30/2025	115.00

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ICTM (IL Council of Teachers of Math)	10171	260080154	267290	9/30/2025	115.00
	10175	260080154	267290	9/30/2025	115.00
	10177	260080154	267290	9/30/2025	115.00
ICTM (IL Council of Teachers of Math) Total					1,805.00
ICTM MATHEMATICS CONTEST	2300 (blank)		49877	10/6/2025	300.00
ICTM MATHEMATICS CONTEST Total					300.00
IESA ILLINOIS ELEMENTARY SCHOOL ASN	Chiddix JHS.	262500026	267467	10/8/2025	80.00
	Evans JHS.	262500026	267467	10/8/2025	80.00
	Kingsley JHS.	262500026	267467	10/8/2025	160.00
	Parkside JHS.	262500026	267467	10/8/2025	160.00
	V43331928	(blank)	25503	10/10/2025	2,074.42
	V49921269	(blank)	25490	10/3/2025	20.00
	V84291042	(blank)	15857	9/29/2025	65.00
V79332102	(blank)	25483	9/25/2025	135.00	
IESA ILLINOIS ELEMENTARY SCHOOL ASN Total					2,774.42
IL CHEERLEADING COACHES ASSOC	V61934065	(blank)	15853	9/23/2025	75.00
IL CHEERLEADING COACHES ASSOC Total					75.00
ILLINOIS ASSOCIATION OF SCHOOL ADMI	84-01222326- AA 4050	260050020	267377	9/30/2025	435.00
	AC80FY25	260060161	267468	10/8/2025	369.00
ILLINOIS ASSOCIATION OF SCHOOL ADMI Total					804.00
ILLINOIS ASSOCIATION OF SCHOOL BOARDS	468077-2	260060160	267469	10/8/2025	199.00
ILLINOIS ASSOCIATION OF SCHOOL BOARDS Total					199.00
ILLINOIS CHEERLEADING COACHES ASSN.	V94483616	(blank)	7190	9/30/2025	75.00
ILLINOIS CHEERLEADING COACHES ASSN. Total					75.00
ILLINOIS HOSA	FLC25 & ILL pins	(blank)	49878	10/6/2025	310.00
ILLINOIS HOSA Total					310.00
ILLINOIS JOURNALISM EDUCATION ASSOCIATIO	2025 Fall Conf	(blank)	49383	10/2/2025	50.00
ILLINOIS JOURNALISM EDUCATION ASSOCIATIO Total					50.00
ILLINOIS PORTABLE TOILETS	83491 (blank)		49329	9/18/2025	1,500.00
ILLINOIS PORTABLE TOILETS Total					1,500.00
ILLINOIS PRINCIPALS ASSOC	493135	260070049	267378	9/30/2025	18,601.08
ILLINOIS PRINCIPALS ASSOC Total					18,601.08
ILLINOIS SCHOOL FOR THE DEAF	ISD08312025EH	260090231	267379	9/30/2025	1,205.68
ILLINOIS SCHOOL FOR THE DEAF Total					1,205.68
ILLINOIS WORKER'S COMPENSATION COMM	RAF/SIF 2025-1	260010086	267291	9/30/2025	464.23
ILLINOIS WORKER'S COMPENSATION COMM Total					464.23
ILMEA	Normal West HS	263020124	267292	9/30/2025	50.00
	39252	263020130	267292	9/30/2025	720.00
	V1703971	(blank)	7177	9/19/2025	200.00
ILMEA Total					970.00
INFINITE CAMPUS	V69359181	(blank)	0	9/30/2025	1,018.63
	V92369247	(blank)	0	9/29/2025	283.65
	V40879640	(blank)	0	9/26/2025	740.53
	V66566666	(blank)	0	9/25/2025	674.28
	V90772714	(blank)	0	9/24/2025	2,127.37

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INFINITE CAMPUS	V39633379	(blank)	0	9/22/2025	748.92
	V23892377	(blank)	0	9/19/2025	707.87
	V39734640	(blank)	0	9/18/2025	678.41
INFINITE CAMPUS Total					6,979.66
INTERNATIONAL E-Z UP, INC.	V70723055	(blank)	25497	10/7/2025	3,169.00
INTERNATIONAL E-Z UP, INC. Total					3,169.00
INTERNATIONAL THESPIAN SOCIETY	0070842	(blank)	49385	10/3/2025	245.00
INTERNATIONAL THESPIAN SOCIETY Total					245.00
INTERSTATE ALL BATTERY CENTER	1.9004E+12	260020342	267380	9/30/2025	242.90
	1.9004E+12	260020342	267380	9/30/2025	199.25
	1.9004E+12	260020342	267380	9/30/2025	60.00
	1.9004E+12	260020342	267380	9/30/2025	26.10
	1.9004E+12	260020342	267380	9/30/2025	31.50
INTERSTATE ALL BATTERY CENTER Total					559.75
ISU CONFERENCE SERVICES	BG Fest	(blank)	49846	9/25/2025	75.00
ISU CONFERENCE SERVICES Total					75.00
ISU EVENT MANAGEMENT	Sr Luncheon Deposit	(blank)	49386	10/3/2025	398.00
ISU EVENT MANAGEMENT Total					398.00
IT'S RACE TIME, INC.	V51460208	(blank)	15862	10/6/2025	1,000.00
IT'S RACE TIME, INC. Total					1,000.00
IXL LEARNING	S550814	260040110	267381	9/30/2025	145,257.50
IXL LEARNING Total					145,257.50
J W PEPPER & SONS INCORP	V97564066	(blank)	7194	10/9/2025	240.00
	367843314	(blank)	22774	10/3/2025	65.00
	367795968	263020119	267382	9/30/2025	20.00
	367783603	263020119	267382	9/30/2025	14.49
	367726238	260090229	267382	9/30/2025	758.00
	367663017	263020119	267382	9/30/2025	43.80
J W PEPPER & SONS INCORP Total					1,141.29
JC SCREENPRINTING	13050	(blank)	49330	9/18/2025	608.30
JC SCREENPRINTING Total					608.30
JENNINGS, MELISSA	choir	(blank)	22779	10/10/2025	56.81
JENNINGS, MELISSA Total					56.81
JEROME, RUTH H	V21425379	(blank)	7184	9/25/2025	249.00
JEROME, RUTH H Total					249.00
JESSE WHITE TUMBLING TEAM	McLeanCoUnit5CedarRi	260060110	267293	9/30/2025	4,000.00
JESSE WHITE TUMBLING TEAM Total					4,000.00
JOHNS, SARA LYN	V3041311	(blank)	2974	10/8/2025	25.24
JOHNS, SARA LYN Total					25.24
JOHNSON CONTROLS FIRE PROTECTION LP	24941003	260020322	267383	9/30/2025	689.79
	41844621	260020322	267383	9/30/2025	2,446.13
	41836527	260020343	267383	9/30/2025	50,505.19
JOHNSON CONTROLS FIRE PROTECTION LP Total					53,641.11
JOHNSON, CHANEL	Reimbursement...	260070055	267384	9/30/2025	897.64

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JOHNSON, CHANEL Total					897.64
JONES, AMANDA	B Soc Reimburse	(blank)	49387	10/3/2025	290.34
JONES, AMANDA Total					290.34
JONES, STEPHANEY	XC Food	(blank)	49371	9/29/2025	69.99
JONES, STEPHANEY Total					69.99
JOSTENS, INC		37471981 263020113	267385	9/30/2025	34.25
JOSTENS, INC Total					34.25
JUERS, ROGER ALAN	Reimburse gas	260120066	267386	9/30/2025	187.80
	Uniforms, Hotels etc	(blank)	49823	9/22/2025	1,786.14
JUERS, ROGER ALAN Total					1,973.94
KAEB SANITARY SUPPLY INC.		230465 260020376	267387	9/30/2025	999.00
KAEB SANITARY SUPPLY INC. Total					999.00
KARR, NATALIE ANN	MILES2025 September	(blank)	267388	9/30/2025	60.41
KARR, NATALIE ANN Total					60.41
KAUFMAN, KRISTIN	Pizza-Belleville	(blank)	49902	10/9/2025	75.92
	Away Game meals	(blank)	49879	10/6/2025	155.19
KAUFMAN, KRISTIN Total					231.11
KEARFOTT, NICOLAS	FB Hosp & GC	(blank)	49903	10/9/2025	638.68
	Intercity, FB, Golf	(blank)	49863	9/30/2025	335.54
	Apple Music 9/25	(blank)	49847	9/25/2025	10.99
KEARFOTT, NICOLAS Total					985.21
KEENEY, KIMBERLY K	V3042659	(blank)	6496	9/25/2025	40.00
KEENEY, KIMBERLY K Total					40.00
KEISER, STACY LYN BARRON	V48202364	(blank)	22780	10/10/2025	25.00
KEISER, STACY LYN BARRON Total					25.00
KELLY, JENNIFER LYNN	HC supplies 2025	(blank)	49880	10/6/2025	62.40
KELLY, JENNIFER LYNN Total					62.40
KEMMERER VILLAGE	LeahRoberts-August25	260090241	267389	9/30/2025	21,911.69
KEMMERER VILLAGE Total					21,911.69
KENDRICK-WEIKLE, KRISTEN	MILES2025 September	(blank)	267391	9/30/2025	192.50
KENDRICK-WEIKLE, KRISTEN Total					192.50
KEN'S OIL SERVICE, INC.	K570859	260120076	267390	9/30/2025	3,623.20
		1016351 260120076	267390	9/30/2025	23,222.25
	K570602	260120076	267390	9/30/2025	3,276.82
	K570490	260120076	267390	9/30/2025	929.99
	K570395	260120076	267390	9/30/2025	3,806.66
		508276510 260120076	267390	9/30/2025	23,256.12
	K570074	260120076	267390	9/30/2025	3,540.08
	K569905	260120076	267390	9/30/2025	3,744.14
		1014556 260120071	267277	9/24/2025	23,055.21
	K569688	260120071	267277	9/24/2025	2,756.25
	K568880	260120071	267277	9/24/2025	941.22
	K569561	260120071	267277	9/24/2025	4,059.00
		508274198 260120071	267277	9/24/2025	22,966.87
	K569220	260120071	267277	9/24/2025	2,533.59

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KEN'S OIL SERVICE, INC.	K569066	260120071	267277	9/24/2025	2,220.08
	K567835	260120076	267390	9/30/2025	2,275.57
	K566520	260120062	267277	9/24/2025	2,583.00
	K566539	260020353	267277	9/24/2025	261.11
KEN'S OIL SERVICE, INC. Total					129,051.16
KEPURAITIS, ALEC JAMES	V10831189	(blank)	7185	9/25/2025	962.57
KEPURAITIS, ALEC JAMES Total					962.57
Killian, Delaney N	MILES2025 August	(blank)	267392	9/30/2025	4.06
Killian, Delaney N Total					4.06
KING, RICARDO D	New Student brkft	(blank)	49881	10/6/2025	223.74
	Birthday Booth food	(blank)	49848	9/25/2025	72.66
KING, RICARDO D Total					296.40
KINGS III EMERGENCY COMMUNICATIONS		3161746 260040115	267393	9/30/2025	207.75
KINGS III EMERGENCY COMMUNICATIONS Total					207.75
KINTNER, RACHAEL E	reissue check	(blank)	22775	10/3/2025	75.68
KINTNER, RACHAEL E Total					75.68
KIRBY RISK CORPORATION	S210984199.003	260020324	267394	9/30/2025	212.16
	S210984199.001	260020324	267394	9/30/2025	51.11
	S210984199.002	260020324	267394	9/30/2025	68.80
KIRBY RISK CORPORATION Total					332.07
KLOKKENGA, JASON	Hoco Doors	(blank)	49354	9/25/2025	165.09
KLOKKENGA, JASON Total					165.09
KONOPASEK, CHRISTINE MARIE	Intercity Breakfast	(blank)	49882	10/6/2025	298.16
	Tripod, Balls, Bear	(blank)	49864	9/30/2025	242.38
	Variety Reimb	(blank)	49864	9/30/2025	211.55
	Belleville Hotels	(blank)	49904	10/9/2025	1,027.60
KONOPASEK, CHRISTINE MARIE Total					1,779.69
KRAFT, MACKENZIE	MILES2025 September	(blank)	267395	9/30/2025	44.80
	National Conv 2025	(blank)	49865	9/30/2025	2,143.62
	Supplies for class	(blank)	49849	9/25/2025	30.46
	Mentor & Aroma kits	(blank)	49905	10/9/2025	408.48
	Mentor materials	(blank)	49849	9/25/2025	400.89
KRAFT, MACKENZIE Total					3,028.25
Kull, Amber	xc reimb	(blank)	22764	9/18/2025	392.77
Kull, Amber Total					392.77
LAKAMP, JENNIFER	Away meals 10/3	(blank)	49906	10/9/2025	165.16
	Away Game meals	(blank)	49883	10/6/2025	368.00
LAKAMP, JENNIFER Total					533.16
LAMPERT, JACKIE	IC VB Athletic train	(blank)	49884	10/6/2025	122.50
LAMPERT, JACKIE Total					122.50
LEATHERY, DAVID	V89649279	(blank)	25502	10/8/2025	1,193.75
LEATHERY, DAVID Total					1,193.75
LEE, ANDREA BERNICE	V454937	(blank)	5322	9/18/2025	41.75
LEE, ANDREA BERNICE Total					41.75

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LESSONPIX, INC	13742	260090089	267396	9/30/2025	2,880.00
LESSONPIX, INC Total					2,880.00
LET'S PARTY RENTAL	230857386 (blank)		49397	10/9/2025	387.30
LET'S PARTY RENTAL Total					387.30
LEVERTON, DORIS MELINDA	V6268335	(blank)	15866	10/9/2025	20.96
LEVERTON, DORIS MELINDA Total					20.96
LEWIS, EMILY	V19414788	(blank)	25494	10/3/2025	120.00
LEWIS, EMILY Total					120.00
LEWIS, JOSHUA	VB Official 9/27/25	(blank)	49866	9/30/2025	225.00
LEWIS, JOSHUA Total					225.00
LIFELONG ACCESS	STMT 0925	260090267	267475	10/8/2025	1,851.25
LIFELONG ACCESS Total					1,851.25
LIMELITE GRAPHICS	8524 (blank)		49398	10/9/2025	5,071.00
LIMELITE GRAPHICS Total					5,071.00
LINCOLN COMMUNITY HIGH SCHOOL	NWHS VBALL F 101125	263520068	267294	9/30/2025	200.00
	NWHS VBALL V 091225	263520069	267294	9/30/2025	250.00
LINCOLN COMMUNITY HIGH SCHOOL Total					450.00
LINCOLN ELECTRIC COMPANY	914147605	263010036	267397	9/30/2025	(265.52)
	914116721	263010036	267397	9/30/2025	444.37
	914116724	263010036	267397	9/30/2025	378.45
	914114019	263010036	267397	9/30/2025	2,677.06
LINCOLN ELECTRIC COMPANY Total					3,234.36
LINCOLN PRAIRIE BEHAVIORAL HEALTH C	2021-21567	260090225	267398	9/30/2025	450.00
LINCOLN PRAIRIE BEHAVIORAL HEALTH C Total					450.00
LINDE GAS & EQUIPMENT INC.	51612288	260020344	267399	9/30/2025	113.11
	51632082	260020344	267399	9/30/2025	311.72
LINDE GAS & EQUIPMENT INC. Total					424.83
LINDSEY, SARA	REFUND CHROMEBOOK	(blank)	267400	9/30/2025	300.00
LINDSEY, SARA Total					300.00
LKM MOWING & LANDSCAPING	7795	260020326	267401	9/30/2025	1,243.53
LKM MOWING & LANDSCAPING Total					1,243.53
LONG, MATTHEW	V74290238	(blank)	6497	9/25/2025	160.72
LONG, MATTHEW Total					160.72
LUDWIG, DENNIS	Swim Official 10/9	(blank)	49907	10/9/2025	80.00
LUDWIG, DENNIS Total					80.00
LUGINBUHL, BENJAMIN	Muscore Pro	(blank)	49867	9/30/2025	64.99
	Music Dept uniform25	(blank)	49867	9/30/2025	2,440.69
	Rental of HUB	(blank)	49824	9/22/2025	75.00
LUGINBUHL, BENJAMIN Total					2,580.68
MANDROS, STACI L	REIM CONF PF 062625	(blank)	267402	9/30/2025	330.00
MANDROS, STACI L Total					330.00
Mangruem, Jennifer L	V865795	(blank)	5323	9/18/2025	67.34

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Mangruem, Jennifer L	REIM DIAB ED 072525	260060123	267403	9/30/2025	45.00
Mangruem, Jennifer L Total					112.34
MANN, MARCUS CHAMAR	Reissue Chk 20221	(blank)	20987	10/3/2025	55.00
MANN, MARCUS CHAMAR Total					55.00
MARDIS, ANDY	VB Official 9/27/25	(blank)	49850	9/25/2025	225.00
MARDIS, ANDY Total					225.00
MARKLUND CHILDREN'S HOME		6011 260090230	267404	9/30/2025	450.00
MARKLUND CHILDREN'S HOME Total					450.00
MARRY, CASSANDRA	VB Official 9/27/25	(blank)	49851	9/25/2025	225.00
	JV Intercity VB 2	(blank)	49355	9/25/2025	175.00
MARRY, CASSANDRA Total					400.00
MARTIN-BOYD, KIMBERLY	V56573725	(blank)	7178	9/19/2025	121.76
MARTIN-BOYD, KIMBERLY Total					121.76
MATTOON HIGH SCHOOL	Chess club dues	(blank)	49885	10/6/2025	95.00
MATTOON HIGH SCHOOL Total					95.00
MAYNERICH, SARA ANN	Hoco Stuff	(blank)	49331	9/18/2025	113.15
MAYNERICH, SARA ANN Total					113.15
MC MAHILL, KARA ANN	V77653280	(blank)	3202	10/8/2025	45.00
	V80899181	(blank)	3197	9/22/2025	25.00
MC MAHILL, KARA ANN Total					70.00
MC MASTER-CARR SUPPLY CO	51588995	260020329	267405	9/30/2025	325.50
	51447634	260020329	267405	9/30/2025	849.98
	51369876	260020329	267405	9/30/2025	921.92
	50984334	260020329	267405	9/30/2025	122.21
	50823269	260020329	267405	9/30/2025	126.52
	48737929	260020329	267405	9/30/2025	22.64
MC MASTER-CARR SUPPLY CO Total					2,368.77
MCLEAN CO UNIT DIST NO 5	V12541883	(blank)	0	10/8/2025	3,121.79
	V74159388	(blank)	0	10/8/2025	8,344.28
	100800-Sept25	(blank)	0	10/8/2025	91.78
	V1537056	(blank)	0	10/8/2025	499.23
	V28176225	(blank)	0	10/8/2025	5,201.38
	V54293915	(blank)	0	10/8/2025	574.30
	UCP-2025-NCHS	(blank)	0	9/29/2025	1,685.00
	UCP-2025-NCWHS	(blank)	0	9/29/2025	4,072.47
	UCP-2025-PJHS	(blank)	0	9/29/2025	232.58
	V76151450	(blank)	4252	9/29/2025	845.39
	UCP-2025-GLENN	(blank)	0	9/24/2025	31.69
	UCP-2025-KJHS	(blank)	0	9/24/2025	556.00
	UCP-2025-OAKDALE	(blank)	0	9/24/2025	280.00
	UCP-CEDAR	(blank)	0	9/24/2025	89.98
	UCP-2025-CJHS	(blank)	0	9/19/2025	164.39
	V925716	(blank)	0	10/1/2025	51.14
MCLEAN CO UNIT DIST NO 5 Total					25,841.40
MCLEAN COUNTY ASPHALT CO, INC	82518	260020377	267406	9/30/2025	117.04
	82438	260020377	267406	9/30/2025	141.68
	82180	260020330	267406	9/30/2025	100.10
MCLEAN COUNTY ASPHALT CO, INC Total					358.82

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MCNAMARA, AUDREY	pbis reimbursement	(blank)	22765	9/18/2025	8.07	
MCNAMARA, AUDREY Total					8.07	
MENARDS LUMBER	3 invoices 9/2025	(blank)	49868	9/30/2025	161.70	
	76582 & 76534	(blank)	49852	9/25/2025	247.92	
		72722 (blank)	49332	9/18/2025	92.44	
		72854 (blank)	49332	9/18/2025	88.75	
		72867 (blank)	49332	9/18/2025	45.38	
		72953 Aug 2025	(blank)	49332	9/18/2025	13.47
		75917 260020375	267407	9/30/2025	14.43	
		75962 260020375	267407	9/30/2025	119.99	
		75786 263010037	267407	9/30/2025	62.43	
		75811 260020375	267407	9/30/2025	249.67	
		75660 263010037	267407	9/30/2025	1,985.12	
		75666 260020375	267407	9/30/2025	102.57	
		75555 260020375	267407	9/30/2025	74.91	
		75463 260020333	267407	9/30/2025	36.65	
		75466 260020333	267407	9/30/2025	2.59	
		75392 260020333	267407	9/30/2025	12.76	
		75312 263010037	267407	9/30/2025	60.21	
		75311 260020333	267407	9/30/2025	112.82	
		75224 263010037	267407	9/30/2025	139.13	
		75083 263010037	267407	9/30/2025	156.58	
		75096 260020333	267407	9/30/2025	122.01	
		75022 260020333	267407	9/30/2025	55.65	
		74819 260020333	267407	9/30/2025	61.81	
		74828 260020333	267407	9/30/2025	6.99	
		74845 260020333	267407	9/30/2025	16.97	
		74742 260020333	267407	9/30/2025	42.37	
		74763 260020333	267407	9/30/2025	326.27	
	74598 260020333	267407	9/30/2025	85.27		
	74091 260020333	267407	9/30/2025	38.11		
	74106 260020333	267407	9/30/2025	9.17		
	73438 263020120	267407	9/30/2025	110.87		
MENARDS LUMBER Total					4,655.01	
MENTA ACADEMY SPRINGFIELD	SESINV-051668	260090238	267408	9/30/2025	11,435.73	
MENTA ACADEMY SPRINGFIELD Total					11,435.73	
METSKER, CATHERINE JANE	JV Cross Country 1	(blank)	49376	10/1/2025	80.00	
	XC Official Sept 27	(blank)	49356	9/25/2025	120.00	
METSKER, CATHERINE JANE Total					200.00	
MEYER, NICOLE	V72255830	(blank)	7179	9/19/2025	204.00	
MEYER, NICOLE Total					204.00	
MIDWEST CONSTRUCTION RENTALS	224785-1	260020332	267409	9/30/2025	47.25	
MIDWEST CONSTRUCTION RENTALS Total					47.25	
MIDWEST EQUIPMENT II	820950	260020374	267410	9/30/2025	56.71	
	820142	260020328	267410	9/30/2025	65.45	
	820149	260020328	267410	9/30/2025	99.11	
	819764	260020328	267410	9/30/2025	1,670.16	
	819765	260020328	267410	9/30/2025	109.95	
	807477	260020328	267410	9/30/2025	33.45	
MIDWEST EQUIPMENT II Total					2,034.83	
MILLER JANITOR SUPPLY CO.		119097 260020383	267411	9/30/2025	6,267.60	

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MILLER JANITOR SUPPLY CO. Total					6,267.60
MINERVA PROMOTIONS	I07444	(blank)	49908	10/9/2025	480.00
	I07488	(blank)	49908	10/9/2025	895.00
	V40466927	(blank)	1979	10/8/2025	840.00
	I06958	(blank)	49377	10/1/2025	550.00
	I07309	(blank)	49357	9/25/2025	419.00
	IM1714	(blank)	49825	9/22/2025	160.00
	I07305	260060092	267412	9/30/2025	2,239.93
MINERVA PROMOTIONS Total					5,583.93
MINONK CHOCOLATE COMPANY	3863 & 3762	(blank)	49909	10/9/2025	561.60
		3659 (blank)	49853	9/25/2025	374.40
MINONK CHOCOLATE COMPANY Total					936.00
MINOR, MICHELLE	V42452324	(blank)	4253	10/14/2025	65.00
MINOR, MICHELLE Total					65.00
MODGLIN, MARGARET KATHLEEN	Homecoming Decor	(blank)	49333	9/18/2025	150.75
MODGLIN, MARGARET KATHLEEN Total					150.75
MORA, CHRISTINA L	V23372008	(blank)	3198	9/22/2025	133.23
MORA, CHRISTINA L Total					133.23
MOTION INDUSTRIES, INC	IL66-01086494	260020331	267413	9/30/2025	37.16
MOTION INDUSTRIES, INC Total					37.16
MUELLER, KELSEY RAE	Hotel Benet	(blank)	49334	9/18/2025	2,029.30
	ISU VB Office Depot	(blank)	49334	9/18/2025	435.65
	Pizza Lock In	(blank)	49334	9/18/2025	440.39
MUELLER, KELSEY RAE Total					2,905.34
MYERS, GABRIEL	Mads Brass binders	(blank)	49826	9/22/2025	109.43
MYERS, GABRIEL Total					109.43
NAEIR	G297461	(blank)	49335	9/18/2025	101.50
NAEIR Total					101.50
NALEWAJKA, ROGER K	V57073039	(blank)	15867	10/9/2025	607.55
	V13981786	(blank)	15855	9/25/2025	222.17
NALEWAJKA, ROGER K Total					829.72
NATIONAL CHEERLEADERS ASSOCIATION 1	0011535786	(blank)	49388	10/3/2025	1,223.00
NATIONAL CHEERLEADERS ASSOCIATION 1 Total					1,223.00
NATIONAL ENGLISH HONOR SOCIETY		35219 (blank)	49407	10/9/2025	65.00
NATIONAL ENGLISH HONOR SOCIETY Total					65.00
NEURORESTORATIVE IL	0825-381373	260090239	267414	9/30/2025	50,078.24
NEURORESTORATIVE IL Total					50,078.24
Newmister, Noah J	Wrestling camp	(blank)	49886	10/6/2025	275.00
Newmister, Noah J Total					275.00
NICHOLS, LISA L'HOTE	Welcome and Mtg	(blank)	49378	10/1/2025	109.17
NICHOLS, LISA L'HOTE Total					109.17
NICOR GAS	0925 CEDAR RIDGE	260010026	267470	10/8/2025	357.21
	0925 GLENN	260010026	267295	9/30/2025	86.76

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NICOR GAS	0925 BRIGHAM	260010026	267295	9/30/2025	331.49
	0925 CARLOCK	260010026	267295	9/30/2025	75.98
	0925 HOOSE	260010026	267295	9/30/2025	340.76
	0925 EVANS	260010026	267295	9/30/2025	438.37
	0925 SUGAR CREEK	260010026	267295	9/30/2025	212.33
	0925 BENJAMIN	260010026	267295	9/30/2025	183.05
	0925 HUDSON	260010026	267295	9/30/2025	94.95
	0925 FAIRVIEW	260010026	267295	9/30/2025	78.15
	0925 OAKDALE	260010026	267295	9/30/2025	148.13
	0925 TRANSPORT 35	260010026	267295	9/30/2025	57.47
	0925 TRANSPORT 98	260010026	267295	9/30/2025	59.05
	0925 WAREHOUSE 37	260010026	267295	9/30/2025	165.94
	0925 WAREHOUSE 65	260010026	267295	9/30/2025	60.67
	0925 WAREHOUSE 92	260010026	267295	9/30/2025	102.99
	0825 CEDAR RIDGE	260010026	267295	9/30/2025	139.77
0825 GLEN	260010026	267295	9/30/2025	79.08	
NICOR GAS Total					3,012.15
NISEN, MICHAEL A.	State Golf 2	(blank)	49399	10/9/2025	100.00
NISEN, MICHAEL A. Total					100.00
NOETIC LEARNING	202456	261230015	267296	9/30/2025	198.00
NOETIC LEARNING Total					198.00
NORMAL COMMUNITY HIGH SCHOOL	B Golf Entry	(blank)	49389	10/3/2025	200.00
	NWHS SWD GJVV 092025	263520071	267297	9/30/2025	165.00
NORMAL COMMUNITY HIGH SCHOOL Total					365.00
NORMAL WEST HIGH SCHOOL	Cash Box	(blank)	49408	10/9/2025	400.00
	Community Funds	(blank)	49372	9/29/2025	1,190.00
	VTAP Quarters	(blank)	49358	9/25/2025	100.00
NORMAL WEST HIGH SCHOOL Total					1,690.00
NORTHCUTT, KATY L	V77946362	(blank)	25493	10/3/2025	100.00
NORTHCUTT, KATY L Total					100.00
NORTON, ANDREA NICOLE	REIM BTB ABDO 0725	260090248	267415	9/30/2025	781.30
NORTON, ANDREA NICOLE Total					781.30
NORTON, JEFF	JV Cross Country 2	(blank)	49379	10/1/2025	-
	2 XC Official	(blank)	49359	9/25/2025	120.00
NORTON, JEFF Total					120.00
NOURIE, CINDY LYNN	V841060	(blank)	5326	10/6/2025	30.00
NOURIE, CINDY LYNN Total					30.00
OAK BROS TREE CYCLE LLC	45071453	260020373	267416	9/30/2025	-
	45071454	260020373	267416	9/30/2025	-
OAK BROS TREE CYCLE LLC Total					-
OLSON, KATHERINE IRENE	MILES 2025 SEPT	(blank)	267417	9/30/2025	56.00
OLSON, KATHERINE IRENE Total					56.00
ORIGINAL NIEPAGEN FLOWER SHOP	V18391871	(blank)	2975	10/8/2025	52.50
ORIGINAL NIEPAGEN FLOWER SHOP Total					52.50
OSF OCCUPATIONAL HEALTH	237447-00	260020370	267418	9/30/2025	615.00
OSF OCCUPATIONAL HEALTH Total					615.00

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PABST, REBECCA J	V6527502	(blank)	22781	10/10/2025	74.36
	V17287651	(blank)	22781	10/10/2025	48.96
	SF Grant - N Team	(blank)	22766	9/18/2025	16.15
PABST, REBECCA J Total					139.47
PACHA, ZACHARY A	CLOTH ALLOW 091125	260020366	267419	9/30/2025	209.81
PACHA, ZACHARY A Total					209.81
PANTALEONE, MEAGHAN E	V13419438	(blank)	6498	9/25/2025	682.83
PANTALEONE, MEAGHAN E Total					682.83
PAPA JOHN'S PIZZA 1	V24428499	(blank)	15863	10/6/2025	28.97
PAPA JOHN'S PIZZA 1 Total					28.97
PARKSIDE JUNIOR HIGH SCHOOL	S Team	(blank)	22770	9/24/2025	100.00
PARKSIDE JUNIOR HIGH SCHOOL Total					100.00
PARTS DEPOT	291331	260020408	267476	10/8/2025	19.99
PARTS DEPOT Total					19.99
PASCO SCIENTIFIC	25IN010236	260090170	267420	9/30/2025	1,473.00
PASCO SCIENTIFIC Total					1,473.00
PEORIA NOTRE DAME HIGH SCHOOL	Reissue Check 126216	(blank)	127202	10/3/2025	180.00
	Reissue check 20079	(blank)	20988	10/3/2025	180.00
	NWHS GOLF B V 081825	263520074	267298	9/30/2025	300.00
PEORIA NOTRE DAME HIGH SCHOOL Total					660.00
PEORIA RICHWOODS H.S.	NWHS SWD G V 100425	263520073	267299	9/30/2025	150.00
PEORIA RICHWOODS H.S. Total					150.00
PEPSI COLA GENERAL BOT, INC	14315301	(blank)	49910	10/9/2025	428.61
	V7427971	(blank)	25499	10/8/2025	454.48
	12058005 & 120588004	(blank)	49869	9/30/2025	828.06
	20200002	(blank)	49827	9/22/2025	2,145.42
PEPSI COLA GENERAL BOT, INC Total					3,856.57
PERKINS, SUZANNE MARIE	V43193934	(blank)	4251	9/19/2025	552.00
PERKINS, SUZANNE MARIE Total					552.00
PETERS, FERAH	V79641341	(blank)	2749	9/23/2025	127.86
PETERS, FERAH Total					127.86
PETERSON, KAILEY A	Drinks	(blank)	49400	10/9/2025	23.94
	Pumpkins	(blank)	49400	10/9/2025	60.00
	Cookies	(blank)	49360	9/25/2025	89.11
PETERSON, KAILEY A Total					173.05
PHEASANT LANES	AUG SEPT 25 BOWLING	263020135	267421	9/30/2025	176.00
PHEASANT LANES Total					176.00
PIPCO COMPANIES, LTD	77530	260020346	267422	9/30/2025	6,986.68
PIPCO COMPANIES, LTD Total					6,986.68
PONTIAC TWP HSD #90	NWHS GOLF G V 091825	263520066	267300	9/30/2025	200.00
PONTIAC TWP HSD #90 Total					200.00
PORWICK, KATIE	XC Team Meal 2	(blank)	49401	10/9/2025	25.98
PORWICK, KATIE Total					25.98

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PRESIDIO	6053525003786R	260040112	267423	9/30/2025	6,208.70	
	6053525003777R	260040111	267423	9/30/2025	9,313.06	
PRESIDIO Total					15,521.76	
PREVO, AMBER	Away game reimb	(blank)	49828	9/22/2025	91.81	
PREVO, AMBER Total					91.81	
PREWITT, GENIE	Duplicate purchase	(blank)	49361	9/25/2025	70.00	
PREWITT, GENIE Total					70.00	
PROFESSIONAL ELECTRIC MOTOR REPAIR		76340	260020334	267424	9/30/2025	46.50
		76320	260020334	267424	9/30/2025	115.56
		76311	260020334	267424	9/30/2025	79.62
PROFESSIONAL ELECTRIC MOTOR REPAIR Total					241.68	
PROSAFETY	SI002484	263010026	267425	9/30/2025	555.40	
PROSAFETY Total					555.40	
PUMMILL, MELISSA E	Coffee Shop 9/25	(blank)	49887	10/6/2025	184.38	
	t-shirts	(blank)	49887	10/6/2025	354.64	
	Class store 9/25	(blank)	49870	9/30/2025	347.11	
PUMMILL, MELISSA E Total					886.13	
PURITAN SPRINGS	V481211	(blank)	5327	10/6/2025	82.90	
PURITAN SPRINGS Total					82.90	
QUADIENT FINANCE USA, INC.	STMT 0925 POSTAGE	260010104	267477	10/8/2025	500.00	
QUADIENT FINANCE USA, INC. Total					500.00	
R & RS		90246	263010034	267426	9/30/2025	524.00
		90247	263010034	267426	9/30/2025	165.00
		90248	263010034	267426	9/30/2025	3,862.00
R & RS Total					4,551.00	
RACHEL, MARLAND	PJHS Inv Off 10	(blank)	22767	9/18/2025	125.00	
RACHEL, MARLAND Total					125.00	
RACKAUSKAS, JARROD ANTHONY	REIM BUS FUEL 090625	263520080	267427	9/30/2025	57.98	
RACKAUSKAS, JARROD ANTHONY Total					57.98	
RANEY, CHRISTEN A	REIM DG FACS 082625	262010023	267428	9/30/2025	59.20	
RANEY, CHRISTEN A Total					59.20	
READ'S SPORTING GOODS	V52814179	(blank)	7186	9/25/2025	11.95	
READ'S SPORTING GOODS Total					11.95	
Reeves, Kandice L	REIM SAMS SUP 092125	262030043	267429	9/30/2025	176.71	
Reeves, Kandice L Total					176.71	
REEVES, REBECCA J	REIM DIAB ED 051325	260060094	267430	9/30/2025	45.00	
REEVES, REBECCA J Total					45.00	
REGIONAL OFFICE OF EDUCATION #17		1002600265	260060088	267431	9/30/2025	120.21
		1002600243	260120065	267431	9/30/2025	380.00
		1002600195	260090228	267431	9/30/2025	10.00
		1002600186	260090226	267431	9/30/2025	340.60
REGIONAL OFFICE OF EDUCATION #17 Total					850.81	

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REPUBLIC SERVICES - #368	0368-001162348	260010003	267301	9/30/2025	7,977.07
REPUBLIC SERVICES - #368 Total					7,977.07
REWERTS, JOANNA R	REIM SAMS FRUIT CAFE	260030080	267432	9/30/2025	188.74
REWERTS, JOANNA R Total					188.74
RICHARDSON, MARCY LYNN	V46337670	(blank)	7367	10/2/2025	36.98
RICHARDSON, MARCY LYNN Total					36.98
RITCHASON, JENNIFER	V2995444	(blank)	15864	10/6/2025	23.96
RITCHASON, JENNIFER Total					23.96
ROGERS SUPPLY COMPANY INC	BL069380	260020335	267433	9/30/2025	134.95
ROGERS SUPPLY COMPANY INC Total					134.95
ROGERS, GREG	Red Robin	(blank)	49409	10/9/2025	60.06
	XC Oct 7	(blank)	49409	10/9/2025	183.15
	XC Food and Drink	(blank)	49362	9/25/2025	234.62
ROGERS, GREG Total					477.83
RON SMITH PRINTING COMPANY	160342	(blank)	49888	10/6/2025	12.00
RON SMITH PRINTING COMPANY Total					12.00
ROOKER, BETH A	MILES 2025 AUG	(blank)	267434	9/30/2025	29.68
ROOKER, BETH A Total					29.68
RP LUMBER COMPANY, INC	4194077	260020028	267435	9/30/2025	145.98
	4190319	260020027	267435	9/30/2025	44.96
	4188752	260020028	267435	9/30/2025	66.43
	4163773	260020028	267435	9/30/2025	172.95
	327274	260020028	267435	9/30/2025	(264.49)
	322378	260020028	267435	9/30/2025	(73.98)
	3925536	260020028	267435	9/30/2025	352.35
RP LUMBER COMPANY, INC Total					444.20
S & S BUILDERS HARDWARE CO	587685	260020382	267436	9/30/2025	2,310.00
	587759	260020382	267436	9/30/2025	335.35
S & S BUILDERS HARDWARE CO Total					2,645.35
SANDERS, ERIN E	V62229497	(blank)	3200	9/25/2025	16.48
SANDERS, ERIN E Total					16.48
SCHLIPF, BETHANY L	V62320309	(blank)	7195	10/9/2025	52.84
SCHLIPF, BETHANY L Total					52.84
SCHOLASTIC INC EDUCATION	V83833053	(blank)	5205	10/6/2025	845.63
SCHOLASTIC INC EDUCATION Total					845.63
SCHOLASTIC INC.	V84267271	(blank)	2750	9/23/2025	146.66
SCHOLASTIC INC. Total					146.66
SCHOOL HEALTH CORPORATION	CINV000276465	263520007	267437	9/30/2025	379.62
	CINV000256482	263520007	267437	9/30/2025	70.24
	CINV000255090	263520007	267437	9/30/2025	60.74
	CINV000254483	263520007	267437	9/30/2025	776.99
	CINV000254053	263520007	267437	9/30/2025	14.28
	CINV000253784	263520007	267437	9/30/2025	1,514.15
SCHOOL HEALTH CORPORATION Total					2,816.02

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SCHOOL SPECIALTY	2.08136E+11	261230017	267438	9/30/2025	6.60
	2.08136E+11	261230014	267438	9/30/2025	77.46
SCHOOL SPECIALTY Total					84.06
SCHULTZ, CHRISTINA	V84966671	(blank)	3203	10/10/2025	8.98
SCHULTZ, CHRISTINA Total					8.98
SCHWARTZ, ANDREW ISAAC	meals	(blank)	49854	9/25/2025	131.22
SCHWARTZ, ANDREW ISAAC Total					131.22
SCORNAVACCO, ROBERT A	V71538160	(blank)	7196	10/9/2025	96.47
SCORNAVACCO, ROBERT A Total					96.47
Sebeny, Janel Nichole	MILES2025 September	(blank)	267439	9/30/2025	74.69
Sebeny, Janel Nichole Total					74.69
SECRETARY OF STATE - VEHICLE SERVICES	License plate Reg St	260120084	267465	10/3/2025	1,260.00
SECRETARY OF STATE - VEHICLE SERVICES Total					1,260.00
SELECT SCREEN PRINTS	V56028929	(blank)	7197	10/9/2025	728.00
	V22823056	(blank)	15868	10/9/2025	297.00
	11676	(blank)	49410	10/9/2025	55.00
	V30074261	(blank)	25500	10/8/2025	69.42
	V68449586	(blank)	25500	10/8/2025	252.00
	V94310590	(blank)	25500	10/8/2025	238.00
	12799	(blank)	49871	9/30/2025	452.00
	V73676511	(blank)	15856	9/25/2025	707.00
	12566	(blank)	49363	9/25/2025	588.00
	12705	261140003	267440	9/30/2025	1,126.00
	12386	(blank)	49336	9/18/2025	230.00
SELECT SCREEN PRINTS Total					4,742.42
SERENDIPITY DESIGNS	45911	(blank)	49829	9/22/2025	207.00
SERENDIPITY DESIGNS Total					207.00
SHAZAM RACING	908	(blank)	22768	9/18/2025	7,374.65
SHAZAM RACING Total					7,374.65
Shipley, Krista	XC reimbursement	(blank)	22769	9/18/2025	211.34
Shipley, Krista Total					211.34
SHIRT TECH	1223	(blank)	49872	9/30/2025	785.50
SHIRT TECH Total					785.50
SHOOT-A-WAY INC	Shooting machine-DP	(blank)	49889	10/6/2025	4,421.00
SHOOT-A-WAY INC Total					4,421.00
SHORT, RYAN E	Monicals Pizza	(blank)	49873	9/30/2025	28.49
SHORT, RYAN E Total					28.49
SIEBENTHAL, MELISSA A	ILMHS Chapter fee	(blank)	49830	9/22/2025	50.00
SIEBENTHAL, MELISSA A Total					50.00
SITEONE LANDSCAPE SUPPLY, LLC	157803797-001	260020337	267441	9/30/2025	75.95
SITEONE LANDSCAPE SUPPLY, LLC Total					75.95
SKAGGS, CHRISTINE	REFUND GRADUATED	(blank)	267442	9/30/2025	31.20
SKAGGS, CHRISTINE Total					31.20

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SOLIANT HEALTH, LLC	21264866	260090242	267443	9/30/2025	3,492.50
	21260248	260090242	267443	9/30/2025	4,125.00
SOLIANT HEALTH, LLC Total					7,617.50
SOUND CONNECTIONS, PLLC	74	260090268	267478	10/8/2025	2,120.00
SOUND CONNECTIONS, PLLC Total					2,120.00
SPATH, NATALIE	Donuts Journalism	(blank)	49364	9/25/2025	45.00
SPATH, NATALIE Total					45.00
SPEAR CORPORATION	313997	260020323	267444	9/30/2025	2,191.96
SPEAR CORPORATION Total					2,191.96
ST CHARLES EAST HIGH SCHOOL	NWHS VBALL V 101125	263520067	267302	9/30/2025	350.00
ST CHARLES EAST HIGH SCHOOL Total					350.00
STANTON, AUTUMN J	V33030531	(blank)	9587	9/26/2025	70.36
STANTON, AUTUMN J Total					70.36
STAY ANOTHER DAY LTD	D416	(blank)	49831	9/22/2025	900.00
STAY ANOTHER DAY LTD Total					900.00
STENGER, SHELBY GRACE	O team	(blank)	22782	10/10/2025	38.10
STENGER, SHELBY GRACE Total					38.10
STEVENS, LAURA A	V7650144	(blank)	25495	10/7/2025	6.75
	V43181967	(blank)	25495	10/7/2025	4.00
	V92391917	(blank)	25485	9/25/2025	17.99
STEVENS, LAURA A Total					28.74
STEVENS, LORI JOANN	V48931347	(blank)	9588	9/26/2025	97.01
STEVENS, LORI JOANN Total					97.01
STILLE, KIMBERLY ANN	MILES 2025 AUG	(blank)	267445	9/30/2025	24.50
STILLE, KIMBERLY ANN Total					24.50
STOCK, JOHN L	State Golf 1	(blank)	49402	10/9/2025	100.00
STOCK, JOHN L Total					100.00
SUMMIT FINANCIAL RESOURCES LP	S282264	260030088	267446	9/30/2025	818.07
SUMMIT FINANCIAL RESOURCES LP Total					818.07
SUNET HOLDCO 2024	905743340	260010089	267281	9/25/2025	2,578.24
	905743341	260010089	267281	9/25/2025	903.05
	905743342	260010089	267281	9/25/2025	1,214.41
	905743343	260010089	267281	9/25/2025	2,003.46
	905744381	260010089	267281	9/25/2025	313.49
	905744382	260010089	267281	9/25/2025	36.31
SUNET HOLDCO 2024 Total					7,048.96
SZAREK, JESSICA L	V38567748	(blank)	1978	10/7/2025	103.82
SZAREK, JESSICA L Total					103.82
TEAM AUTOMOTIVE AND TIRE	7836799	260120068	267447	9/30/2025	209.39
TEAM AUTOMOTIVE AND TIRE Total					209.39
TEMPLES, WESLEY G	MILES 2025 SEPT	(blank)	267448	9/30/2025	651.56
	AD Mtg	(blank)	49403	10/9/2025	60.97
TEMPLES, WESLEY G Total					712.53

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TENUTA, GINA JOHANNA	V69068160	(blank)	9590	10/6/2025	86.97
TENUTA, GINA JOHANNA Total					86.97
THE BIRD NEST		2323 (blank)	9586	9/26/2025	259.00
	V32170520	(blank)	2839	9/19/2025	625.50
THE BIRD NEST Total					884.50
THE COPY SHOP		4862 (blank)	49890	10/6/2025	215.04
THE COPY SHOP Total					215.04
THE DEN AT FOX CREEK		40066 (blank)	49337	9/18/2025	1,566.94
THE DEN AT FOX CREEK Total					1,566.94
THE FULCRUM GUY		5192 260020356	267449	9/30/2025	1,320.00
THE FULCRUM GUY Total					1,320.00
THE MUSIC SHOPPE, INC		4027538 263020136	267450	9/30/2025	29.95
		4018025 262040011	267450	9/30/2025	134.98
	V3597427	(blank)	7180	9/19/2025	617.00
		4022074 262010022	267450	9/30/2025	51.00
		4021033 263020136	267450	9/30/2025	120.96
		3984920 262040010	267479	10/8/2025	35.00
		3984915 262040010	267479	10/8/2025	50.00
THE MUSIC SHOPPE, INC Total					1,038.89
THOMPSON, KARA L	V58413947	(blank)	7369	10/3/2025	458.12
THOMPSON, KARA L Total					458.12
THOMSON REUTERS-WEST		852463018 260010094	267480	10/8/2025	1,679.14
		852318832 260010094	267480	10/8/2025	1,679.14
THOMSON REUTERS-WEST Total					3,358.28
TIELKE, KASSADIE MARIE	V574596	(blank)	5100	10/1/2025	565.67
TIELKE, KASSADIE MARIE Total					565.67
T-MOBILE	STMT 0925 CUST	260020003	267471	10/8/2025	1,264.14
	STMT 0925 CELL	260020004	267303	9/30/2025	7,820.21
	STMT 0925 HS	260040001	267303	9/30/2025	773.67
T-MOBILE Total					9,858.02
TOUCHTONE COMMUNICATIONS		3754180 260010029	267280	9/24/2025	230.14
TOUCHTONE COMMUNICATIONS Total					230.14
TOWANDA WATER DEPARTMENT	STMT 0925	260010001	267481	10/8/2025	470.39
TOWANDA WATER DEPARTMENT Total					470.39
TOWN OF NORMAL - UTILITY BILLING	STMT 0925 3	260010031	267304	9/30/2025	161.93
	STMT 0925 2	260010031	267278	9/24/2025	91.69
TOWN OF NORMAL - UTILITY BILLING Total					253.62
TRIEZENBERG, JENNIFER LYNN	REIM CLASS 041025	260060095	267451	9/30/2025	2,700.00
TRIEZENBERG, JENNIFER LYNN Total					2,700.00
TURCOTTE, BRIANA L	MILES2025 September	(blank)	267452	9/30/2025	226.10
TURCOTTE, BRIANA L Total					226.10
TWIN SUPPLIES, LTD.	15142M	260020347	267453	9/30/2025	9,948.00
	15521N	260020347	267453	9/30/2025	300.00

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TWIN SUPPLIES, LTD.	15526N	260020347	267453	9/30/2025	2,550.00
	15538N	260020347	267453	9/30/2025	10,293.00
	15799J	260020347	267453	9/30/2025	4,480.00
	15146M	260020347	267453	9/30/2025	377.00
TWIN SUPPLIES, LTD. Total					27,948.00
TYLER TECHNOLOGIES, INC	025-507844	260010091	267454	9/30/2025	340.00
TYLER TECHNOLOGIES, INC Total					340.00
ULINE	197085582	260020362	267455	9/30/2025	704.48
	196819898	260120069	267455	9/30/2025	584.67
	196739057	260020362	267455	9/30/2025	1,226.70
	196774111	260020362	267455	9/30/2025	1,816.70
	196649066	260020362	267455	9/30/2025	2,832.13
	196409521	260020362	267455	9/30/2025	1,616.70
	196421426	260020362	267455	9/30/2025	1,986.70
	196421888	260020362	267455	9/30/2025	831.70
	195971011	260020362	267455	9/30/2025	4,322.71
	195665809	260020362	267455	9/30/2025	2,786.10
	195419631	260020362	267455	9/30/2025	390.86
	194946701	260020362	267455	9/30/2025	986.70
	194845761	260020362	267455	9/30/2025	216.80
194479783	260020362	267455	9/30/2025	2,439.14	
ULINE Total					22,742.09
UNIT 5 DECKER INDUSTRIES		127 (blank)	22783	10/10/2025	3.50
	Sept 11 Invoice	(blank)	49365	9/25/2025	20.00
	V40960796	(blank)	2751	9/23/2025	30.00
UNIT 5 DECKER INDUSTRIES Total					53.50
UNIVERSITY HIGH SCHOOL	NWHS CC BGJVV 100725	263520075	267305	9/30/2025	100.00
UNIVERSITY HIGH SCHOOL Total					100.00
US MECHANICAL SERVICES, INC	31428	260020350	267456	9/30/2025	580.00
	31429	260020350	267456	9/30/2025	1,277.47
	31371	260020350	267456	9/30/2025	232.00
	31325	260020350	267456	9/30/2025	1,119.06
	31326	260020350	267456	9/30/2025	2,324.60
	31327	260020350	267456	9/30/2025	348.00
US MECHANICAL SERVICES, INC Total					5,881.13
VARSITY SPIRIT	V74948934	(blank)	25501	10/8/2025	1,291.40
	V46969210	(blank)	7187	9/25/2025	5,030.25
	V55436033	(blank)	7181	9/19/2025	653.45
VARSITY SPIRIT Total					6,975.10
VAUGHN, DOREEN	V94004878	(blank)	2752	9/30/2025	23.04
VAUGHN, DOREEN Total					23.04
VCNA PRAIRIE LLC	892158125	260020327	267457	9/30/2025	787.10
VCNA PRAIRIE LLC Total					787.10
VESTIS SERVICES, LLC	6130660813	260020249	267458	9/30/2025	37.00
	6130660814	260020249	267458	9/30/2025	21.20
	6130660817	260020249	267458	9/30/2025	8.80
	6130659985	260020249	267458	9/30/2025	12.60
	6130660000	260020249	267458	9/30/2025	13.00
	6130660036	260020249	267458	9/30/2025	22.50
	6130660058	260020249	267458	9/30/2025	21.20

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VESTIS SERVICES, LLC	6130660059	260020249	267458	9/30/2025	3.00
	6130659464	260020249	267458	9/30/2025	20.19
	6130659465	260020249	267458	9/30/2025	63.80
	6130658922	260020249	267458	9/30/2025	2.80
	6130658940	260020249	267458	9/30/2025	8.40
	6130657984	260020249	267482	10/8/2025	29.50
	6130658050	260020249	267482	10/8/2025	12.80
	6130657431	260020249	267482	10/8/2025	10.20
	6130657485	260020249	267482	10/8/2025	37.00
	6130657488	260020249	267482	10/8/2025	21.20
	6130657489	260020249	267482	10/8/2025	20.80
	6130656659	260020249	267482	10/8/2025	22.50
	6130656120	260020249	267482	10/8/2025	37.20
	6130656121	260020249	267482	10/8/2025	119.80
	6130656122	260020249	267482	10/8/2025	11.00
	6130656123	260020249	267482	10/8/2025	15.70
	6130655544	260020249	267482	10/8/2025	11.60
	6130655570	260020249	267482	10/8/2025	6.20
	6130655600	260020249	267482	10/8/2025	18.40
6130647872	260020249	267458	9/30/2025	17.60	
6130641031	260020249	267458	9/30/2025	35.20	
6130635059	260020249	267458	9/30/2025	35.20	
VESTIS SERVICES, LLC Total					696.39
VILLAGE OF CARLOCK	2025-06	260010088	267459	9/30/2025	552.85
VILLAGE OF CARLOCK Total					552.85
VILLAGE OF CARLOCK.	11262	260020001	267279	9/24/2025	359.97
VILLAGE OF CARLOCK. Total					359.97
VITAL EDUCATION AND SUPPLY INC	Inv25-651	260060087	267460	9/30/2025	3,605.25
	Inv25-630	260060087	267460	9/30/2025	84.55
VITAL EDUCATION AND SUPPLY INC Total					3,689.80
WALKER, VALENTINE S	Coaches Assoc	(blank)	49404	10/9/2025	36.38
WALKER, VALENTINE S Total					36.38
WASHINGTON HIGH SCHOOL	NCHS GOLF G 093025	263510068	267306	9/30/2025	270.00
WASHINGTON HIGH SCHOOL Total					270.00
WATTS COPY SYSTEMS, INC. - LEASING	40230377	260010023	267483	10/8/2025	19,546.65
WATTS COPY SYSTEMS, INC. - LEASING Total					19,546.65
WEIR, ISABELLA	Intercity VB 4	(blank)	49366	9/25/2025	175.00
WEIR, ISABELLA Total					175.00
WHITNEY DANIELS DESIGNS	V168895	(blank)	5324	9/18/2025	660.00
WHITNEY DANIELS DESIGNS Total					660.00
WIEDMAN, NICOLE AMBER	V9235053	(blank)	25491	10/3/2025	309.99
	V70847928	(blank)	25488	9/29/2025	-
WIEDMAN, NICOLE AMBER Total					309.99
WILLIAMS, CAMEO	V72139596	(blank)	5569	9/23/2025	64.12
WILLIAMS, CAMEO Total					64.12
WILLSCOT MOBILE MINI	9024538627	260040108	267461	9/30/2025	190.00
WILLSCOT MOBILE MINI Total					190.00

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WILMINGTON HIGH SCHOOL	contract for cheer	(blank)	22784	10/10/2025	300.00
WILMINGTON HIGH SCHOOL Total					300.00
WILSON-PRIDGEN, ISOKE ABEO	SEAT Pizza	(blank)	49380	10/1/2025	100.72
WILSON-PRIDGEN, ISOKE ABEO Total					100.72
WINSUPPLY	389002 01	260020338	267462	9/30/2025	78.14
	388902 01	260020338	267462	9/30/2025	135.38
	388586 01	260020338	267462	9/30/2025	145.28
	388265 01	260020338	267462	9/30/2025	171.89
WINSUPPLY Total					530.69
WITZIG, DAVID G	Kobe walker shirts	(blank)	49832	9/22/2025	271.94
WITZIG, DAVID G Total					271.94
X-TREME LIGHT AND SOUND	675934	(blank)	49891	10/6/2025	1,200.00
X-TREME LIGHT AND SOUND Total					1,200.00
YOUNG, WENDY MARIE	V966106	(blank)	1489	10/10/2025	51.00
YOUNG, WENDY MARIE Total					51.00
YOUR JUST JEALOUS INC.	000096	(blank)	49405	10/9/2025	296.00
	000095	(blank)	49390	10/3/2025	370.00
	000089	(blank)	49338	9/18/2025	2,380.00
YOUR JUST JEALOUS INC. Total					3,046.00
ZABUKOVEC, MELISSA	MILES2025 September	(blank)	267463	9/30/2025	18.20
ZABUKOVEC, MELISSA Total					18.20
ZELLER ELECTRIC INC	25-1057	260020461	267484	10/10/2025	7,499.25
	25-1031	260020461	267484	10/10/2025	2,218.48
	25-0712	260020461	267484	10/10/2025	42,495.75
ZELLER ELECTRIC INC Total					52,213.48
ZIMMERMAN, CLAIRE CHRISTINE	VTAP Purchases Oct 7	(blank)	49406	10/9/2025	44.98
	VTAP Shoes Outfit	(blank)	49406	10/9/2025	61.98
	Vending Restock Sept	(blank)	49381	10/1/2025	418.02
ZIMMERMAN, CLAIRE CHRISTINE Total					524.98
ZIMMERMAN, SHELLI	1973	260090243	267464	9/30/2025	120.00
ZIMMERMAN, SHELLI Total					120.00
Grand Total					3,161,249.35

Expenditure Summary Report

From Date: 9/18/2025
 To Date: 10/14/2025

Fund	Amount
07	20,117.80
08	931,705.77
10	781,355.24
20	449,533.69
30	49,148.80
40	137,654.10
80	300,496.41
90	325,354.26
99	165,883.28
Grand Total	3,161,249.35

Expenditure Summary Report

From Date: 9/17/2025
To Date: 9/17/2025

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
DRENGWITZ, JASON	Capt dinner 9/10	(blank)	49799	9/17/2025	165.01
	Capt dinner 9/16	(blank)	49799	9/17/2025	264.39
DRENGWITZ, JASON Total					429.40
Earing, Jennifer	Class Materials	(blank)	49800	9/17/2025	27.36
Earing, Jennifer Total					27.36
EDUCATIONAL PRODUCTS, INC.	B004139940	(blank)	49801	9/17/2025	34,374.45
EDUCATIONAL PRODUCTS, INC. Total					34,374.45
EUGENE FIELD SECONDARY SERVICE		116 (blank)	49802	9/17/2025	581.01
EUGENE FIELD SECONDARY SERVICE Total					581.01
FASTSIGNS		45388 (blank)	49803	9/17/2025	361.60
FASTSIGNS Total					361.60
FOSTER, NATHAN C	Eville, Den, Food	(blank)	49804	9/17/2025	176.63
	JV Match-PND	(blank)	49804	9/17/2025	26.00
	Metamora-Food	(blank)	49804	9/17/2025	114.55
	Wedgewood/limeston	(blank)	49804	9/17/2025	228.57
FOSTER, NATHAN C Total					545.75
KEARFOTT, NICOLAS	Big 12 Ad mtg 2025	(blank)	49805	9/17/2025	18.00
KEARFOTT, NICOLAS Total					18.00
KELLY, JENNIFER LYNN	Senior of the weekGC	(blank)	49806	9/17/2025	290.00
KELLY, JENNIFER LYNN Total					290.00
KONOPASEK, CHRISTINE MARIE	Captains outing	(blank)	49807	9/17/2025	427.67
KONOPASEK, CHRISTINE MARIE Total					427.67
Latzke, Jennifer L	V77622840	(blank)	15848	9/17/2025	167.59
Latzke, Jennifer L Total					167.59
LUDWIG, DENNIS	Invite Off 9/20/25	(blank)	49808	9/17/2025	130.00
LUDWIG, DENNIS Total					130.00
MENARDS LUMBER		75422 (blank)	49809	9/17/2025	9.99
MENARDS LUMBER Total					9.99
MOSS, KEVIN	Invite Off 9/20/25	(blank)	49810	9/17/2025	130.00
MOSS, KEVIN Total					130.00
PATTEN, THOMAS	CC Medals	(blank)	49811	9/17/2025	377.13
PATTEN, THOMAS Total					377.13
PEPSI COLA GENERAL BOT, INC		33430001 (blank)	49812	9/17/2025	782.26
PEPSI COLA GENERAL BOT, INC Total					782.26
PETT, RACHEL E	V22383360	(blank)	15849	9/17/2025	20.00
PETT, RACHEL E Total					20.00
RITCHASON, JENNIFER	V23133636	(blank)	15850	9/17/2025	9.97
RITCHASON, JENNIFER Total					9.97
SCHMIDT, TODD	Invite Off 9/20/25	(blank)	49813	9/17/2025	130.00
SCHMIDT, TODD Total					130.00
SELECT SCREEN PRINTS		12495 (blank)	49814	9/17/2025	502.00

Expenditure Summary Report

From Date: 9/17/2025
 To Date: 9/17/2025

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
SELECT SCREEN PRINTS Total					502.00
WARGO, ROBYN LEE	V19841602	(blank)	15851	9/17/2025	218.48
WARGO, ROBYN LEE Total					218.48
Grand Total					39,532.66

Expenditure Summary Report

From Date: 9/17/2025
To Date: 9/17/2025

Fund	Amount
99	39,532.66
Grand Total	39,532.66

MCLEAN COUNTY UNIT DISTRICT NO. 5
Authorization for Payment of Bills and Payrolls
September 18, 2025 through October 15, 2025

SUMMARY OF BILLS & PAYROLLS BY FUND

Fund	¹ Prepaid Bills	² Bills To Be Paid	³ Payrolls	Total
07 Flexible Benefit Plan Trust Fund	20,117.80	0.00	0.00	20,117.80
08 Unit 5 Self-Funded Insurance	931,705.77	0.00	0.00	931,705.77
10 Educational	781,355.24	2,365,075.93	11,292,818.95	14,439,250.12
20 Operations & Maintenance	449,533.69	245,512.66	706,679.42	1,401,725.77
30 Debt Service	49,148.80	5,532.00	0.00	54,680.80
40 Transportation	137,654.10	986,516.46	25,361.73	1,149,532.29
50 Social Security	0.00	0.00	295,342.75	295,342.75
51 IMRF	0.00	0.00	182,258.28	182,258.28
60 Capital Projects	0.00	0.00	0.00	0.00
70 Working Cash	0.00	0.00	0.00	0.00
80 Tort Immunity	300,496.41	22,470.00	39,191.40	362,157.81
90 Life Safety	325,354.26	471,311.54	0.00	796,665.80
99 Student Activity Funds ⁴	205,415.94	0.00	0.00	205,415.94
Grand Total	\$3,200,782.01	\$4,096,418.59	\$12,541,652.53	\$19,838,853.13

¹ For funds 8 through 90, these bills were paid on and between 9/18/25 and 10/14/25. Please see the "Vendor Bill Listing - PREPAID" report for details.

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

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

⁴ These bills will always be listed as "prepaid" and include bills paid on the date of the last Board meeting. This is to ensure that all payments are captured for reporting purposes. For this report, these bills were paid on and between 9/17/25 and 10/14/25. Please see the Student Activity Funds section of the "Vendor Bill Listing - PREPAID" and the "Vendor Bill Listing - PREPAID - SA" report for details. The Student Activity Funds totals on these reports will equal the Student Activity Funds total on this summary.

ATTEST:

I certify that the Board of Education has reviewed and authorized the payment of bills and payrolls in the amount of \$19,838,853.13.

 Alex Williams, President, Board of Education

 Date

 Mark Adams, Secretary, Board of Education

 Date



MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
Statement of Revenues, Expenditures, And Changes In Fund Balances - Operating Funds
(Educational, Operations & Maintenance, Transportation, Social Security, IMRF and Tort)
Fiscal Year-To-Date Ending August 31, 2025

	Month-To-Date	Year-To-Date	Budget	% YTD Budget
REVENUE COLLECTED				
Local Sources:				
Property Taxes	31,029,555	31,087,786	152,823,276	20.3%
Personal Property Replacement Tax (PPRT)	74,023	504,836	2,754,091	18.3%
Food Service	214,321	226,013	3,040,000	7.4%
District Fees	990,084	1,109,763	1,673,302	66.3%
Other Local Sources	176,989	492,355	3,022,850	16.3%
State Sources:				
Evidence Based Funding	2,319,624	2,319,624	25,515,862	9.1%
Special Education	-	-	1,420,000	0.0%
Transportation Claim	-	-	6,388,801	0.0%
Early Childhood	275,000	487,432	2,226,686	21.9%
Other State Sources	-	22,934	2,074,782	1.1%
Federal Sources:				
Food Service	90,965	90,965	3,539,000	2.6%
ESEA Title I	-	836,812	2,604,729	32.1%
Special Education (IDEA)	6,950	1,027,183	3,434,140	29.9%
Medicaid Matching	87,018	1,180,704	1,400,000	84.3%
Other Federal Sources	819,979	1,285,765	2,731,711	47.1%
Total Revenue Collected	36,084,508	40,672,172	214,649,230	18.9%
EXPENDITURES PAID				
Instruction:				
Salaries & Benefits	7,714,003	15,422,678	102,646,213	15.0%
Other Objects	471,534	1,180,939	9,083,749	13.0%
Support Services - Pupil Related:				
Salaries & Benefits	1,526,345	3,006,181	18,867,379	15.9%
Other Objects	82,242	288,153	1,513,194	19.0%
Support Services - Other:				
Salaries & Benefits	2,738,567	5,296,372	30,216,301	17.5%
Other Objects	1,311,946	2,485,651	34,226,432	7.3%
Community Services	100,120	186,724	1,699,612	11.0%
Nonprogrammed Charges	-	54,655	2,125,444	2.6%
Capital Outlay	1,659,504	6,403,291	8,980,360	71.3%
Debt Service	-	46,224	46,224	100.0%
Total Expenditures Paid	15,604,261	34,370,868	209,404,908	16.4%
NET CHANGE IN FUND BALANCE BEFORE OTHER FINANCING SOURCES (USES)	20,480,247	6,301,304	5,244,322	
OTHER FINANCING SOURCES (USES)				
Proceeds from Issuance of Debt	-	49,096	49,096	100.0%
Proceeds from Fixed Asset Disposal	-	7,906	-	0.0%
Transfers In	-	-	5,500,000	0.0%
Other Sources	-	-	-	0.0%
Transfers Out	(9,170)	(1,979,137)	(2,949,447)	67.1%
Other Uses	-	-	-	0.0%
Total Other Financing Sources (Uses)	(9,170)	(1,922,136)	2,599,649	-73.9%
NET CHANGE IN FUND BALANCE	20,471,077	4,379,168	7,843,971	



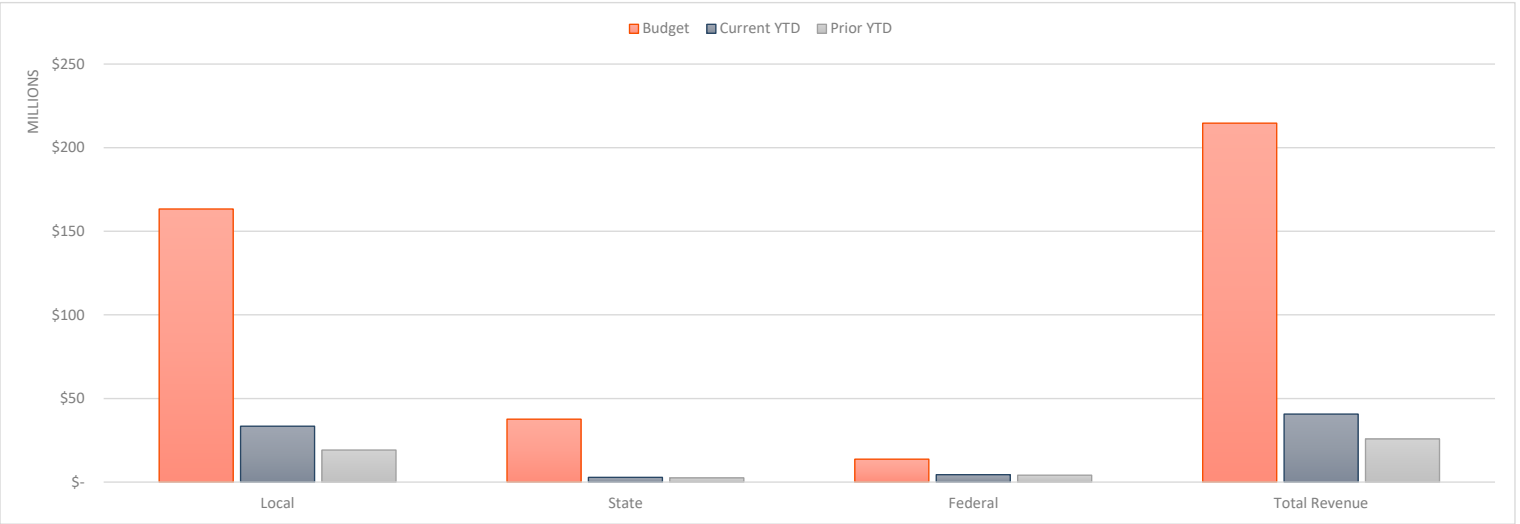
MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
Statement of Fund Balances
Governmental Funds (Excluding Student Activity Funds) and Internal Service Funds
Fiscal Year-To-Date Ending August 31, 2025

	Fund Balance 7/1/2025	Revenues	Expenditures	Other Sources (Uses)	Fund Balance 8/31/2025	Interfund Receivable (Loan)	Cash Balance	Investments
GOVERNMENTAL FUNDS								
Operating Funds:								
Educational	28,471,465	33,185,529	28,517,582	(1,704,715)	31,434,698	-	32,830,416	-
Operations & Maintenance	1,967,407	3,641,415	2,641,430	(223,726)	2,743,666	-	2,775,442	-
Transportation	263,952	1,371,263	1,362,326	6,305	279,195	-	280,206	-
Social Security	1,483,916	714,966	545,635	-	1,653,247	-	1,653,912	-
Municipal Retirement (IMRF)	1,651,437	330,066	346,089	-	1,635,415	-	1,811,906	-
Tort Immunity	663,003	1,428,933	957,806	-	1,134,130	-	1,137,669	-
Total Operating Funds	34,501,181	40,672,172	34,370,868	(1,922,136)	38,880,349	-	40,489,552	-
Other Funds:								
Debt Service	7,755,515	2,957,509	2,093,865	1,979,137	10,598,296	-	10,276,591	321,706
Capital Projects	-	-	-	-	-	-	-	-
Working Cash	56,790,105	476,918	-	-	57,267,023	3,150,000	26,949,168	27,167,855
Fire Prevention & Safety	10,005,054	382,855	2,873,702	-	7,514,207	-	434,078	7,080,129
Total Other Funds	74,550,674	3,817,282	4,967,567	1,979,137	75,379,527	3,150,000	37,659,837	34,569,690
Total Governmental Funds	109,051,855	44,489,454	39,338,434	57,002	114,259,876	3,150,000	78,149,389	34,569,690
INTERNAL SERVICE FUNDS								
Self-Funded Insurance Fund	(923,978)	3,871,243	4,675,254	-	(1,727,988)	(3,150,000)	1,402,267	-

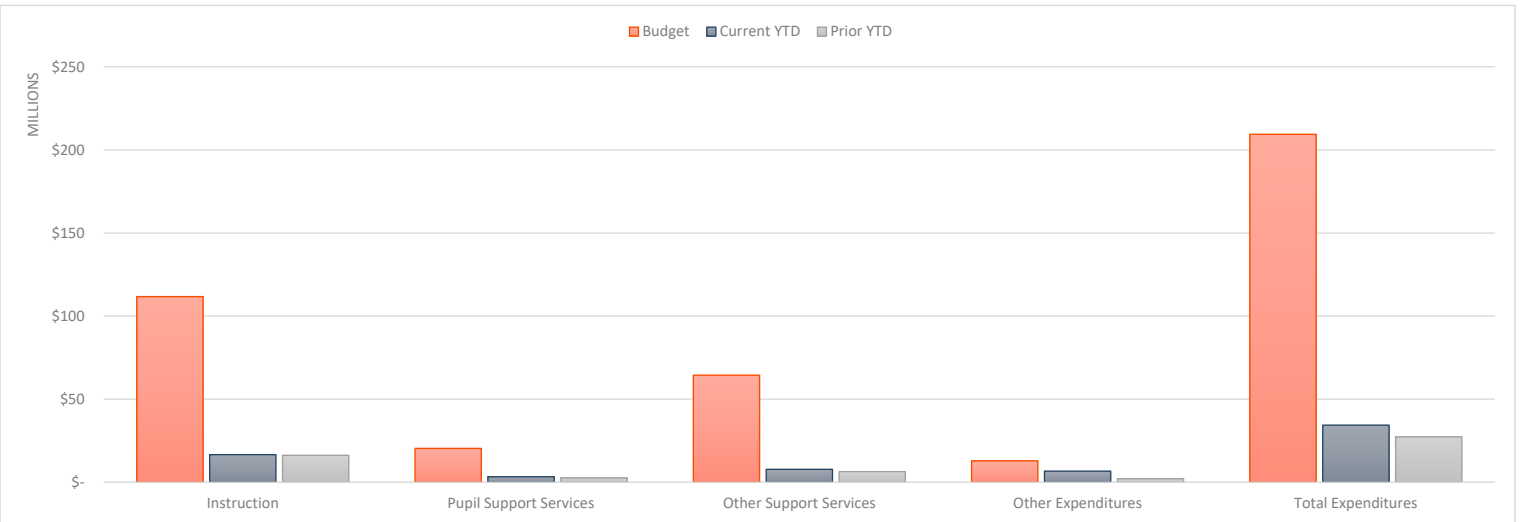


MCLEAN COUNTY UNIT SCHOOL DISTRICT NO. 5
Operating Funds Dashboard
(Educational, Operations & Maintenance, Transportation, Social Security, IMRF and Tort)
Fiscal Year-To-Date Ending August 31, 2025

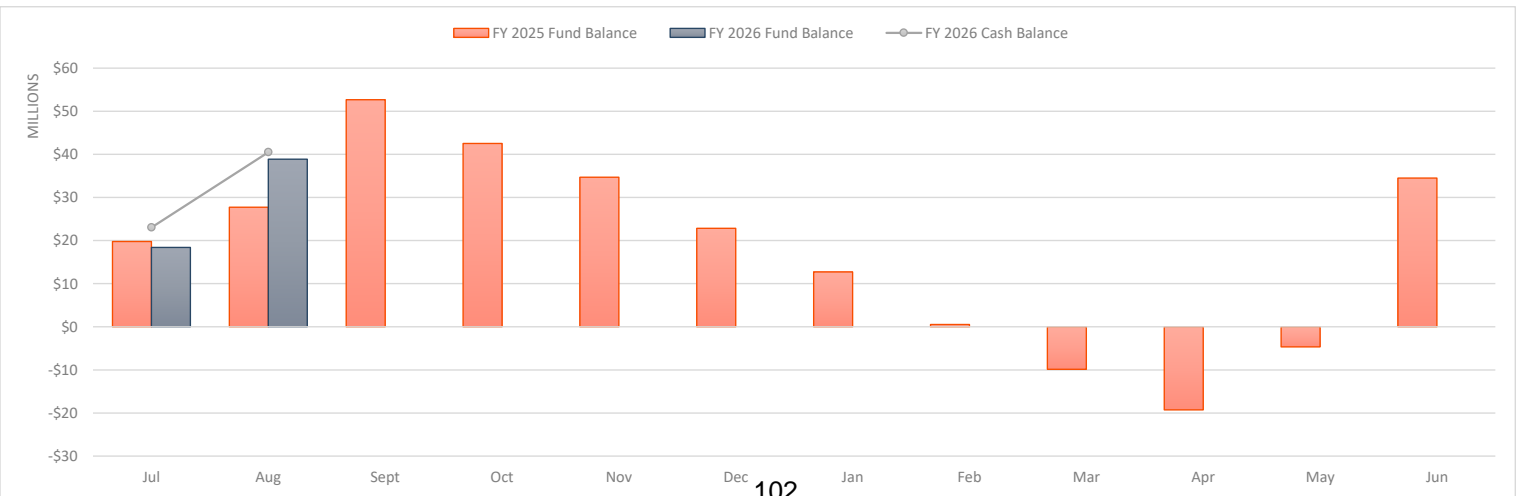
REVENUES - BUDGET, CURRENT YTD AND PRIOR YTD



EXPENDITURES - BUDGET, CURRENT YTD AND PRIOR YTD



FUND BALANCE & CASH BALANCE



CERTIFICATE OF APPROVAL FOR A TEN YEAR SURVEY REPORT

(Section 2-3.12 of the School Code)

EAGLE RD RESOURCE CENTER	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	

I, _____, State Superintendent of Education, acknowledge receipt of this ten-year safety survey report, approved for the year **0**. Hence, the next safety survey report will be due in the year **0**. The District architect has provided assurances that the building named above has been surveyed in accordance with 105 ILCS 5/2-3.12. This Certificate of Approval for a Ten Year survey Report does not necessarily imply that Fire Prevention and Safety Funds can be used for the work items listed in this survey report.

Date	Signature of State Superintendent of Education

COMMENTS:

ITEM ID	DESCRIPTION	ESTIMATED AMOUNT	ADJUSTED AMOUNT	DIFFERENCE	REASON
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OTHER COMMENTS:

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

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

(Section 17-2.11 of the School Code)

EAGLE RD RESOURCE CENTER	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	
Amendment Number 5	

Total Previously Approved	
Approved to raise with this Amendment	\$12,960.00
Total Approved to Date	\$12,960.00
Existing District Funds Approved	\$0.00

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

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

I further certify that the estimate of total approval to date, in the amount of \$12,960.00 has been examined and determined to be reasonable and is hereby approved.

Date	Signature of State Superintendent of Education

EXPLANATORY NOTES:

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

COMMENTS:

ADJUSTED ITEMS:

ITEM ID	DESCRIPTION	ESTIMATED AMOUNT	ADJUSTED AMOUNT	DIFFERENCE	REASON
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REQUEST FOR AUTHORIZATION To use Fire Prevention and Safety Funds

Amendment Number _____

PART I. CERTIFICATION OF ESTIMATED COSTS

This is to certify that:

The EAGLE RD RESOURCE CENTER school, located at 2022 Eagle Rd Normal, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on 3/10/2025.

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

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

The certified estimated cost figures were prepared by me and to the best of my knowledge are true and accurate estimates of the costs to execute the work as specified. The total estimated costs to finance the work involved is \$ 12,960.00.

Name of Architect/Engineer Randall Middleton	Name of Firm MIDDLETON ASSOCIATES INC.
Phone Number (309) 452-1271	Fax Number (309) 454-8049.
License Number 001-007938	Expiration Date 11/30/2026
Email Address rand@middletonassociates.net	 [Seal and Signature]



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

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

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

APPLICATION FOR APPROVAL OF TEN-YEAR SAFETY SURVEY REPORT

(23 IL. Adm. Code Part 180, Sections. 180.310, 180.320, 180.330, 180.340)

NAME OF SCHOOL BUILDING EAGLE RD RESOURCE CENTER	SURVEY YEAR 2026
NAME AND NUMBER OF SCHOOL DISTRICT McLean County USD 5, 0050	COUNTY McLean
ARCHITECT NAME Randall Middleton	FIRM MIDDLETON ASSOCIATES INC.
FIRM ADDRESS 1702 W. COLLEGE AVE, NORMAL, IL 61761-3028	TELEPHONE NUMBER (309) 452-1271

I certify that the survey referred to herein was prepared by me and to the best of my knowledge is a true and accurate.

- Building in Full Compliance.
 Building Not in Compliance



3/10/2025	Randall Middleton
<i>Date</i>	<i>Printed Name Architect/Engineer</i>
<i>Date</i>	<i>President of Board of Education</i>
<i>Date</i>	<i>Secretary of Board of Education</i>
11/30/2026	001-007938
<i>Expiration Date</i>	<i>License Number</i>

[Seal and Signature]

Failure to submit accurate and complete safety survey reports as required shall subject a school district to the recognition provisions of 23 Illinois Administrative Code 180.

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE 064, McLean			2. DISTRICT CODE/NAME 0050, McLean County USD 5			3. FACILITY CODE/NAME EAGLE RD RESOURCE CENTER		
4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation			
1	Building Interior	b.	175.410 i)	Room 15 is used to assemble Information technology equipment for use in the District Schools. This room has two double doors. The west double doors are used rto bring in material often on palets. This double door set may remain as is. The east double door set should swing out in direction of travel and be equiped with proper hardware.	Install new metal door frame, metal outswinging doors, and hardware.			
2	West exit door	c.	175.410 i)	This door was the main entrance in the past; now rhere is a main entrance and Reception Desk on the South side. This west door is not in good condition; there are five other exterior doors around the building that are properly maarked. The door swings against exit traffic.	Remove the lighted exit over the west sdoor and move about 25 ft. south to mark a compliant corridor and exit.			

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

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE 064, McLean			2. DISTRICT CODE/NAME 0050, McLean County USD 5			3. FACILITY CODE/NAME EAGLE RD RESOURCE CENTER					
4. Item I.D.	5. Action I.D.	6. Priority Code	7. Specification(s)	8. Units Of Measure	9. Quantity	10. Labor Code	11. Estimated Cost (Architect / Engineer)	12. ROE Adjustment	13. ISBE Adjustment	14. Estimated Completion Date	15. Funding Type
1	f	b.	New 14 gauge door frame, two 16 gauge doors, both reinforced for hinges and closers. Install exit light fixture above the door inside Room 15	assembly	1	2	\$10,400.00			8/15/2026	F
2	b	c.	Remove the existing exit light on the west wall install on nearby south wall about 25 ft. away.	assembly	1	2	\$400.00			8/15/2026	F

	Original Subtotal	\$10,800.00	Adjusted Subtotal	\$10,800.00
	Original 10.00% Contingency	\$1,080.00	Adjusted 10.00% Contingency	\$1,080.00
	Original 10.00% A/E Fees	\$1,080.00	Adjusted 10.00% A/E Fees	\$1,080.00
	Original Grand Total	\$12,960.00	Adjusted Grand Total	\$12,960.00

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

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

(Section 17-2.11 of the School Code)

CHIDDIX JR HIGH SCHOOL	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	
Amendment Number 42	

Total Previously Approved	
Approved to raise with this Amendment	\$25,993.20
Total Approved to Date	\$25,993.20
Existing District Funds Approved	\$0.00

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

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

I further certify that the estimate of total approval to date, in the amount of \$25,993.20 has been examined and determined to be reasonable and is hereby approved.

Date	Signature of State Superintendent of Education

EXPLANATORY NOTES:

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

COMMENTS:

ADJUSTED ITEMS:

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

REQUEST FOR AUTHORIZATION To use Fire Prevention and Safety Funds

Amendment Number

PART I. CERTIFICATION OF ESTIMATED COSTS

This is to certify that:

The CHIDDIX JR HIGH SCHOOL school, located at 300 S Walnut St Normal, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on 9/2/2025.

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

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

The certified estimated cost figures were prepared by me and to the best of my knowledge are true and accurate estimates of the costs to execute the work as specified. The total estimated costs to finance the work involved is \$ 25,993.20.

Name of Architect/Engineer Jean Underwood	Name of Firm Design Mavens Architecture
Phone Number 3093043048	Fax Number
License Number 001-017750	Expiration Date 11/30/2026
Email Address jean@design-mavens.com	
<i>[Seal and Signature]</i>	



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

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

- a. Based upon the report of the architect referred to above, the district faces total estimated costs of \$ to finance the work involved.
- b. The district has \$ available in its operations and maintenance fund, fire prevention and safety fund, school facility occupation tax fund and/or other fund to finance the work.
- c. If Fire Prevention and Safety funds are to be used, the district certifies that it has levied the maximum authorized rate for its operations and maintenance fund for the most recent year for which tax rates are available.
- d. The district needs to raise \$ in additional revenue through the levy of the Fire Prevention and Safety Tax or issuance of Bonds to finance the recommended work.
- e. Plans and specifications for the work will be submitted to the Regional Superintendent for review and approval.
- f. The work to be financed with Fire Prevention and Safety funds will not commence until the Certificate of Approval of the State Superintendent is received, the detailed plans and specifications have been approved by the regional superintendent and the regional superintendent (or other lawful agency) has issued an appropriate Order to Effect Compliance with the Health/Life Safety Code for public schools (or other lawful order requiring the work to be done).

g. All work authorized by the District will be executed in conformity with all applicable codes.

h. In the case of work recommended to repair school sidewalks, playgrounds, parking lots, or school bus turnarounds the notice and hearing requirements of Section 17-2.11 of the School Code were complied with by publishing the required notice on and holding the required public hearing on .

(35-76) (7/07) Prescribed by ISBE for ISBE Use

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE 064, McLean			2. DISTRICT CODE/NAME 0050, McLean County USD 5			3. FACILITY CODE/NAME CHIDDIX JR HIGH SCHOOL		
4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation			
1	Entire Building	c.	Energy Conservation	Excessive energy costs; temperature and humidity variations.	Install smart metering technology to improve fault detection and reduce energy consumption.			

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

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE **064, McLean** 2. DISTRICT CODE/NAME **0050, McLean County USD 5** 3. FACILITY CODE/NAME **CHIDDIX JR HIGH SCHOOL**

4. Item I.D.	5. Action I.D.	6. Priority Code	7. Specification(s)	8. Units Of Measure	9. Quantity	10. Labor Code	11. Estimated Cost (Architect / Engineer)	12. ROE Adjustment	13. ISBE Adjustment	14. Estimated Completion Date	15. Funding Type
1	f	c.	Install smart metering technology to improve fault detection and reduce energy consumption by 8%.	ls	1	2	\$21,661.00			12/31/2028	F

	Original Subtotal	\$21,661.00	Adjusted Subtotal	\$21,661.00
	Original 10.00% Contingency	\$2,166.10	Adjusted 10.00% Contingency	\$2,166.10
	Original 10.00% A/E Fees	\$2,166.10	Adjusted 10.00% A/E Fees	\$2,166.10
	Original Grand Total	\$25,993.20	Adjusted Grand Total	\$25,993.20

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

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

(Section 17-2.11 of the School Code)

EVANS JUNIOR HIGH SCHOOL	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	
Amendment Number 6	

Total Previously Approved	
Approved to raise with this Amendment	\$42,608.40
Total Approved to Date	\$42,608.40
Existing District Funds Approved	\$0.00

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

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

I further certify that the estimate of total approval to date, in the amount of \$42,608.40 has been examined and determined to be reasonable and is hereby approved.

Date	Signature of State Superintendent of Education

EXPLANATORY NOTES:

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

COMMENTS:

ADJUSTED ITEMS:

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

REQUEST FOR AUTHORIZATION To use Fire Prevention and Safety Funds

Amendment Number

PART I. CERTIFICATION OF ESTIMATED COSTS

This is to certify that:

The EVANS JUNIOR HIGH SCHOOL school, located at 2901 MORRISSEY DRIVE BLOOMINGTON, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on 7/17/2025.

- All of the urgent or necessary work as indicated on the attached Form 35-48 is necessary to abate the violations of applicable code requirements and should result in effecting compliance with said requirements within prescribed timelines. No violations of applicable code requirements other than those cited in previously approved safety survey reports or amendments and those noted in this survey or amendment were noted.
- All other work recommended in the attached Form 35-48, though not required to abate violations of applicable requirements of the Health/Life Safety Code for Public Schools, is recommended for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes provided in Section 17 2.11 of the School Code.

The certified estimated cost figures were prepared by me and to the best of my knowledge are true and accurate estimates of the costs to execute the work as specified. The total estimated costs to finance the work involved is \$ 42,608.40.

Name of Architect/Engineer Jean Underwood	Name of Firm Design Mavens Architecture
Phone Number 3093043048	Fax Number
License Number 001-017750	Expiration Date 11/30/2026
Email Address jean@design-mavens.com	
<i>[Seal and Signature]</i>	



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

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

- a. Based upon the report of the architect referred to above, the district faces total estimated costs of \$ to finance the work involved.
- b. The district has \$ available in its operations and maintenance fund, fire prevention and safety fund, school facility occupation tax fund and/or other fund to finance the work.
- c. If Fire Prevention and Safety funds are to be used, the district certifies that it has levied the maximum authorized rate for its operations and maintenance fund for the most recent year for which tax rates are available.
- d. The district needs to raise \$ in additional revenue through the levy of the Fire Prevention and Safety Tax or issuance of Bonds to finance the recommended work.
- e. Plans and specifications for the work will be submitted to the Regional Superintendent for review and approval.
- f. The work to be financed with Fire Prevention and Safety funds will not commence until the Certificate of Approval of the State Superintendent is received, the detailed plans and specifications have been approved by the regional superintendent and the regional superintendent (or other lawful agency) has issued an appropriate Order to Effect Compliance with the Health/Life Safety Code for public schools (or other lawful order requiring the work to be done).

g. All work authorized by the District will be executed in conformity with all applicable codes.

h. In the case of work recommended to repair school sidewalks, playgrounds, parking lots, or school bus turnarounds the notice and hearing requirements of Section 17-2.11 of the School Code were complied with by publishing the required notice on and holding the required public hearing on .

(35-76) (7/07) Prescribed by ISBE for ISBE Use

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE 064, McLean			2. DISTRICT CODE/NAME 0050, McLean County USD 5			3. FACILITY CODE/NAME EVANS JUNIOR HIGH SCHOOL		
4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation			
1	Entire Building	c.	Energy Conservation	Excessive energy costs; temperature and humidity variations.	Install smart metering technology to improve fault detection and reduce energy consumption.			

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

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE **064, McLean** 2. DISTRICT CODE/NAME **0050, McLean County USD 5** 3. FACILITY CODE/NAME **EVANS JUNIOR HIGH SCHOOL**

4. Item I.D.	5. Action I.D.	6. Priority Code	7. Specification(s)	8. Units Of Measure	9. Quantity	10. Labor Code	11. Estimated Cost (Architect / Engineer)	12. ROE Adjustment	13. ISBE Adjustment	14. Estimated Completion Date	15. Funding Type
1	f	c.	Install smart metering technology to improve fault detection and reduce energy consumption.	ls	1	2	\$35,507.00			12/31/2030	F

						Original Subtotal	\$35,507.00	Adjusted Subtotal	\$35,507.00	
						Original 10.00% Contingency	\$3,550.70	Adjusted 10.00% Contingency	\$3,550.70	
						Original 10.00% A/E Fees	\$3,550.70	Adjusted 10.00% A/E Fees	\$3,550.70	
						Original Grand Total	\$42,608.40	Adjusted Grand Total	\$42,608.40	

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

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

(Section 17-2.11 of the School Code)

NORMAL COMMUNITY HIGH SCHOOL	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	
Amendment Number 45	

Total Previously Approved	
Approved to raise with this Amendment	\$98,196.00
Total Approved to Date	\$98,196.00
Existing District Funds Approved	\$0.00

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

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

I further certify that the estimate of total approval to date, in the amount of \$98,196.00 has been examined and determined to be reasonable and is hereby approved.

Date	Signature of State Superintendent of Education

EXPLANATORY NOTES:

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

COMMENTS:

ADJUSTED ITEMS:

ITEM ID	DESCRIPTION	ESTIMATED AMOUNT	ADJUSTED AMOUNT	DIFFERENCE	REASON
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REQUEST FOR AUTHORIZATION To use Fire Prevention and Safety Funds

Amendment Number

PART I. CERTIFICATION OF ESTIMATED COSTS

This is to certify that:

The NORMAL COMMUNITY HIGH SCHOOL school, located at 3900 E Raab Rd Normal, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on 7/17/2025.

- All of the urgent or necessary work as indicated on the attached Form 35-48 is necessary to abate the violations of applicable code requirements and should result in effecting compliance with said requirements within prescribed timelines. No violations of applicable code requirements other than those cited in previously approved safety survey reports or amendments and those noted in this survey or amendment were noted.
- All other work recommended in the attached Form 35-48, though not required to abate violations of applicable requirements of the Health/Life Safety Code for Public Schools, is recommended for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes provided in Section 17 2.11 of the School Code.

The certified estimated cost figures were prepared by me and to the best of my knowledge are true and accurate estimates of the costs to execute the work as specified. The total estimated costs to finance the work involved is \$ 98,196.00.

Name of Architect/Engineer Jean Underwood	Name of Firm Design Mavens Architecture
Phone Number 3093043048	Fax Number
License Number 001-017750	Expiration Date 11/30/2026
Email Address jean@design-mavens.com	
<i>[Seal and Signature]</i>	



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

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

- a. Based upon the report of the architect referred to above, the district faces total estimated costs of \$ to finance the work involved.
- b. The district has \$ available in its operations and maintenance fund, fire prevention and safety fund, school facility occupation tax fund and/or other fund to finance the work.
- c. If Fire Prevention and Safety funds are to be used, the district certifies that it has levied the maximum authorized rate for its operations and maintenance fund for the most recent year for which tax rates are available.
- d. The district needs to raise \$ in additional revenue through the levy of the Fire Prevention and Safety Tax or issuance of Bonds to finance the recommended work.
- e. Plans and specifications for the work will be submitted to the Regional Superintendent for review and approval.
- f. The work to be financed with Fire Prevention and Safety funds will not commence until the Certificate of Approval of the State Superintendent is received, the detailed plans and specifications have been approved by the regional superintendent and the regional superintendent (or other lawful agency) has issued an appropriate Order to Effect Compliance with the Health/Life Safety Code for public schools (or other lawful order requiring the work to be done).

g. All work authorized by the District will be executed in conformity with all applicable codes.

h. In the case of work recommended to repair school sidewalks, playgrounds, parking lots, or school bus turnarounds the notice and hearing requirements of Section 17-2.11 of the School Code were complied with by publishing the required notice on and holding the required public hearing on .

(35-76) (7/07) Prescribed by ISBE for ISBE Use

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE 064, McLean		2. DISTRICT CODE/NAME 0050, McLean County USD 5			3. FACILITY CODE/NAME NORMAL COMMUNITY HIGH SCHOOL	
4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation	
1	Entire Building	c.	Energy Conservation	Excessive energy costs; temperature and humidity variations.	Install smart metering technology to improve fault detection and reduce energy consumption.	

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

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE **064, McLean** 2. DISTRICT CODE/NAME **0050, McLean County USD 5** 3. FACILITY CODE/NAME **NORMAL COMMUNITY HIGH SCHOOL**

4. Item I.D.	5. Action I.D.	6. Priority Code	7. Specification(s)	8. Units Of Measure	9. Quantity	10. Labor Code	11. Estimated Cost (Architect / Engineer)	12. ROE Adjustment	13. ISBE Adjustment	14. Estimated Completion Date	15. Funding Type
1	f	c.	Install smart metering technology to improve fault detection and reduce energy consumption.	ls	1	2	\$81,830.00			12/31/2028	F

						Original Subtotal	\$81,830.00		Adjusted Subtotal	\$81,830.00	
						Original 10.00% Contingency	\$8,183.00		Adjusted 10.00% Contingency	\$8,183.00	
						Original 10.00% A/E Fees	\$8,183.00		Adjusted 10.00% A/E Fees	\$8,183.00	
						Original Grand Total	\$98,196.00		Adjusted Grand Total	\$98,196.00	

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

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

(Section 17-2.11 of the School Code)

NORMAL COMMUNITY WEST HIGH SCHOOL	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	
Amendment Number 67	

Total Previously Approved	
Approved to raise with this Amendment	\$80,341.20
Total Approved to Date	\$80,341.20
Existing District Funds Approved	\$0.00

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

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

I further certify that the estimate of total approval to date, in the amount of \$80,341.20 has been examined and determined to be reasonable and is hereby approved.

Date	Signature of State Superintendent of Education

EXPLANATORY NOTES:

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

COMMENTS:

ADJUSTED ITEMS:

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

REQUEST FOR AUTHORIZATION To use Fire Prevention and Safety Funds

Amendment Number

PART I. CERTIFICATION OF ESTIMATED COSTS

This is to certify that:

The NORMAL COMMUNITY WEST HIGH SCHOOL school, located at 501 N Parkside Rd Normal, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on 7/17/2025.

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

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

The certified estimated cost figures were prepared by me and to the best of my knowledge are true and accurate estimates of the costs to execute the work as specified. The total estimated costs to finance the work involved is \$ 80,341.20.

<i>Name of Architect/Engineer</i> Jean Underwood	<i>Name of Firm</i> Design Mavens Architecture
<i>Phone Number</i> 3093043048	<i>Fax Number</i>
<i>License Number</i> 001-017750	<i>Expiration Date</i> 11/30/2026
<i>Email Address</i> jean@design-mavens.com	
<i>[Seal and Signature]</i>	

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

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

- a. Based upon the report of the architect referred to above, the district faces total estimated costs of \$ to finance the work involved.
- b. The district has \$ available in its operations and maintenance fund, fire prevention and safety fund, school facility occupation tax fund and/or other fund to finance the work.
- c. If Fire Prevention and Safety funds are to be used, the district certifies that it has levied the maximum authorized rate for its operations and maintenance fund for the most recent year for which tax rates are available.
- d. The district needs to raise \$ in additional revenue through the levy of the Fire Prevention and Safety Tax or issuance of Bonds to finance the recommended work.
- e. Plans and specifications for the work will be submitted to the Regional Superintendent for review and approval.
- f. The work to be financed with Fire Prevention and Safety funds will not commence until the Certificate of Approval of the State Superintendent is received, the detailed plans and specifications have been approved by the regional superintendent and the regional superintendent (or other lawful agency) has issued an appropriate Order to Effect Compliance with the Health/Life Safety Code for public schools (or other lawful order requiring the work to be done).

g. All work authorized by the District will be executed in conformity with all applicable codes.

h. In the case of work recommended to repair school sidewalks, playgrounds, parking lots, or school bus turnarounds the notice and hearing requirements of Section 17-2.11 of the School Code were complied with by publishing the required notice on and holding the required public hearing on .

(35-76) (7/07) Prescribed by ISBE for ISBE Use

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE 064, McLean		2. DISTRICT CODE/NAME 0050, McLean County USD 5			3. FACILITY CODE/NAME NORMAL COMMUNITY WEST HIGH SCHOOL	
4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation	
1	Entire Building	c.	Energy Conservation	Excessive energy costs; temperature and humidity variations.	Install smart metering technology to improve fault detection and reduce energy consumption.	

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

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE **064, McLean** 2. DISTRICT CODE/NAME **0050, McLean County USD 5** 3. FACILITY CODE/NAME **NORMAL COMMUNITY WEST HIGH SCHOOL**

4. Item I.D.	5. Action I.D.	6. Priority Code	7. Specification(s)	8. Units Of Measure	9. Quantity	10. Labor Code	11. Estimated Cost (Architect / Engineer)	12. ROE Adjustment	13. ISBE Adjustment	14. Estimated Completion Date	15. Funding Type
1	f	c.	Install smart metering technology to improve fault detection and reduce energy consumption.	ls	1	2	\$66,951.00			12/31/2028	F

	Original Subtotal	\$66,951.00	Adjusted Subtotal	\$66,951.00
	Original 10.00% Contingency	\$6,695.10	Adjusted 10.00% Contingency	\$6,695.10
	Original 10.00% A/E Fees	\$6,695.10	Adjusted 10.00% A/E Fees	\$6,695.10
	Original Grand Total	\$80,341.20	Adjusted Grand Total	\$80,341.20

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

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

(Section 17-2.11 of the School Code)

PARKSIDE JR HIGH SCHOOL	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	
Amendment Number 28	

Total Previously Approved	
Approved to raise with this Amendment	\$32,234.40
Total Approved to Date	\$32,234.40
Existing District Funds Approved	\$0.00

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

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

I further certify that the estimate of total approval to date, in the amount of \$32,234.40 has been examined and determined to be reasonable and is hereby approved.

Date	Signature of State Superintendent of Education

EXPLANATORY NOTES:

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

COMMENTS:

ADJUSTED ITEMS:

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

REQUEST FOR AUTHORIZATION To use Fire Prevention and Safety Funds

Amendment Number

PART I. CERTIFICATION OF ESTIMATED COSTS

This is to certify that:

The PARKSIDE JR HIGH SCHOOL school, located at 101 N Parkside Rd Normal, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on 7/17/2025.

- All of the urgent or necessary work as indicated on the attached Form 35-48 is necessary to abate the violations of applicable code requirements and should result in effecting compliance with said requirements within prescribed timelines. No violations of applicable code requirements other than those cited in previously approved safety survey reports or amendments and those noted in this survey or amendment were noted.
- All other work recommended in the attached Form 35-48, though not required to abate violations of applicable requirements of the Health/Life Safety Code for Public Schools, is recommended for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes provided in Section 17 2.11 of the School Code.

The certified estimated cost figures were prepared by me and to the best of my knowledge are true and accurate estimates of the costs to execute the work as specified. The total estimated costs to finance the work involved is \$ 32,234.40.

Name of Architect/Engineer Jean Underwood	Name of Firm Design Mavens Architecture
Phone Number 3093043048	Fax Number
License Number 001-017750	Expiration Date 11/30/2026
Email Address jean@design-mavens.com	
<i>[Seal and Signature]</i>	



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

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

- a. Based upon the report of the architect referred to above, the district faces total estimated costs of \$ to finance the work involved.
- b. The district has \$ available in its operations and maintenance fund, fire prevention and safety fund, school facility occupation tax fund and/or other fund to finance the work.
- c. If Fire Prevention and Safety funds are to be used, the district certifies that it has levied the maximum authorized rate for its operations and maintenance fund for the most recent year for which tax rates are available.
- d. The district needs to raise \$ in additional revenue through the levy of the Fire Prevention and Safety Tax or issuance of Bonds to finance the recommended work.
- e. Plans and specifications for the work will be submitted to the Regional Superintendent for review and approval.
- f. The work to be financed with Fire Prevention and Safety funds will not commence until the Certificate of Approval of the State Superintendent is received, the detailed plans and specifications have been approved by the regional superintendent and the regional superintendent (or other lawful agency) has issued an appropriate Order to Effect Compliance with the Health/Life Safety Code for public schools (or other lawful order requiring the work to be done).

g. All work authorized by the District will be executed in conformity with all applicable codes.

h. In the case of work recommended to repair school sidewalks, playgrounds, parking lots, or school bus turnarounds the notice and hearing requirements of Section 17-2.11 of the School Code were complied with by publishing the required notice on and holding the required public hearing on .

(35-76) (7/07) Prescribed by ISBE for ISBE Use

VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE 064, McLean			2. DISTRICT CODE/NAME 0050, McLean County USD 5			3. FACILITY CODE/NAME PARKSIDE JR HIGH SCHOOL		
4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation			
1	Entire Building	c.	Energy Conservation	Excessive energy costs; temperature and humidity variations.	Install smart metering technology to improve fault detection and reduce energy consumption by 19.7%.			

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

SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS

1. COUNTY CODE **064, McLean** 2. DISTRICT CODE/NAME **0050, McLean County USD 5** 3. FACILITY CODE/NAME **PARKSIDE JR HIGH SCHOOL**

4. Item I.D.	5. Action I.D.	6. Priority Code	7. Specification(s)	8. Units Of Measure	9. Quantity	10. Labor Code	11. Estimated Cost (Architect / Engineer)	12. ROE Adjustment	13. ISBE Adjustment	14. Estimated Completion Date	15. Funding Type
1	f	c.	Install smart metering technology to improve fault detection and reduce energy consumption by 19.7%.	ls	1	2	\$26,862.00			12/31/2028	F

	Original Subtotal	\$26,862.00	Adjusted Subtotal	\$26,862.00	
	Original 10.00% Contingency	\$2,686.20	Adjusted 10.00% Contingency	\$2,686.20	
	Original 10.00% A/E Fees	\$2,686.20	Adjusted 10.00% A/E Fees	\$2,686.20	
	Original Grand Total	\$32,234.40	Adjusted Grand Total	\$32,234.40	

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

**JOINT AGREEMENT
FOR ADMINISTERING THE
BLOOMINGTON CAREER ACADEMY**

Bloomington Public Schools
District 87
Bloomington, Illinois
Administrative District

ARTICLE I – GENERAL

Section 1. **Name of the Joint Agreement**

The Bloomington Area Career Center shall henceforth be known as the Bloomington Career Academy ("BCA").

Section 2. **Purpose**

The purpose shall be to operate a career and technical education program to meet the needs of secondary students residing within the participating school districts.

Section 3. **Definitions**

- A. "BOARD OF CONTROL" shall mean a group regularly attending meetings who are committed to the success of Career and Technical Education programs and referred to hereafter sometimes as the "BOC".
- B. "ADMINISTRATIVE DISTRICT" shall be selected by BOC and shall be the entity selected to act as the fiscal and administrative agent for the McLean-Dewitt Regional Vocational System (MDRVS).
- C. "MEMBER DISTRICT" or "PARTICIPATING DISTRICT" shall refer to the school districts subject to this Agreement.

Section 4. **Membership**

- A. Membership in the Career Center shall consist of the following school districts:
 - 1. Unit District #2, LeRoy;
 - 2. Unit District #3, Tri-Valley;
 - 3. Unit District #4, Heyworth;
 - 4. Unit District #5, Normal;
 - 5. Unit District #6, Fieldcrest;
 - 6. Unit District #7, Lexington;

7. Unit District #11, El Paso-Gridley;
8. Unit District #15, Clinton;
9. Unit District #16, Olympia;
10. Unit District #18, Blue Ridge;
11. Unit District #19, Ridgeview;
12. District #87, Bloomington;
13. University High School, Normal.

14. Unit District #701, Deer Creek-Mackinaw

B. New Members.

Additional membership may be granted to other school districts within a 40-mile radius upon and following a majority vote of the administrative council, the administrative district, and the Illinois State Board of Education on or before February 28. Membership to districts applying after September 1 may be granted upon the following conditions.

1. Satisfaction of the recommendations established by the Board of Control.
2. Assumption of any tuition or other amounts established by the Board of Control.
3. Receipt of the majority recommendation of the Board of Control.
4. Agreement to the provisions of this Agreement.
5. Payment of an assessment established by the Board of Control, including but not limited to a fair and equitable dollar amount for previous program development expenses, and appropriate capital funds as may be determined by the Board of Control.

Section 5. **Review**

This joint agreement shall be reviewed tri-annually to ensure:

- A. Adherence to the most recent State Board-approved joint agreement
- B. Completion of the program quality review process as stipulated in 23 Ill. Admin. Code Section 256.160(c)(1)
- C. Satisfactory progress toward improvement in the case of implementation of a program improvement plan

ARTICLE II – ORGANIZATION AND OPERATION

Section 1. **Administrative**

District A. Identified.

Bloomington Public Schools, District No. 87, McLean County, shall be designated by the Board of Control as the Administrative District.

B. Function, Responsibility and Authority.

Administrative District shall be the parent district for purposes of career and technical education reimbursements, of teacher tenure and retirement benefits, and wherever else positive legal entity is required to execute the program. Administrative District shall honor tenure rights and other accrued benefits of an instructor who is employed to teach at the BCA.

C. Satellite Campuses

In the case where a satellite campus is utilized, the instructor may be hired/employed through the satellite campus and the tenure rights and accrued benefits will be provided by the district housing the satellite campus. A Memorandum of Understanding must be separately developed and approved by both BOC and Administrative District to define all roles and responsibilities. Policies and procedures of the Administrative District shall apply to BCA programs.

D. Non-Discrimination Statement

BCA shall comply with all applicable federal and state laws pertaining to nondiscrimination in employment. BCA shall not discriminate against any employee or any student because of race, sex, color, religion, national origin, ancestry, or disability. BCA will follow board policies adopted by the administrative district to ensure non-discriminatory practices. BCA will employ evidence-based procedures to ensure equitable access for all students, recruit and retain under-represented student populations, and develop an intervention plan for identifying disparities and gaps.

Section 2. **Administrative**

Structure

A. BCA Board of Control.

BCA Board of Control shall be comprised of the Superintendent or the Superintendent's designee from each of the BCA member schools. The Board of Control oversees BCA Director.

B. Director/Principal.

A local director shall be employed by the Administrative District. Said person shall meet the requirements of the Regional Office of Education, the Illinois State Board of Education, and be recommended by the Administrative District and BOC.

C. Assistant Principal/Director.

A local assistant principal/director shall be employed by the Administrative District. Said person shall meet the requirements of the Regional Office of Education, the Illinois State Board of Education, and be recommended by the Administrative District and the BOC.

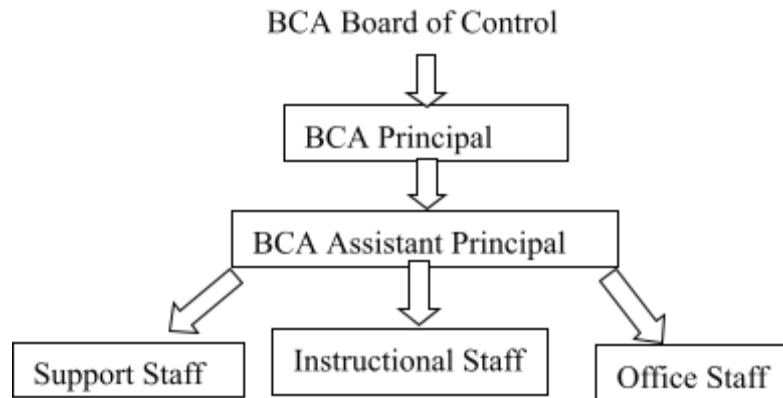
D. Instruction.

All instructional staff shall be employed by the Administrative District or the satellite campus site. Said persons shall meet the requirements of the Regional Office of Education and the Illinois State Board of Education.

E. Office and Support Staff.

All office and support staff shall be employed by the Administrative District or the satellite campus site. Said persons shall meet the requirements of the Regional Office of Education and the Illinois State Board of Education.

F. Administrative Structure Graphic Organizer



Section 3. **Duties of Administrative**

Personnel

A. Director/Principal.

The local director/principal shall establish, promote and direct the Area Career Center program of career and technical education according to State and Federal guidelines in order to serve the instructional needs of those persons residing within said geographical area. Director/principal is responsible for the fulfillment and oversight of all grant responsibilities, including but not limited to: grant applications, amendments, and reporting. Director/principal will work to develop and implement an action plan to meet requirements of Perkins and the ISBE requirements.

B. Assistant Principal/Director.

The local assistant principal/director shall establish, promote, and direct the Area Career Center program of career and technical education according to State and Federal guidelines in order to serve the instructional needs of those persons residing within said geographical area. The assistant principal/director will oversee guidance and career services carried out by coordinators, faculty, and staff members, and in coordination with member school guidance staff.

Section 4. **Board of Control**

A. Structure.

The Board of Control shall be composed of the Superintendent of Schools (or his/her designated representative) from each member school district, but each member school district shall cast just one vote. The BCA Director's administrative

assistant shall act as secretary of the BOC. A representative from the Regional Office of Education shall be an ex-officio member and act in an advisory capacity. Presence of seven (7) member school districts shall constitute a quorum. The Board of Control shall be vested with all of the rights, liabilities, and obligations expressed in the Illinois statutes, including, but not limited to, Section 10.22.31(a) of the School Code of Illinois. The Board of Control shall, from its membership, elect a Chairperson and Vice-Chairperson who shall serve for a term of one year (July 1 – June 30).

1. The chairperson shall perform all the functions customarily inherent in a presiding officer.
2. The vice-chairperson shall perform all the functions customarily inherent in a vice-chairman.
3. The BCA Director's administrative assistant shall perform all the functions customarily inherent in the offices of a secretary.

The Board of Control shall hold regular meetings and special meetings at the call of the chairman or upon request of any three member schools. All meetings of the BOC shall be conducted according to accepted parliamentary procedure.

B. Function.

The BOC has the responsibility of recommending policies, regulations, and procedures not in conflict with policies of member Boards of Education.

C. Principals' Meeting

To supplement the work of the Board of Control, the principals of the participating schools will meet with the Bloomington Career Academy Director/Principal and other relevant staff members. The meeting is to be held at least once per school year. Their duties will be coordinating the activities of the Center and the participating districts, making recommendations to the BOC concerning curriculum, enrollment, and program operation.

ARTICLE III – PROGRAM

Section 1. **Arrangements for Physical Facilities**

The facility and equipment provided by the Administrative District shall be functional and shall meet the needs of persons and school districts to be served. Should an expansion of these facilities occur, such expansion shall be in accordance with state laws and rules. The financing of such expansion, or the

utilization of satellite campus facilities, shall be decided by the Board of Control and the Administrative District.

Section 2. **Types of Programs and/or Services**

Programs shall be consistent with current and projected employment needs as determined by periodic local, State, and national occupation surveys and student interest surveys. Programs shall also be provided for persons who have academic, socioeconomic, cultural, or other disabilities that prevent them from succeeding in programs designed for persons without such disabilities.

Section 3. **Arrangements for Employing Staff**

Said Administrative District, or satellite campus district, shall employ all staff necessary for the effective and efficient operation of the Center. Each employee shall be selected on the basis of background of formal education, and/or experience appropriate for the particular assignment as determined by the chief school administrator, Teacher Certification Board, Office of the State Superintendent of Public Instruction, and the Illinois State Board of Education.

Section 4. **Involvement of Other Community and/or State Agencies**

- A. The administration and staff shall involve the following community and State agencies for purposes of articulation and planning: state government agencies, regional higher education institutions, regional K-12 educational agencies, local business associations, and other representatives of local businesses, industries and unions.
- B. The Bloomington Career Academy will make use of contract agreements with public and private agencies for educational programs and services. All contracts will meet requirements established by the School Code of Illinois and must be recommended by the Board of Control and approved by the Administrative Board.

Section 5. **Finance**

A. Administrative Cost

The administrative cost shall be those expenses incurred for the salary of the Director, Assistant Principal, travel expenses, and office & technical employees. B.

Operating Cost

Operating costs shall include those items identified as fixed charges, repair and maintenance, operation of physical plant, and equipment. Administrative district shall bill the Bloomington Career Academy annually.

C. Personnel Cost

Personnel costs shall include all items normally incurred for certified guidance staff, instructional staff, non-certified staff, travel expenses, instructional supplies, and substitutes.

D. Procedures for financing joint agreement.

Financial arrangements shall be made by the member school districts to relieve the Administrative District of current operational expenses as mandated by Section 10-22.22 of the School Code of Illinois.

E. Accounting

1. Accounting Procedures shall conform to directives by the Illinois State Board of Education.
2. Bloomington Career Academy shall maintain accounts of development and operational expenses and shall make these available to participating districts as needed and requested.
3. An annual audit shall be conducted in accordance with Sections 37, 3-15.1, and 3-15.14.

The Bloomington Career Academy shall bill member school districts an annual tuition assessment for their respective share of the prorated costs in advance. The annual tuition assessment shall be based on the number of pupils from each member school district attending per program. The tuition assessment will be established by the Administrative Council to cover the administrative, operating and personnel costs including, but not limited to: Salaries of teachers, counselors, non-certified workers, clerics, custodial employees, pension and retirement benefits, equipment and supplies, administrative costs, operation of plan and auxiliary service. The BCA will bill upon the previously agreed upon tuition amount.

ARTICLE IV – TRANSPORTATION

Each member school district shall be responsible for the transportation of its students to and from the BCA according to provisions of Section 10-22.22 of the School Code (105 ILCS 5/10-22.22). The Administrative District shall arrange for transportation to and from private training agencies under contract with BCA.

ARTICLE V – PROCEDURES FOR WITHDRAWAL OF A SCHOOL DISTRICT FROM A JOINT AGREEMENT

Membership shall be continuous, and member districts shall be bound hereby unless, on or before September 1 of any year, any member district shall notify, in writing the Administrative District and the Chairperson of the Administrative Council of that district’s intention to withdraw at the end of that year.

In the event of withdrawal of any member district from the program, said district shall be reimbursed for money due, or make payment of outstanding obligations to the program. Such withdrawal shall be done in accordance with the Statutes of the School Code.

ARTICLE VI – PROVISIONS FOR AMENDMENTS

This agreement may be altered or changed at any time by a majority vote of the Administrative Council voting by Districts.

(President of the Board) (Secretary of the Board)

(School Name and District Number) (County)

_____, Illinois, 20____
(Town) (State) (Date)

EASEMENT

This Indenture Witnesseth that Community Unit School District No. 5 McLean and Woodford Counties, Illinois, hereinafter referred to as "Grantor" for and in consideration of TEN and No/100 (\$10.00) DOLLARS AND OTHER GOOD AND VALUABLE CONSIDERATION, the receipt and sufficiency of which is hereby acknowledged, grants, conveys quit claims and dedicates to the Bloomington Normal Water Reclamation District hereinafter referred to as "Grantee", a permanent utility easement across the following described property for the purpose of accessing, clearing, trenching for, laying, installing, constructing, inspecting, operating, repairing, replacement, renewing, altering, enlarging, removing, cleaning, and maintaining under varying conditions of operation, and removing a gravity sewer or force main, or other storm or sanitary sewer infrastructure as deemed reasonably necessary by Grantee, and all necessary appurtenances and additions thereto, in addition to the right, power, and authority to install fiber optic cable solely for the purposes to monitor and track flow and measure levels within the Grantee's interceptor sewers, as the Grantee may deem necessary, together with the right of access across the lots and real estate described below, for necessary persons and equipment to do any or all of the above work. The right is also hereby granted to the Grantee to cut down, trim, or remove any trees, shrubs, or other plants that interfere with the operation of or access to the gravity sewer or force main, which easement is depicted on the plat attached hereto and is described as follows:

Description of Property:

Lot 1 in Community West High School Subdivision, according to a plat thereof recorded as Document No. 93-7066, McLean County, Illinois.

P.I.N 14-19-400-009

Description of Permanent Sewer Easement Required:

The East 40 feet of Lot 1 Community West High School Subdivision according to the plat thereof recorded March 26, 1993 as Document No. 93-7066, bounded on the North by the North Line of said Lot 1 and bounded on the South by the South Line of said Lot 1, McLean County, Illinois.

Description of Temporary Construction Easement Required:

A 30-foot-wide strip of land in Lot 1 in Community West High School Subdivision, according to the plat thereof recorded as Document No. 93-7066, lying East of and adjacent to the above described Permanent Easement, bounded on the North by the North Line of said Lot 1 and bounded on the South by the South Line of said Lot 1, McLean County, Illinois.

This instrument prepared by and return to: Elizabeth B. Megli,
Livingston, Barger, Brandt & Schroeder, LLP, 115 W. Jefferson Street,
Suite 400, Bloomington, IL 61701



Partner ED, LLC - CLIENT SERVICES AGREEMENT

This Client Service Agreement ("Agreement") is made and entered into on October 10, 2025, by and between: Partner ED, LLC, a Minnesota limited liability company ("Partner ED"), and McLean County Unit District No. 5 ("Client"). Each may be referred to individually as a "Party" and collectively as the "Parties."

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ARTICLE I – TERMS OF SERVICES

1. Relationship of Parties: The Parties acknowledge that Partner ED and its consultants are independent contractors. Nothing in this Agreement creates a partnership, joint venture, employment, fiduciary, or agency relationship. Neither Party has authority to bind or create obligations for the other.
2. Description and Scope of Services: Partner ED will provide consultants and/or contractors to perform professional consulting services, either remotely or on Client premises, as defined in individual Statements of Work (SOWs). Each SOW will specify consultant(s), duration, scope, deliverables, and fees.
3. Supervision and Management: Partner ED retains sole authority over all personnel matters relating to its consultants, including hiring, compensation, and performance evaluation. Partner ED directs and supervises service delivery to achieve desired outcomes. The Client retains responsibility for governance, decisions, and oversight of deliverables.
4. Professional Standards: All services shall adhere to the highest professional standards customary to comparable consulting engagements. Deviations from an SOW require written mutual agreement.
5. Intellectual Property: Partner ED retains ownership of all pre-existing materials, tools, and intellectual property. Work products specifically created for Client use under an SOW shall be licensed to the Client for internal use only.

ARTICLE II – PAYMENT TERMS

1. Fees and Invoicing: Fees and payment terms will be defined in each SOW. Partner ED shall invoice monthly unless otherwise stated. Payment is due upon receipt. Interest at 1.5% per month (18% annually) or the maximum allowed by law, whichever is lower, will accrue on invoices unpaid after 60 days.
2. Reimbursable Expenses: Only reasonable, actual expenses incurred for Client-related travel or materials will be billed.
3. Payment Method: Payments may be made by check or electronic transfer to the account designated on Partner ED's invoice.



ARTICLE III – TERM AND TERMINATION

1. Term: This Agreement commences upon Client board approval and remains in effect until terminated under this Article.
2. Termination: Either Party may terminate for convenience with 14 days' written notice. Either Party may terminate for cause in the event of material breach, fraud, or misconduct, provided written notice and reasonable opportunity to cure are given.
3. Effect of Termination: Upon termination, all rights granted herein cease. Partner ED shall be paid for services rendered and approved expenses incurred up to the effective termination date.

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ARTICLE IV – PROTECTION OF PARTIES

1. Non-Solicitation / No-Hire Clause: Client shall not directly or indirectly hire, solicit, or engage Partner ED consultants during an engagement or within one (1) year thereafter, except through Partner ED. Breach will result in liquidated damages equal to 25% of the consultant's projected annual compensation.
2. Confidentiality: Each Party agrees to protect all confidential information disclosed by the other with the same care it uses for its own confidential information, but no less than reasonable care.
3. Compliance with Client Requirements: Partner ED and its consultants will comply with Client's confidentiality and compliance requirements as applicable.

ARTICLE V – MISCELLANEOUS

1. Indemnification: Each Party shall indemnify and hold harmless the other for claims, damages, or losses arising from its own negligence or willful misconduct.
2. Limitation of Liability: Neither Party shall be liable for special, incidental, or consequential damages, including lost profits or goodwill. Partner ED's total liability shall not exceed the fees paid for the applicable SOW, except in cases of gross negligence, willful misconduct, or breach of confidentiality.
3. Dispute Resolution: In the event of a dispute, the Parties agree to first seek resolution through mediation in Minneapolis, Minnesota. If unresolved, disputes shall be settled by binding arbitration under the Commercial Arbitration Rules of the American Arbitration Association.
4. Compliance with Law: Each Party shall comply with all applicable laws. Partner ED may terminate immediately if Client fails to provide a safe or lawful working environment.
5. Guarantee of Service: If Client is dissatisfied with a consultant's performance, Partner ED will either replace the consultant or provide additional support. Partner ED makes no further warranties, express or implied.



6. Force Majeure: Neither Party shall be liable for failure to perform due to causes beyond reasonable control, including natural disasters, acts of government, or labor disputes.
7. Entire Agreement and Amendment: This Agreement, together with all SOWs, constitutes the entire understanding between the Parties. Modifications must be in writing and signed by both Parties.
8. Governing Law: This Agreement shall be governed by the laws of the State of Minnesota, and any legal action shall be brought exclusively in the state courts of Washington County, Minnesota.

ACCEPTED AND AGREED

Partner ED, LLC

By: _____
Name: Denise Pontrelli
Title: Co-Founder & CEO
Date: _____

McLean County Unit No. 5

By: _____
Name: _____
Title: _____
Date: _____



SOFTWARE AS A SERVICE AGREEMENT

This Software as a Service Agreement is made between Tyler Technologies, Inc. and Client.

WHEREAS, Client selected Tyler to provide certain products and services set forth in the Investment Summary, including providing Client with access to Tyler's proprietary software products, and Tyler desires to provide such products and services under the terms of this Agreement;

NOW THEREFORE, in consideration of the foregoing and of the mutual covenants and promises set forth in this Agreement, Tyler and Client agree as follows:

SECTION A – DEFINITIONS

- **“Agreement”** means this Software as a Service Agreement.
- **“Business Travel Policy”** means our business travel policy. Our current Business Travel Policy is available here: <https://www.tylertech.com/portals/0/terms/Tyler-Business-Travel-Policy.pdf>.
- **“Client”** means the party indicated on the signature block or, in the absence of a signature block, the Investment Summary.
- **“Data”** means your data necessary to use the Tyler Software.
- **“Data Storage Capacity”** means the contracted amount of storage capacity for your Data, if any, identified in the Investment Summary.
- **“Defect”** means a failure of the Tyler Software to substantially conform to the functional descriptions set forth in our written proposal to you (or the Documentation in the absence of a written proposal), or their functional equivalent. Future functionality may be updated, modified, or otherwise enhanced through our maintenance and support services, and the governing functional descriptions for such future functionality will be set forth in our then-current Documentation.
- **“Defined Vehicles”** means the number of vehicles identified in the Investment Summary for which Client is authorized to use the Tyler Software.
- **“White Fleet Vehicles”** means the number of vehicles which are not used for routing, avl, field trips or other related K12 transportation activities for which Client is authorized to use the Tyler Software and is calculated by subtracting fifty percent (50%) from the number of Defined Vehicles. White Fleet Vehicles have reduced functionality and use the Tyler Software.
- **“Developer”** means a third party who owns the intellectual property rights to a Third-Party Product.
- **“Documentation”** means any online or written documentation related to the use or functionality of the Tyler Software that we provide or otherwise make available to you, including instructions, user guides, manuals and other training or self-help documentation.
- **“Effective Date”** means the date by which both your and our authorized representatives have signed the Agreement.
- **“Force Majeure”** means an event beyond the reasonable control of you or us, including, without limitation, governmental action, war, riot or civil commotion, fire, natural disaster, or any other

cause that could not with reasonable diligence be foreseen or prevented by you or us.

- **“Investment Summary”** means the agreed upon cost proposal for the products and services attached as Exhibit A.
- **“Order Form”** means an ordering document that includes a quote or investment summary and specifies the items to be provided by Tyler to Client, including any addenda and supplements thereto.
- **“Professional Services”** means those services provided by Tyler or a third party related to the scope of this Agreement and identified in the Investment Summary.
- **“SaaS Fees”** means the fees for the SaaS Services identified in the Investment Summary.
- **“SaaS Services”** means software as a service consisting of system administration, system management, and system monitoring activities that Tyler performs for the Tyler Software and includes the right to access and use the Tyler Software, receive maintenance and support on the Tyler Software, including Downtime resolution under the terms of the SLA, and Data storage and archiving. SaaS Services do not include support of an operating system or hardware, support outside of our normal business hours, or training, consulting, or other professional services.
- **“SLA”** means the service level agreement. A copy of our current SLA is attached hereto as [Exhibit C](#).
- **“Support Call Process”** means the support call process applicable to all of our customers who have licensed the Tyler Software. A copy of our current Support Call Process is attached as [Schedule 1](#) to [Exhibit C](#).
- **“Third-Party Hardware”** means the third-party hardware, if any, identified in the Investment Summary.
- **“Third-Party Products”** means the Third-Party Software and Third-Party Hardware.
- **“Third-Party SaaS Services”** means software as a service provided by a third party, if any, identified in the Investment Summary.
- **“Third-Party Services”** means the third-party services, if any, identified in the Investment Summary.
- **“Third-Party Software”** means the third-party software, if any, identified in the Investment Summary or included with the Tyler Software.
- **“Third-Party Terms”** means the end user license agreement(s) or other terms, if any, for the Third-Party Products or other parties’ products or services, as applicable, and attached as an exhibit or part of the Transportation Solutions Terms.
- **“Transportation Solution Terms”** means the terms, including terms applicable to items or services provided by third parties, applicable to Tyler’s transportation solutions. Refer to Section G(21) for a link to the Transportation Solution Terms.
- **“Tyler”** means Tyler Technologies, Inc., a Delaware corporation.
- **“Tyler Software”** means our proprietary software, including any integrations, custom modifications, and/or other related interfaces identified in the Investment Summary and licensed by us to you through this Agreement.
- **“we,” “us,” “our”** and similar terms mean Tyler.
- **“you”** and similar terms mean Client.

SECTION B – SAAS SERVICES

1. Rights Granted. We grant to you the non-exclusive, non-assignable limited right to use the SaaS Services solely for your governmental purposes, subject to any limits for Defined Vehicles or Data Storage Capacity. You may add additional vehicles or additional data storage capacity on the terms set forth in this Agreement. In the event you regularly and/or meaningfully exceed the Defined Vehicles or Data Storage Capacity, we reserve the right to charge you additional fees commensurate with the overage(s). You acknowledge that we have no obligation to ship copies of the Tyler Software as part of the SaaS Services. Your right to use the SaaS Services applies to releases provided as part of our Maintenance and Support Services as further detailed in this Agreement.
2. Ownership.
 - 2.1. We retain all ownership and intellectual property rights to the SaaS Services, the Tyler Software, and anything developed by us under this Agreement. You do not acquire under this Agreement any license to use the Tyler Software in excess of the scope and/or duration of the SaaS Services.
 - 2.2. The Documentation is licensed to you and may be used and copied by your employees for internal, non-commercial reference purposes only.
3. Data.
 - 3.1. You retain all ownership and intellectual property rights to the Data. You expressly recognize that except to the extent necessary to fulfill our obligations contained in this Agreement, we do not create or endorse any Data used in connection with the SaaS Services.
 - 3.2. You expressly grant to us a limited, non-exclusive license to access, copy, transmit, download, display, and reproduce your Data to provide services pursuant to this Agreement. Additionally, you agree that Tyler may use deidentified Data for Client or third-party demonstrative or training purposes.
 - 3.3. Our access to and use of your Data necessary to use the Tyler Software or SaaS Services will comply with applicable provisions of our Privacy Statement (available at <https://www.tylertech.com/privacy>) and applicable law.
 - 3.4. Data Breach Notification. Tyler will provide notice of a breach of Client Data in accordance with applicable state and federal data breach notification laws.
4. Restrictions.
 - 4.1. You may not:
 - 4.1.1. make the Tyler Software or Documentation resulting from the SaaS Services available in any manner to any third party for use in the third party's business operations;
 - 4.1.2. modify, make derivative works of, disassemble, reverse compile, or reverse engineer any part of the SaaS Services;
 - 4.1.3. access or use the SaaS Services to build or support, and/or assist a third party in building or supporting, products or services competitive to us; or
 - 4.1.4. license, sell, rent, lease, transfer, assign, distribute, display, host, outsource, disclose, permit timesharing or service bureau use, or otherwise commercially exploit or make the SaaS Services, Tyler Software, or Documentation available to any third party other than as expressly permitted by this Agreement.
 - 4.1.5. Notwithstanding anything to the contrary in this Section 4.1, you may disclose, with our written consent, not to be unreasonably withheld, the Tyler Software, SaaS Services, or

Documentation to a third party you consult with regarding the implementation or use of the Tyler Software and SaaS Services. You must ensure that any such third-party's use is subject to the terms of this Agreement, and you acknowledge and agree that you are liable for any breach of the terms of this Agreement by such third party.

5. Software Warranty. We warrant that the Tyler Software will perform without Defects during the term of this Agreement. If the Tyler Software does not perform as warranted, we will use all reasonable efforts, consistent with industry standards, to cure the Defect in accordance with our then-current Support Call Process.
6. SaaS Services.
 - 6.1. *Audit & Compliance.* Our SaaS Services are audited at least yearly in accordance with the AICPA's Statement on Standards for Attestation Engagements ("SSAE") No. 21. We have attained, and will maintain, SOC 1 and SOC 2 compliance, or their equivalent, for so long as you are timely paying for SaaS Services. The foregoing notwithstanding, you acknowledge that the scope of audit coverage varies depending on the specific Tyler Software solution. We will provide you with a summary of our current compliance report(s) or its equivalent, upon your request. For the avoidance of doubt, if our SaaS Services are provided using a third-party data center, the compliance report may be for that third-party provider and be subject to confidential treatment in accordance with applicable law. If you want us to provide our compliance reports to a third-party auditor or similar entity, we reserve the right to require execution of an NDA by that third party.
 - 6.2. *Service Levels.* The Tyler Software will be made available to you according to the terms of the SLA. Tyler SaaS Services will be provided via a third-party data center. Your Data will be inaccessible to our other customers.
 - 6.3. *Business Continuity.* Data centers used to deliver SaaS Services for this Agreement have redundant telecommunications access, electrical power, and the required hardware to provide access to the SaaS Services in the event of a disaster or component failure. We test our disaster recovery plan on an annual basis. The plan is not client specific and is detailed in Tyler's System & Organization Control reports or their equivalent. In the event of a data center failure, we reserve the right to employ our disaster recovery plan for resumption of the SaaS Services. In that event, we commit to a Recovery Point Objective ("RPO") of 24 hours and a Recovery Time Objective ("RTO") of 24 hours. RPO represents the maximum duration of time between the most recent recoverable copy of your hosted Data and subsequent data center failure. RTO represents the maximum duration of time following data center failure within which your access to the Tyler Software must be restored. If we employ our disaster recovery plan, we will be responsible for restoring your Data and ensuring that the SaaS Services are online, and you will be responsible for validating your Data and confirming the functioning of the SaaS Services, including any integrations.
 - 6.4. *Security Measures.* We provide secure Data transmission paths between your devices and the data center used to provide SaaS Services to you. Data centers used to provide SaaS Services are accessible only by authorized personnel with a unique key entry or comparable security. We conduct annual penetration testing of either the production network and/or web application to be performed. We will maintain industry standard intrusion detection and prevention systems to monitor malicious activity in the network and to log and block any such activity. You may not attempt to bypass or subvert security restrictions in the SaaS Services or environments related to the Tyler Software. Unauthorized attempts to access files, passwords,

or other confidential information, and vulnerability and penetration test scanning of our network and systems (hosted or otherwise) are prohibited. Where applicable with respect to our applications that take or process card payment data, we comply with applicable requirements of PCI DSS. We agree to supply the then-current status of our PCI DSS compliance program in the form of an official Attestation of Compliance, which can be found at <https://www.tylertech.com/about-us/compliance> and, in the event of any change in our status, we will comply with applicable notice requirements.

SECTION C – PROFESSIONAL SERVICES

1. Professional Services. We will provide you the various implementation-related services itemized in the Investment Summary and if applicable.
2. Professional Services Fees. You agree to pay us the services fees in the amounts set forth in the Investment Summary. You acknowledge that the fees stated in the Investment Summary, unless expressly stated otherwise, are good-faith estimates of the amount of time and materials required for your implementation. We will bill you the actual fees incurred based on the in-scope services provided to you. Any discrepancies in the total values set forth in the Investment Summary will be resolved by multiplying the applicable rate by the quoted units.
3. Additional Services. The Investment Summary contains the scope of services and related costs (including programming and/or interface estimates) required for the project based on our understanding of the specifications you supplied. If additional work is required, or if you use or request additional services, we will provide you with an addendum or change order, as applicable, outlining the costs for the additional work. The price quotes in the addendum or change order will be valid for thirty (30) days from the date of the quote.
4. Cancellation. If you cancel services less than four (4) weeks in advance (other than for Force Majeure or breach by us), you will be liable for all (i) daily fees associated with cancelled professional services if we are unable to reassign our personnel and (ii) any non-refundable travel expenses already incurred by us on your behalf. We will make all reasonable efforts to reassign personnel in the event you cancel within four (4) weeks of scheduled commitments.
5. Services Warranty. We will perform services in a professional, workmanlike manner, consistent with industry standards. In the event we provide services that do not conform to this warranty, we will re-perform such services at no additional cost to you.
6. Site Access and Requirements. At no cost to us, you agree to provide us with reasonable access to your personnel, facilities, and equipment as may be reasonably necessary for us to provide implementation services, subject to any reasonable security protocols or other written policies provided to us as of the Effective Date, and thereafter as mutually agreed to by you and us.
7. Background Checks. All of our employees undergo criminal background checks prior to hire. All employees sign our confidentiality agreement and security policies.
8. Client Assistance. You acknowledge that the implementation of the Tyler Software is a cooperative process requiring the time and resources of your personnel. You certify that you will use reasonable

efforts to cooperate with us and make your resources available for the performance of the Agreement in accordance with its terms and the mutually agreed project schedule. Additionally, you agree to use all reasonable efforts to cooperate with and assist us as may be reasonably required to support the efficient execution of the activities required for this Agreement. Accordingly, you will provide notice of any known inability to timely meet a project commitment so that appropriate project adjustments can be made. We will not be liable for failure to meet any project deadlines or milestones when such failure is due to Force Majeure or to the failure by you to comply with the requirements of this paragraph.

9. Maintenance and Support Services.

9.1. For the duration of this Agreement, consistent with the terms set forth in our then-current Support Call Process, we will:

- 9.1.1. perform our maintenance and support obligations in a professional and workmanlike manner, consistent with industry standards, to provide support and resolve Defects in the Tyler Software (subject to any applicable release life cycle policy);
- 9.1.2. provide telephone support during our established support hours as indicated in our then-current Support Call Process;
- 9.1.3. maintain personnel that are sufficiently trained to be familiar with the Tyler Software and Third-Party Software, if any, in order to provide maintenance and support services;
- 9.1.4. provide releases to the Tyler Software (including updates and enhancements) that we make generally available without additional charge to customers with a current SaaS Agreement.

9.2. Your use of Tyler Software or SaaS Services requires that you remain current with supported releases of Tyler Software as indicated in any applicable release lifecycle policy. Our warranty and support commitments are contingent upon you using a supported version of the Tyler Software. Tyler may require you to update to a current version of the Tyler Software to address a critical issue (for example, to address an identified security vulnerability in the Tyler Software or a third-party component). Tyler will use commercially reasonable efforts to (i) minimize the number of such instances and (ii) provide as much advance notice as possible.

9.3. We will use all reasonable efforts to perform support services remotely. We reserve the right to use secure third-party connectivity tools to deliver maintenance and support services. We also reserve the right to collect Tyler Software or SaaS Services telemetry for product evaluation, quality assurance, and security monitoring and enhancement purposes. You agree to reasonably cooperate with us in providing access to your environments and Data for the purposes of providing maintenance and support services and acknowledge that our warranty, support, and service level obligations under this Agreement are contingent upon receiving reasonable access to your Data and systems.

9.4. For the avoidance of doubt, SaaS Fees do not include the following services: (a) onsite support; (b) application design; (c) other consulting services; or (d) telephone support outside our normal business hours as listed in our then-current Support Call Process.

SECTION D – THIRD-PARTY PRODUCTS

- 1. Third-Party Hardware. We will sell and deliver any Third-Party Hardware set forth in the Investment Summary for the price indicated therein. Unless otherwise indicated, installation of Third-Party

Hardware will be performed by Tyler or identified third party installers.

2. Third-Party Software. Your rights under this Agreement may include rights to certain Third-Party Software. We certify that we have acquired the right to provide the Third-Party Software to you. Your rights to the Third-Party Software will be governed by the Third-Party Terms and, in the absence of such terms, this Agreement.
3. Third Party Products Warranties.
 - 3.1 We are authorized by each Developer or its authorized reseller to sell or grant access, as applicable, to the Third-Party Products.
 - 3.2 Unless otherwise expressly indicated, Third-Party Hardware will be new and unused. You will receive free and clear title to the Third-Party Hardware you purchase upon your payment in full of the purchase price.
 - 3.3 You acknowledge that we are not the manufacturer of Third-Party Products. We do not warrant or guarantee the performance of the Third-Party Products. However, we grant and pass through to you any warranty that we may receive from the Developer or supplier of the Third-Party Products.
4. Third-Party Services. If you have purchased Third-Party Services, those services will be provided independently of Tyler by such third party at the rates set forth in the Investment Summary and in accordance with Exhibit B.

SECTION E – TERM AND TERMINATION

1. Term. The initial term of this Agreement is equal to the number of years indicated for SaaS Services in Exhibit A or one (1) year if no duration is indicated. The initial term commences on the first day of the first month following connectivity to the software. Upon expiration of the initial term, this Agreement will renew automatically for additional one (1) year renewal terms at our then-current SaaS Fees unless terminated in writing by either party at least sixty (60) days prior to the end of the then-current renewal term. The foregoing notwithstanding, the initial term for Tyler Drive SaaS commences upon availability of the applicable SaaS Services. Your right to access or use the Tyler Software and the SaaS Services will terminate at the end of this Agreement.
2. Termination. This Agreement may be terminated as set forth below. In the event of termination, you will pay us for all undisputed fees and expenses related to the software, products, and/or services you have received, or we have incurred or delivered, prior to the effective date of termination. Disputed fees and expenses in all terminations other than your termination for cause must have been submitted as invoice disputes in accordance with Section G(2).
 - 2.1. *Failure to Pay Fees.* You acknowledge that continued access to the SaaS Services is contingent upon your timely payment of fees. We may terminate this Agreement if you do not cure a failure to pay within sixty (60) days of our notice to you that you have overdue payments.
 - 2.2. *For Cause.* If you believe we have materially breached this Agreement, you will invoke the Dispute Resolution clause set forth in Section G(2). You may terminate this Agreement for cause after following the procedures set forth in Section G(2).
 - 2.3. *Force Majeure.* Either party has the right to terminate this Agreement if a Force Majeure event suspends performance of the SaaS Services for a period of forty-five (45) days or more.

2.4. *Lack of Appropriations.* If you should not appropriate or otherwise make available funds sufficient to utilize the SaaS Services, you may unilaterally terminate this Agreement upon thirty (30) days written notice to us. You will not be entitled to a refund or offset of previously paid, but unused SaaS Fees. You agree not to use termination for lack of appropriations as a substitute for termination for convenience.

SECTION F – INDEMNIFICATION, LIMITATION OF LIABILITY AND INSURANCE

1. Intellectual Property Infringement Indemnification.

- 1.1. We will defend you against any third-party claim(s) that the Tyler Software or Documentation infringes that third-party's patent, copyright, or trademark, or misappropriates its trade secrets, and will pay the amount of any resulting adverse final judgment (or settlement to which we consent). You must notify us promptly in writing of the claim and give us sole control over its defense or settlement. You agree to provide us with reasonable assistance, cooperation, and information in defending the claim at our expense.
- 1.2. Our obligations under this Section F(1) will not apply to the extent the claim or adverse final judgment is based on your use of the Tyler Software in contradiction of this Agreement, including with non-licensed third parties.
- 1.3. If an infringement or misappropriation claim is fully litigated and your use of the Tyler Software is enjoined by a court of competent jurisdiction, in addition to paying any adverse final judgment (or settlement to which we consent), we will, at our option, either:
 - 1.3.1. procure the right to continue its use;
 - 1.3.2. modify it to make it non-infringing; or
 - 1.3.3. replace it with a functional equivalent.We may elect to employ these remedies in advance of litigation if we receive information concerning an infringement or misappropriation claim.
- 1.4. This section provides your exclusive remedy for third-party copyright, patent, or trademark infringement and trade secret misappropriation claims.

2. General Indemnification.

- 2.1. We will indemnify and hold harmless you and your agents, officials, and employees from and against any and all third-party claims, losses, liabilities, damages, costs, and expenses (including reasonable attorney's fees and costs) for (i) personal injury, death, or damage to tangible property, all to the extent caused by our negligence or willful misconduct; or (ii) our violation of law applicable to our performance under this Agreement. You must notify us promptly in writing of the claim and give us sole control over its defense or settlement. You agree to provide us with reasonable assistance, cooperation, and information in defending the claim at our expense.
- 2.2. To the extent permitted by applicable law, you will indemnify and hold harmless us and our agents, officials, and employees from and against any and all third-party claims, losses, liabilities, damages, costs, and expenses (including reasonable attorney's fees and costs) for (i) personal injury, death, or damage to tangible property, all to the extent caused by your negligence or willful misconduct; or (ii) your violation of a law applicable to your performance under this Agreement. We will notify you promptly in writing of the claim and will give you sole control over its defense or settlement. We agree to provide you with reasonable assistance, cooperation, and information in defending the claim at your expense.

3. **DISCLAIMER.** EXCEPT FOR THE EXPRESS WARRANTIES PROVIDED IN THIS AGREEMENT AND TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, WE HEREBY DISCLAIM ALL OTHER WARRANTIES AND CONDITIONS, WHETHER EXPRESS, IMPLIED, OR STATUTORY, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES, DUTIES, OR CONDITIONS OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. CLIENT UNDERSTANDS AND AGREES THAT TYLER DISCLAIMS ANY LIABILITY FOR ERRORS THAT RELATE TO USER ERROR.
4. **LIMITATION OF LIABILITY.** NOTWITHSTANDING ANYTHING TO THE CONTRARY SET FORTH IN THIS AGREEMENT, OUR LIABILITY FOR DAMAGES ARISING OUT OF THIS AGREEMENT, WHETHER BASED ON A THEORY OF CONTRACT OR TORT, INCLUDING NEGLIGENCE AND STRICT LIABILITY, SHALL BE LIMITED TO YOUR ACTUAL DIRECT DAMAGES, NOT TO EXCEED (i) DURING THE INITIAL TERM, AS SET FORTH IN SECTION E(1), TOTAL FEES PAID AS OF THE TIME OF THE CLAIM; OR (ii) DURING ANY RENEWAL TERM, THE THEN-CURRENT ANNUAL SAAS FEES PAYABLE IN THAT RENEWAL TERM. THE PARTIES ACKNOWLEDGE AND AGREE THAT THE PRICES SET FORTH IN THIS AGREEMENT ARE SET IN RELIANCE UPON THIS LIMITATION OF LIABILITY AND TO THE MAXIMUM EXTENT ALLOWED UNDER APPLICABLE LAW, THE EXCLUSION OF CERTAIN DAMAGES, AND EACH SHALL APPLY REGARDLESS OF THE FAILURE OF AN ESSENTIAL PURPOSE OF ANY REMEDY. THE FOREGOING LIMITATION OF LIABILITY SHALL NOT APPLY TO CLAIMS THAT ARE SUBJECT TO SECTIONS F(1) AND F(2).
5. **EXCLUSION OF CERTAIN DAMAGES.** TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT SHALL WE BE LIABLE FOR ANY SPECIAL, INCIDENTAL, PUNITIVE, INDIRECT, OR CONSEQUENTIAL DAMAGES WHATSOEVER, EVEN IF WE HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES.
6. **Insurance.** During the course of performing services under this Agreement, we agree to maintain the following levels of insurance: (i) Commercial General Liability of at least \$1,000,000 per occurrence and \$2,000,000 aggregate; (ii) Automobile Liability of \$1,000,000 combined single limit; (iii) Professional Liability (inclusive of cyber protection) of \$1,000,000 per claim and in the aggregate; (iv) Workers Compensation complying with applicable statutory requirements; and (v) Excess/Umbrella Liability of \$5,000,000. We will add you as an additional insured to our Commercial General Liability and Automobile Liability policies, which will automatically add you as an additional insured to our Excess/Umbrella Liability policy as well. We will provide you with copies of certificates of insurance upon your written request.

SECTION G – GENERAL TERMS AND CONDITIONS

1. **Additional Products and Services.** You may purchase additional products and services at the rates set forth in the Investment Summary for twelve (12) months from the Effective Date by executing a mutually agreed addendum. If no rate is provided in the Investment Summary, or those twelve (12) months have expired, you may purchase additional products and services at our then-current pricing, also by executing a mutually agreed addendum. The terms of this Agreement will control any such additional purchase(s), unless otherwise specifically provided in the addendum.
2. **Performance Issues and Dispute Resolution.**

- 2.1. *Notice.* You agree to provide us with written notice within thirty (30) days of receipt of an invoice (for invoice disputes) or, in the case of performance, becoming aware of an issue related to our performance under this Agreement.
- 2.2. *Invoice Issues.*
- 2.2.1. If the issue relates to an invoice, your notice must include the following: (i) the issue(s) with the invoice; (ii) the specific fee(s) at issue; and (iii) the corrective action(s) you are requesting of Tyler.
- 2.2.2. We will provide a response to your notice that (i) supports the validity of the invoice as issued by us; (ii) adjusts the invoice; or (iii) describes our plan to address the issues identified in your notice.
- 2.2.3. You agree to pay all undisputed fees by the due date. You acknowledge that you forfeit your right to dispute **any** fees under this Agreement when you fail to pay undisputed fees within sixty (60) days of our notice that the fees are overdue.
- 2.2.4. In addition to any other remedies available to us under this Agreement or law for non-payment, we reserve the right to recover from you our reasonable costs of collection associated with your failure to timely pay amounts due under this Agreement.
- 2.2.5. WE RESERVE THE RIGHT TO SUSPEND PERFORMANCE OF ANY SERVICE, INCLUDING ACCESS TO SAAS SERVICES, FOR FAILURE TO TIMELY PAY UNDISPUTED FEES FIFTEEN (15) DAYS FOLLOWING OUR NOTICE OF INTENT TO DO SO.
- 2.3. *Dispute Resolution.* You agree to cooperate with us in trying to reasonably resolve all disputes, including, if requested by either party, appointing a senior representative to meet and engage in good faith negotiations with our appointed senior representative. Senior representatives will convene within thirty (30) days of the written dispute notice, unless otherwise agreed. All meetings and discussions between senior representatives will be deemed confidential settlement discussions not subject to disclosure under Federal Rule of Evidence 408 or any similar applicable state rule. If we fail to resolve the dispute, then the parties shall participate in mediation in an effort to resolve the dispute. If the dispute remains unresolved after mediation, then either of us may assert our respective rights and remedies in a court of competent jurisdiction. Nothing in this section shall prevent you or us from seeking necessary injunctive relief during the dispute resolution procedures.
3. Taxes. The fees in the Investment Summary do not include any taxes, including, without limitation, sales, use, or excise tax. If you are a tax-exempt entity, you agree to provide us with a tax-exempt certificate. Otherwise, we will pay all applicable taxes to the proper authorities, and you will reimburse us for such taxes. If you have a valid direct-pay permit, you agree to provide us with a copy. For clarity, we are responsible for paying our income taxes, both federal and state, as applicable, arising from our performance of this Agreement.
4. Nondiscrimination. We will not discriminate against any employee or applicant in our employment practices or the performance of our duties, responsibilities, and obligations under this Agreement because of race, color, religion, gender, age, disability, religious beliefs, national, or ethnic origin. We will post, where appropriate, all notices related to nondiscrimination as may be required by applicable law.
5. E-Verify. We use the U.S. Department of Homeland Security's E-Verify system to confirm the eligibility of all current employees and persons hired during the contract term to perform services within the United States under this Agreement.

6. Subcontractors. We will not subcontract any Professional Services specifically for this Agreement without your prior written consent, not to be unreasonably withheld.
7. Binding Effect; No Assignment. This Agreement shall be binding on, and shall be for the benefit of, either your or our successor(s) or permitted assign(s). Neither party may assign this Agreement without the prior written consent of the other party; provided, however, your consent is not required for an assignment by us as a result of a corporate reorganization, merger, acquisition, or purchase of substantially all of our assets.
8. Force Majeure. Except for your payment obligations, neither party will be liable for delays in performing its obligations under this Agreement to the extent that the delay is caused by Force Majeure; provided, however, that within ten (10) business days of the Force Majeure event, the party whose performance is delayed provides the other party with written notice explaining the cause and extent thereof, as well as a request for a reasonable time extension equal to the estimated duration of the Force Majeure event.
9. No Intended Third-Party Beneficiaries. This Agreement is entered into solely for the benefit of you and us. No third party will be deemed a beneficiary of this Agreement, and no third party will have the right to make any claim or assert any right under this Agreement. This provision does not affect the rights of third parties under any Third-Party Terms.
10. Entire Agreement; Amendment. This Agreement represents the entire agreement between you and us with respect to the subject matter hereof, and supersedes any prior agreements, understandings, and representations, whether written, oral, expressed, or implied. Purchase orders submitted by you, if any, are for your internal administrative purposes only, and the terms and conditions contained in those purchase orders will have no force or effect. This Agreement may only be modified in writing, signed by an authorized representative of the party against whom enforcement is sought.
11. Severability. If any term or provision of this Agreement is held invalid or unenforceable, the remainder of this Agreement will be considered valid and enforceable to the fullest extent permitted by law.
12. No Waiver. In the event that the terms and conditions of this Agreement are not strictly enforced by either party, such non-enforcement will not act as or be deemed to act as a waiver or modification of this Agreement, nor will such non-enforcement prevent such party from enforcing each and every term of this Agreement thereafter.
13. Independent Contractor. We are an independent contractor for all purposes under this Agreement.
14. Notices. All notices or communications required or permitted as a part of this Agreement, such as notice of an alleged material breach for a termination for cause or a dispute that must be submitted to dispute resolution, must be in writing and will be deemed delivered upon the earlier of the following: (i) actual receipt by the receiving party; or (ii) five (5) days following deposit with registered or certified mail with proper postage affixed and addressed to the other party at the address set forth in this Agreement or such other address as the party may have designated by

proper notice. The consequences for the failure to receive a notice due to improper notification by the intended receiving party of a change in address will be borne by the intended receiving party.

15. Client Lists. You agree that we may identify you by name in client lists, marketing presentations, and promotional materials.
16. Confidentiality. Both parties recognize that their respective employees and agents, in the course of performance of this Agreement, may be exposed to confidential information and that disclosure of such information could violate rights to private individuals and entities, including the parties. Confidential information is nonpublic information that a reasonable person would believe to be confidential and includes, without limitation, personal identifying information (*e.g.*, social security numbers) and trade secrets, each as defined by applicable state law. Each party agrees that it will not disclose any confidential information of the other party and further agrees to take all reasonable and appropriate action to prevent such disclosure by its employees or agents. The confidentiality covenants contained herein will survive the termination or cancellation of this Agreement. This obligation of confidentiality will not apply to information that:
 - i. is in the public domain, either at the time of disclosure or afterwards, except by breach of this Agreement by a party or its employees or agents;
 - ii. a party can establish by reasonable proof was in that party's possession at the time of initial disclosure;
 - iii. a party receives from a third party who has a right to disclose it to the receiving party; or
 - iv. is the subject of a legitimate disclosure request under the open records laws or similar applicable public disclosure laws governing this Agreement; provided, however, that in the event you receive an open records or other similar applicable request, you will give us prompt notice and otherwise perform the functions required by applicable law.
17. Business License. In the event a local business license is required for us to perform services hereunder, you will promptly notify us and provide us with the necessary paperwork and/or contact information so that we may timely obtain such license.
18. Governing Law. This Agreement will be governed by and construed in accordance with the laws of your state or commonwealth of domicile, without regard to its rules on conflicts of law.
19. Multiple Originals and Authorized Signatures. This Agreement may be executed in multiple originals, any of which will be independently treated as an original document. Any electronic, faxed, scanned, photocopied, or similarly reproduced signature on this Agreement or any amendment hereto will be deemed an original signature and will be fully enforceable as if an original signature. Each party represents to the other that the signatory set forth below is duly authorized to bind that party to this Agreement.
20. Cooperative Procurement. To the maximum extent permitted by applicable law, we agree that this Agreement may be used as a cooperative procurement vehicle by eligible jurisdictions. In such cases, we reserve the right to negotiate and customize the terms and conditions set forth herein, including but not limited to pricing, to the scope and circumstances of that cooperative procurement.

21. Transportation Solutions Terms. Your use of a certain software, products, or services in connection with a Tyler student transportation transaction may be subject to additional terms found here: <https://www.tylertech.com/terms/transportation-solution-terms>.

22. Contract Documents. This Agreement includes the following exhibits:

- Exhibit A** Investment Summary
- Exhibit B** Invoicing and Payment Terms
- Exhibit C** Service Level Agreement
Schedule 1: Support Call Process
- Exhibit D** Tyler Student Transportation Work Responsibilities

IN WITNESS WHEREOF, a duly authorized representative of each party has executed this Agreement as of the date(s) set forth below.

Tyler Technologies, Inc.

McLean County Unit District No 5

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Address for Notices:

Tyler Technologies, Inc.
7701 College Boulevard
Overland Park, KS 66210
Attention: Chief Legal Officer

Address for Notices:

McLean County Unit District No 5
1809 Hovey Avenue
Normal, IL 61761-4315
Attention: _____



Exhibit A Investment Summary

The Investment Summary details the products and services to be delivered by us, or a third party, as applicable, to you under the Agreement. This Investment Summary is effective as of the Effective Date regardless of any expiration date in the Investment Summary. Capitalized terms not otherwise defined will have the meaning assigned to such terms in the Agreement.

[Sales quotation inserted on the following pages.]

REMAINDER OF PAGE INTENTIONALLY LEFT BLANK



Quoted By:
 Quote Expiration:
 Quote Name:

Liz Waldron
 11/29/25
 Student Transportation
 Migration Quote

Sales Quotation For:
 MCLEAN COUNTY USD #5, IL
 ATTN: SUPERINTENDENT
 NORMAL IL 61761

Shipping Address:
 Mclean County Unit District No 5
 1809 Hovey Ave
 Normal IL 61761-4315

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Software as a Service (SaaS)

Description	QTY	List Price	First Year Cost
Student Transportation			
Student Transportation			
Student Transportation Vehicles up to 150	1	\$ 13,586	\$ 13,586
Advanced Routing: Vehicles up to 150	1	\$ 0	\$ 0
Advanced AVL: Vehicles up to 150	1	\$ 6,685	\$ 6,685
Advanced Activity Trips: Vehicles up to 150	1	\$ 2,021	\$ 2,021
Advanced Fleet Maintenance: Vehicles up to 160	1	\$ 3,040	\$ 3,040
My Ride K-12: Vehicles up to 150	1	\$ 2,293	\$ 2,293
Electronic Rollout Sheet: Vehicles up to 150	1	\$ 5,590	\$ 5,590
Single Sign On: Vehicles up to 150	1	\$ 2,000	\$ 2,000
Reportwriter	1	\$ 0	\$ 0
TOTAL			\$ 35,215

Term # of Years 1

Fixed Fee Services

Description	Units	Price	Maintenance
Student Transportation			
Student Transportation			
Versatrans to Student Transportation New Implementation	80	\$ 9,280	\$ 0
Triptracker to Advanced Trips New Implementation	1	\$ 0	\$ 0
Fleetvision to Advanced Fleet New Implementation	1	\$ 0	\$ 0
County Map - Initial Routing Sale	3	\$ 7,500	\$ 0
Base Training	1	\$ 1,856	\$ 0
Advanced AVL Installation and Overview	1	\$ 1,740	\$ 0
Single Sign On Setup Fee	4	\$ 0	\$ 0
Custom Report Level 1	1	\$ 1,435	\$ 0
TOTAL		\$ 21,811	\$ 0

Hourly Services

Description	Hours	Total
Student Transportation		
Student Transportation		
Additional Student Transportation Training	34	\$ 6,970
-Advanced Routing Training (5)		
-Advanced Activity Trips Training (5)		
-Advanced Fleet Maintenance Training (5)		
-My Ride K-12 Training (5)		
-Electronic Rollout Sheet Training (5)		
Go Live Assistance Implementation	25	\$ 5,125
-Core Go Live Assistance		

- Advanced Routing Go Live Assistance
- Advanced AVL Go Live Assistance
- Advanced Activity Trips Go Live Assistance
- Advanced Fleet Maintenance Go Live Assistance
- My Ride K-12 Go Live Assistance
- Electronic Rollout Sheet Go Live Assistance

Project Management - Hourly		40	\$ 8,200
	<i>Total</i>	99	\$ 20,295
	TOTAL	99	\$ 20,295

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Summary	One Time Fees	Recurring Fees
Total Tyler Software	\$ 0	\$ 0
Total SaaS	\$ 0	\$ 35,215
Total Tyler Annual Services	\$ 0	\$ 0
Total Tyler Services	\$ 42,106	\$ 0
Total Third-Party Hardware, Software, Services	\$ 0	\$ 0
Summary Total	\$ 42,106	\$ 35,215
Contract Total	\$ 77,321	

Currency displayed as US Dollar

Comment

Additional County Map/s with Core Implementation included are Livingston, DeWitt, Logan

Base County - McLean

Travel expenses for trainer and/or project manager to visit the user's site are not included and will be billed at actual costs. Online Training Classes are limited to 5 persons and are delivered in 2 hour increments. Onsite Training Classes are limited to 5 persons and are delivered in 8 hour increments

Client agrees that items in this sales quotation are, upon Client's signature or approval of same, hereby added to the existing agreement ("Agreement") between the parties and subject to its terms. Additionally, payment for said items, as applicable but subject to any listed assumptions herein, shall conform to the following terms, subject to payment terms in an agreement, amendment, or similar document in which this sales quotation is included: 166

- License fees for Tyler and third-party software are invoiced upon the earlier of (i) delivery of the license key or (ii) when Tyler makes such software available to you (the "Software Access Date").
- Fees for hardware are invoiced upon shipment.
- Fees for year one of hardware maintenance are invoiced upon delivery of the hardware.
- Annual Maintenance and Support fees, SaaS fees, Hosting fees, and Subscription fees are first payable when Tyler makes the software accessible to the Client (for Maintenance) or on the first day of the month following the availability of the SaaS environment (for SaaS, Hosting, and Subscription), and any such fees are prorated to align with the applicable term under the agreement, with renewals invoiced annually thereafter in accord with the Agreement.

Unless otherwise indicated above, fees for annual services are first invoiced upon commencement of the service, with subsequent annual fees, at our then-current rates, invoiced upon each anniversary thereof.

- Fees for services included in this sales quotation shall be invoiced as indicated below.
- Implementation and other professional services fees shall be invoiced as delivered.
- Fixed-fee Business Process Consulting services shall be invoiced 50% upon delivery of the Best Practice Recommendations, by module, and 50% upon delivery of custom desktop procedures, by module.
- Fixed-fee conversions are invoiced 50% upon initial delivery of the converted data, by conversion option, and 50% upon Client acceptance to load the converted data into Live/Production environment, by conversion option. Where conversions are quoted as estimated, Tyler will invoice Client the actual services delivered on a time and materials basis.
- Except as otherwise provided, other fixed price services are invoiced upon complete delivery of the service. For the avoidance of doubt, where "Project Planning Services" are provided, payment shall be invoiced upon delivery of the Implementation Planning document. Dedicated Project Management services, if any, will be invoiced monthly in arrears, beginning on the first day of the month immediately following initiation of project planning.
- If Client has purchased any change management services, those services will be invoiced in accordance with the Agreement.

- Notwithstanding anything to the contrary stated above, the following payment terms shall apply to fees specifically for migrations: Tyler will invoice Client 50% of any Migration Services Fees listed above upon Client approval of the product suite migration schedule. The remaining 50%, by line item, will be billed upon the go-live of the applicable product suite. Tyler will invoice Client for any Project Management Fees listed above upon the go-live of the first product suite. Annual SaaS Fees will be invoiced upon availability of the hosted environment. For the avoidance of doubt, this paragraph does not apply to migrations for Tyler Student Transportation solutions.
- Client will receive a credit of maintenance and support fees paid for any Versatrans software that is being migrated to a comparable SaaS application, for the period beginning on the commencement of the applicable SaaS term through the end of the paid maintenance and support term for the Versatrans software.
- Client has six months to use the services. If Client does not use the services within six months, Tyler may remove the unused services or issue a new quote to provide services at then-current rates.
- Expenses associated with onsite services are invoiced as incurred, subject to any travel max indicated in the investment summary.

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Any SaaS or hosted solutions added to an agreement containing Client-hosted Tyler solutions are subject to Tyler's SaaS Services terms found here:

<https://www.tylertech.com/terms/tyler-saas-services>

Your use of a certain software, products, or services in connection with a Tyler student transportation transaction may be subject to additional terms found here:

<https://www.tylertech.com/terms/transportation-solution-terms>.

Transportation Solution Fees. Notwithstanding language to the contrary above, fees for Tyler student transportation solution items are invoiced in accordance with the following:

- Implementation and Other Professional Services (including training): Implementation and training fees for transportation solutions are invoiced as follows: (a) Implementation fee is billed and invoiced when the map is available to you in Tyler's data center and (b) Base Training is billed and invoiced upon completion of the Base Training.
- Other Professional Services: Other professional services, such as route building, project management, consulting, additional product training, hardware installation, additional maps and self-installation training, are invoiced as delivered. For the avoidance of doubt, project management priced on a monthly basis is invoiced on a monthly basis, in arrears.
- Third Party Software Maintenance: First year maintenance fees for the Third Party Software, if any, are invoiced when we make that Third Party Software available to you ("Software Access Date") and cover the one (1) year period commencing on the first day of the month following the Software Access Date.
- Third Party Hardware, Installation Services, Self-Installation Training Services and Shipping and Handling: Third Party Hardware, installation services, and shipping and handling costs, if any, are invoiced upon completion of installation, in the event we are performing the installation. Third Party Hardware, self-installation training services and shipping and handling costs, if any, are invoiced upon delivery, in the event you are performing the installation. If Tyler has quoted the installation, it is assumed that the installation will commence at one location unless additional installation locations are included. It is the clients responsibility to consolidate the vehicles for installation to the amount of quoted installation locations.

- Third Party Hardware Maintenance: The first year maintenance fees for the Third Party Hardware are invoiced when installation/shipment takes place commencing as follows: (a) if installation/shipment occurs between the first day and fourteenth day of the month, maintenance shall commence on the first day of that month; or (b) if installation/shipment occurs between the fifteenth day and the last day of the month, maintenance shall commence on the first day of the following month. Subsequent maintenance fees for the Third Party Hardware are invoiced annually in advance of each anniversary thereof.

Customer Approval: _____

Date: _____

Print Name: _____

P.O.#: _____



Exhibit B Invoicing and Payment Terms

We will provide you with the software and services set forth in the Investment Summary of the Agreement. Capitalized terms not otherwise defined will have the meaning assigned to such terms in the Agreement.

Invoicing: We will invoice you for the applicable software and services in the Investment Summary as set forth below. Your rights to dispute any invoice are set forth in the Agreement.

1. Tyler Annual Services.

- 1.1. *SaaS Services.* SaaS Fees are invoiced on an annual basis, beginning on the commencement of the initial term as set forth in Section E(1) of this Agreement. Your annual SaaS fees for the initial term are set forth in the Investment Summary. Upon expiration of the initial term, your annual SaaS fees will be at our then-current rates.
- 1.2. *Other Annual Services.* Fees for annual services other than SaaS Services or PACE services are invoiced on an annual basis, beginning with the availability of the service. Your annual fees for the initial term are set forth in the Investment Summary. Upon expiration of the initial term, your annual fees will be at our then-current rates.
- 1.3. *Annual PACE Services:* Annual PACE fees, if applicable, are due annually, commencing on the first day of the first month following the Effective Date. Your annual fees for the initial term are set forth in the Investment Summary. Upon expiration of the initial term, your annual fees will be at our then-current rates. Unused PACE credits expire at the end of each annual term. In advance of each subsequent annual term, you may elect to purchase a different amount of PACE credits, subject to then-current pricing for that option.

2. Tyler Services.

- 2.1. *Professional Services Generally:* Unless otherwise indicated below, fees for Tyler services are invoiced as delivered.
- 2.2. *Implementation Services:* Implementation services fees are invoiced when the map is available to you in the hosted environment.
- 2.3. *Dedicated Monthly Project Management:* Dedicated Project Management services, if any, are invoiced monthly in arrears, beginning on the first day of the month immediately following initiation of project planning.

3. Third Party Products.

- 3.1. *Third Party Software Maintenance:* First year maintenance fees for the Third Party Software, if any, are invoiced when we make that Third Party Software is made available to you ("Software Access Date") and cover the one (1) year period commencing the first day of the month following the Software Access Date.
- 3.2. *Third Party Hardware, Installation Services, Self-Installation Training Services and Shipping and Handling:* Third Party Hardware, installation services, and shipping and handling costs, if any,

are invoiced upon completion of installation, in the event we are performing the installation. Third Party Hardware, self-installation training services and shipping and handling costs, if any, are invoiced upon delivery, in the event you are performing the installation.

3.3. *Third Party Hardware Maintenance*: The first year's maintenance fees for the Third Party Hardware are invoiced when installation/shipment takes place commencing as follows: (a) if installation/shipment occurs between the first day and fourteenth day of the month, maintenance shall commence on the first day of that month; or (b) if installation/shipment occurs between the fifteenth day and the last day of the month, maintenance shall commence on the first day of the following month. Subsequent maintenance fees for the Third Party Hardware are invoiced annually in advance of each anniversary thereof.

4. Expenses. The service rates in the Investment Summary do not include travel expenses. Expenses for Tyler delivered services will be billed as incurred and only in accordance with our then-current Business Travel Policy.
5. Credit. A credit for Versatrans Software Support and Maintenance fees paid for comparable Tyler Software Products replaced with the Tyler Software Products set forth in Exhibit A shall be provided to Client for the period beginning on the commencement of the SaaS term through the end of the paid term of the Tyler Versatrans Support and Maintenance.

Payment. Payment for undisputed invoices is due within forty-five (45) days of the invoice date. We prefer to receive payments electronically. Our electronic payment information is available by contacting AR@tylertech.com.



Exhibit C

SERVICE LEVEL AGREEMENT

I. Agreement Overview

This SLA operates in conjunction with, and does not supersede or replace any part of, the Agreement. It outlines the information technology service levels related to the availability of the Tyler SaaS Services that you have requested us to provide. All other support services are documented in the Support Call Process. This SLA does not apply to any Third-Party SaaS Services.

II. Definitions. Except as defined below, all defined terms have the meaning set forth in the Agreement.

Actual Attainment: The percentage of time the Tyler Software is available during a calendar month, calculated as follows: $(\text{Service Availability} - \text{Downtime}) \div \text{Service Availability}$.

Client Error Incident: Any service unavailability resulting from your applications, content or equipment, or the acts or omissions of any of your service users or third-party providers over whom we exercise no control.

Downtime: Those minutes during Service Availability, as defined below, when all users cannot launch, login, search or save primary data in the Tyler Software. Downtime does not include those instances in which only a Defect is present.

Emergency Maintenance Window: (1) maintenance that is required to patch a critical security vulnerability; (2) maintenance that is required to prevent an imminent outage of Service Availability; or (3) maintenance that is mutually agreed upon in writing by Tyler and the Client.

Planned Downtime: Downtime that occurs during a Standard or Emergency Maintenance window.

Service Availability: The total number of minutes in a calendar month that the Tyler Software is capable of receiving, processing, and responding to requests, excluding Planned Downtime, Client Error Incidents, denial of service attacks and Force Majeure. Service Availability only applies to Tyler Software being used in the production environment.

Standard Maintenance: Routine maintenance to the Tyler Software and infrastructure. Standard Maintenance is limited to five (5) hours per week.

III. **Service Availability**

a. Your Responsibilities

Whenever you experience Downtime, you must make a support call according to the procedures outlined in the Support Call Process. You will receive a support case number.

b. Our Responsibilities

When our support team receives a call from you that Downtime has occurred or is occurring, we will work with you to identify the cause of the Downtime (including whether it may be the result of Planned Downtime, a Client Error Incident, denial of service attack or Force Majeure). We will also work with you to resume normal operations.

c. Client Relief

Our targeted Attainment Goal is 100%. You may be entitled to credits as indicated in the Client Relief Schedule found below. Your relief credit is calculated as a percentage of the SaaS Fees paid for the calendar month.

In order to receive relief credits, you must submit a request through one of the channels listed in our Support Call Process within fifteen (15) days of the end of the applicable month. We will respond to your relief request within thirty (30) days of receipt.

The total credits confirmed by us will be applied to the SaaS Fee for the next billing cycle. Issuing of such credit does not relieve us of our obligations under the Agreement to correct the problem which created the service interruption.

Credits are only payable when Actual Attainment results in eligibility for credits in consecutive months and only for such consecutive months.

Client Relief Schedule	
Actual Attainment	Client Relief
99.99% - 98.00%	Remedial action will be taken
97.99% - 95.00%	4%
Below 95.00%	5%

IV. Maintenance Notifications

We perform Standard Maintenance during limited windows that are historically known to be reliably low-traffic times. If and when maintenance is predicted to occur during periods of higher traffic, we will provide advance notice of those windows and will coordinate to the greatest extent possible with you.

Not all maintenance activities will cause application unavailability. However, if Tyler anticipates that activities during a Standard or Emergency Maintenance window may make the Tyler Software unavailable, we will provide advance notice, as reasonably practicable, that the Tyler Software will be unavailable during the maintenance window.



Exhibit C Schedule 1 Support Call Process

Support Channels

Tyler Technologies, Inc. provides the following channels of software support for authorized users*:

- (1) On-line submission (portal) – for less urgent and functionality-based questions, users may create support incidents through the Tyler Customer Portal available at the Tyler Technologies website. A built-in Answer Panel provides users with resolutions to most “how-to” and configuration-based questions through a simplified search interface with machine learning, potentially eliminating the need to submit the support case.
- (2) Email – for less urgent situations, users may submit emails directly to the software support group.
- (3) Chat – for less urgent and less complex questions, users may use the chat link to connect to software support
- (4) Telephone – for urgent or complex questions, users receive toll-free, telephone software support.

** Channel availability may be limited for certain applications.*

Support Resources

A number of additional resources are available to provide a comprehensive and complete support experience:

- (1) Tyler Website – www.tylertech.com – for accessing client tools, documentation, and other information including support contact information.
- (2) Tyler Search -a knowledge based search engine that lets you search multiple sources simultaneously to find the answers you need, 24x7.
- (3) Tyler Community –provides a venue for all Tyler clients with current maintenance agreements to collaborate with one another, share best practices and resources, and access documentation.
- (4) Tyler University – online training courses on Tyler products.

Support Availability

Tyler Technologies support is available from 6:30 AM Eastern to 8:00 PM Eastern (Monday – Friday) and Saturdays in August from 9:00 AM Eastern to 3:00 PM Eastern. Tyler’s holiday schedule is outlined below. There will be no support coverage on these days.

New Year’s Day	Labor Day
Martin Luther King, Jr. Day	Thanksgiving Day
Memorial Day	Day after Thanksgiving
Independence Day	Christmas Day

For support teams that provide after-hours service, we will provide you with procedures for contacting support staff after normal business hours for reporting Priority Level 1 Defects only. Upon receipt of such a Defect notification, we will use commercially reasonable efforts to meet the resolution targets set forth below.

We will also make commercially reasonable efforts to be available for one pre-scheduled Saturday of each month to assist your IT staff with applying patches and release upgrades, as well as consulting with them on server maintenance and configuration of the Tyler Software environment.

Incident Handling

Incident Tracking

Every support incident is logged into Tyler’s Customer Relationship Management System and given a unique case number. This system tracks the history of each incident. The case number is used to track and reference open issues when clients contact support. Clients may track incidents, using the case number, through Tyler’s Customer Portal or by calling software support directly.

Incident Priority

Each incident is assigned a priority level, which corresponds to the Client’s needs. Tyler and the Client will reasonably set the priority of the incident per the chart below. This chart is not intended to address every type of support incident, and certain “characteristics” may or may not apply depending on whether the Tyler software has been deployed on customer infrastructure or the Tyler cloud. The goal is to help guide the Client towards clearly understanding and communicating the importance of the issue and to describe generally expected response and resolution targets in the production environment only.

References to a “confirmed support incident” mean that Tyler and the Client have successfully validated the reported Defect/support incident.

Priority Level	Characteristics of Support Incident	Resolution Targets*
1 Critical	Support incident that causes (a) complete application failure or application unavailability; (b) application failure or unavailability in one or more of the client’s remote locations; or (c) systemic loss of multiple essential system functions.	Tyler shall provide an initial response to Priority Level 1 incidents within one (1) business hour of receipt of the incident. Once the incident has been confirmed, Tyler shall use commercially reasonable efforts to resolve such support incidents or provide a circumvention procedure within one (1) business day. For non-hosted customers, Tyler’s responsibility for lost or corrupted data is limited to assisting the Client in restoring its last available database.



Priority Level	Characteristics of Support Incident	Resolution Targets*
2 High	Support incident that causes (a) repeated, consistent failure of essential functionality affecting more than one user or (b) loss or corruption of data.	Tyler shall provide an initial response to Priority Level 2 incidents within four (4) business hours of receipt of the incident. Once the incident has been confirmed, Tyler shall use commercially reasonable efforts to resolve such support incidents or provide a circumvention procedure within ten (10) business days. For non-hosted customers, Tyler's responsibility for loss or corrupted data is limited to assisting the Client in restoring its last available database.
3 Medium	Priority Level 1 incident with an existing circumvention procedure, or a Priority Level 2 incident that affects only one user or for which there is an existing circumvention procedure.	Tyler shall provide an initial response to Priority Level 3 incidents within one (1) business day of receipt of the incident. Once the incident has been confirmed, Tyler shall use commercially reasonable efforts to resolve such support incidents without the need for a circumvention procedure with the next published maintenance update or service pack, which shall occur at least quarterly. For non-hosted customers, Tyler's responsibility for lost or corrupted data is limited to assisting the Client in restoring its last available database.
4 Non-critical	Support incident that causes failure of non-essential functionality or a cosmetic or other issue that does not qualify as any other Priority Level.	Tyler shall provide an initial response to Priority Level 4 incidents within two (2) business days of receipt of the incident. Once the incident has been confirmed, Tyler shall use commercially reasonable efforts to resolve such support incidents, as well as cosmetic issues, with a future version release.

**Response and Resolution Targets may differ by product or business need*

Incident Escalation

If Tyler is unable to resolve any priority level 1 or 2 defect as listed above or the priority of an issue has elevated since initiation, you may escalate the incident to the appropriate resource, as outlined by each product support team. The corresponding resource will meet with you and any Tyler staff to establish a mutually agreeable plan for addressing the defect.

Remote Support Tool

Some support calls may require further analysis of the Client's database, processes or setup to diagnose a problem or to assist with a question. Tyler will, at its discretion, use an industry-standard remote support tool. Tyler's support team must have the ability to quickly connect to the Client's system and view the site's setup, diagnose problems, or assist with screen navigation. More information about the remote support tool Tyler uses is available upon request.





Exhibit D

Tyler Student Transportation Work Responsibilities

Mapping

- Migrations with Full Implementations: Tyler will provide Client access in Tyler’s data center to a digitized map in Tyler Student Transportation (powered by Traversa) covering the area of the district, and essential roadways outside of the district commonly traveled for in-district students. Client will supply contact information for local GIS agency if available.
- Migrations with Tyler Migration Tool (“TMT”) Implementations: Tyler will provide Client Access in Tyler's data center to a digitized map which was exported from the District's Routing & Planning map at the beginning of the Implementation process. The Tyler Student Transportation (powered by Traversa) map will be the same map as provided by the Client. (Please note: Any changes made to the Versatrans Routing & Planning database after the final import into Tyler Student Transportation will not be updated in Tyler Student Transportation by Tyler and will require manual entry by the district staff.)

Student File Preparation

- Migrations with Full Implementations: Tyler will train Client on the ASCII file layout as needed by the Client. During the import process, the student data will pass through a location process in the software.
- Migrations with TMT Implementations: The student file in the client's Routing & Planning data will come into Tyler Student Transportation during the migration process. Tyler will train the Client during Implementation to set up a student import template. Tyler will train the Client on the import process and perform an import with an updated student file.

Editorial Responsibilities

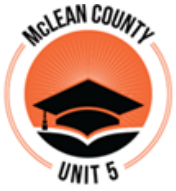
Tyler may periodically require Client to review district data. The timely and accurate review of this data is critical. Client will cause its employees or agents to perform the editing functions timely, accurately and to the best of their ability, and will notify Tyler when corrections are final. The information and data approved following the periodic review stages are the sole responsibility of Client. Alterations later requested or necessary which could have been made as part of this editing process are available in accordance with Section C (3) of this Agreement. Tyler shall not be responsible for any failure to meet a written production schedule to the extent such failure is due, in whole or in part, to Client’s failure to perform its work responsibilities timely and accurately.

Training

During the course of the implementation, Tyler will provide training in the use of the Tyler Software Products (the “Training”). Up to five (5) Client employees may attend the Training. Implementation Training is

delivered on-line on weekdays unless the parties agree to other arrangements. Should on-site Training be requested, travel expenses will be charged at actual cost, as incurred, in accordance with our then-current Business Travel Policy (available upon request). It is understood that the effectiveness of Training depends upon continuous attendance by all trainees, minimum interruptions, and the availability of one or more Client computers connected to Tyler's data center.

Training does not include installation services such as disk formatting, installing operating systems, installing hardware, installing non-Tyler software, equipment repairs or adjustment, or training in the use of Windows, local area networks, peer-to-peer networks, or communications software. Such services must be performed internally or obtained from third parties



McLean County Unit School District No. 5

Educating each student to achieve personal excellence.

Finance Department

1809 Hovey Ave
Normal, IL 61761
309.557.4000

TO: Board of Education

FROM: Thomas Hoerr, Director of Financial Services

CC: Dr. Kristen Weikle, Superintendent; Marty Hickman, CFO; Jerry Melton, Fleet Operations Supervisor

DATE: October 15, 2025

RE: Recommendation of Award: 260049GD FY26 Ford Maverick ITB

On Tuesday October 7, 2025 at 3:00 PM bids were received at the District Office at 1809 Hovey Ave for two (2) new Ford Maverick pickup trucks.

Two sealed bids were received, publicly opened and read. Broadway Ford Truck Sales, Inc. had the lowest bid at \$58,130.00, followed by Heller Ford Sales, Inc at \$60,817.40. However, Heller can have the trucks delivered sooner than Broadway, and Broadway's bid did not include the cost to undercoat both trucks.

Taking this into consideration, Administration recommends the Board of Education award the contract to the lowest *responsible* bidder, Heller Ford Sales, Inc, for their bid of \$60,817.40.

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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


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

SCHOOL INFORMATION

School Name:	Parkside Elementary		
RCDT:			
Principal:	Christina Ellis		
Address:	1900 W. College Avenue		
City, ZIP code:	Normal, IL 61761		
Telephone:	309-557-4422		
Email address:	ellis@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2025-2026	52.81	No	10/15/25

DISTRICT INFORMATION

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


 Superintendent's Signature

10/07/2025
 Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Christina Ellis	PLT (Principal)
Yesica Jones	PLT (Assistant Principal)
Lisa Byrd	PLT (Second Grade Teacher)
George VanWinkle	PLT (Kindergarten Teacher)
Bekka Schwartz	PLT (Fourth Grade Teacher)
Anne Atteberry	PLT (Title I Teacher)
Emily Volker	Title I Teacher

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

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

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

Core Literacy Instruction

As a year 15 school in the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop approach in order to improve our core reading instruction. In addition, we will also continue implementing writing workshop in all classrooms. Every classroom teacher will work to strengthen the core curriculum. Research has proven that in order for children to become successful readers they need:

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

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

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

Interventions

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

Below is a definition of each intervention:

Reading Recovery

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

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

Assisted Writing

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

Guided Reading Plus for Literacy Intervention Groups

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

Comprehension Focus Group for Literacy Intervention Groups

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

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

Assessments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PBIS Process

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

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

Internalizing and Externalizing Dimensions of the Universal Screener

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

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

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

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

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

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

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

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

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

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

OR

b) Social Academic Instructional Group (SAIG) is necessary

i. Problem-Solving Group

ii. Pro-social Skills Group

iii. Academic Behaviors Group

Individualized CICO – Key Features

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

Social Academic Instructional Group Key Features (SAIG)

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

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

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

CARES referral

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

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

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

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

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

Step 11: CARES meeting

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

Process may include, but is not limited to:

Parent Interview Student Interview Teacher Interview

Observations Strengths/Difficulty Interest Inventory

Other assessments as needed

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

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

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

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

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

Step 14: CARES Follow-Up meeting

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

a) Complex FBA/BIP

Process includes:

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

b) *Set next Follow-Up meeting*

Complex FBA/BIP Key Features:

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

Step 15: CARES Follow-Up meeting #2

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

Wraparound Features*:

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

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

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

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

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

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

Professional development opportunities are widely available for teachers and staff at Parkside Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in collaboration time in order to build capacity and work together toward school improvement. Time has been allotted on 8 early-out days by the school district for teachers to meet.

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

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

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

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

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

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

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

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

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

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

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

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

iii.transportation to and from such program.

3. RULE OF CONSTRUCTION

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

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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


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

SCHOOL INFORMATION

School Name:	Oakdale Elementary School		
RCDT:	170640050262010		
Principal:	Lyn Taylor		
Address:	601 S. Adelaide Street		
City, ZIP code:	Normal, IL, 61761		
Telephone:	309-557-4421		
Email address:	taylorly@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2025	65.44%	N	October 15, 2025

DISTRICT INFORMATION

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


 Superintendent's Signature

10/07/2025
 Date

Schoolwide Plan Components

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Interventions

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

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

Comprehension Focus Group for Literacy Intervention Groups

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

Assisted Writing

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

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

Reading Recovery

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

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

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

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

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

Students in grades 3-5 who fall below state standards and literacy benchmarks are invited to attend after school tutoring.

This program is taught by certified classroom teachers, Title 1, and LBS1 teachers. During this time, students receive additional individual and small group instruction to improve in the areas in which they are weak.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
 - SEL curriculum within the building continues to include daily circles within classrooms (Restorative Justice Practice), which provide classroom community opportunities where students can share out in a safe and empathetic space.
 - Calming Corners in each classroom are available as a space for students need that a place to regulate emotions and take a break as a means to prepare to be ready to learn.
 - A Sensory Room is an alternate space for students to go to complete academics, should there be a need for a small group setting/a place to regulate outside of the classroom.
 - School psychologist and social worker teach lessons to classrooms on topics in the social/emotional domain as needed throughout the school year, and likewise provide support through SAIG groups to students that flag on screeners in the area of extra social/emotional support.
 - Staff utilize Restorative Justice Practices within the classroom to build and maintain safe classroom communities and while facilitating problem solving among students.
 - Students receive mentoring, behavior support, and positive adult connections through Check In Check Out (CICO). Students needing additional support participate in Individualized CICO and Social Academic Intervention Groups with the psychologist, social worker or ISU psychology students.

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

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

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

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

Normal Community West High School Future Farmers of America partnership with Oakdale students. Focus on experiences outside of the normal school day including technology and agriculture

State Farm volunteers teach financial literacy lessons to 4th and 5th grade students.

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

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

Oakdale has partnered with College Mentors for Kids (CMFK). Approximately, 15 students are transported to Illinois State University to work with ISU students who have volunteered for the College Mentors for Kids program.

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

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

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

Classroom-wide Strategies – Class Dojo, Second Step

PBIS Process

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

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

Internalizing and Externalizing Dimensions of the Universal Screener

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

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

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

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

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

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

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

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

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

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

OR

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

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

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

CARES referral

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

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

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

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

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

Step 11: CARES meeting

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

Process may include, but is not limited to:

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory

Other assessments as needed

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

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

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

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

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

Step 14: CARES Follow-Up meeting

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

- Complex FBA/BIP

Process includes:

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

- Observations
- Set next Follow-Up meeting

Complex FBA/BIP Key Features:

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

Step 15: CARES Follow-Up meeting #2

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

Wraparound Features*:

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

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

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

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

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

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

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

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

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

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

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

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

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children,

comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

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

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

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

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

3. RULE OF CONSTRUCTION

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

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

School Name:	Glenn Elementary School		
RCDT:	170640050262007		
Principal:	Daniel Gibler		
Address:	306 Glenn Avenue		
City, ZIP code:	Normal, IL 61761		
Telephone:	309-557-4418		
Email address:	giblerd@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2025-26	50.76%	No	10/15/25

DISTRICT INFORMATION

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristin Kendrick Weikle
Telephone:	309-557-4400
Email address:	1809 W. Hovey Avenue, Normal, IL 61761


 Superintendent's Signature

10/07/2025

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Daniel Gibler	Principal
Ashley deFreese	Title Teacher

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

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

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

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

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

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

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

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

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

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

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

Definition of each intervention:

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

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

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

Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the

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

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

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

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

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

Teachers are able to refer students to our school social worker for counseling services. In addition, we partner with ISU psychology department. They provide doctoral and graduate students to run groups related to social skills. Students are selected for these groups based on our PBIS data and SAEBRS data as well as teacher recommendation. Parental consent is required for any students selected for this program. In addition, we provide SAIG (See PBIS section for details) groups to those students receiving Tier 2 instruction in our PBIS program. We have also partnered with a local men's business fraternity (Phi Beta Sigmas). They provide mentoring and tutoring within the school day to several of our students. Parent consent is also required for students to be a part of this mentoring program. We have a Family Coordinator that provides resources and services to families to level the playing field for all of our students. Families are referred by teachers or office staff and home visits are made. We have an active Promise Council which provides caring adults that remove barriers to learning to all children. There is a group of Promise Council women that run mentoring groups for girls within Glenn (WOW). They provide self efficacy support and tutoring and support to all students under the guidance of the classroom teacher. The SEL committee meets monthly to discuss the monthly theme and supports the school needs. The SEL committee also supports staff with a curriculum and lesson ideas.

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

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is each student's responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the

feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on the Illustrative Math curriculum. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Stem projects and challenges include:

Teachers have STEM bins and we have a STEM Cart. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

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

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

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Pride Point), Out of the Blue Days, Anti-Bully Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step, School Store, Principal Lunch Groups, Positive Shoutout

PBIS Process

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

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

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is completed by the teacher and students in grades 2nd through 5th grade and asks the teacher to consider each student against the definitions. The students are asked to rank themselves in a variety of areas.

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

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

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

PBIS Check In Check Out (CICO) – Key Features - Minimum 40 school days of frequency - 10-15% of student population

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

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

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

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

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

OR

b. Social Academic Instructional Group (SAIG) is necessary

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

Individualized CICO – Key Features

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

Social Academic Instructional Group Key Features (SAIG)

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

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

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

CARES referral

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

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

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

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

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

Step 11: CARES meeting

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

Process may include, but is not limited to:

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

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

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

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

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

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

Step 14: CARES Follow-Up meeting

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

- a. Complex FBA/BIP
Process includes:
i. Standardized Screeners (i.e. BESS, etc.)
ii. Observations
- b. Set next Follow-Up meeting

Complex FBA/BIP Key Features:

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

Step 15: CARES Follow-Up meeting #2

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

Wraparound Features*:

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

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

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

The SEL team presents monthly themes and supports the youngest learners in guiding their social emotional development. Each teacher is provided read aloud books to support learning and development of these targeted social emotional skills.

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

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

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

professional development during our monthly staff meetings, during District Professional Development Activities (PDA) and at Institute Days.

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

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

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

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

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

Plans are in place to assist preschool children in the transition process from early childhood programs to Kindergarten. Careful consideration will be given to children transitioning from early childhood programs such as Head Start, Pre-K, and Early Childhood Education to Kindergarten. These identified students will be given high priority regarding classroom placement and referrals for additional assessments. Each year during the Kindergarten round up all students are given a screener to help support the needs of the incoming students. This also includes English Language Learners. These students are screened to see what placement level they are at so services can be provided at their instructional level.

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

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

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

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

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

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

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

3. RULE OF CONSTRUCTION

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

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

School Name:	Fox Creek Elementary		
RCDT:	170640050262017		
Principal:	Leslie Davenport		
Address:	3910 Timberwolf Trail		
City, ZIP code:	Bloomington, IL 61705		
Telephone:	(309) 557-4416		
Email address:	davenportla@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
25-26	71.09%	N	October 15, 2025

DISTRICT INFORMATION

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



 Superintendent's Signature

10/07/2025

 Date

Schoolwide Plan Components

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

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

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

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

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

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

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

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

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met. Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. The ESAIL survey will be used to monitor the implementation of Reader's Workshop in

the core and address professional development needs. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

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

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

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

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

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

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

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

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

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

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

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

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

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

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.
Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

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

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

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

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

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

10-15% of students

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

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

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

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

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

OR

Social Academic Instructional Group (SAIG) is necessary

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

Individualized CICO – Key Features

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

Social Academic Instructional Group Key Features (SAIG)

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

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

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

CARES referral

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

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

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

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

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

Step 11: CARES meeting

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

Process may include, but is not limited to:

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

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

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

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

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

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

Step 14: CARES Follow-Up meeting

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

Complex FBA/BIP

Process includes:

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

Set next Follow-Up meeting

Complex FBA/BIP Key Features:

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

Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

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

Wraparound Features*:

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

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

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

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

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

Professional development opportunities are widely available for teachers and staff at Fox Creek Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in Professional Learning Communities (PLC). Time has been allotted on 7 early release days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning. In addition to these professional development opportunities, teachers have access to a variety of other invaluable resources provided by the literacy and math team including coaching meetings for lesson development and modeled instruction as well as a variety of professional books and other resources.

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

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

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

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

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

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

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

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

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

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

3. RULE OF CONSTRUCTION

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

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

School Name:	Fairview Elementary		
RCDT:	170640050262005		
Principal:	Amanda Styck		
Address:	416 Fairview St.		
City, ZIP code:	Normal, Illinois 61701		
Telephone:	309-554-4415		
Email address:	stycka@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2025-2026	57.31	N	10/15/25

DISTRICT INFORMATION

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


 Superintendent's Signature

10/07/2025

Date

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

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

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

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

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

Fairview Elementary is a Full-Scale Community School and is able to provide supports to families and eliminate barriers for school and learning and families may face. The Fairview Community Schools Coordinator completes home visits and links families to resources in the community in an effort to reduce any barriers families might have. Free family activities are offered throughout the year in the hopes of engaging families in their child's education. Embedded integrated supports through community schools meets with students on an individual basis and at times, in small groups when students need intentional social/emotional support. Teachers have implemented SEL standards throughout the school day and start each day with morning circles with their students.

Fairview has an embedded counselor two days each week, employed by the Center for Human Services, available for students who are referred to counseling during the school day. Counselors are able to meet with students during the school day at a time that works within their daily instructional schedule.

Fairview has a partnership with various faith partners who offer after school tutoring for students needing academic support. These tutoring services are coordinated by Fairview staff and provided at neighboring churches.

Being a Full-Scale Community School, Fairview offers tutoring two days a week for the majority of the year to students that are scoring in the 20th-30th percentile in reading and/ or math on the Star benchmark assessment.

Fairview holds a summer school program for selected Unit 5 students in six elementary buildings, who are below grade level in the areas of math and reading.

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

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

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

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

Formal and informal assessments along with teacher recommendations are used to determine which students have the most need for reading intervention instruction. A data wall is utilized by a team of teachers to discuss which students will qualify for intervention. Students who perform below the 16th percentile in reading or math qualify for these supplemental services. The School Psychologist completes progress monitoring throughout the intervention cycle. Our parents/guardians receive notification of supports and frequent updates on their child's progress.

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

Interventions will take place outside of the core reading instruction time and will be continuously monitored throughout the cycle. Students may be provided intervention with Guided Reading Plus, a Comprehension Focus Group, Assisted Writing with Interactive Writing, Assisted Writing with Writing Aloud or through Strategic Processing Intervention.

Our Math Interventionist reviews benchmark data and diagnostic assessment data to determine placement in a tiered support. Students may be placed in "Dream box" or "Do the Math" curriculum.

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

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

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

Building wide professional development is focused on school improvement goals. During this time, staff reviews data, discusses best instructional practices, and reviews new curriculum. Time is also provided for collaboration time among grade level teams, special education teams and intervention teams.

Teachers are encouraged to take advantage of University courses in order to work towards earning master degrees and to learn new educational practices.

Strategies are in place to attract highly qualified teachers to teach on our building. Pre-screening interviews are used district wide to identify highly-qualified candidates. Unit 5 hosts regular job fairs, participates in job fairs at local universities and partners local universities and colleges including Illinois State University, Illinois Wesleyan University, and Heartland Community College to seek exemplary teaching candidates. Students from all universities have opportunities to complete clinical and student teaching requirements at our school.

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

In order to assist in the transition from pre-school to elementary school, teachers and support staff participate in transition meetings for students who may need extra support starting kindergarten.

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

We host a Kindergarten Pop Up for incoming kindergarten students and families in order network with other kindergarten families and get a feel for supportive culture at Fairview. In mid-September, Fairview also hosts Curriculum Night for kindergarten guardians in order to acclimate them to Fairview expectations and kindergarten learning standards.

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

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

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

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

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

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

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

3. RULE OF CONSTRUCTION

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

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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SCHOOL INFORMATION

School Name:	Pepper Ridge Elementary		
RCDT:	17064005026-2015		
Principal:	Robert Battey		
Address:	2602 Danbury Drive		
City, ZIP code:	Bloomington, IL 61705		
Telephone:	309-557-4423		
Email address:	batteyr@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
25-26	55%	No	10/15/25

DISTRICT INFORMATION

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


 Superintendent's Signature

10/07/2025

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Robert Battey	Principal
Kirsten Freeze	Assistant Principal
Shauna Gourley	Instructional Leadership Team (ILT) - Title teacher
Nicole Schneyr	Instructional Leadership Team (ILT) - LBS1
Leza Kirshenbaum	Instructional Leadership Team (ILT) - LBS1
Rose Wolf	Instructional Leadership Team (ILT) - 5th Grade
Hadley Stimler	Instructional Leadership Team (ILT) - 5th Grade
Jennifer Ficek	Instructional Leadership Team (ILT) - 4th Grade
Jennifer Corbly	Instructional Leadership Team (ILT) - 3rd Grade
Betsy Zimmerman	Instructional Leadership Team (ILT) - 2nd Grade
Brandy Roberts	Instructional Leadership Team (ILT) - 1st Grade
Brittney Arendt	Instructional Leadership Team (ILT) - Kindergarten
Shannon Grant	Paraprofessional

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

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

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

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

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

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

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

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, we will continue to utilize a reading workshop and writing workshop format in order to improve our core reading instruction. Observations and teacher feedback will be used to monitor the implementation of Reader's Workshop in the core and address professional development needs. District instructional coaches are also available for coaching cycles to support implementation with fidelity. Research has proven that in order for children to become successful readers they need the following: explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

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

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Data includes: teacher observation, Fountas & Pinnell Benchmark Assessment, Unit 5 district writing assessment, Star Reading and/or Early Literacy testing, Words Their Way spelling assessment, and Observation Survey assessment (first grade only). Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days, students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as an additional layer of differentiated instruction. Each grade level will have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

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

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

reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading. Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing (including both interactive writing and writing aloud) assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. Strategic Processing Intervention - This intervention helps students acquire efficient word recognition, decoding, spelling, and writing skills along with strategies that can be transferred to reading and writing tasks. This is typically used in grades 2-5. Reading Recovery is an intensive, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

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

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

Promise Council is a cooperative effort between school leaders and community contacts, designed to meet some of the unique needs of Pepper Ridge students. The initial focus is in meeting students' academic and physical needs. The goal is to increase mentoring opportunities and fill those spots with volunteers. Another goal is to provide additional opportunity for parental engagement at the school. The PRPC works with individual volunteers and partner organizations across all sectors: businesses, universities, service organizations, faith-based groups, retirees, and health care.

The Opening Doors Program is a college awareness program that is designed for our 5th grade students. This program's speakers, activities, and field trips are organized by Pepper Ridge's Promise Council. The PRPC believes that children deserve the opportunity to succeed. We know that every child has a better chance to succeed when the following promises are met: caring adults, safe places, healthy start, effective education and opportunities to help others.

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

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

Opening Doors Program is a college and career based program that is designed for our 5th grade students. This program, filled with speakers, activities, and field trips, is organized by Pepper Ridge's Promise Council. The PRPC believes that children deserve the opportunity to succeed. We know that every child has a better chance to succeed when the following promises are met: caring adults, safe places, healthy start, effective education and opportunities to help others.

Technology plays a significant role in our overall curriculum. Students in K-5th grade have a device readily available for them. To promote best practices in technology, students are taught Digital Citizenship. The purpose is to create a positive school culture that supports safe and responsible technology use. The program addresses real challenges for teachers and students to help navigate cyberbullying, internet safety, and other digital dilemmas. Students also learn and utilize Google Suite (G Suite). G Suite is a package of cloud-based services that provide a way to work together online using email, calendar, real-time document collaborations and more. In all grade levels, coding (programming) is taught in IMC class. With a demand for skilled coders and programmers, coding skills are career building skills. Coding also improves skills in reading and math, while promoting perseverance and problem solving. Resources utilized include CS First: Scratch & Made with Code, Tynker, and Hour of Code.

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

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

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach Tier I and Tier II coaches and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Puma Paws), Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step

PBIS Process

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

Step 2: Universal Screener(SAEBRS) will be administered to students in 2nd-5th grades and K-5th Grade teachers will complete a screener on each student. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Screening data will be reviewed by Tier I PBIS Coach, Tier II PBIS Coach, administration and classroom staff.

Internalizing and Externalizing Dimensions of the Universal Screener

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

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

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

Step 3: Students whose scores meet the internalizing or externalizing criteria will be in the first round of intervention (i.e. CICO).

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

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

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

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

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

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

OR

- Social Academic Instructional Group (SAIG) is necessary
 - Problem-Solving Group
 - Pro-social Skills Group
 - Academic Behaviors Group

Individualized CICO – Key Features

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

Social Academic Instructional Group Key Features (SAIG)

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

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

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

CARES referral

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

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

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

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

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

Step 11: CARES meeting

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

Process may include, but is not limited to:

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

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

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

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

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

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

Step 14: CARES Follow-Up meeting

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

- a) Complex FBA/BIP
 - Process includes:
 - i. Standardized Screeners (i.e. BESS, etc.)
 - ii. Observations
- b) Set next Follow-Up meeting

Complex FBA/BIP Key Features:

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

Step 15: CARES Follow-Up meeting #2

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

Wraparound Features*:

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

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

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

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

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

Professional development opportunities are widely available for teachers and staff at Pepper Ridge Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in collaboration time. Time has been allotted on the district's seven Early Releases dates for collaboration that focuses on improving student learning.

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

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

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

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

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

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

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were

consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

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

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

3. RULE OF CONSTRUCTION

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

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

School Name:	Sugar Creek Elementary	
RCDT:	170640050262002	
Principal:	Scott Vogel	
Address:	200 N. Towanda	
City, ZIP code:	Normal, IL 61761	
Telephone:	309-557-4425	
Email address:	vogels@unit5.org	
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N Local Board of Ed. approval date:
2025-2026	66.67%	No, 10/15/25

DISTRICT INFORMATION

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

Kristen Weikle

Superintendent's Signature

10/07/2025

Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Angie Funfar	Title I teacher
Sarah Hull	Title I teacher
Scott Vogel	Principal
Ferah Peters	Assistant Principal

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

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

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

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

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

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

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and

immersion in a print-rich environment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Stem projects and challenges include:

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

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

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

Partnership with the Farm Bureau. We have grown plants, made butter and ice cream (math and

learning about matter - solids, liquids, gasses) and the adopt a cow program

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

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

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

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

PBIS Process

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

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

Internalizing and Externalizing Dimensions of the Universal Screener

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

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

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

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

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

10-15% of students

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

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

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

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

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

OR

b) Social Academic Instructional Group (SAIG) is necessary

i. Problem-Solving Group

ii. Pro-social Skills Group

iii. Academic Behaviors Group

Individualized CICO – Key Features

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

Social Academic Instructional Group Key Features (SAIG)

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

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

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

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

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

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

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

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

Step 11: CARES meeting

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

Process may include, but is not limited to:

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

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

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

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

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

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

Step 14: CARES Follow-Up meeting

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

a) Complex FBA/BIP

Process includes:

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

b) Set next Follow-Up meeting

Complex FBA/BIP Key Features:

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

Step 15: CARES Follow-Up meeting #2

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

Wraparound Features*:

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

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

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

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

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

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

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

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

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

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

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

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

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

THE SCHOOLWIDE PLAN (section 1114)

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

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

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

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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

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

(C) RECORDS

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

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

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

2. FLEXIBILITY OF FUNDS

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

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

3. RULE OF CONSTRUCTION

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

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

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

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

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

SCHOOL INFORMATION

School Name:	Cedar Ridge Elementary School		
RCDT:	17-064-0050-26-2003		
Principal:	Christina Mables		
Address:	2808 Breezewood Blvd		
City, ZIP code:	Bloomington, 61704		
Telephone:	(309) 557-4413		
Email address:	mables@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2025 - 2026	73%	N	10/15/2025

DISTRICT INFORMATION

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4400
Email address:	<u>weikle@unit5.org</u>


 Superintendent's Signature

10/07/2025
 Date

Schoolwide Plan Components

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

NAME	REPRESENTATION
Christina Mables	Principal
Jenny Roop	Kindergarten
Maggie Lakebrink	School Psychologist
Brea Womack	First Grade
Ally Brodebeck	Second Grade
Ana Sciortino	Fourth Grade
Kim Lynch	Fifth Grade
Leslie Kokotek	LBS1
Sara Johns	Title 1
Megan Yaklich	Title 1
Kayleigh Twork	Title 1
Lindsey Koestner	Title 1
Toni Freesen	Area

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
 2. Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.
 3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
 - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.
4. Describe schoolwide reform strategies in narrative form to include the following:
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
 - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

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

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

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

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

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

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

to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

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

Direct social work instruction (individual, small group, and whole class lessons), zones of regulation, mindful movement, restorative practices, PBIS, weekly responsive circles, SAIG groups, LEGO groups (social-language groups) all support students' social-emotional and language needs.

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

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

Stem projects and challenges include:

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

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

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

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

Interviewing leaders in the community- Midwest food bank representatives will be interviewed about the ways MWFB is supporting victims of Hurricane Harvey to better understand the impact of our food drive at Sugar Creek. (career opportunities-i.e. being of service and working for organizations that support people in need)

Open Source Classroom- owner will be coming to demonstrate 3D printing technology and computer science/engineering technology (STEM and career opportunities)

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

The school is implementing an SEL program that follows the CASEL standards. Each month we have a targeted focus as a whole school but tailor our classroom lessons and discussions around developmentally appropriate priority targets. Students participate in daily circles with their peers.

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

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Cheetah Spots), Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2nd Step

PBIS Process

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

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

Internalizing and Externalizing Dimensions of the Universal Screener

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

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

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

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

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

10-15% of students

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

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

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

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

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

OR

- b) Social Academic Instructional Group (SAIG) is necessary
- i. Problem-Solving Group
 - ii. Pro-social Skills Group
 - iii. Academic Behaviors Group

Individualized CICO – Key Features

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

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

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

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

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

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

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

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

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

Step 11: CARES meeting

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

Process may include, but is not limited to:

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

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

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

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

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

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

Step 14: CARES Follow-Up meeting

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

- a) Complex FBA/BIP
Process includes:
 - i. Standardized Screeners (i.e. BESS, etc.)
 - ii. Observations
- b) Set next Follow-Up meeting

Complex FBA/BIP Key Features:

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

Step 15: CARES Follow-Up meeting #2

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

Wraparound Features*:

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

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

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

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

PLCs, SIP days, district provided optional pd, continue ed for reading recovery, new teacher mentoring program and check-in with principal

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

Plans are in place to assist preschool children in the transition process from early childhood programs to Kindergarten. Careful consideration will be given to children transitioning from early childhood programs such as Head Start, Pre-K, and Early Childhood Education to Kindergarten. These identified students will be given high priority regarding classroom placement and referrals for additional assessments. Each year during the Kindergarten round up all students are given a screener to help support the needs of the incoming students. This also includes English Language Learners. These students are screened to see what placement level they are at so services can be provided at their instructional level.

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(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

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

(B) EXCEPTION

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

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

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

(B) SUPPLEMENTAL FUNDS

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

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

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

(B) REQUIREMENTS

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(C) RECORDS

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

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

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

6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

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

(D) DELIVERY OF SERVICES

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

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

1. IN GENERAL

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

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph

(1) may use such funds for any of the costs associated with such program, including the costs of;

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

3. RULE OF CONSTRUCTION

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