Regular Meeting
Thursday, May 16, 2024 Construction Site Tour
5:15 p.m. prior to 6:00 p.m. meeting

Elementary Building
600 Cedar St
New Berlin, IL 62670

Agenda

1. Call to Order
2. Presentation of overseas trip by Ms. Hemmerle and Ms. Julian (Information Only)
3. Pretzel Shoutouts
4. Public Comment *(Policy 2:230)*
5. IASB Liaison Talking Points
6. Adjustments to Agenda
7. Reports and Recommendations
   - 7.a. Director Reports
     - 7.a.1. Transportation Director
     - 7.a.2. Food Services Director
     - 7.a.3. Facility Director
   - 7.b. Administrator(s)
     - 7.b.1. Mrs. Shelley Haas, Interim Elementary Principal
     - 7.b.2. Mr. Brandon Radford, JH Principal
     - 7.b.3. Mrs. Hattie Llewellyn, High School Principal
     - 7.b.4. Mr. Blake Lucas, District Athletic and Activities Director
   - 7.c. Superintendent
     - 7.c.1. Mrs. Jill Larson, Superintendent
       - Construction Update
       - Learning Walk-throughs with Board Members
       - Celebrations-Graduation, Promotion, and End of Year Staff Recognition
       - Staffing for 2024-2025
       - DLM Tier 3 Notification from ISBE
8. Consent Agenda
   - 8.a. Financial Report(s)
     - 8.a.1. Bills Payable & Imprest Fund
     - 8.a.2. Student Activity Funds
     - 8.a.3. Payroll
     - 8.a.4. Treasurer's Report
   - 8.b. Open Session Minutes of April 10, 2024
   - 8.c. Closed Session Minutes of April 10, 2024
   - 8.d. Destroying of Executive Session Tapes for the Month(s) of October 2022 and prior
9. New Business
   - 9.a. Approve FY24 Tentative Amended Budget
   - 9.b. Schedule Public Hearing for FY 24 Amended Budget
   - 9.c. Approve 24-25 Consolidated District Plan for Submission
   - 9.d. Approve the Second Reading of Press Policy 114
   - 9.e. Approve the 24-25 NBJH Handbook
   - 9.f. Approve FY25 Fee Schedule

9.g. Approve K - 5 Science Curriculum
9.h. Approve K - 5 Social Studies Curriculum
9.i. Approve I-Ready Assessment for K - 8 (4 year subscription)
9.j. Approve High School Math Curriculum
9.k. Approve Title I School-Wide Plan
9.l. Approve Title I School-Parent-Student Compact
9.m. Approve 6th grade Social Studies Curriculum
9.n. Approve the Resolution to Dispose/Sell Surplus/Obsolete Property
9.o. Approve Sidewalk Easement with the Village of New Berlin
9.p. Approve Sewer & Water Main Easement with the Village of New Berlin
9.q. Approve Intergovernmental Agreement with Curran
9.r. Approve the FFA Officer Retreat June 3-5, 2024
9.s. Approve Resolution to Sell/Dispose Surplus or Outdated Equipment/Supplies
9.t. Approve the 2024-2025 IHSA membership renewal
9.u. Approve Board Meeting Dates for 2024-2025
9.v. Approve three (3) students to attend CACC as part-time NB Students per policy 7:40

10. Executive Session - For the purpose of:
    10.a. *The appointment, employment compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine validity. 5 ILCS 10/2(c).*
    10.b. *Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.*
    5 ILCS120/2 (c)(11).
    10.c. *Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).*
11. *Personnel Consent Agenda *(Policy 5:280)*
    11.a. Approve Reassignment of Shelley Haas to Elementary Special Education Teacher
    11.b. Approve intent to retire for Holly Ruppel, Pre-K teacher, effective July 1, 2028
    11.c. Anna Llewellyn as Paraprofessional starting 24-25 School Year
    11.d. Approve Additional Pay for Shelley Haas for Principal Duties
    11.e. Approve Corinne Steiner as Elementary Special Education Teacher 24-25 yr
    11.f. Melissa Charneski as 3/8 Teacher
    11.g. Approve the Freshman Academy Staff, starting August 2, 2024
    11.h. Approve Step Up Staff (JH - 6th Grade), August 2
    11.i. Approve NBE Jump Start Staff
12. Approve Jodi Acree, NBE Assistant Principal (July 1, 2024-June 30, 2027)
13. Resignations:
    Micah Bashara-Reading Specialist
    Jacob Webber-HS Custodian
    Breanna Woods-Paraprofessional

Max Day-Fresh/JV HS Basketball Coach
Michael Hinnen-Asst. JH Baseball Coach
Dillon Binkley-HS Track Coach

14. Adjournment

---------- Forwarded message ---------
From: **Taylee Julian** <tjulian@pretzelpride.com>
Date: Mon, Apr 22, 2024 at 3:28 PM
Subject: Your student is invited! - please RSVP
To: Hattie Llewellyn <hllewellyn@pretzelpride.com>

Dear families,

We're going to Berlin, Prague, Krakow and Budapest in Summer 2026, and you're invited!

We're excited to tell you more about the trip we're planning with EF Tours, our educational travel partner. Please be sure to register for this info session to be considered for this opportunity: **https://bit.ly/4b0Vut8**

When students travel, they expand their knowledge of the world around them, discover more about themselves, and grow more confident. These skills are critical for creating the global citizens of tomorrow, and we would love to have your student join us on this adventure.

In this info session, we'll talk about:

- How this opportunity will benefit your student
- What we'll see and do on our trip
- Everything that's included in this experience
- How your child can earn academic credit
- How we're keeping this safe and affordable
- How to enroll on this trip (before it fills up!) during EF's risk-free enrollment period

There are limited spots on this trip, so we would love to have you attend this meeting to learn more about this exciting opportunity!

Thanks,
Ms. Julian and Ms. Hemmerle

--
Thank you,

Illinois Association of School Boards
Lighting the Way to Excellence in School Governance

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Springfield, Illinois 62703-5929
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OFFICERS
Mark Harms, *President*
Tracie Sayre, *Vice President*
Simon Kampwerth Jr., *Immediate Past President*
Marc Tepper, *Treasurer*
Kimberly A. Small, J.D., *Executive Director*

IASB Liaison May Talking Points

Below are the IASB Liaison talking points for May.

1. IASB is announcing a new scholarship program available for school board members to attend the 2024 Joint Annual Conference. The scholarship will cover the Conference registration fee and a daily meal allotment. Details and the application can be found at Joint Annual Conference Scholarship.

2. IASB's Resolutions Process begins each April with the annual Call for Resolutions. The Resolutions Submission Form must be completed by June 26, 2024. A resolution must be approved by the board of education prior to submission. More information and the Resolution Submission Form can be found here.

3. Joint Annual Conference 2024 registration will be available on June 3. More information can be found here.

Patrick Allen
Director, Field Services
Illinois Association of School Boards
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pallen@iasb.com

SETH HILL, TRANSPORTATION DIRECTOR
NEW BERLIN CUSD16
300 E. ELLIS ST.
NEW BERLIN, IL 62670
217-488-2040 EXT. 235

May Board Report

Transportation

- Sent buses for general maintenance
- Sent buses for bi-yearly inspections
- Mechanic is working on installation of parts on buses that need work done.
- Alignment of seating charts to help with discipline
- Continued recertification of drivers
- Cinco De Mayo Staff Luncheon
- Coverage of routes and sporting events after school
- Continued organization and management of budget
- Driver Evaluations completed
- Creation of Summer cleaning schedule complete

Open positions

- Bus Driver
- Bus Monitor

Pretzel positives

- Cinco De Mayo Staff Luncheon
- Drivers for being flexible and having to cover different routes and sporting events.
- Darren Cummings, Larry Piotrowski, Donnie Edwards for covering as monitors on buses when needed.

- Brian Bandy, and Kris Nueman for covering routes during multiple sporting events days.
- Bill Talbert for working diligently on sporting events and helping with coverage for multiple co-op sporting events.

May 2024 Board Report

TO: NBCUSD #16 Board of Education

From: Jill Larson, Superintendent

SIP, Curriculum & Instruction, Assessment & Staff Professional Development

- IAR state assessment for grades 3 - 5 is done and we had 100% completion.
- We have also finished MAP testing and the SEL screener is also being administered.
- SIP day on the 26th K-8 learned about Iready, this would replace MAP.
- Early Release our teachers learned more about ROOMS to communicate with parents next year.

Pretzel Student & Staff Positives:

- **"Pretzel Positive"** to the following March Students of the Month:
    - K - Ryker Jarrard
    - 1st - Sydnee Meighan
    - 2nd - Layla Bentley
    - 3rd - Ava Casey
    - 4th - Abel Meacham
    - 5th - Jude Bliss

        - Contraction Surgery in the 1st grade
        - Butterfly Release in Pre-K and 2nd grade.
        - KG concert held their concert and added movement
        - Career Day was a huge success. We had lots of speakers and our students learned a lot.
        - Staff played Pretzel in a Pocket to promote communication among the staff.
        - 4th grade annual wax museum was held and well attended by relatives
        - Thank you to the kitchen staff who had Pretzels for us on National Pretzel Day
        - We enjoyed Ag Day with all our classes getting to participate in the HS Ag class bringing animals and equipment.
        - Several of our classes continue to enjoy field trip experiences
        - Our 5th grade went over to the JH by classes to experience junior high life.
        - Our 5th grade students also participated in their last elementary band concert exhibiting skills in music they have learned.
        - 4th and 5th grade celebrated Cinco de Mayo and learned how to make salsa.
        - Mother's Day gifts were made in earlier primary grades.

- **"Pretzels Celebrations"**:
    - We celebrated Abby Kane's dedication to our students by hosting a time where the community could come in and see her mural on the wall (drawn by Blair Cloyd McGee-2006 NB grad). Thank you to Kara Pecoraro for organizing everything.

- The annual Graduation Walk was held at NBE. We love seeing all our former students celebrate their success.
- We celebrated the following employees with their dedication to our staff:
  30 years-Holly Ruppel
  15 years-Wendy Kanllakan
  10 years-Lori Niemeier, Liz Birch
  5 years- Audrey Lanzotti, Jenn McQuality, Angie Allen
- Horace Mann Winners
  Kara Pecoraro-Crystal Apple Award
  Matt Brown-Mugs and Kisses Award
- Our very own Micah Bashara earned her doctorate degree in Education from West Texas A & M

Brandon Radford, Junior High Principal
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May Board Report

Updated May 13, 2024

TO: NBCUSD #16 Board of Education, Jill Larson, Superintendent
From: Brandon Radford , Jr. High Principal

School/Building Improvement:

- Hosted our last Pretzels with a Professional w. Core Construction on Wednesday - May 8, 2024
    - Students loved having the opportunity to ask so many questions to Ron, Chad, and Nicole - the students loved having them! (Shout out to Aimee Gray for coordinating our Pretzels with a Professional this year)

- We were able to celebrate our Teachers during Teacher Appreciation Week (Shout out to Shelly Bandelow) for helping ensure our teachers felt appreciated during their week.

- Staff & Students are getting excited for 8th Grade Promotion - Monday, May 20, 2024

Curriculum and Instruction

- 8th Grade ELA - Outsiders Day on Tuesday - May 14 - Gave Students & Staff a fun way to dress up and end the year
- 7th Grade Leadership Class just wrapped up their Q4 Projects
    - Group 1 - held 4 bake sales, raising money to purchase flowers for the residents of Cedarhurst. They delivered the flowers, as well as cards they made, to all of the residents. With the remaining funds, they coordinated with the Cedarhurst Event Planner, and purchased 13 puzzles.
    - Group 2 - organized a canned food drive for the Loami Food Pantry. They also went door to door asking for donations. They were able to donate 431 non perishable and personal care items.
    - Group 3 - teamed up with PAWS in Jacksonville. They collected and donated cleaning supplies, food, and toys for the animals. They also spent 2 days at PAWS cleaning, playing with, and walking the animals.

Assessment

- We just finished up Spring NWEA Map Testing for the year and seen some nice Growth in Math and ELA

Pretzel Positives

- Got to accompany 5 - 8th Grade Students to the ACE Awards in Springfield - Apr 25, 2024

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- Got to accompany an 8th grade student to the IPA Student Breakfast (was a great representative of NBJH) - May 8, 2024

- Congrats to our Jr. High Track team at the State Track Meet (Had several students reach the final podium)

- Thank you to the 5th Grade Teachers (Berola, Brown, Maxson, Fry) for helping bring the 5th grade students over for three different step-up days. (Shout out to Seth Hill and Heather Pidcock) for helping with transportation and coordinating lunch. Thank you to 6th Grade Teachers (Burke, Dillon, Wainman, Knepler, Delaney, Magrath, Pecoraro, and Kruckeberg) for opening their classrooms to our future students.
    - We were able to bring over each class one day at a time for them to tour the school, go through core class, an elective class, and a lunch period.
    - Will welcome them back with Pretzel Success Day in August

- Had 14 - 8th Graders apply to be Student Leaders next year in helping with our incoming 8th Grade
    - They will help with Pretzel Success Day
    - Opening Day
    - Checking in with 6th Graders throughout the year to help ensure their success

Recommendations:

- None at this time.

May 2024 Board Report

TO: NBCUSD #16 Board of Education, Mrs. Jill Larson, Superintendent
From: Hattie Llewellyn, High School Principal

School Improvement

- The high school Building Leadership and Instructional Leadership Teams met before spring break to discuss future planning for School Improvement Goals and Professional Development for staff. Here are the bullet points that will be focused on:
    - Improving School Culture and Climate this team will focus on the following areas each month:
        - For Staffulty Appreciation Week, we participated in The Contest. Team Britain took the lead with their final mission to win! Here is a peek at some of the competitions this week: 23.24 Cooper's Final Mission
        - We received the Jostens Pulse Survey Back and will use that information to plan improvements on what and how we recognize students for.
        - Graduation Practice, Senior Walk, and Senior BBQ were held on Friday. We did something different this year - using the Jostens Renaissance ideas, and the seniors made Honorary Diplomas and handed them out to staff members that made an impact on them. They handed them out during the Senior Walk. The creative media class is going to create a video and we are entering it in the Jostens competition this month!
    - College and Career Readiness - this team will focus on the follow areas:
        - Mrs. McClarey, Ms. Weidhuner, Mr. Kruckeberg, Mr. Viola, Mr. Radford and I visited Litchfield HS and their Career Center on April 21st. We met with their administrative team and they shared what they have been doing for College and Career Readiness, Freshman Transition, and College and Career Pathways. We will tweak some of the things we already have in place and begin planning for implementation of new initiatives for the 25.26 school year.
    - Improvement of Instruction/Student Achievement - this team will focus on planning professional development for staff for the 24.25 school year
        - We have an outline of PD offerings for next year, and have started working on
    - Pretzel Success/Academy - this team will focus on the following areas:
        - Freshman and New Student Transition to High School
        - SEL/Executive Functioning/Life Skills Support
    - NBHS Multi Tiered Systems of Support - this team will focus on the following areas:
        - During the last SIP inservice, this team identified the Tier 1, 2, and 3 strategies that will be in place for next year. Then using the Panorama Student Success platform, we will identify the students that are at-risk/critical so we can begin with interventions right away next year.

Curriculum and Instruction

- Nothing to report this month.

Assessment

- Benchmark assessment testing with MAP is completed for the year!
- We have SAT data back and have 13 out of 52 students that met in both ELA and Math. They have been given a bonus semester exam coupon to use next week!

Pretzel Positives

NBHS Pretzel 411

- End of the Year Timeline has been sent to Parents, Students, and Staff - Click HERE to view it.
- Shout out to all of the community organizations/churches that provided such great treats for our staff last week!

NBHS Student Shout Outs

- The senior class has been such an amazing group of students to work with! We are going to miss them!

NBHS Staff Shout Outs

- Heather Pidcock - Slushy Queen!! She had ICEEs in special travel cups to give the seniors during the BBQ on Friday. They LOVED them!
- Team USA, France, Britain, oh and let's not forget the other team… Japan? For their competitive and collaborative efforts during Staffulty Appreciation Week!!

Recommendations:

Overnight Trip for FFA Leadership Conference

Blake Lucas, Athletic & Activities Director
New Berlin CUSD16
300 E. Ellis St.
New Berlin, IL 62670
217-488-6012

May Board Report

Updated May 13, 2024

Athletics

- **Approval of Alyssa Vignos as Head HS Volleyball Coach**
- **Approval of Sarah Seasock as Head JH Cheerleading Coach**

- **Resignation of Michael Hinnen as Assistant JH Baseball Coach**
- **Resignation of Alyssa Vignos as Assistant HS Volleyball Coach**
- **Resignation of Max Day as Freshman Boys Basketball Coach**

- **Approval of Illinois High School Association (IHSA) membership for the 2024-25 school year**
- **Approval of Illinois Elementary School Association (IESA) membership for 2024-25 school year (will send paperwork to be signed once it is available)**

- **Open coaching positions:**
  - **Color Guard Sponsor**
  - **Assistant JH Baseball Coach**
  - **Assistant HS Volleyball Coach**
  - **Freshman Boys Basketball Coach**
  - **Assistant HS Scholastic Bowl**

Pretzel Positives

- A huge shout out to our JH and HS track & field programs. Both levels are having a successful spring season. Thank you to all of the athletes, coaches, parents!
- Congratulations to our HS baseball team on another 20 win season! We will host the 2A regional this week.
- Congratulations to our 8th grade girls track team on their sectional championship!! Congrats Ladies and coaches!
- A special congratulation to the JH track & field athletes who placed a state! The following athletes made the podium: Brookelyn Fuchs (8th place- 8th grade 100M, 4th place- 8th grade long jump), Adie Stinson (6th place, 7th grade 100M), Adie Stinson, Sophia Stark, Brookelyn Fuchs, Marlow Burger, Ella Burgar (alternate) (4th place- 4x400M).
- Congratulations to Madigan Burger on qualifying for the IHSA state track meet in the 800M and 1600M. Best of luck at state!

Blake Lucas, Athletic & Activities Director
New Berlin CUSD16
300 E. Ellis St.
New Berlin, IL 62670
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- As voted on by high school and junior high teachers and head coaches, congratulations to Jadyn Perry on being recognized as the Scholar Athlete of the Year!
- As voted on by district coaches, congratulations to Kaylee Cowhick and Jadyn Perry on being recognized as the Senior Female Athlete of the Year!
- As voted on by district coaches, congratulations to Lucas Bixby on being recognized as the Senior Male Athlete of the Year!

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
A. MAEST000	A. MAESTRANZI SONS KNIFE SERVICES,	731179	0000000000	0524	BNK5	ELEM BLDG-KNIFE SERVICE		B	04/17/2024	05/16/2024	A	$27.00
							23-24					$27.00
	10E103 2562 3900 00 000000			NBE FOOD PREP OTHER PURCH SERV								$27.00
A. MAEST000	A. MAESTRANZI SONS KNIFE SERVICES,	731180	0000000000	0524	BNK5	JH/HS BLDG-KNIFE SERVICE		B	04/17/2024	05/16/2024	A	$27.00
							23-24					$27.00
	10E301 2562 3900 00 000000			NBHS FOOD OTHER PURCH SERVICES								$27.00
A. MAEST000	A. MAESTRANZI SONS KNIFE SERVICES,	736695	0000000000	0524	BNK5	ELEM BLDG-KNIFE SERVICE		B	05/01/2024	05/16/2024	A	$27.00
							23-24					$27.00
	10E103 2562 3900 00 000000			NBE FOOD PREP OTHER PURCH SERV								$27.00
A. MAEST000	A. MAESTRANZI SONS KNIFE SERVICES,	736696	0000000000	0524	BNK5	JH/HS BLDG-KNIFE SERVICE		B	05/01/2024	05/16/2024	A	$27.00
							23-24					$27.00
	10E301 2562 3900 00 000000			NBHS FOOD OTHER PURCH SERVICES								$27.00
						NUMBER OF INVOICES: 4						**$108.00**
ABELD 001	ABE LINCOLN REGION-IPA	120.00	6032024077	50	BNK2	2024 STUDENT RECOGNITION BREAKFAST REGISTRATION	P	H	04/01/2024	04/30/2024	R	$120.00
							23-24			105169		$120.00
	100	MAXEDON/HAAS - IPA & SCHOOLMASTERS DUES							1.00			$120.00
	10E103 2410 6400 00 000000			NBE PRINCIPAL DUES & FEES								$120.00
ABELD 001	ABE LINCOLN REGION-IPA	120.00	3012024034	50	BNK2	2024 STUDENT RECOGNITION BREAKFAST REGISTRATION	P	H	04/16/2024	05/31/2024	R	$120.00
							23-24			105200		$120.00
	100	LLEWELLYN- CHARACTER ED GEN SUPPLIES							1.00			$120.00
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES								$120.00
ABELD 001	ABE LINCOLN REGION-IPA	120.00	2022024027	50	BNK2	2024 JH STUDENT RECOGNITION BREAKFAST REGISTRATION	P	H	04/30/2024	05/31/2024	R	$120.00
							23-24			105222		$120.00
	100	JH SCHOOL IMPROVEMENT							1.00			$120.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / ADJUSTMENT DESCRIPTION / 1099	DESCRIPTION	LQ / FY / LQ	S / QTY	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
ABELD 001	ABE LINCOLN REGION-IPA	120.00	******CONTINUED******									
	10E202 1115 3900 00 000000			NBJH OTHER PURCHASED SERVICES								$120.00
						NUMBER OF INVOICES: 3						**$360.00**
AFAFLEX 000	AMERICAN FIDELITY ASSURANCE CO	20240501ADFSA	0000000000	P9	BNK5	Payroll accrual		B	05/01/2024	05/01/2024	W	$987.30
							23-24			202300453		$987.30
	10L000 4577 0000 00 000000											$987.30
						NUMBER OF INVOICES: 1						**$987.30**
AFAHSA 000	AMERICAN FIDELITY H.S.A.	20240501ADHSA01	0000000000	P1	BNK5	Payroll accrual		H	05/01/2024	05/01/2024	W	$172.91
							23-24			202300454		$172.91
	10L000 4574 0000 00 000000											$172.91
AFAHSA 000	AMERICAN FIDELITY H.S.A.	20240501ADHSA03	0000000000	P1	BNK5	Payroll accrual		H	05/01/2024	05/01/2024	W	$250.00
							23-24			202300454		$250.00
	10L000 4574 0000 00 000000											$250.00
						NUMBER OF INVOICES: 2						**$422.91**
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20240501ADAFA1	0000000000	P9	BNK5	Payroll accrual		B	05/01/2024	05/01/2024	W	$1,189.08
							23-24			202300452		$1,189.08
	10L000 4581 0000 00 000000			AM FIDELITY SUPPLEMENTAL W/H								$1,040.10
	20L000 4581 0000 00 000000											$97.35
	40L000 4581 0000 00 000000											$51.63
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20240501ADAFA10	0000000000	P9	BNK5	Payroll accrual		B	05/01/2024	05/01/2024	W	$17.30
							23-24			202300452		$17.30
	10L000 4581 0000 00 000000			AM FIDELITY SUPPLEMENTAL W/H								$17.30
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20240501ADAFA11	0000000000	P9	BNK5	Payroll accrual		B	05/01/2024	05/01/2024	W	$75.86
							23-24			202300452		$75.86
	10L000 4581 0000 00 000000			AM FIDELITY SUPPLEMENTAL W/H								$73.61

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20240501ADAFA11	******CONTINUED******										
	20L000 4581 0000 00 000000												$2.25
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20240501ADAFA12	0000000000	P9	BNK5	Payroll accrual			B	05/01/2024	05/01/2024	W	$56.42
								23-24			202300452		$56.42
	20L000 4581 0000 00 000000												$9.95
	40L000 4581 0000 00 000000												$46.47
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20240501ADAFA2	0000000000	P9	BNK5	Payroll accrual			B	05/01/2024	05/01/2024	W	$739.54
								23-24			202300452		$739.54
	10L000 4581 0000 00 000000			AM FIDELITY SUPPLEMENTAL W/H									$566.79
	20L000 4581 0000 00 000000												$47.40
	40L000 4581 0000 00 000000												$125.35
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20240501ADAFA5	0000000000	P9	BNK5	Payroll accrual			B	05/01/2024	05/01/2024	W	$222.36
								23-24			202300452		$222.36
	10L000 4581 0000 00 000000			AM FIDELITY SUPPLEMENTAL W/H									$222.36
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20240501ADAFA6	0000000000	P9	BNK5	Payroll accrual			B	05/01/2024	05/01/2024	W	$211.00
								23-24			202300452		$211.00
	10L000 4581 0000 00 000000			AM FIDELITY SUPPLEMENTAL W/H									$202.83
	40L000 4581 0000 00 000000												$8.17
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20240501ADAFA7	0000000000	P9	BNK5	Payroll accrual			B	05/01/2024	05/01/2024	W	$399.13
								23-24			202300452		$399.13
	10L000 4581 0000 00 000000			AM FIDELITY SUPPLEMENTAL W/H									$213.39
	20L000 4581 0000 00 000000												$66.65
	40L000 4581 0000 00 000000												$119.09
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20240501ADAFA8	0000000000	P9	BNK5	Payroll accrual			B	05/01/2024	05/01/2024	W	$331.08
								23-24			202300452		$331.08
	10L000 4581 0000 00 000000			AM FIDELITY SUPPLEMENTAL W/H									$279.62
	40L000 4581 0000 00 000000												$51.46

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20240501ADAFA9	0000000000	P9	BNK5	Payroll accrual		B		05/01/2024	05/01/2024	W	$42.57
								23-24			202300452		$42.57
	10L000 4581 0000 00 000000			AM FIDELITY SUPPLEMENTAL W/H									$42.57
						NUMBER OF INVOICES: 10							**$3,284.34**
AFLAC 000	AMERICAN FAMILY LIFE ASSUR	20240501ADAF2	0000000000	P9	BNK5	Payroll accrual		B		05/01/2024	05/01/2024	W	$19.63
								23-24			202300444		$19.63
	10L000 4591 0000 00 000000												$19.63
						NUMBER OF INVOICES: 1							**$19.63**
ALESSMAR000	ALESSI, MARK	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL-5/2/24		H		05/02/2024	05/31/2024	R	$90.00
								23-24			105223		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH									$90.00
						NUMBER OF INVOICES: 1							**$90.00**
ALEXAED 000	ALEXANDER, ED	90.00	0000000000	50	BNK2	GILRS VARSITY SOFTBALL-4/16/24		H		04/16/2024	05/31/2024	S	$90.00
								23-24			105188		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		NONEM							$90.00
ALEXAED 000	ALEXANDER, ED	90.00	0000000000	50	BNK2	GILRS VARSITY SOFTBALL-4/25/24		H		04/25/2024	05/31/2024	S	$90.00
								23-24			105203		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		NONEM							$90.00
						NUMBER OF INVOICES: 2							**$180.00**
AMEC 001	AMEREN CIPS	AME0089-0524	0000000000	0524	BNK5	JH/HS BLDG-NATURAL GAS		B		05/03/2024	05/16/2024	W	$568.18
								23-24			890524		$568.18
	20E301 2542 4650 00 000000			JH/HS SM NATURAL GAS									$568.18

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AMEC 001	AMEREN CIPS	AME5050-0524	0000000000	0524	BNK5	JH/HS BLDG-PUMP BUILDING		B		04/11/2024	05/16/2024	W	$445.93
								23-24			102098657		$445.93
	20E301 2542 4660 00 000000					NBHS BLDGS ELECTRICITY							$445.93
						NUMBER OF INVOICES: 2							**$1,014.11**
AMERCEN 000	AMERICAN CENTRAL INSURANCE	032024	0000000000	50	BNK2	HRA DISB MELISSA DILLON		H		03/29/2024	04/30/2024	R	$51.18
								23-24			105170		$51.18
	10E000 2311 3910 00 000000					BD SERVICES PS HRA REIMB	NONEM						$51.18
AMERCEN 000	AMERICAN CENTRAL INSURANCE	042024	0000000000	50	BNK2	HRA DISB TRAVIS CREASEY		H		04/30/2024	05/31/2024	R	$403.18
								23-24			105225		$403.18
	10E000 2311 3910 00 000000					BD SERVICES PS HRA REIMB	NONEM						$403.18
AMERCEN 000	AMERICAN CENTRAL INSURANCE	352831	0000000000	0524	BNK5	ANNUAL HRA PLAN ADMIN-RENEW POLICY		B		02/28/2024	05/16/2024	R	$660.00
								23-24					$660.00
	10E000 2520 3900 00 000000					FS OTHER PURCH. SERVICES	NONEM						$660.00
						NUMBER OF INVOICES: 3							**$1,114.36**
APPLEEMO000	APPLEBERRY, EMORY	90.00	0000000000	50	BNK2	GIRLS VARSITY SOFTBALL 4/23/24		H		04/23/2024	05/31/2024	S	$90.00
								23-24			105204		$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH							$90.00
APPLEEMO000	APPLEBERRY, EMORY	90.00	0000000000	042424	BNK2	GIRLS VARSITY SOFTBALL 4/23/24		H		04/23/2024	04/24/2024	V	$90.00
								23-24			105204		$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH							$90.00
APPLEEMO000	APPLEBERRY, EMORY	90.00	0000000000	50	BNK2	GIRLS VARSITY SOFTBALL 5/7/24		H		05/07/2024	05/31/2024	S	$90.00
								23-24			105226		$90.00

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APPLEEMO000	APPLEBERRY, EMORY	90.00	******CONTINUED******			
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH			$90.00
APPLEEMO000	APPLEBERRY, EMORY	90.00	0000000000 050924 BNK2 GIRLS VARSITY SOFTBALL 5/7/24		O 05/07/2024 05/09/2024 V	$90.00
				23-24	105226	$90.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH			$90.00
			NUMBER OF INVOICES: 4			**$0.00**
APPTEGY 000	APPTEGY	INV20660	0000000000 0524 BNK5 THRILLSHARE ROOM SERVICE		B 12/19/2023 05/16/2024 A	$2,218.50
				23-24		$2,218.50
	10E000 2225 4700 00 000000		TECH SM SOFTWARE			$2,218.50
			NUMBER OF INVOICES: 1			**$2,218.50**
AREADIST000	AREADISTRIBUTORS, INC	472918	0000000000 0524 BNK5 ELEM BLDG-TISSUE		B 04/09/2024 05/16/2024 R	$640.00
				23-24		$640.00
	20E103 2542 4100 00 000000		NBE CARE/UPKEEP GEN SUPPLIES			$640.00
AREADIST000	AREADISTRIBUTORS, INC	472919	0000000000 0524 BNK5 JH/HS BLDG-TISSUE		B 04/09/2024 05/16/2024 R	$640.00
				23-24		$640.00
	20E301 2542 4100 00 000000		NBHS BLDG SM GEN SUPPLIES			$640.00
AREADIST000	AREADISTRIBUTORS, INC	473274	0000000000 0524 BNK5 ELEM BLDG-SOAP		B 04/16/2024 05/16/2024 R	$379.50
				23-24		$379.50
	20E103 2542 4100 00 000000		NBE CARE/UPKEEP GEN SUPPLIES			$379.50
AREADIST000	AREADISTRIBUTORS, INC	473903	0000000000 0524 BNK5 FLOOR PAD		B 04/30/2024 05/16/2024 R	$125.63
				23-24		$125.63
	20E103 2542 4100 00 000000		NBE CARE/UPKEEP GEN SUPPLIES			$125.63
AREADIST000	AREADISTRIBUTORS, INC	474254	0000000000 0524 BNK5 ELEM BLDG-TOWEL		B 05/07/2024 05/16/2024 R	$1,240.00
				23-24		$1,240.00

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AREADIST000	AREADISTRIBUTORS, INC	474254	******CONTINUED******								
	20E103 2542 4100 00 000000		NBE CARE/UPKEEP GEN SUPPLIES								$1,240.00
					NUMBER OF INVOICES: 5						**$3,025.13**
AT&T MOB000	AT&T MOBILITY	287293962398041920 24	0000000000 0524	BNK5	TRANS-MOBILE PHONES	B		04/11/2024	05/16/2024	W	$114.69
						23-24		23980524			$114.69
	40E000 2552 3400 00 000000		TRANSP VS COMMUNICATION								$114.69
					NUMBER OF INVOICES: 1						**$114.69**
AXA EQUI000	AXA EQUITABLE LIFE INSURANCE COMPA	20240501ADAXA	0000000000 P1	BNK5	Payroll accrual	H		05/01/2024	05/01/2024	W	$2,370.00
						23-24		202300451			$2,370.00
	10L000 4590 0000 00 000000										$2,370.00
AXA EQUI000	AXA EQUITABLE LIFE INSURANCE COMPA	20240501ADAXA%	0000000000 P1	BNK5	Payroll accrual	H		05/01/2024	05/01/2024	W	$3,269.37
						23-24		202300451			$3,269.37
	10L000 4590 0000 00 000000										$3,269.37
					NUMBER OF INVOICES: 2						**$5,639.37**
BAUSEJAM000	BAUSER, JAMES	90.00	0000000000 50	BNK2	GIRLS VARSITY SOFTBALL 4/23/24	H		04/23/2024	05/31/2024	S	$90.00
						23-24		105205			$90.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH NONEM								$90.00
BAUSEJAM000	BAUSER, JAMES	90.00	0000000000 50	BNK2	GIRLS VARSITY SOFTBALL 5/7/24	H		05/07/2024	05/31/2024	S	$90.00
						23-24		105227			$90.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH NONEM								$90.00
BAUSEJAM000	BAUSER, JAMES	90.00	0000000000 050924	BNK2	GIRLS VARSITY SOFTBALL 5/7/24	O		05/07/2024	05/09/2024	V	$90.00
						23-24		105227			$90.00

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BAUSEJAM000	BAUSER, JAMES	90.00	******CONTINUED******								
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH	NONEM						$90.00
				NUMBER OF INVOICES: 3							**$90.00**
BERGFJOS000	BERGFELD, JOSH	90.00	0000000000	50 BNK2 VARSITY BASEBALL-3/25/24		H		03/25/2024	04/30/2024	S	$90.00
						23-24			105163		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH							$90.00
BERGFJOS000	BERGFELD, JOSH	90.00	0000000000	50 BNK2 VARSITY BASEBALL-4/23/24		H		04/23/2024	05/31/2024	S	$90.00
						23-24			105206		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH							$90.00
				NUMBER OF INVOICES: 2							**$180.00**
BERNSLEA000	BERNSTEIN, LEAH	140.00	0000000000	0524 BNK5 TRANS-RAIN JACKETS		B		05/06/2024	05/16/2024	R	$140.00
						23-24					$140.00
	40E000 2552 4100 00 000000			TRANSP VS GEN SUPPLIES							$140.00
				NUMBER OF INVOICES: 1							**$140.00**
BLDD ARC000	BLDD ARCHITECTS	4946	0000000000	0524 BNK5 PROJECT 216EX21.400		B		04/30/2024	05/16/2024	A	$16,615.02
						23-24					$16,615.02
	60E000 2535 5200 00 000000			CO BLDG CONSTRUCTION PROJECT							$16,615.02
				NUMBER OF INVOICES: 1							**$16,615.02**
BLUCB 001	BLUE CROSS BLUE SHIELD OF IL	20170215ADJ2	0000000000	021517 BNK5 Payroll Accrual Adjustment		DH		02/15/2017	02/15/2047	W	$44.01
						16-17			201600319		$44.01
	10L000 4562 0000 00 000000										$44.01
BLUCB 001	BLUE CROSS BLUE SHIELD OF IL	20170215ADJ2	0000000000	021517 BNK5 Payroll Accrual Adjustment		VH		02/15/2017	02/15/2047	W	$44.01
						16-17			0		$44.01
	10L000 4562 0000 00 000000										$44.01

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BLUCB 001	BLUE CROSS BLUE SHIELD OF IL	20190215ADJ	0000000000	P01	BNK5 Payroll accrual adjustment	DH	02/15/2019	02/11/5201	W	$-7,221.72
						18-19		201800341		$-7,221.72
	10L000 4561 0000 00 000000									$1,811.22
	10L000 4561 0010 00 000000									$-4,916.04
	10L000 4562 0000 00 000000									$-2,547.78
	10R000 1950 0000 00 000000			RFND OF PRIOR YR EXPENDITURES						$-1,013.10
	20L000 4562 0000 00 000000									$-148.01
	40L000 4561 0000 00 000000									$-48.68
	40L000 4562 0000 00 000000									$-359.33
BLUCB 001	BLUE CROSS BLUE SHIELD OF IL	20190215ADJ	0000000000	P01	BNK5 Payroll accrual adjustment	VH	02/15/2019	02/11/5201	W	$-7,221.72
						18-19		0		$-7,221.72
	10L000 4561 0000 00 000000									$1,811.22
	10L000 4561 0010 00 000000									$-4,916.04
	10L000 4562 0000 00 000000									$-2,547.78
	10R000 1950 0000 00 000000			RFND OF PRIOR YR EXPENDITURES						$-1,013.10
	20L000 4562 0000 00 000000									$-148.01
	40L000 4561 0000 00 000000									$-48.68
	40L000 4562 0000 00 000000									$-359.33
					NUMBER OF INVOICES: 4					**$0.00**
BMO FINA000	BMO FINANCIAL GROUP	0746-0524-1	0000000000	BMO 0524	BNK5 AMAZON-BASE TABLET HOLDER	B	03/23/2024	05/16/2024	W	$65.96
						23-24		202300443		$65.96
	40E000 2552 4100 00 000000			TRANSP VS GEN SUPPLIES						$65.96
BMO FINA000	BMO FINANCIAL GROUP	2436-0524-1	0000000000	BMO 0524	BNK5 CASEY-DONUTS	B	03/22/2024	05/16/2024	W	$24.00
						23-24		202300443		$24.00
	40E000 2552 4100 00 000000			TRANSP VS GEN SUPPLIES						$24.00
BMO FINA000	BMO FINANCIAL GROUP	2436-0524-2	0000000000	BMO 0524	BNK5 CASEY'S-DONUTS	B	04/05/2024	05/16/2024	W	$24.00
						23-24		202300443		$24.00
	40E000 2552 4100 00 000000			TRANSP VS GEN SUPPLIES						$24.00

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BMO FINA000	BMO FINANCIAL GROUP	2436-0524-3	0000000000	BMO 0524	BNK5	ST LOUIS PARKING CO-FIELD TRIP PARKING			B	04/10/2024	05/16/2024	W	$75.00
								23-24			202300443		$75.00
	40E000 2552 4100 00 000000			TRANSP VS GEN SUPPLIES									$75.00
BMO FINA000	BMO FINANCIAL GROUP	2436-0524-4	0000000000	BMO 0524	BNK5	CASEY'S-DONUTS			B	04/12/2024	05/16/2024	W	$24.00
								23-24			202300443		$24.00
	40E000 2552 4100 00 000000			TRANSP VS GEN SUPPLIES									$24.00
BMO FINA000	BMO FINANCIAL GROUP	2436-0524-5	0000000000	BMO 0524	BNK5	DOLLAR GENERAL-WATER			B	04/12/2024	05/16/2024	W	$23.25
								23-24			202300443		$23.25
	40E000 2552 4100 00 000000			TRANSP VS GEN SUPPLIES									$23.25
BMO FINA000	BMO FINANCIAL GROUP	3061-0524-1	1032024034	BMO 0524	BNK5	AMAZON-MAUS- CLASSROOM SUPPLIES		P	B	03/21/2024	05/16/2024	W	$61.04
								23-24			202300443		$61.04
	100	MAUS - CLASSROOM SUPPLIES								1.00			$61.04
	10E103 1113 4100 00 000000			NBE SM GENERAL SUPPLIES									$61.04
BMO FINA000	BMO FINANCIAL GROUP	3061-0524-10	0000000000	BMO 0524	BNK5	8123-ORIENTAL TRADING-SUNGLASSES			B	04/10/2024	05/16/2024	W	$204.92
								23-24			202300443		$204.92
	10A000 1200 0000 00 000000												$204.92
BMO FINA000	BMO FINANCIAL GROUP	3061-0524-11	0000000000	BMO 0524	BNK5	8123-RHYME UNIVERSITY-GRAD CAPS			B	04/10/2024	05/16/2024	W	$280.49
								23-24			202300443		$280.49
	10A000 1200 0000 00 000000												$280.49
BMO FINA000	BMO FINANCIAL GROUP	3061-0524-12	1032024021	BMO 0524	BNK5	AMAZON-INDEX CARDS		P	B	04/10/2024	05/16/2024	W	$17.62
								23-24			202300443		$17.62
	100	MAXEDON-CLASSROOM SUPPLIES FOR ALL ROOMS								1.00			$17.62
	10E103 1113 4100 00 000000			NBE SM GENERAL SUPPLIES									$17.62

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BMO FINA000	BMO FINANCIAL GROUP	3061-0524-13	0000000000	BMO 0524	BNK5	8123-AMAZON-VINYL		B	04/10/2024	05/16/2024	W	$7.99
							23-24			202300443		$7.99
	10A000 1200 0000 00 000000											$7.99
BMO FINA000	BMO FINANCIAL GROUP	3061-0524-14	0000000000	BMO 0524	BNK5	8123-SCHOLASTIC-BOOK FOR GRADS		B	04/11/2024	05/16/2024	W	$213.56
							23-24			202300443		$213.56
	10A000 1200 0000 00 000000											$213.56
BMO FINA000	BMO FINANCIAL GROUP	3061-0524-15	0000000000	BMO 0524	BNK5	8123-AMAZON-TASSELS		B	04/11/2024	05/16/2024	W	$69.93
							23-24			202300443		$69.93
	10A000 1200 0000 00 000000											$69.93
BMO FINA000	BMO FINANCIAL GROUP	3061-0524-2	1032024026	BMO 0524	BNK5	AMAZON-WEIGHTED BLANKET	P	B	03/21/2024	05/16/2024	W	$24.95
							23-24			202300443		$24.95
	100	MAXEDON-TEACHER SUPPLIES FOR ADDITIONAL NEEDS							1.00			$24.95
	10E103 1113 4100 00 000000			NBE SM GENERAL SUPPLIES								$24.95
BMO FINA000	BMO FINANCIAL GROUP	3061-0524-3	0212024004	BMO 0524	BNK5	AMAZON-BOOKS	P	B	03/25/2024	05/16/2024	W	$24.70
							23-24			202300443		$24.70
	100	PECORARO - LIBRARY SUPPLIES - BOOKS							1.00			$24.70
	10E000 2220 4300 00 000000			EDU MEDIA LIBR. BOOKS								$24.70
BMO FINA000	BMO FINANCIAL GROUP	3061-0524-4	0000000000	BMO 0524	BNK5	8113-DOLLAR TREE-SALTY DOUGH		B	03/27/2024	05/16/2024	W	$15.00
							23-24			202300443		$15.00
	10A000 1200 0000 00 000000											$15.00
BMO FINA000	BMO FINANCIAL GROUP	3061-0524-5	0000000000	BMO 0524	BNK5	8113-DOLLAR GEN-SALTY DOUGH		B	03/29/2024	05/16/2024	W	$30.00
							23-24			202300443		$30.00
	10A000 1200 0000 00 000000											$30.00
BMO FINA000	BMO FINANCIAL GROUP	3061-0524-6	0000000000	BMO 0524	BNK5	8113-5 BELOW-SALTY DOUGH		B	03/29/2024	05/16/2024	W	$177.00
							23-24			202300443		$177.00

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BMO FINA000	BMO FINANCIAL GROUP 10A000 1200 0000 00 000000	3061-0524-6	******CONTINUED******					$177.00
BMO FINA000	BMO FINANCIAL GROUP	3061-0524-7	0000000000 BMO 0524 BNK5 8113-MCDONALDS-SALTY DOUGH	B 23-24	03/29/2024 202300443	05/16/2024	W	$30.00 $30.00
	10A000 1200 0000 00 000000							$30.00
BMO FINA000	BMO FINANCIAL GROUP	3061-0524-8	0212024004 BMO 0524 BNK5 8113-AMAZON-BOOKS	P B 23-24	03/31/2024 202300443	05/16/2024	W	$11.16 $11.16
	100 10E000 2220 4300 00 000000	PECORARO - LIBRARY SUPPLIES - BOOKS	EDU MEDIA LIBR. BOOKS		1.00			$11.16 $11.16
BMO FINA000	BMO FINANCIAL GROUP	3061-0524-9	0000000000 BMO 0524 BNK5 8124-AMAZON-CHEWY NECKLACE	B 23-24	04/07/2024 202300443	05/16/2024	W	$8.89 $8.89
	10A000 1200 0000 00 000000							$8.89
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-1	0000000000 BMO 0524 BNK5 NOONAN EQUIPMENT-RENTAL OF STAGE	B 23-24	03/22/2024 202300443	05/16/2024	W	$1,293.36 $1,293.36
	20E301 2542 4100 00 000000		NBHS BLDG SM GEN SUPPLIES					$1,293.36
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-10	0000000000 BMO 0524 BNK5 AMAZON-ELEM BLDG-GLOVES	B 23-24	04/13/2024 202300443	05/16/2024	W	$37.78 $37.78
	20E103 2542 4100 00 000000		NBE CARE/UPKEEP GEN SUPPLIES					$37.78
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-11	0000000000 BMO 0524 BNK5 AMAZON-FLOOR PADS	B 23-24	04/15/2024 202300443	05/16/2024	W	$142.77 $142.77
	20E103 2542 4100 00 000000		NBE CARE/UPKEEP GEN SUPPLIES					$142.77
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-12	0000000000 BMO 0524 BNK5 AMAZON-SCOTCH PAD SHEETS	B 23-24	04/15/2024 202300443	05/16/2024	W	$483.48 $483.48
	20E103 2542 4100 00 000000		NBE CARE/UPKEEP GEN SUPPLIES					$483.48

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BMO FINA000	BMO FINANCIAL GROUP 20E103 2542 4100 00 000000	3285-0524-13	0000000000	BMO 0524 BNK5 NBE CARE/UPKEEP GEN SUPPLIES	AMAZON-BUFFER PAD	B 23-24	04/16/2024 202300443	05/16/2024	W	$252.40 $252.40 $252.40
BMO FINA000	BMO FINANCIAL GROUP 20E103 2542 4100 00 000000	3285-0524-14	0000000000	BMO 0524 BNK5 NBE CARE/UPKEEP GEN SUPPLIES	AMAZON-PREP PADS	B 23-24	04/16/2024 202300443	05/16/2024	W	$438.72 $438.72 $438.72
BMO FINA000	BMO FINANCIAL GROUP 20E103 2542 4100 00 000000	3285-0524-15	0000000000	BMO 0524 BNK5 NBE CARE/UPKEEP GEN SUPPLIES	AMAZON-BUFFING PAD	B 23-24	04/16/2024 202300443	05/16/2024	W	$15.09 $15.09 $15.09
BMO FINA000	BMO FINANCIAL GROUP 20E103 2542 4100 00 000000	3285-0524-16	0000000000	BMO 0524 BNK5 NBE CARE/UPKEEP GEN SUPPLIES	AMAZON-PREP PADS	B 23-24	04/16/2024 202300443	05/16/2024	W	$207.02 $207.02 $207.02
BMO FINA000	BMO FINANCIAL GROUP 20E103 2542 4100 00 000000	3285-0524-17	0000000000	BMO 0524 BNK5 NBE CARE/UPKEEP GEN SUPPLIES	AMAZON-ELEM BLDG-CARPET SHAMPOO	B 23-24	04/16/2024 202300443	05/16/2024	W	$115.14 $115.14 $115.14
BMO FINA000	BMO FINANCIAL GROUP 20E301 2542 4100 00 000000	3285-0524-18	0000000000	BMO 0524 BNK5 NBHS BLDG SM GEN SUPPLIES	AMAZON-JH/HS BLDG-CARPET SHAMPOO	B 23-24	04/16/2024 202300443	05/16/2024	W	$48.99 $48.99 $48.99
BMO FINA000	BMO FINANCIAL GROUP 20E301 2542 4100 00 000000	3285-0524-19	0000000000	BMO 0524 BNK5 NBHS BLDG SM GEN SUPPLIES	AMAZON-JH/HS BUFFER PAD	B 23-24	04/16/2024 202300443	05/16/2024	W	$63.10 $63.10 $63.10
BMO FINA000	BMO FINANCIAL GROUP 20E301 2542 4100 00 000000	3285-0524-2	0000000000	BMO 0524 BNK5 NBHS BLDG SM GEN SUPPLIES	AMAZON-GATE LATCH	B 23-24	03/23/2024 202300443	05/16/2024	W	$-47.94 $-47.94 $-47.94

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BMO FINA000	BMO FINANCIAL GROUP	3285-0524-20	0000000000	BMO 0524	BNK5	AMAZON-ELEM BLDG-PREP PAD			B	04/16/2024	05/16/2024	W	$64.76
								23-24			202300443		$64.76
	20E103 2542 4100 00 000000			NBE CARE/UPKEEP GEN SUPPLIES									$64.76
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-21	0000000000	BMO 0524	BNK5	AMAZON-ELEM BLDG-BED BUG SPRAY			B	04/16/2024	05/16/2024	W	$69.30
								23-24			202300443		$69.30
	20E103 2542 4100 00 000000			NBE CARE/UPKEEP GEN SUPPLIES									$69.30
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-22	0000000000	BMO 0524	BNK5	AMAZON-JH/HS BLDG-RESOLVE			B	04/17/2024	05/16/2024	W	$75.07
								23-24			202300443		$75.07
	20E301 2542 4100 00 000000			NBHS BLDG SM GEN SUPPLIES									$75.07
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-23	0000000000	BMO 0524	BNK5	AMAZON-ELEM BLDG-TOILET FLAPPER			B	04/17/2024	05/16/2024	W	$12.94
								23-24			202300443		$12.94
	20E103 2542 4100 00 000000			NBE CARE/UPKEEP GEN SUPPLIES									$12.94
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-24	0000000000	BMO 0524	BNK5	AMAZON-JH/HS BLDG-LAUNDRY DETERGENT			B	04/18/2024	05/16/2024	W	$27.98
								23-24			202300443		$27.98
	20E301 2542 4100 00 000000			NBHS BLDG SM GEN SUPPLIES									$27.98
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-25	0000000000	BMO 0524	BNK5	AMAZON-JH/HS BLDG-DRAG			B	04/18/2024	05/16/2024	W	$239.99
								23-24			202300443		$239.99
	20E301 2542 5400 00 000000			NBHS BLDG EQUIPMENT									$239.99
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-26	0000000000	BMO 0524	BNK5	AMAZON-ELEM BLDG-PULL STATION			B	04/18/2024	05/16/2024	W	$162.50
								23-24			202300443		$162.50
	20E103 2542 4100 00 000000			NBE CARE/UPKEEP GEN SUPPLIES									$162.50
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-27	0000000000	BMO 0524	BNK5	ROBERT BOOKE AND ASSOC-LOCKER SCREW			B	04/18/2024	05/16/2024	W	$28.58

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BMO FINA000	BMO FINANCIAL GROUP	3285-0524-27	******CONTINUED******											
							23-24					202300443	$28.58	
	20E301 2542 4100 00 000000					NBHS BLDG SM GEN SUPPLIES							$28.58	
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-28	0000000000	BMO 0524	BNK5	AMAZON-ELEM BLDG-BED BUG SPRAY		B	04/18/2024	05/16/2024	W		$155.32	
							23-24					202300443	$155.32	
	20E103 2542 4100 00 000000					NBE CARE/UPKEEP GEN SUPPLIES							$155.32	
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-3	0000000000	BMO 0524	BNK5	AMAZON-ELEM BLDG-VACUUM BAGS		B	03/23/2024	05/16/2024	W		$72.32	
							23-24					202300443	$72.32	
	20E301 2542 4100 00 000000					NBHS BLDG SM GEN SUPPLIES							$72.32	
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-4	0000000000	BMO 0524	BNK5	AMAZON-GOO GONE		B	03/23/2024	05/16/2024	W		$35.28	
							23-24					202300443	$35.28	
	20E103 2542 4100 00 000000					NBE CARE/UPKEEP GEN SUPPLIES							$35.28	
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-5	3012024024	BMO 0524	BNK5	AMAZON-SUPPLIES	P	B	03/25/2024	05/16/2024	W		$89.66	
							23-24					202300443	$89.66	
	100	JULIAN-MATH GEN SUPPLIES							1.00				$89.66	
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$89.66	
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-6	1032024056	BMO 0524	BNK5	AMAZON-MCKENZIE - RURAL ELECTRIC GRANT	P	B	03/25/2024	05/16/2024	W		$128.16	
							23-24					202300443	$128.16	
	100	MCKENZIE - RURAL ELECTRIC GRANT							1.00				$128.16	
	10E103 1200 4101 00 000000					NBE SPEC ED SM DONATIONS							$128.16	
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-7	0000000000	BMO 0524	BNK5	AMAZON-JH/HS BLDG-LAWN SPREADER		B	03/25/2024	05/16/2024	W		$495.78	
							23-24					202300443	$495.78	
	20E301 2542 5400 00 000000					NBHS BLDG EQUIPMENT							$495.78	

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BMO FINA000	BMO FINANCIAL GROUP	3285-0524-8	0000000000	BMO 0524 BNK5	AMAZON-ELEM BLDG-V-BELT	B	04/04/2024	05/16/2024 W	$66.20
						23-24		202300443	$66.20
	20E103 2542 4100 00 000000			NBE CARE/UPKEEP GEN SUPPLIES					$66.20
BMO FINA000	BMO FINANCIAL GROUP	3285-0524-9	0000000000	BMO 0524 BNK5	AMAZON-ELEM BLDG-DISINFECTANT SPRAY	B	04/11/2024	05/16/2024 W	$50.99
						23-24		202300443	$50.99
	20E103 2542 4100 00 000000			NBE CARE/UPKEEP GEN SUPPLIES					$50.99
BMO FINA000	BMO FINANCIAL GROUP	4069-0524-1	0312024059	BMO 0524 BNK5	Renewal for Zoom	P B	03/30/2024	05/16/2024 W	$2,740.00
						23-24		202300443	$2,740.00
	100	Renewal of Zoom for a year					1.00		$2,740.00
	10E000 2225 4700 00 000000			TECH SM SOFTWARE					$2,740.00
BMO FINA000	BMO FINANCIAL GROUP	4127-0524-1	3012024036	BMO 0524 BNK5	KRISPY KREME-STAFF	P B	03/21/2024	05/16/2024 W	$42.01
						23-24		202300443	$42.01
	100	LLEWELLYN-RTI/MTSS GEN SUPPLIES					1.00		$42.01
	10E301 1117 3900 00 000000			NBHS OTHER PURCHASED SERVICES					$42.01
BMO FINA000	BMO FINANCIAL GROUP	4127-0524-2	3012024040	BMO 0524 BNK5	CLASS TEAM BUILDING	P B	03/31/2024	05/16/2024 W	$499.00
						23-24		202300443	$499.00
	100	LLEWELLYN-PBIS/FRESHMAN ACADEMY GEN SUPPLIES					1.00		$499.00
	10E301 1117 3900 00 000000			NBHS OTHER PURCHASED SERVICES					$499.00
BMO FINA000	BMO FINANCIAL GROUP	4127-0524-3	3012024040	BMO 0524 BNK5	DOLLAR GENERAL-FREAKY FRIDAY	P B	04/04/2024	05/16/2024 W	$404.23
						23-24		202300443	$404.23
	100	LLEWELLYN-PBIS/FRESHMAN ACADEMY GEN SUPPLIES					1.00		$404.23
	10E301 1117 3900 00 000000			NBHS OTHER PURCHASED SERVICES					$404.23
BMO FINA000	BMO FINANCIAL GROUP	4127-0524-4	3012024040	BMO 0524 BNK5	SONIC-SALTY DOUGH TREATS	P B	04/05/2024	05/16/2024 W	$20.48
						23-24		202300443	$20.48
	100	LLEWELLYN-PBIS/FRESHMAN ACADEMY GEN SUPPLIES					1.00		$20.48

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BMO FINA000	BMO FINANCIAL GROUP	4127-0524-4	******CONTINUED******						
	10E301 1117 3900 00 000000		NBHS OTHER PURCHASED SERVICES						$20.48
BMO FINA000	BMO FINANCIAL GROUP	4127-0524-5	6012024002 BMO 0524 BNK5	HY-VEE-GLASSES	P B	04/08/2024	05/16/2024	W	$164.63
					23-24		202300443		$164.63
	100	LLEWELLYN- PRINCIPAL'S OFFICE				1.00			$164.63
		SUPPLIES/ENVELOPES/LAMINATING FILM							
	10E305 2410 4100 00 000000		NBHS PRINCIPAL GEN SUPPLIES						$164.63
BMO FINA000	BMO FINANCIAL GROUP	4127-0524-6	3012024036 BMO 0524 BNK5	KRISPY KREME	P B	04/18/2024	05/16/2024	W	$54.06
					23-24		202300443		$54.06
	100	LLEWELLYN-RTI/MTSS GEN SUPPLIES				1.00			$54.06
	10E301 1117 3900 00 000000		NBHS OTHER PURCHASED SERVICES						$54.06
BMO FINA000	BMO FINANCIAL GROUP	4163-0524-1	0000000000 BMO 0524 BNK5	9216-SUBWAY	B	03/20/2024	05/16/2024	W	$119.97
					23-24		202300443		$119.97
	10A000 1200 0000 00 000000								$119.97
BMO FINA000	BMO FINANCIAL GROUP	4163-0524-2	0000000000 BMO 0524 BNK5	9216-DAIRY QUEEN	B	05/04/2024	05/16/2024	W	$61.92
					23-24		202300443		$61.92
	10A000 1200 0000 00 000000								$61.92
BMO FINA000	BMO FINANCIAL GROUP	4163-0524-3	0000000000 BMO 0524 BNK5	9216-NATIONAL FFA ORG	B	04/05/2024	05/16/2024	W	$503.75
					23-24		202300443		$503.75
	10A000 1200 0000 00 000000								$503.75
BMO FINA000	BMO FINANCIAL GROUP	4163-0524-4	0000000000 BMO 0524 BNK5	9216-PARKWAY CAFE	B	04/11/2024	05/16/2024	W	$170.02
					23-24		202300443		$170.02
	10A000 1200 0000 00 000000								$170.02
BMO FINA000	BMO FINANCIAL GROUP	4163-0524-5	0000000000 BMO 0524 BNK5	9216-NESTY'S BURGER	B	04/11/2024	05/16/2024	W	$194.68
					23-24		202300443		$194.68
	10A000 1200 0000 00 000000								$194.68

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BMO FINA000	BMO FINANCIAL GROUP	5568-0524-1	3012024046 BMO 0524 BNK5	MAGRATH - MARCHING PERCUSSION EQUIPMENT	P B	03/22/2024	05/16/2024	W	$2,428.76
					23-24		202300443		$2,428.76
	100	MAGRATH-MARCHING BAND PERCUSSION EQIP				1.00			$2,428.76
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES					$2,428.76
BMO FINA000	BMO FINANCIAL GROUP	5568-0524-2	3012024048 BMO 0524 BNK5	MAGRATH-REPAIRS/REPLACEMENTS	P B	03/22/2024	05/16/2024	W	$2,986.19
					23-24		202300443		$2,986.19
	100	MAGRATH-REPAIRS/REPLACEMENT				1.00			$2,986.19
	10E301 1117 3230 00 000000			NBHS REPAIR & MAINT SERVICES					$2,986.19
BMO FINA000	BMO FINANCIAL GROUP	5568-0524-3	3012024049 BMO 0524 BNK5	AMAZON-SUPPLIES	P B	03/25/2024	05/16/2024	W	$46.40
					23-24		202300443		$46.40
	100	MANGIARACINA-ART CLASS & PHOTOGRAPHY GEN SUPPLIES				1.00			$46.40
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES					$46.40
BMO FINA000	BMO FINANCIAL GROUP	5568-0524-4	3012024049 BMO 0524 BNK5	AMAZON-SUPPLIES	P B	03/25/2024	05/16/2024	W	$405.28
					23-24		202300443		$405.28
	100	MANGIARACINA-ART CLASS & PHOTOGRAPHY GEN SUPPLIES				1.00			$405.28
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES					$405.28
BMO FINA000	BMO FINANCIAL GROUP	5568-0524-5	3012024040 BMO 0524 BNK5	JOANN STORES -PBIS	P B	04/03/2024	05/16/2024	W	$120.40
					23-24		202300443		$120.40
	100	LLEWELLYN-PBIS/FRESHMAN ACADEMY GEN SUPPLIES				1.00			$120.40
	10E301 1117 3900 00 000000			NBHS OTHER PURCHASED SERVICES					$120.40
BMO FINA000	BMO FINANCIAL GROUP	5568-0524-6	3012024040 BMO 0524 BNK5	MICHAELS-PBIS	P B	04/03/2024	05/16/2024	W	$52.57
					23-24		202300443		$52.57
	100	LLEWELLYN-PBIS/FRESHMAN ACADEMY GEN SUPPLIES				1.00			$52.57
	10E301 1117 3900 00 000000			NBHS OTHER PURCHASED SERVICES					$52.57

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BMO FINA000	BMO FINANCIAL GROUP	5568-0524-7	6012024002	BMO 0524 BNK5	SAMS CLUB-OFFICE SUPPLIES		P B	04/16/2024	05/16/2024 W	$204.15
							23-24		202300443	$204.15
	100	LLEWELLYN- PRINCIPAL'S OFFICE						1.00		$204.15
		SUPPLIES/ENVELOPES/LAMINATING FILM								
	10E305 2410 4100 00 000000				NBHS PRINCIPAL GEN SUPPLIES					$204.15
BMO FINA000	BMO FINANCIAL GROUP	6542-0524-1	0000000000	BMO 0524 BNK5	IASPA-		B	04/02/2024	05/16/2024 W	$250.00
							23-24		202300443	$250.00
	10E000 2520 6400 00 000000				FS DUES & FEES					$250.00
BMO FINA000	BMO FINANCIAL GROUP	6542-0524-2	0000000000	BMO 0524 BNK5	AMAZON-OFFICE SUPPLIES		B	04/03/2024	05/16/2024 W	$32.35
							23-24		202300443	$32.35
	10E000 2321 4100 00 000000				SUPINT. OFFICE GEN SUPP					$32.35
BMO FINA000	BMO FINANCIAL GROUP	6542-0524-3	0000000000	BMO 0524 BNK5	AMAZON-OFFICE SUPPLIES		B	04/04/2024	05/16/2024 W	$27.28
							23-24		202300443	$27.28
	10E000 2321 4100 00 000000				SUPINT. OFFICE GEN SUPP					$27.28
BMO FINA000	BMO FINANCIAL GROUP	6542-0524-4	0000000000	BMO 0524 BNK5	AMAZON-OFFICE SUPPLIES		B	04/04/2024	05/16/2024 W	$14.99
							23-24		202300443	$14.99
	10E000 2321 4100 00 000000				SUPINT. OFFICE GEN SUPP					$14.99
BMO FINA000	BMO FINANCIAL GROUP	6559-0524-1A	6032024077	BMO 0524 BNK5	IPA-ELEM STUDENT HANDBOOK		P B	03/21/2024	05/16/2024 W	$91.66
							23-24		202300443	$91.66
	100	MAXEDON/HAAS - IPA & SCHOOLMASTERS DUES						1.00		$91.66
	10E103 2410 6400 00 000000				NBE PRINCIPAL DUES & FEES					$91.66
BMO FINA000	BMO FINANCIAL GROUP	6559-0524-1B	6022024001	BMO 0524 BNK5	IPA-JH-HANDBOOK		P B	03/22/2024	05/16/2024 W	$91.66
							23-24		202300443	$91.66
	100	RADFORD - JH PRINCIPAL IPA DUES						1.00		$91.66
	10E202 2410 6400 00 000000				NBJH PRINCIPAL DUES & FEES					$91.66
BMO FINA000	BMO FINANCIAL GROUP	6559-0524-1C	6012024004	BMO 0524 BNK5	HS BLDG-HANDBOOK		P B	03/21/2024	05/16/2024 W	$91.68
							23-24		202300443	$91.68

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BMO FINA000	BMO FINANCIAL GROUP	6559-0524-1C	******CONTINUED******						
	100	LLEWELLYN- HS PRINCIPAL IPA & SCHOOL MASTERS DUES & ASCD DUES & NASSP DUES				1.00			$91.68
	10E305 2410 6400 00 000000		NBHS PRINCIPAL DUES & FEES						$91.68
BMO FINA000	BMO FINANCIAL GROUP	6559-0524-2	0000000000 BMO 0524 BNK5	9236-JCPENNEYS-LUGGAGE AFTER PROM	B	03/22/2024	05/16/2024	W	$104.11
					23-24		202300443		$104.11
	10A000 1200 0000 00 000000								$104.11
BMO FINA000	BMO FINANCIAL GROUP	6559-0524-3	0000000000 BMO 0524 BNK5	SJ MINI STORAGE	B	04/01/2024	05/16/2024	W	$60.00
					23-24		202300443		$60.00
	20E000 2542 3250 00 000000		DW BLDG PS RENTALS						$60.00
BMO FINA000	BMO FINANCIAL GROUP	6559-0524-4	0000000000 BMO 0524 BNK5	USPS-RESOLUTION MC SENT CERT	B	04/12/2024	05/16/2024	W	$8.05
					23-24		202300443		$8.05
	10E000 2321 3400 00 000000		SUPINT. OFFICE COMMUNICATION						$8.05
BMO FINA000	BMO FINANCIAL GROUP	6559-0524-5	0000000000 BMO 0524 BNK5	IASB-ABE LINCOLN DIVISION MEETING	B	04/18/2024	05/16/2024	W	$100.00
					23-24		202300443		$100.00
	10E000 2311 3320 00 000000		SCH BD TRAVEL						$100.00
BMO FINA000	BMO FINANCIAL GROUP	6575-0524-1	1032024026 BMO 0524 BNK5	WALMART-TABLE CLOTH-DRINKS	P B	04/17/2024	05/16/2024	W	$15.25
					23-24		202300443		$15.25
	100	MAXEDON-TEACHER SUPPLIES FOR ADDITIONAL NEEDS				1.00			$15.25
	10E103 1113 4100 00 000000		NBE SM GENERAL SUPPLIES						$15.25
BMO FINA000	BMO FINANCIAL GROUP	6575-0524-2	1032024026 BMO 0524 BNK5	SAM'S CLUB-COOKIES	P B	04/17/2024	05/16/2024	W	$40.36
					23-24		202300443		$40.36
	100	MAXEDON-TEACHER SUPPLIES FOR ADDITIONAL NEEDS				1.00			$40.36
	10E103 1113 4100 00 000000		NBE SM GENERAL SUPPLIES						$40.36

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BMO FINA000	BMO FINANCIAL GROUP	6583-0524-1	3012024052	BMO 0524	BNK5	WALMART-FOODS		P	B	03/21/2024	05/16/2024	W	$89.93
								23-24			202300443		$89.93
	100	MCCLAREY- GEN SUPPLIES CTE (FOOD AND FABRIC)						1.00					$89.93
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$89.93
BMO FINA000	BMO FINANCIAL GROUP	6583-0524-2	3012024052	BMO 0524	BNK5	JOANN-SUPPLIES FOR CLASS		P	B	04/02/2024	05/16/2024	W	$140.96
								23-24			202300443		$140.96
	100	MCCLAREY- GEN SUPPLIES CTE (FOOD AND FABRIC)						1.00					$140.96
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$140.96
BMO FINA000	BMO FINANCIAL GROUP	6583-0524-3	3012024052	BMO 0524	BNK5	WALMART FOOD		P	B	04/16/2024	05/16/2024	W	$162.54
								23-24			202300443		$162.54
	100	MCCLAREY- GEN SUPPLIES CTE (FOOD AND FABRIC)						1.00					$162.54
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$162.54
BMO FINA000	BMO FINANCIAL GROUP	6591-0524-1	3012024022	BMO 0524	BNK5	RALLY GOOD STUFF-PRIVACY SHIELDS		P	B	03/22/2024	05/16/2024	W	$139.98
								23-24			202300443		$139.98
	100	HEPPERLY-ENGLISH GEN SUPPLIES						1.00					$139.98
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$139.98
BMO FINA000	BMO FINANCIAL GROUP	6591-0524-10	0000000000	BMO 0524	BNK5	9236-DOLLAR TREE-AFTERPROM			B	04/06/2024	05/16/2024	W	$21.50
								23-24			202300443		$21.50
	10A000 1200 0000 00 000000												$21.50
BMO FINA000	BMO FINANCIAL GROUP	6591-0524-11	0000000000	BMO 0524	BNK5	9236-HY-VEE-AFTERPROM			B	04/06/2024	05/16/2024	W	$25.32
								23-24			202300443		$25.32
	10A000 1200 0000 00 000000												$25.32
BMO FINA000	BMO FINANCIAL GROUP	6591-0524-12	0000000000	BMO 0524	BNK5	9236-SAMS CLUB-AFTERPROM			B	04/06/2024	05/16/2024	W	$51.22
								23-24			202300443		$51.22

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BMO FINA000	BMO FINANCIAL GROUP 10A000 1200 0000 00 000000	6591-0524-12	******CONTINUED******									$51.22
BMO FINA000	BMO FINANCIAL GROUP	6591-0524-2	0000000000	BMO 0524	BNK5	9236-SAMS CLUB-AFTER PROM SNACKS	B 23-24		04/02/2024	05/16/2024 202300443	W	$639.95 $639.95
	10A000 1200 0000 00 000000											$639.95
BMO FINA000	BMO FINANCIAL GROUP	6591-0524-3	0000000000	BMO 0524	BNK5	9236-GFS STORE-AFTERPROM	B 23-24		04/02/2024	05/16/2024 202300443	W	$24.49 $24.49
	10A000 1200 0000 00 000000											$24.49
BMO FINA000	BMO FINANCIAL GROUP	6591-0524-4	0000000000	BMO 0524	BNK5	9236-WALMART-AFTERPROM	B 23-24		04/03/2024	05/16/2024 202300443	W	$164.40 $164.40
	10A000 1200 0000 00 000000											$164.40
BMO FINA000	BMO FINANCIAL GROUP	6591-0524-5	0000000000	BMO 0524	BNK5	9236-FRIAR TUCK-AFTERPROM	B 23-24		04/03/2024	05/16/2024 202300443	W	$49.33 $49.33
	10A000 1200 0000 00 000000											$49.33
BMO FINA000	BMO FINANCIAL GROUP	6591-0524-6	0000000000	BMO 0524	BNK5	9236-DOLLAR TREE-AFTERPROM	B 23-24		04/05/2024	05/16/2024 202300443	W	$40.00 $40.00
	10A000 1200 0000 00 000000											$40.00
BMO FINA000	BMO FINANCIAL GROUP	6591-0524-7	0000000000	BMO 0524	BNK5	9236-THORTONS-AFTERPROM	B 23-24		04/06/2024	05/16/2024 202300443	W	$100.00 $100.00
	10A000 1200 0000 00 000000											$100.00
BMO FINA000	BMO FINANCIAL GROUP	6591-0524-8	0000000000	BMO 0524	BNK5	9236-THORTONS-AFTERPROM	B 23-24		04/06/2024	05/16/2024 202300443	W	$100.00 $100.00
	10A000 1200 0000 00 000000											$100.00
BMO FINA000	BMO FINANCIAL GROUP	6591-0524-9	0000000000	BMO 0524	BNK5	9236-THORTONS-AFTERPROM	B 23-24		04/06/2024	05/16/2024 202300443	W	$100.00 $100.00

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BMO FINA000	BMO FINANCIAL GROUP 10A000 1200 0000 00 000000	6591-0524-9	******CONTINUED******										$100.00
BMO FINA000	BMO FINANCIAL GROUP	6673-0524-1	7002024001	BMO 0524	BNK5	AMAZON-BINKLEY/ MCDONALD - HS BOYS & GIRLS TRACK SUPPLIES		P	B	03/20/2024	05/16/2024	W	$211.91
								23-24			202300443		$211.91
	100 10E000 1500 4100 00 000000	BINKLEY/MCDONALD- HS BOYS & GIRLS TRACK SUPPLIES				INTERSC PRGM GEN SUPP.				1.00			$211.91 $211.91
BMO FINA000	BMO FINANCIAL GROUP	6673-0524-2	0000000000	BMO 0524	BNK5	9241-CCZ ENTERPRISE-STL POLE VAULT			B	03/22/2024	05/16/2024	W	$225.00
								23-24			202300443		$225.00
	10A000 1200 0000 00 000000												$225.00
BMO FINA000	BMO FINANCIAL GROUP	6673-0524-2B	0000000000	BMO 0524	BNK5	9114-CCZ ENTERPRISE-STL POLE VAULT			B	03/22/2024	05/16/2024	W	$175.00
								23-24			202300443		$175.00
	10A000 1200 0000 00 000000												$175.00
BMO FINA000	BMO FINANCIAL GROUP	6673-0524-3	7002024014	BMO 0524	BNK5	SAMS CLUB-PROTEIN BARS		P	B	03/25/2024	05/16/2024	W	$31.92
								23-24			202300443		$31.92
	100 SUPPLIES 10E000 1500 4112 00 000000	ATHLETIC TRAINING SUPPLIES				ATHLETIC TRAINING SUPPLIES				1.00			$31.92 $31.92
BMO FINA000	BMO FINANCIAL GROUP	6673-0524-4	3212024000	BMO 0524	BNK5	SAMS CLUB-SUPPLIES FOR JR. TESTING		P	B	03/25/2024	05/16/2024	W	$30.90
								23-24			202300443		$30.90
	100 10E000 2120 4100 00 000000	DOSS-GUIDANCE PROF. SERVICES/TESTING				GUID SM GEN SUPPLIES				1.00			$30.90 $30.90
BMO FINA000	BMO FINANCIAL GROUP	6673-0524-5	7002024022	BMO 0524	BNK5	SAMS CLUB-ITEMS FOR TEAMS		P	B	03/25/2024	05/16/2024	W	$49.10
								23-24			202300443		$49.10

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BMO FINA000	BMO FINANCIAL GROUP	6673-0524-5	******CONTINUED******							
	100	TBD- JH SCHOLASTIC BOWL SUPPLIES					1.00			$49.10
	10E000 1500 4100 00 000000			INTERSC PRGM GEN SUPP.						$49.10
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-1	3012024056	BMO 0524 BNK5	AMAZON-INTRO TO FICTION	P B	03/20/2024	05/16/2024	W	$122.76
						23-24		202300443		$122.76
	100	BANDY-TEXTBOOK REPLACEMENT					1.00			$122.76
	10E301 1117 4200 00 000000			NBHS TEXTBOOKS						$122.76
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-10	3012024018	BMO 0524 BNK5	AMAZON-LIFE SCIENCE GEN SUPPLIES	P B	03/25/2024	05/16/2024	W	$35.89
						23-24		202300443		$35.89
	100	JOHNSON-LIFE SCIENCE GEN SUPPLIES					1.00			$35.89
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES						$35.89
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-11	3012024051	BMO 0524 BNK5	AMAZON-HS SOCIAL SCIENCE GEN SUPPLIES	P B	03/26/2024	05/16/2024	W	$64.40
						23-24		202300443		$64.40
	100	HEMMERLE - SOCIAL SCIENCE GEN SUPPLIES					1.00			$64.40
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES						$64.40
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-12	0000000000	BMO 0524 BNK5	9236-TARGET-AFTER PROM	B	03/26/2024	05/16/2024	W	$80.00
						23-24		202300443		$80.00
	10A000 1200 0000 00 000000									$80.00
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-13	0000000000	BMO 0524 BNK5	9236-WALMART-AFTERPROM	B	03/26/2024	05/16/2024	W	$10.06
						23-24		202300443		$10.06
	10A000 1200 0000 00 000000									$10.06
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-14	0000000000	BMO 0524 BNK5	9236-WALMART-AFTERPROM	B	03/26/2024	05/16/2024	W	$60.00
						23-24		202300443		$60.00
	10A000 1200 0000 00 000000									$60.00

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BMO FINA000	BMO FINANCIAL GROUP	6815-0524-15	3012024018	BMO 0524	BNK5	AMAZON-LIFE SCIENCE GEN SUPPLIES		P	B	03/26/2024	05/16/2024	W	$321.16
								23-24			202300443		$321.16
	100	JOHNSON-LIFE SCIENCE GEN SUPPLIES								1.00			$321.16
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$321.16
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-16	3012024022	BMO 0524	BNK5	AMAZON-ENGLISH-GEN SUPPLIES		P	B	03/26/2024	05/16/2024	W	$131.36
								23-24			202300443		$131.36
	100	HEPPERLY-ENGLISH GEN SUPPLIES								1.00			$131.36
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$131.36
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-17	3012024022	BMO 0524	BNK5	TEACHER PAY TEACHER-ENGLISH-GEN SUPPLIES		P	B	04/02/2024	05/16/2024	W	$200.00
								23-24			202300443		$200.00
	100	HEPPERLY-ENGLISH GEN SUPPLIES								1.00			$200.00
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$200.00
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-18	0000000000	BMO 0524	BNK5	9293-REFUND STL CARDINALS			B	04/03/2024	05/16/2024	W	$-210.00
								23-24			202300443		$-210.00
	10A000 1200 0000 00 000000												$-210.00
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-19	0000000000	BMO 0524	BNK5	9293-STL CARDINALS-DRIVER TICKET			B	04/03/2024	05/16/2024	W	$92.90
								23-24			202300443		$92.90
	10A000 1200 0000 00 000000												$92.90
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-2	3012024022	BMO 0524	BNK5	AMAZON-ENGLISH-GEN SUPPLIES		P	B	03/20/2024	05/16/2024	W	$47.46
								23-24			202300443		$47.46
	100	HEPPERLY-ENGLISH GEN SUPPLIES								1.00			$47.46
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$47.46
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-20	0000000000	BMO 0524	BNK5	9293-DAVE & BUSTERS-SR. TRIP			B	04/10/2024	05/16/2024	W	$1,200.10
								23-24			202300443		$1,200.10
	10A000 1200 0000 00 000000												$1,200.10

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BMO FINA000	BMO FINANCIAL GROUP	6815-0524-21	0000000000	BMO 0524	BNK5	9236-WALMART REFUND			B	04/12/2024	05/16/2024	W	$-16.07
								23-24			202300443		$-16.07
	10A000 1200 0000 00 000000												$-16.07
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-22	0000000000	BMO 0524	BNK5	9236-WALMART REFUND			B	04/12/2024	05/16/2024	W	$-18.21
								23-24			202300443		$-18.21
	10A000 1200 0000 00 000000												$-18.21
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-3	3012024062	BMO 0524	BNK5	MONEY-INSTRUCTOR		P	B	03/21/2024	05/16/2024	W	$29.95
								23-24			202300443		$29.95
	100	VANVELDENHUIZEN-CBE TEXTBOOK SPED								1.00			$29.95
	10E301 1200 4100 00 000000			NBHS SP. ED. GEN SUPPLIES									$29.95
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-4	3012024022	BMO 0524	BNK5	AMAZON--ENGLISH-GEN SUPPLIES		P	B	03/22/2024	05/16/2024	W	$291.46
								23-24			202300443		$291.46
	100	HEPPERLY-ENGLISH GEN SUPPLIES								1.00			$291.46
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES									$291.46
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-5	3012024061	BMO 0524	BNK5	SUBWAY-LUNCH INCENTIVE		P	B	03/22/2024	05/16/2024	W	$12.27
								23-24			202300443		$12.27
	100	VANVELDHUIZEN-JH & HS CBE GEN SUPPLIES								1.00			$12.27
	10E301 1200 4100 00 000000			NBHS SP. ED. GEN SUPPLIES									$12.27
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-6	3012024022	BMO 0524	BNK5	AMAZON-ENGLISH-GEN SUPPLIES		P	B	03/22/2024	05/16/2024	W	$50.87
								23-24			202300443		$50.87
	100	HEPPERLY-ENGLISH GEN SUPPLIES								1.00			$50.87
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES									$50.87
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-7	3012024055	BMO 0524	BNK5	FLINN SCIENTIFIC-SUPPLIES		P	B	03/22/2024	05/16/2024	W	$1,813.25
								23-24			202300443		$1,813.25
	100	MCGUIRE-SCIENCE GEN SUPPLIES								1.00			$1,813.25
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES									$1,813.25

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BMO FINA000	BMO FINANCIAL GROUP	6815-0524-8	3012024022	BMO 0524	BNK5	AMAZON--ENGLISH-GEN SUPPLIES		P	B	03/22/2024	05/16/2024	W	$6.57
								23-24			202300443		$6.57
	100	HEPPERLY-ENGLISH GEN SUPPLIES							1.00				$6.57
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$6.57
BMO FINA000	BMO FINANCIAL GROUP	6815-0524-9	3012024022	BMO 0524	BNK5	AMAZON-ENGLISH-GEN SUPPLIES		P	B	03/22/2024	05/16/2024	W	$5.83
								23-24			202300443		$5.83
	100	HEPPERLY-ENGLISH GEN SUPPLIES							1.00				$5.83
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$5.83
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-1	7002024018	BMO 0524	BNK5	ILLINOIS TOP TIMES		P	B	03/20/2024	05/16/2024	W	$140.00
								23-24			202300443		$140.00
	100	LUCAS-ATHLETIC FEES/TOURNEY FEES/IESA DUES/SCHOLASTIC BOWL/CHEERLEADING FEES							1.00				$140.00
	10E000 1500 6400 00 000000					INTERSC PRGM DUES AND FEES							$140.00
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-10	7002024014	BMO 0524	BNK5	PERF HEALTH SUPPLY-ATHLETIC TRAINING SUPPLIES		P	B	03/28/2024	05/16/2024	W	$899.57
								23-24			202300443		$899.57
	100 SUPPLIES	ATHLETIC TRAINING SUPPLIES							1.00				$899.57
	10E000 1500 4112 00 000000					ATHLETIC TRAINING SUPPLIES							$899.57
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-11	7002024003	BMO 0524	BNK5	AMAZON-JH BOYS & GIRLS TRACK SUPPLIES		P	B	03/29/2024	05/16/2024	W	$67.98
								23-24			202300443		$67.98
	100	PRATHER/TBA - JH BOYS & GIRLS TRACK SUPPLIES							1.00				$67.98
	10E000 1500 4100 00 000000					INTERSC PRGM GEN SUPP.							$67.98
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-12	7002024003	BMO 0524	BNK5	AMAZON--JH BOYS & GIRLS TRACK SUPPLIES		P	B	04/01/2024	05/16/2024	W	$87.97
								23-24			202300443		$87.97
	100	PRATHER/TBA - JH BOYS & GIRLS TRACK SUPPLIES							1.00				$87.97

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BMO FINA000	BMO FINANCIAL GROUP	7406-0524-12	******CONTINUED******										
	10E000 1500 4100 00 000000					INTERSC PRGM GEN SUPP.							$87.97
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-13	7002024021	BMO 0524	BNK5	AMAZON-LIVE STREAMING RECORDING		P	B	04/03/2024	05/16/2024	W	$34.99
								23-24			202300443		$34.99
	100	LUCAS-MISC. ATHLETIC EQUIPMENT								1.00			$34.99
	10E000 1500 5400 00 000000					ATH CO EQUIPMENT							$34.99
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-14	3212024000	BMO 0524	BNK5	PAPA JOHNS-PIZZA		P	B	04/04/2024	05/16/2024	W	$372.66
								23-24			202300443		$372.66
	100	DOSS-GUIDANCE PROF. SERVICES/TESTING								1.00			$372.66
	10E000 2120 4100 00 000000					GUID SM GEN SUPPLIES							$372.66
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-15	0112024005	BMO 0524	BNK5	AMAZON-BATTERIES FOR AED		P	B	04/04/2024	05/16/2024	W	$29.99
								23-24			202300443		$29.99
	100	NURSE SUPPLIES								1.00			$29.99
	10E000 2130 4100 00 000000					HEALTH SERV. GEN SUPP							$29.99
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-16	7002024014	BMO 0524	BNK5	PERF HEALTH SUP-ATHLETIC TRAINING SUPPLIES		P	B	04/05/2024	05/16/2024	W	$1,000.70
								23-24			202300443		$1,000.70
	100 SUPPLIES	ATHLETIC TRAINING SUPPLIES								1.00			$1,000.70
	10E000 1500 4112 00 000000					ATHLETIC TRAINING SUPPLIES							$1,000.70
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-17	3212024000	BMO 0524	BNK5	PAPA JOHNS-PIZZA		P	B	04/05/2024	05/16/2024	W	$103.92
								23-24			202300443		$103.92
	100	DOSS-GUIDANCE PROF. SERVICES/TESTING								1.00			$103.92
	10E000 2120 4100 00 000000					GUID SM GEN SUPPLIES							$103.92
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-18	7002024015	BMO 0524	BNK5	COACH EDUCATION-CAS-PROF SERVICES/ASEP CERT/SCHEDULE STAR		P	B	04/05/2024	05/16/2024	W	$682.75
								23-24			202300443		$682.75

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BMO FINA000	BMO FINANCIAL GROUP 100 10E000 1500 3900 00 000000	7406-0524-18 CAS-PROF SERVICES/ASEP CERT/SCHEDULE STAR	******CONTINUED****** ATHL OTHER PURCH. SERV.							1.00			$682.75 $682.75
BMO FINA000	BMO FINANCIAL GROUP 10A000 1200 0000 00 000000	7406-0524-19	0000000000	BMO 0524	BNK5	9294-SAMS-SNACKS FOR PROM		23-24	B	04/06/2024 202300443	05/16/2024 202300443	W	$174.60 $174.60 $174.60
BMO FINA000	BMO FINANCIAL GROUP 10A000 1200 0000 00 000000	7406-0524-2	0000000000	BMO 0524	BNK5	9229-IL HS FOOTBALL COACHES CLINIC		23-24	B	03/21/2024 202300443	05/16/2024 202300443	W	$180.00 $180.00 $180.00
BMO FINA000	BMO FINANCIAL GROUP 100 10E000 2130 4100 00 000000	7406-0524-20 NURSE SUPPLIES	0112024005 HEALTH SERV. GEN SUPP	BMO 0524	BNK5	AMAZON-EAR THERMOMETER COVERS		P 23-24	B	04/06/2024 202300443 1.00	05/16/2024 202300443	W	$67.38 $67.38 $67.38 $67.38
BMO FINA000	BMO FINANCIAL GROUP 10A000 1200 0000 00 000000	7406-0524-21	0000000000	BMO 0524	BNK5	9233-TURBO FIRE-FUNDRAISER		23-24	B	04/09/2024 202300443	05/16/2024 202300443	W	$3,134.90 $3,134.90 $3,134.90
BMO FINA000	BMO FINANCIAL GROUP 100 10E202 1115 4100 00 000000	7406-0524-22 MCDONALD JH PE AND HEALTH CLASSROOM SUPPLIES	2022024011 NBJH GEN SUPPLIES	BMO 0524	BNK5	AMAZON-SPEAKERS		P 23-24	B	04/09/2024 202300443 1.00	05/16/2024 202300443	W	$149.95 $149.95 $149.95 $149.95
BMO FINA000	BMO FINANCIAL GROUP 100 10E000 2130 4100 00 000000	7406-0524-23A NURSE SUPPLIES	0112024005 HEALTH SERV. GEN SUPP	BMO 0524	BNK5	SAMS CLUB- NURSE SUPPLIES		P 23-24	B	04/16/2024 202300443 1.00	05/16/2024 202300443	W	$97.66 $97.66 $97.66 $97.66

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BMO FINA000	BMO FINANCIAL GROUP	7406-0524-23B	0000000000	BMO 0524	BNK5	9202-SAMS-LUNCH FOR ART STUDENTS			B	04/16/2024	05/16/2024	W	$60.20
								23-24			202300443		$60.20
	10A000 1200 0000 00 000000												$60.20
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-24	7002024012	BMO 0524	BNK5	VARIDESK-STAND UP DESK		P	B	04/16/2024	05/16/2024	W	$284.99
								23-24			202300443		$284.99
	100	LUCAS- A.D. ATHLETIC/OFFICE SUPPLIES & AWARDS								1.00			$284.99
	10E000 1500 4100 00 000000			INTERSC PRGM GEN SUPP.									$284.99
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-25	0000000000	BMO 0524	BNK5	9202-PAPA JOHNS-PIZZA			B	04/19/2024	05/16/2024	W	$136.07
								23-24			202300443		$136.07
	10A000 1200 0000 00 000000												$136.07
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-3	0000000000	BMO 0524	BNK5	9229-THE AXE BAR-COACHES CLINIC			B	03/22/2024	05/16/2024	W	$248.33
								23-24			202300443		$248.33
	10A000 1200 0000 00 000000												$248.33
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-4	0000000000	BMO 0524	BNK5	9241-PAPA JOHNS-PIZZA FOR TEAM			B	03/22/2024	05/16/2024	W	$209.80
								23-24			202300443		$209.80
	10A000 1200 0000 00 000000												$209.80
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-5	0000000000	BMO 0524	BNK5	9229-HOME2 SUITES-HOTEL FOR COACHES			B	03/23/2024	05/16/2024	W	$548.05
								23-24			202300443		$548.05
	10A000 1200 0000 00 000000												$548.05
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-6	0000000000	BMO 0524	BNK5	9229-HOME2 SUITES-HOTEL FOR COACHES			B	03/23/2024	05/16/2024	W	$548.05
								23-24			202300443		$548.05
	10A000 1200 0000 00 000000												$548.05

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BMO FINA000	BMO FINANCIAL GROUP	7406-0524-7	7002024003	BMO 0524	BNK5	AMAZON-JH BOYS & GIRLS TRACK SUPPLIES		P	B	03/25/2024	05/16/2024	W	$35.00
								23-24			202300443		$35.00
	100	PRATHER/TBA - JH BOYS & GIRLS TRACK SUPPLIES						1.00					$35.00
	10E000 1500 4100 00 000000					INTERSC PRGM GEN SUPP.							$35.00
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-8	7002024003	BMO 0524	BNK5	AMAZON-JH BOYS & GIRLS TRACK SUPPLIES		P	B	03/26/2024	05/16/2024	W	$255.92
								23-24			202300443		$255.92
	100	PRATHER/TBA - JH BOYS & GIRLS TRACK SUPPLIES						1.00					$255.92
	10E000 1500 4100 00 000000					INTERSC PRGM GEN SUPP.							$255.92
BMO FINA000	BMO FINANCIAL GROUP	7406-0524-9	7002024003	BMO 0524	BNK5	AMAZON-TRACK SUPPLIES		P	B	03/26/2024	05/16/2024	W	$111.45
								23-24			202300443		$111.45
	100	PRATHER/TBA - JH BOYS & GIRLS TRACK SUPPLIES						1.00					$111.45
	10E000 1500 4100 00 000000					INTERSC PRGM GEN SUPP.							$111.45
BMO FINA000	BMO FINANCIAL GROUP	7693-0524-1	0000000000	BMO 0524	BNK5	JIM COLEMAN LTD-STAFF RECOG			B	03/21/2024	05/16/2024	W	$135.42
								23-24			202300443		$135.42
	10E000 2562 4100 00 000000					FOOD PREP GEN SUPPLIES							$135.42
BMO FINA000	BMO FINANCIAL GROUP	8707-0524-1	0000000000	BMO 0524	BNK5	9271-IHSA STORE-GOLF OUTING			B	04/05/2024	05/16/2024	W	$500.00
								23-24			202300443		$500.00
	10A000 1200 0000 00 000000												$500.00
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-1	6022024002	BMO 0524	BNK5	SAM'S-RADFORD - JH PRINCIPAL OFFICE-SUPPLIES/ENVELOPES/TEACHER PLANNERS		P	B	03/20/2024	05/16/2024	W	$17.54
								23-24			202300443		$17.54
	100	RADFORD - JH PRINCIPAL OFFICE-SUPPLIES/ENVELOPES/TEACHER PLANNERS						1.00					$17.54

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BMO FINA000	BMO FINANCIAL GROUP	9165-0524-1	******CONTINUED******					
	10E202 2410 4100 00 000000		NBJH PRINCIPAL GEN SUPPLIES					$17.54
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-10	2022024003 BMO 0524 BNK5	AMAZON-BURKE- 6TH GRADE CLASSROOM SUPPLIES/SUBSCRIPTIONS/NOVELS	P B	03/26/2024	05/16/2024 W	$82.49
					23-24		202300443	$82.49
	100	BURKE-6TH GRADE CLASSROOM SUPPLIES/SUBSCRIPTION/NOVELS				1.00		$82.49
	10E202 1115 4100 00 000000		NBJH GEN SUPPLIES					$82.49
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-11	2022024018 BMO 0524 BNK5	SONIC-DRINKS	P B	04/02/2024	05/16/2024 W	$133.77
					23-24		202300443	$133.77
	100	RADFORD-PBIS/CULTURE/CLIMATE				1.00		$133.77
	10E202 1115 4200 00 000000		NBJH TEXTBOOKS					$133.77
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-12	0000000000 BMO 0524 BNK5	9103-AMAZON-ENVELOPES	B	04/07/2024	05/16/2024 W	$11.99
					23-24		202300443	$11.99
	10A000 1200 0000 00 000000							$11.99
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-13	6022024002 BMO 0524 BNK5	DOLLAR GEN-WIPES, PULLUPS	P B	04/08/2024	05/16/2024 W	$17.00
					23-24		202300443	$17.00
	100	RADFORD - JH PRINCIPAL OFFICE-SUPPLIES/ENVELOPES/TEACHER PLANNERS				1.00		$17.00
	10E202 2410 4100 00 000000		NBJH PRINCIPAL GEN SUPPLIES					$17.00
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-14	0000000000 BMO 0524 BNK5	9103-AMAZON-SUPPLIES	B	04/09/2024	05/16/2024 W	$225.89
					23-24		202300443	$225.89
	10A000 1200 0000 00 000000							$225.89
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-15	3012024061 BMO 0524 BNK5	AMAZON-PLANNER, CUPS, TABLECLOTH	P B	04/12/2024	05/16/2024 W	$51.17
					23-24		202300443	$51.17
	100	VANVELDHUIZEN-JH & HS CBE GEN SUPPLIES				1.00		$51.17

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BMO FINA000	BMO FINANCIAL GROUP	9165-0524-15	******CONTINUED******										
	10E301 1200 4100 00 000000					NBHS SP. ED. GEN SUPPLIES							$51.17
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-16	2022024018	BMO 0524	BNK5	PAPA JOHNS-PIZZA		P	B	04/16/2024	05/16/2024	W	$78.92
								23-24			202300443		$78.92
	100	RADFORD-PBIS/CULTURE/CLIMATE								1.00			$78.92
	10E202 1115 4200 00 000000					NBJH TEXTBOOKS							$78.92
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-2	2022024018	BMO 0524	BNK5	SAM'S CLUB-RADFORD -PBIS/CULTURE/CLIMATE		P	B	03/20/2024	05/16/2024	W	$55.67
								23-24			202300443		$55.67
	100	RADFORD-PBIS/CULTURE/CLIMATE								1.00			$55.67
	10E202 1115 4200 00 000000					NBJH TEXTBOOKS							$55.67
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-3	2022024016	BMO 0524	BNK5	PAPA JOHNS-RADFORD- ASSESSMENT SUPPLIES		P	B	03/21/2024	05/16/2024	W	$485.46
								23-24			202300443		$485.46
	100	RADFORD-ASSESSMENT SUPPLIES								1.00			$485.46
	10E202 1115 4100 00 000000					NBJH GEN SUPPLIES							$485.46
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-4	2022024006	BMO 0524	BNK5	AMAZON-SHARPIE		P	B	03/22/2024	05/16/2024	W	$9.49
								23-24			202300443		$9.49
	100	DILLON- CLASSROOM SUPPLIES								1.00			$9.49
	10E202 1115 4100 00 000000					NBJH GEN SUPPLIES							$9.49
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-5	0000000000	BMO 0524	BNK5	9103-AMC-ATK, KFP4			B	03/22/2024	05/16/2024	W	$1,167.48
								23-24			202300443		$1,167.48
	10A000 1200 0000 00 000000												$1,167.48
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-6	2022024003	BMO 0524	BNK5	ERIN CONDREN-TEACHER PLANNER		P	B	03/23/2024	05/16/2024	W	$75.00
								23-24			202300443		$75.00
	100	BURKE-6TH GRADE CLASSROOM SUPPLIES/SUBSCRIPTION/NOVELS								1.00			$75.00
	10E202 1115 4100 00 000000					NBJH GEN SUPPLIES							$75.00

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BMO FINA000	BMO FINANCIAL GROUP	9165-0524-7	2022024006	BMO 0524 BNK5	AMAZON-SUPPLIES	P B	03/25/2024	05/16/2024	W	$63.56
						23-24		202300443		$63.56
	100	DILLON- CLASSROOM SUPPLIES					1.00			$63.56
	10E202 1115 4100 00 000000			NBJH GEN SUPPLIES						$63.56
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-8	2022024029	BMO 0524 BNK5	AMAZON-CLASSROOM SUPPLIES	P B	03/25/2024	05/16/2024	W	$116.97
						23-24		202300443		$116.97
	100	TOM- CLASSROOM SUPPLIES					1.00			$116.97
	10E202 1115 4100 00 000000			NBJH GEN SUPPLIES						$116.97
BMO FINA000	BMO FINANCIAL GROUP	9165-0524-9	2022024003	BMO 0524 BNK5	AMAZON-BURKE- 6TH GRADE CLASSROOM SUPPLIES/SUBSCRIPTIONS/NOVELS	P B	03/26/2024	05/16/2024	W	$20.97
						23-24		202300443		$20.97
	100	BURKE-6TH GRADE CLASSROOM SUPPLIES/SUBSCRIPTION/NOVELS					1.00			$20.97
	10E202 1115 4100 00 000000			NBJH GEN SUPPLIES						$20.97
BMO FINA000	BMO FINANCIAL GROUP	9280-0524-1	0000000000	BMO 0524 BNK5	AMAZON-MODELING DOUGH	B	03/20/2024	05/16/2024	W	$44.97
						23-24		202300443		$44.97
	10E500 1125 4100 00 000000			PRE-K SM GENERAL						$44.97
BMO FINA000	BMO FINANCIAL GROUP	9280-0524-10	0000000000	BMO 0524 BNK5	AMAZON-CLASSROOM SUPPLIES	B	04/09/2024	05/16/2024	W	$124.08
						23-24		202300443		$124.08
	10E500 1125 4100 00 000000			PRE-K SM GENERAL						$124.08
BMO FINA000	BMO FINANCIAL GROUP	9280-0524-11	0000000000	BMO 0524 BNK5	AMAZON-CLASSROOM SUPPLIES	B	04/10/2024	05/16/2024	W	$108.70
						23-24		202300443		$108.70
	10E500 1125 4100 00 000000			PRE-K SM GENERAL						$108.70
BMO FINA000	BMO FINANCIAL GROUP	9280-0524-2	0000000000	BMO 0524 BNK5	AMAZON-SAND, FOAM BALLS	B	03/21/2024	05/16/2024	W	$50.98
						23-24		202300443		$50.98
	10E500 1125 4100 00 000000			PRE-K SM GENERAL						$50.98

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BMO FINA000	BMO FINANCIAL GROUP	9280-0524-3	0000000000	BMO 0524	BNK5	AMAZON-PUZZLES	B		03/23/2024	05/16/2024	W	$43.45
							23-24				202300443	$43.45
	10E500 1125 4100 00 000000			PRE-K SM GENERAL								$43.45
BMO FINA000	BMO FINANCIAL GROUP	9280-0524-4	0000000000	BMO 0524	BNK5	AMAZON-CLASSROOM SUPPLIES	B		04/01/2024	05/16/2024	W	$19.99
							23-24				202300443	$19.99
	10E500 1125 4100 00 000000			PRE-K SM GENERAL								$19.99
BMO FINA000	BMO FINANCIAL GROUP	9280-0524-5	0000000000	BMO 0524	BNK5	AMAZON-CLASSROOM SUPPLIES	B		04/02/2024	05/16/2024	W	$36.99
							23-24				202300443	$36.99
	10E500 1125 4100 00 000000			PRE-K SM GENERAL								$36.99
BMO FINA000	BMO FINANCIAL GROUP	9280-0524-6	0000000000	BMO 0524	BNK5	AMAZON-CLASSROOM SUPPLIES	B		04/02/2024	05/16/2024	W	$21.95
							23-24				202300443	$21.95
	10E500 1125 4100 00 000000			PRE-K SM GENERAL								$21.95
BMO FINA000	BMO FINANCIAL GROUP	9280-0524-7	0000000000	BMO 0524	BNK5	AMAZON-BOOKS FOR COMPLIANCE	B		04/03/2024	05/16/2024	W	$73.53
							23-24				202300443	$73.53
	10E500 1125 4100 00 000000			PRE-K SM GENERAL								$73.53
BMO FINA000	BMO FINANCIAL GROUP	9280-0524-8	0000000000	BMO 0524	BNK5	AMAZON-CLASSROOM SUPPLIES	B		04/09/2024	05/16/2024	W	$45.89
							23-24				202300443	$45.89
	10E500 1125 4100 00 000000			PRE-K SM GENERAL								$45.89
BMO FINA000	BMO FINANCIAL GROUP	9280-0524-9	0000000000	BMO 0524	BNK5	AMAZON-CLASSROOM SUPPLIES	B		04/09/2024	05/16/2024	W	$21.09
							23-24				202300443	$21.09
	10E500 1125 4100 00 000000			PRE-K SM GENERAL								$21.09
						NUMBER OF INVOICES: 179						**$38,792.84**
BOUNDBRA000	BOUNDS, BRAD	160.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL-5/11/24	H		05/11/2024	05/31/2024	S	$160.00
							23-24				105228	$160.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		NONEM						$160.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / QUICK KEY / ACCOUNT LEVEL DESCRIPTION	1099	LQ S	INV DATE	DUE DATE	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
BOUNDBRA000	BOUNDS, BRAD	80.00	0000000000	50	BNK2	JV BASEBALL-3/26/24		H	03/26/2024	04/30/2024	S	$80.00
								23-24		105164		$80.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH						$80.00
BOUNDBRA000	BOUNDS, BRAD	80.00	0000000000	50	BNK2	JV BASEBALL-4/17/24		H	04/17/2024	05/31/2024	S	$80.00
								23-24		105189		$80.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	NONEM					$80.00
BOUNDBRA000	BOUNDS, BRAD	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL-4/5/24		H	04/05/2024	04/30/2024	R	$90.00
								23-24		105174		$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH						$90.00
BOUNDBRA000	BOUNDS, BRAD	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL-4/9/24		H	04/09/2024	04/30/2024	R	$90.00
								23-24		105178		$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	NONEM					$90.00
BOUNDBRA000	BOUNDS, BRAD	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL-4/11/24		H	04/11/2024	05/31/2024	R	$90.00
								23-24		105185		$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	NONEM					$90.00
BOUNDBRA000	BOUNDS, BRAD	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL-4/19/24		H	04/19/2024	05/31/2024	S	$90.00
								23-24		105190		$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	NONEM					$90.00
BOUNDBRA000	BOUNDS, BRAD	90.00	0000000000	041924	BNK2	BOYS VARSITY BASEBALL-4/19/24		H	04/19/2024	04/19/2024	V	$90.00
								23-24		105190		$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	NONEM					$90.00
BOUNDBRA000	BOUNDS, BRAD	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL-5/7/24		H	05/07/2024	05/31/2024	S	$90.00
								23-24		105229		$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	NONEM					$90.00

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				NUMBER OF INVOICES: 9								**$680.00**
BRAY DAV000	BRAY, DAVID	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL-4/22/24	H		04/22/2024	05/31/2024	S	$90.00
							23-24				105207	$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH	NONEM							$90.00
				NUMBER OF INVOICES: 1								**$90.00**
CARBS 000	CAROLINA BIOLOGICAL SUPPLY	52546367 RI	3012024018	0524	BNK5	PERFECT SOLUTION PREG INJECTION	P	B	04/18/2024	05/16/2024	A	$320.00
							23-24					$320.00
	100	JOHNSON-LIFE SCIENCE GEN SUPPLIES						1.00				$320.00
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES								$320.00
				NUMBER OF INVOICES: 1								**$320.00**
CARPELUC000	CARPENTER, LUCAS	90.00	0000000000	50	BNK2	VARSITY BASEBALL-4/16/24	H		04/16/2024	05/31/2024	S	$90.00
							23-24				105191	$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH								$90.00
CARPELUC000	CARPENTER, LUCAS	90.00	0000000000	042224	BNK2	VARSITY BASEBALL-4/16/24	H		04/16/2024	04/22/2024	V	$90.00
							23-24				105191	$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH								$90.00
				NUMBER OF INVOICES: 2								**$0.00**
CDWG 001	CDW GOVERNMENT, INC.	QX41603	0312024045	0524	BNK5	Transceivers for connecting Elementary to Transportation and New school	P	B	04/25/2024	05/16/2024	A	$-2,500.00
							23-24					$-2,500.00
	100	Transciever for switches						-4.00				$-2,500.00
	10E000 2225 5400 00 000000			TECH CO EQUIPMENT								$-2,500.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT / INVOICE AMOUNT / FY / ADJ AMT / CHECK NBR / LINE AMOUNT / LQ / QTY / ACCT AMOUNT
CDWG 001	CDW GOVERNMENT, INC.	rb90404	0312024061	0524	BNK5	Toner for printers- only 1 black left in stock		P	B	05/02/2024	05/16/2024	A	$8,779.50
								23-24					$8,779.50
	100	Yellow Toner								10.00			$3,654.50
	110	Black Toner								20.00			$5,125.00
	10E000 2225 4100 00 000000					TECH SM GEN SUPPLIES							$8,779.50
						NUMBER OF INVOICES: 2							**$6,279.50**
CENTRS 000	CENTRAL SUPPLY CO	201327	0000000000	0524	BNK5	ELEM BLDG-EXPEDITER			B	04/22/2024	05/22/2024	W	$320.48
								23-24			13270524		$320.48
	20E103 2542 4100 00 000000					NBE CARE/UPKEEP GEN SUPPLIES							$320.48
						NUMBER OF INVOICES: 1							**$320.48**
CERASH 000	CERAMIC SHOP (THE)	466520	3012024049	0524	BNK5	MANGIARACINA -ART CLASS & PHOTOGRAPHY GEN SUPPLIES		P	B	03/28/2024	05/16/2024	A	$259.72
								23-24					$259.72
	100	MANGIARACINA-ART CLASS & PHOTOGRAPHY GEN SUPPLIES								1.00			$259.72
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$259.72
CERASH 000	CERAMIC SHOP (THE)	466523	3012024049	0524	BNK5	MANGIARACINA -ART CLASS & PHOTOGRAPHY GEN SUPPLIES		P	B	03/28/2024	05/16/2024	A	$285.63
								23-24					$285.63
	100	MANGIARACINA-ART CLASS & PHOTOGRAPHY GEN SUPPLIES								1.00			$285.63
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$285.63
						NUMBER OF INVOICES: 2							**$545.35**
CHEMS 001	CHEMSEARCH	8649943	0000000000	0524	BNK5	JH/HS BLDG-CONTRACT WATER TREATMENT			B	04/15/2024	05/16/2024	A	$631.82
								23-24					$631.82

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CHEMS 001	CHEMSEARCH	8649943	******CONTINUED******									
	20E301 2542 3230 00 000000			NBHS CARE/UPKEEP REPAIR/MAINT.								$631.82
						NUMBER OF INVOICES: 1						**$631.82**
COLORART000	COLORART	5645	0112024005	0524	BNK5	SCHOOL HEALTH RECORD FOLDER	P	B	05/09/2024	05/16/2024	R	$346.32
							23-24					$346.32
	100	NURSE SUPPLIES							1.00			$346.32
	10E000 2130 4100 00 000000			HEALTH SERV. GEN SUPP								$346.32
						NUMBER OF INVOICES: 1						**$346.32**
CORE CON000	CORE CONSTRUCTION	1093800.16	0000000000	0524	BNK5	PROJECT 22-01-005		B	04/30/2024	05/16/2024	A	$1,093,800.16
							23-24					$1,093,800.16
	60E000 2535 5200 00 000000			CO BLDG CONSTRUCTION PROJECT								$1,093,800.16
						NUMBER OF INVOICES: 1						**$1,093,800.16**
COWANTIM000	COWAN, TIM	140.00	0000000000	50	BNK2	GIRLS VARSITY SOFTBALL-4/9/24		H	04/09/2024	04/30/2024	R	$140.00
							23-24			105179		$140.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH								$140.00
						NUMBER OF INVOICES: 1						**$140.00**
CREATION000	CREATION GARDENS INC (JH/HS)	01253862	0000000000	0524	BNK5	JH/HS BLDG-FOOD CREDIT		B	04/29/2024	05/16/2024	A	$-41.05
							23-24					$-41.05
	10E301 2562 4150 00 000000			NBHS FOOD RAW FOOD								$-41.05
CREATION000	CREATION GARDENS INC (JH/HS)	09985986	0000000000	0524	BNK5	JH/HS BLDG-DAIRY		B	04/10/2024	05/16/2024	A	$260.10
							23-24					$260.10
	10E301 2562 4151 00 000000			NBHS FOOD DAIRY PRODUCT								$260.10

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CREATION000	CREATION GARDENS INC (JH/HS)	09998804	0000000000	0524	BNK5	JH/HS BLDG-RAW FOOD, DAIRY		B		04/15/2024	05/16/2024	A	$768.10
								23-24					$768.10
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD							$512.35
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT							$255.75
CREATION000	CREATION GARDENS INC (JH/HS)	09998807	0000000000	0524	BNK5	JH/HS BLDG-DAIRY		B		04/17/2024	05/16/2024	A	$209.80
								23-24					$209.80
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT							$209.80
CREATION000	CREATION GARDENS INC (JH/HS)	09998811	0000000000	0524	BNK5	JH/HS BLDG-FOOD, DAIRY		B		04/19/2024	05/16/2024	A	$331.20
								23-24					$331.20
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD							$121.40
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT							$209.80
CREATION000	CREATION GARDENS INC (JH/HS)	10023148	0000000000	0524	BNK5	JH/HS BLDG-FOOD, DAIRY		B		04/22/2024	05/16/2024	A	$871.45
								23-24					$871.45
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD							$409.30
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT							$462.15
CREATION000	CREATION GARDENS INC (JH/HS)	10023157	0000000000	0524	BNK5	JH/HS BLDG-DAIRY		B		04/24/2024	05/16/2024	A	$260.10
								23-24					$260.10
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT							$260.10
CREATION000	CREATION GARDENS INC (JH/HS)	10023162	0000000000	0524	BNK5	JH/HS BLDG-DAIRY		B		04/26/2024	05/16/2024	A	$150.90
								23-24					$150.90
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT							$150.90
CREATION000	CREATION GARDENS INC (JH/HS)	10048305	0000000000	0524	BNK5	JH/HS BLDG-FOOD		B		04/29/2024	05/16/2024	A	$379.30
								23-24					$379.30
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD							$379.30
CREATION000	CREATION GARDENS INC (JH/HS)	10048312	0000000000	0524	BNK5	JH/HS BLDG-DAIRY		B		05/01/2024	05/16/2024	A	$209.80
								23-24					$209.80
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT							$209.80

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CREATION000	CREATION GARDENS INC (JH/HS)	10063397	0000000000	0524	BNK5	JH/HS BLDG-FOOD			B	05/01/2024	05/16/2024	A	$41.05
								23-24					$41.05
	10E301 2562 4150 00 000000			NBHS FOOD RAW FOOD									$41.05
CREATION000	CREATION GARDENS INC (JH/HS)	10069931	0000000000	0524	BNK5	JH/HS BLDG-DAIRY			B	05/03/2024	05/16/2024	A	$260.10
								23-24					$260.10
	10E301 2562 4151 00 000000			NBHS FOOD DAIRY PRODUCT									$260.10
CREATION000	CREATION GARDENS INC (JH/HS)	10073109	0000000000	0524	BNK5	JH/HS BLDG-FOOD, DAIRY			B	05/06/2024	05/16/2024	A	$508.40
								23-24					$508.40
	10E301 2562 4100 00 000000			NBHS FOOD GEN. SUPPLIES									$508.40
CREATION000	CREATION GARDENS INC (JH/HS)	10073112	0000000000	0524	BNK5	JH/HS BLDG-DAIRY			B	05/08/2024	05/16/2024	A	$207.40
								23-24					$207.40
	10E301 2562 4151 00 000000			NBHS FOOD DAIRY PRODUCT									$207.40
CREATION000	CREATION GARDENS INC (JH/HS)	10094357	0000000000	0524	BNK5	JH/HS BLDG-FOOD, DAIRY			B	05/10/2024	05/16/2024	A	$331.10
								23-24					$331.10
	10E301 2562 4150 00 000000			NBHS FOOD RAW FOOD									$74.20
	10E301 2562 4151 00 000000			NBHS FOOD DAIRY PRODUCT									$256.90
CREATION000	CREATION GARDENS INC (JH/HS)	10098554	0000000000	0524	BNK5	JH/HS BLDG-FOOD, DAIRY			B	05/13/2024	05/16/2024	A	$350.50
								23-24					$350.50
	10E301 2562 1100 00 000000												$54.45
	10E301 2562 1110 00 000000			FOOD SAL REG NON-CERT									$296.05
						NUMBER OF INVOICES: 16							**$5,098.25**
CREATION001	CREATION GARDENS INC (NBE)	08126666	0000000000	0524	BNK5	PRE-K-MILK			B	09/07/2022	05/16/2024	A	$7.80
								23-24					$7.80
	10E500 2569 4100 00 000000			PRE-K OTH. FOOD SERV. GEN SUPP									$7.80
CREATION001	CREATION GARDENS INC (NBE)	09985939	0000000000	0524	BNK5	ELEM BLDG-DAIRY			B	04/10/2024	05/16/2024	A	$419.60
								23-24					$419.60

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CREATION001	CREATION GARDENS INC (NBE)	09985939	******CONTINUED******			
	10E103 2562 4151 00 000000		NBE FOOD PREP DAIRY PRODUCTS			$419.60
CREATION001	CREATION GARDENS INC (NBE)	09985966	0000000000 0524 BNK5 PRE-K-DAIRY	B	04/10/2024 05/16/2024 A	$88.35
				23-24		$88.35
	10E500 2569 4100 00 000000		PRE-K OTH. FOOD SERV. GEN SUPP			$88.35
CREATION001	CREATION GARDENS INC (NBE)	09985978	0000000000 0524 BNK5 DAWDY-DAIRY	B	04/10/2024 05/16/2024 A	$29.45
				23-24		$29.45
	10E103 1200 4150 00 000000		EC SM CLASSROOM SNACKS			$29.45
CREATION001	CREATION GARDENS INC (NBE)	09998141	0000000000 0524 BNK5 PRE-K DAIRY	B	04/15/2024 05/16/2024 A	$117.80
				23-24		$117.80
	10E500 2569 4100 00 000000		PRE-K OTH. FOOD SERV. GEN SUPP			$117.80
CREATION001	CREATION GARDENS INC (NBE)	09998147	0000000000 0524 BNK5 DAWDY-DAIRY	B	04/15/2024 05/16/2024 A	$29.45
				23-24		$29.45
	10E103 1200 4150 00 000000		EC SM CLASSROOM SNACKS			$29.45
CREATION001	CREATION GARDENS INC (NBE)	09998770	0000000000 0524 BNK5 ELEM BLDG-FOOD AND DAIRY	B	04/15/2024 05/16/2024 A	$653.95
				23-24		$653.95
	10E103 2562 4150 00 000000		NBE FOOD PREP RAW FOOD			$234.35
	10E103 2562 4151 00 000000		NBE FOOD PREP DAIRY PRODUCTS			$419.60
CREATION001	CREATION GARDENS INC (NBE)	09998773	0000000000 0524 BNK5 ELEM BLDG-DAIRY	B	04/17/2024 05/16/2024 A	$419.60
				23-24		$419.60
	10E103 2562 4151 00 000000		NBE FOOD PREP DAIRY PRODUCTS			$419.60
CREATION001	CREATION GARDENS INC (NBE)	09998775	0000000000 0524 BNK5 ELEM BLDG-FOOD, DAIRY	B	04/19/2024 05/16/2024 A	$387.80
				23-24		$387.80
	10E103 2562 4150 00 000000		NBE FOOD PREP RAW FOOD			$178.00
	10E103 2562 4151 00 000000		NBE FOOD PREP DAIRY PRODUCTS			$209.80

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CREATION001	CREATION GARDENS INC (NBE)	10023088	0000000000	0524	BNK5	ELEM BLDG-DAIRY		B		04/22/2024	05/16/2024	A	$311.40
								23-24					$311.40
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS							$311.40
CREATION001	CREATION GARDENS INC (NBE)	10023090	0000000000	0524	BNK5	ELEM BLDG-DAIRY		B		04/24/2024	05/16/2024	A	$419.60
								23-24					$419.60
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS							$419.60
CREATION001	CREATION GARDENS INC (NBE)	10031842	0000000000	0524	BNK5	PRE-K DAIRY		B		04/24/2024	05/16/2024	A	$88.35
								23-24					$88.35
	10E500 2569 4100 00 000000					PRE-K OTH. FOOD SERV. GEN SUPP							$88.35
CREATION001	CREATION GARDENS INC (NBE)	10031845	0000000000	0524	BNK5	DAWDY-DAIRY		B		04/24/2024	05/16/2024	A	$29.45
								23-24					$29.45
	10E103 1200 4150 00 000000					EC SM CLASSROOM SNACKS							$29.45
CREATION001	CREATION GARDENS INC (NBE)	10047731	0000000000	0524	BNK5	ELEM BLDG-FOOD, DAIRY		B		04/29/2024	05/16/2024	A	$449.75
								23-24					$449.75
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD							$30.15
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS							$419.60
CREATION001	CREATION GARDENS INC (NBE)	10047734	0000000000	0524	BNK5	ELEM BLDG-DAIRY		B		05/01/2024	05/16/2024	A	$419.60
								23-24					$419.60
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS							$419.60
CREATION001	CREATION GARDENS INC (NBE)	10047735	0000000000	0524	BNK5	PRE-K-DAIRY		B		04/29/2024	05/16/2024	A	$88.35
								23-24					$88.35
	10E500 2569 4100 00 000000					PRE-K OTH. FOOD SERV. GEN SUPP							$88.35
CREATION001	CREATION GARDENS INC (NBE)	10047740	0000000000	0524	BNK5	DAWDY-DAIRY		B		04/29/2024	05/16/2024	A	$29.45
								23-24					$29.45
	10E103 1200 4150 00 000000					EC SM CLASSROOM SNACKS							$29.45

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CREATION001	CREATION GARDENS INC (NBE)	10073129	0000000000 0524 BNK5 PRE-K-DAIRY	B		05/06/2024	05/16/2024	A	$88.35
				23-24					$88.35
	10E500 2569 4100 00 000000		PRE-K OTH. FOOD SERV. GEN SUPP						$88.35
CREATION001	CREATION GARDENS INC (NBE)	10073132	0000000000 0524 BNK5 DAWDY-DAIRY	B		05/06/2024	05/16/2024	A	$29.45
				23-24					$29.45
	10E103 1200 4150 00 000000		EC SM CLASSROOM SNACKS						$29.45
CREATION001	CREATION GARDENS INC (NBE)	10074010	0000000000 0524 BNK5 ELEM BLDG-FOOD, DAIRY	B		05/06/2024	05/16/2024	A	$474.25
				23-24					$474.25
	10E103 2562 4150 00 000000		NBE FOOD PREP RAW FOOD						$59.45
	10E103 2562 4151 00 000000		NBE FOOD PREP DAIRY PRODUCTS						$414.80
CREATION001	CREATION GARDENS INC (NBE)	10074034	0000000000 0524 BNK5 ELEM BLDG-DAIRY	B		05/08/2024	05/16/2024	A	$414.80
				23-24					$414.80
	10E103 2562 4151 00 000000		NBE FOOD PREP DAIRY PRODUCTS						$414.80
CREATION001	CREATION GARDENS INC (NBE)	10098528	0000000000 0524 BNK5 ELEM BLDG-DAIRY	B		05/13/2024	05/16/2024	A	$412.80
				23-24					$412.80
	10E103 2562 4151 00 000000		NBE FOOD PREP DAIRY PRODUCTS						$412.80
CREATION001	CREATION GARDENS INC (NBE)	10098542	0000000000 0524 BNK5 PRE-K-DAIRY	B		05/13/2024	05/16/2024	A	$86.85
				23-24					$86.85
	10E500 2569 4100 00 000000		PRE-K OTH. FOOD SERV. GEN SUPP						$86.85
			NUMBER OF INVOICES: 23						**$5,496.25**
DE LAGE 000	DE LAGE LANDEN PUBLIC FINANCE LLC	82496308	0000000000 0524 BNK5 COPIER LEASE 5/12/24-6/11/24	B		04/29/2024	05/16/2024	A	$1,376.00
				23-24					$1,376.00
	10E000 2321 3250 00 000000		SUPINT. OFFICE RENTALS						$89.45
	10E000 2520 3250 00 000000		FS RENTALS						$89.46
	10E103 1113 3250 00 000000		NBE RENTALS						$396.18
	10E103 2410 3250 00 000000		NBE PRINCIPAL RENTALS						$178.93
	10E202 1115 3250 00 000000		NBJH RENTALS						$132.06

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DE LAGE 000	DE LAGE LANDEN PUBLIC FINANCE LLC	82496308	******CONTINUED******						
	10E202 2410 3250 00 000000		NBJH PRINCIPAL RENTALS						$178.93
	10E301 1117 3250 00 000000		NBHS RENTALS						$132.06
	10E305 2410 3250 00 000000		NBHS PRINCIPAL RENTALS						$178.93
			NUMBER OF INVOICES: 1						**$1,376.00**
DESTINAT000	DESTINATION SCHOOL, LLC	1267.90	0000000000 0524 BNK5 SUPPORT OF K-5 AND PROF DEV	B		04/22/2024	05/16/2024	A	$1,267.90
				23-24					$1,267.90
	10E600 2210 3320 00 000000		TITLE I PS WORKSHOPS NONEM						$1,267.90
DESTINAT000	DESTINATION SCHOOL, LLC	500.00	0000000000 0524 BNK5 K-5 PROF DEVELOPMENT	B		03/07/2024	05/16/2024	A	$500.00
				23-24					$500.00
	10E600 2210 3320 00 000000		TITLE I PS WORKSHOPS NONEM						$500.00
			NUMBER OF INVOICES: 2						**$1,767.90**
DUNCACHR000	DUNCAN, CHRISTOPHER	90.00	0000000000 042424 BNK2 BOYS VARISTY BASEBALL-4/24/24	H		04/24/2024	04/24/2024	S	$90.00
				23-24			105216		$90.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH NONEM						$90.00
			NUMBER OF INVOICES: 1						**$90.00**
EDUCLA 000	EDUCATION LANE, LLC	2023-1207	0000000000 0524 BNK5 OBSERVATIONS, NEW TEACHER MATH EXPECTATIONS	B		12/31/2023	05/16/2024	A	$1,725.00
				23-24					$1,725.00
	10E000 2210 3140 00 000000		DIST PS PROF SERV-INSTRUCTION NONEM						$1,725.00
			NUMBER OF INVOICES: 1						**$1,725.00**
EISFEAAR000	EISFELDER, AARON	90.00	0000000000 042424 BNK2 GIRLS VARSITY SOFTBALL 4/23/24	H		04/23/2024	04/24/2024	S	$90.00
				23-24			105217		$90.00

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EISFEAAR000	EISFELDER, AARON	90.00	******CONTINUED******				
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH				$90.00
			NUMBER OF INVOICES: 1				**$90.00**
EMBI TEC000	EMBI TEC	43727	3012024018 0524 BNK5 JOHNSON-LIFE SCIENCE GEN SUPPLIES	P	B	02/06/2024 05/16/2024 R	$2,166.00
				23-24			$2,166.00
	100	JOHNSON-LIFE SCIENCE GEN SUPPLIES				1.00	$2,166.00
	10E301 1117 4100 00 000000		NBHS GENERAL SUPPLIES				$2,166.00
			NUMBER OF INVOICES: 1				**$2,166.00**
ENGELROB000	ENGEL, ROBERT JR	90.00	0000000000 50 BNK2 BOYS VARSITY BASEBALL-3/21/24	H		03/21/2024 04/30/2024 R	$90.00
				23-24		105161	$90.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH OTHER				$90.00
ENGELROB000	ENGEL, ROBERT JR	90.00	0000000000 50 BNK2 BOYS VARSITY BASEBALL-5/9/24	H		05/09/2024 05/31/2024 S	$90.00
				23-24		105230	$90.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH OTHER				$90.00
			NUMBER OF INVOICES: 2				**$180.00**
ERTOI 001	ERTHAL OIL	302037	0000000000 0524 BNK5 TRANS-DIESEL		B	04/22/2024 05/16/2024 R	$3,243.60
				23-24			$3,243.60
	40E000 2552 4640 00 000000		TRANSP VS GASOLINE				$3,243.60
ERTOI 001	ERTHAL OIL	302060	0000000000 0524 BNK5 TRANS-WINDOW WASH		B	04/26/2024 05/16/2024 R	$141.25
				23-24			$141.25
	40E000 2552 4190 00 000000		TRANSP VS PARTS SUPPLIES				$141.25
ERTOI 001	ERTHAL OIL	302061	0000000000 0524 BNK5 TRANS-DEF		B	04/26/2024 05/16/2024 R	$584.00
				23-24			$584.00

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ERTOI 001	ERTHAL OIL	302061	******CONTINUED******			
	40E000 2552 4640 00 000000		TRANSP VS GASOLINE			$584.00
ERTOI 001	ERTHAL OIL	302063	0000000000 0524 BNK5 TRANS-DIESEL	B	04/29/2024 05/16/2024 R	$5,131.48
				23-24		$5,131.48
	40E000 2552 4640 00 000000		TRANSP VS GASOLINE			$5,131.48
			NUMBER OF INVOICES: 4			**$9,100.33**
FREEZING000	FREEZING POINT LLC	63486	0000000000 0524 BNK5 FRUIT SYRUP, CUPS, LIDS, RACK	B	04/19/2024 05/16/2024 R	$1,534.45
				23-24		$1,534.45
	10E103 2562 4151 00 000000		NBE FOOD PREP DAIRY PRODUCTS			$630.50
	10E301 2562 4151 00 000000		NBHS FOOD DAIRY PRODUCT			$903.95
			NUMBER OF INVOICES: 1			**$1,534.45**
FRONTIER000	FRONTIER	2171980288	0000000000 0524 BNK5 SECONDARY INTERNET CONNECTION 4/11/24-5/10/24	B	04/11/2024 05/16/2024 W	$480.00
				23-24	2880524	$480.00
	20E000 2542 3400 00 000000		DW BLDG PS COMMUNICATION			$480.00
FRONTIER000	FRONTIER	2174882040	0000000000 0524 BNK5 NEW BERLIN DISTRICT OFFICE PHONES - 4/16/24-5/15/24	B	04/16/2024 05/16/2024 W	$333.98
				23-24	20400524	$333.98
	20E000 2542 3400 00 000000		DW BLDG PS COMMUNICATION			$333.98
FRONTIER000	FRONTIER	2174883107	0000000000 0524 BNK5 JH FAX MACHINE -4/22/24-5/21/24	B	04/22/2024 05/16/2024 W	$258.06
				23-24	31070524	$258.06
	20E202 2542 3400 00 000000		JH PS COMMUNICATION			$258.06
FRONTIER000	FRONTIER	2174886011	0000000000 0524 BNK5 JH PHONES 4/22/24-5/21/24	B	04/22/2024 05/16/2024 W	$470.93
				23-24	60110524	$470.93

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FRONTIER000	FRONTIER	2174886011	******CONTINUED******											
	20E202 2542 3400 00 000000					JH PS COMMUNICATION								$470.93
FRONTIER000	FRONTIER	2174886111-	0000000000	0524	BNK5	HS PRINCIPALS OFFICE PHONE-4/22/24-5/21/24			B	04/22/2024	05/16/2024	W		$424.28
										23-24			61110524	$424.28
	20E301 2542 3400 00 000000					HS PS COMMUNICATION								$424.28
FRONTIER000	FRONTIER	2174886412	0000000000	0524	BNK5	AD PHONES - 4/22/24-5/21/24			B	04/22/2024	05/16/2024	W		$121.63
										23-24			64120524	$121.63
	20E202 2542 3400 00 000000					JH PS COMMUNICATION								$121.63
FRONTIER000	FRONTIER	2174886482	0000000000	0524	BNK5	NB ELEM SCHOOL PHONE - 4-22-24-5-23-24			B	04/22/2024	05/16/2024	W		$600.95
										23-24			64820524	$600.95
	20E103 2542 3400 00 000000					NBE BLDG PS COMMUNICATION								$600.95
						NUMBER OF INVOICES: 7								**$2,689.83**
FRY COU000	FRY, COURTNEY	420.00	6032024067	0524	BNK5	2023-24 PROF DEVELOPMENT-FRY		P	B	05/10/2024	05/16/2024	A		$420.00
										23-24				$420.00
	100	PROFESSIONAL DEVELOPMENT ALLOCATION - 23-24 FRY									1.00			$420.00
	10E103 1200 3320 00 000000					MILEAGE FOR IEP MEETINGS								$420.00
FRY COU000	FRY, COURTNEY	750.00	6032024068	0524	BNK5	TUITION REIMBURSEMENT ALLOCATION -23-24 FRY		P	B	05/10/2024	05/16/2024	A		$750.00
										23-24				$750.00
	100	TUITION REIMBURSEMENT ALLOCATION - 23-24-FRY									1.00			$750.00
	10E103 1200 2300 00 000000					SPEC ED BEN TUITION								$750.00
						NUMBER OF INVOICES: 2								**$1,170.00**
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	841324354	0000000000	0524	BNK5	CUSD-FOOD			B	05/02/2024	05/16/2024	W		$99.66

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GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	841324354	******CONTINUED******					
				23-24		5519628		$99.66
	10E301 2562 4150 00 000000		NBHS FOOD RAW FOOD					$99.66
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9009273372	0000000000 0524 BNK5 CUSD-FOOD		B	04/30/2024 05/16/2024	W	$66.29
				23-24		5519628		$66.29
	10E301 2562 4150 00 000000		NBHS FOOD RAW FOOD					$66.29
			NUMBER OF INVOICES: 2					**$165.95**
GIFFIN,W000	GIFFIN,WINNING,COHEN & BODEWES, P.	16691	0000000000 0524 BNK5 LEGAL FEES-ADMINISTRATION		B	04/15/2024 05/16/2024	A	$1,874.00
				23-24				$1,874.00
	80E000 2369 3180 00 000000		TORT FUND LEGAL SERVICES ATTOR					$1,874.00
GIFFIN,W000	GIFFIN,WINNING,COHEN & BODEWES, P.	16692	0000000000 0524 BNK5 LEGAL FEES-BUSINESS GENERAL		B	04/15/2024 05/16/2024	A	$100.00
				23-24				$100.00
	80E000 2369 3180 00 000000		TORT FUND LEGAL SERVICES ATTOR					$100.00
GIFFIN,W000	GIFFIN,WINNING,COHEN & BODEWES, P.	16693	0000000000 0524 BNK5 LEGAL FEES-CIVIL APPEAL		B	04/15/2024 05/16/2024	A	$19,170.43
				23-24				$19,170.43
	80E000 2369 3180 00 000000		TORT FUND LEGAL SERVICES ATTOR					$19,170.43
GIFFIN,W000	GIFFIN,WINNING,COHEN & BODEWES, P.	16694	0000000000 0524 BNK5 LEGAL FEES-GENERAL LITIGATION		B	04/15/2024 05/16/2024	A	$75.00
				23-24				$75.00
	80E000 2369 3180 00 000000		TORT FUND LEGAL SERVICES ATTOR					$75.00
			NUMBER OF INVOICES: 4					**$21,219.43**
GREEN WO000	GREEN WORKS	4980.00	0000000000 0524 BNK5 JH/HS BLDG-INSTALL PVC SLEEVE UNDER TRACK		B	05/01/2024 05/16/2024	A	$4,980.00
				23-24				$4,980.00
	20E301 2542 5300 00 000000		NBHS IMPROVE OTHER THAN BLDGS.					$4,980.00

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						NUMBER OF INVOICES: 1						**$4,980.00**
GROSSRIC000	GROSS, RICARDO S.	90.00	0000000000	50 INTERSC PGRM	BNK2	GIRLS VARSITY SOFTBALL-5/1/24	H		05/01/2024	05/31/2024	R	$90.00
	10E000 1500 3190 00 000000			OTHER PRO & TECH			23-24				105220	$90.00 / $90.00
						NUMBER OF INVOICES: 1						**$90.00**
HARREJ 000	JEFF HARRES	1290.76	0000000000	50 INTERSC PGRM	BNK2	MILEAGE REIMB	H		04/01/2024	04/30/2024	R	$1,290.76
	10E000 1500 3190 00 000000			OTHER PRO & TECH NONEM			23-24				105171	$1,290.76 / $1,290.76
						NUMBER OF INVOICES: 1						**$1,290.76**
HOCKIJER000	HOCKING, JERRY	140.00	0000000000	50 INTERSC PGRM	BNK2	GIRLS VARSITY SOFTBALL-4/9/24	H		04/09/2024	04/30/2024	R	$140.00
	10E000 1500 3190 00 000000			OTHER PRO & TECH			23-24				105180	$140.00 / $140.00
HOCKIJER000	HOCKING, JERRY	170.00	0000000000	50 INTERSC PGRM	BNK2	VARSITY BASEBALL-3/30/24	H		03/30/2024	04/30/2024	S	$170.00
	10E000 1500 3190 00 000000			OTHER PRO & TECH			23-24				105165	$170.00 / $170.00
HOCKIJER000	HOCKING, JERRY	170.00	0000000000	50 INTERSC PGRM	BNK2	GIRLS VARSITY SOFTBALL-4/20/24	H		04/20/2024	05/31/2024	S	$170.00
	10E000 1500 3190 00 000000			OTHER PRO & TECH			23-24				105192	$170.00 / $170.00
HOCKIJER000	HOCKING, JERRY	90.00	0000000000	50 INTERSC PGRM	BNK2	VARSITY BASEBALL-3/25/24	H		03/25/2024	04/30/2024	S	$90.00
	10E000 1500 3190 00 000000			OTHER PRO & TECH			23-24				105166	$90.00 / $90.00

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HOCKIJER000	HOCKING, JERRY	90.00	0000000000 50 BNK2 VARSITY BASEBALL-4/23/24	H		04/23/2024	05/31/2024	S	$90.00
				23-24			105208		$90.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH						$90.00
HOCKIJER000	HOCKING, JERRY	90.00-	0000000000 50 BNK2 GIRLS VARSITY SOFTBALL-4/24/24	H		04/24/2024	05/31/2024	S	$90.00
				23-24			105209		$90.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH						$90.00
HOCKIJER000	HOCKING, JERRY	90.00--	0000000000 50 BNK2 VARSITY BASEBALL-4/25/24	H		04/25/2024	05/31/2024	S	$90.00
				23-24			105210		$90.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH						$90.00
			NUMBER OF INVOICES: 7						**$840.00**
HPS 000	HPS	LLC25922	0000000000 0524 BNK5 DUES CALCULATION FOR PREV 12 MONTHS	B		04/23/2024	05/16/2024	R	$2,104.88
				23-24					$2,104.88
	10E000 2562 6400 00 000000		FOOD PREP DUES & FEES						$2,104.88
			NUMBER OF INVOICES: 1						**$2,104.88**
HUFF COL000	HUFF, COLBY	80.00	0000000000 50 BNK2 JV BASEBALL-3/26/24	H		03/26/2024	04/30/2024	S	$80.00
				23-24			105167		$80.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH						$80.00
			NUMBER OF INVOICES: 1						**$80.00**
IASBO 000	ILLINOIS ASSOC. OF SCHOOL BUSINESS	0055466	0000000000 0524 BNK5 MEMBERSHIP, CONF PASS, IL ASBO	B		05/02/2024	05/16/2024	R	$1,309.00
				23-24					$1,309.00
	10E000 2520 3320 00 000000		FS TRAVEL						$969.00
	10E000 2520 6400 00 000000		FS DUES & FEES						$340.00

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						NUMBER OF INVOICES: 1					**$1,309.00**
IDSIGNS 000	ID SIGNS	236534	3012024023	0524	BNK5	GOLDEN HONORS PROGRAMS	P B	04/26/2024	05/16/2024	A	$454.00
							23-24				$454.00
	100	MCCLAREY-GOLDEN HONORS SUPPLIES						1.00			$454.00
	10E301 1117 4100 00 000000				NBHS GENERAL SUPPLIES						$454.00
						NUMBER OF INVOICES: 1					**$454.00**
ILLDPH 001	ILLINOIS DEPT OF PUBLIC HEALTH	60.00	0112024001	50	BNK2	STACEY KILLION - VISION & HEARING RECERTIFICATION	P H	04/04/2024	04/30/2024	R	$60.00
							23-24		105177		$60.00
	100	OTHER PROF SERV						1.00			$60.00
	10E000 2130 3900 00 000000				HEALTH SERV. OTHER						$60.00
						NUMBER OF INVOICES: 1					**$60.00**
ILLDQ 001	ILLINOIS DEPT OF REVENUE	20240501ADSTA	0000000000	P1	BNK5	Payroll accrual	H	05/01/2024	05/01/2024	W	$65.00
							23-24		202300445		$65.00
	10L000 4530 0000 00 000000										$25.00
	20L000 4530 0000 00 000000										$20.00
	40L000 4530 0000 00 000000										$20.00
ILLDQ 001	ILLINOIS DEPT OF REVENUE	20240501ADSTX	0000000000	P1	BNK5	Payroll accrual	H	05/01/2024	05/01/2024	W	$13,855.26
							23-24		202300445		$13,855.26
	10L000 4530 0000 00 000000										$11,785.22
	20L000 4530 0000 00 000000										$796.92
	40L000 4530 0000 00 000000										$1,273.12
						NUMBER OF INVOICES: 2					**$13,920.26**
ILLEA 001	ILLINOIS EDUCATION ASSN	20240501ADI1	0000000000	P1	BNK5	Payroll accrual	H	05/01/2024	05/01/2024	R	$2,851.71
							23-24		60844		$2,851.71
	10L000 4593 0000 00 000000										$2,851.71

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ / FY / LQ	S / INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
					NUMBER OF INVOICES: 1					**$2,851.71**
ILMLR	001 IL MUNICIPAL RETIREMENT	20240201ADIM	0000000000	042224	BNK5 Payroll accrual	H	02/01/2024	04/22/2024	V	$4,413.93
						23-24		202300309		$4,413.93
	10L000 4540 0000 00 000000									$2,637.48
	20L000 4540 0000 00 000000									$724.01
	40L000 4540 0000 00 000000									$1,052.44
ILMLR	001 IL MUNICIPAL RETIREMENT	20240201ADIM	0000000000	042224	BNK5 Payroll accrual	H	02/01/2024	04/22/2024	W	$4,413.93
						23-24		202300441		$4,413.93
	10L000 4540 0000 00 000000									$2,637.48
	20L000 4540 0000 00 000000									$724.01
	40L000 4540 0000 00 000000									$1,052.44
ILMLR	001 IL MUNICIPAL RETIREMENT	20240201ADIMV2	0000000000	042224	BNK5 Payroll accrual	H	02/01/2024	04/22/2024	V	$924.16
						23-24		202300309		$924.16
	10L000 4540 0000 00 000000									$417.18
	20L000 4540 0000 00 000000									$161.63
	40L000 4540 0000 00 000000									$345.35
ILMLR	001 IL MUNICIPAL RETIREMENT	20240201ADIMV2	0000000000	042224	BNK5 Payroll accrual	H	02/01/2024	04/22/2024	W	$924.16
						23-24		202300441		$924.16
	10L000 4540 0000 00 000000									$417.18
	20L000 4540 0000 00 000000									$161.63
	40L000 4540 0000 00 000000									$345.35
ILMLR	001 IL MUNICIPAL RETIREMENT	20240201AFRM	0000000000	042224	BNK5 Payroll accrual	H	02/01/2024	04/22/2024	V	$6,110.85
						23-24		202300309		$6,110.85
	50L000 4572 0000 00 000000									$6,110.85
ILMLR	001 IL MUNICIPAL RETIREMENT	20240201AFRM	0000000000	042224	BNK5 Payroll accrual	H	02/01/2024	04/22/2024	W	$6,110.85
						23-24		202300441		$6,110.85
	50L000 4572 0000 00 000000									$6,110.85

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
ILMLR 001	IL MUNICIPAL RETIREMENT	20240215ADIM	0000000000	042224	BNK5	Payroll accrual		H		02/15/2024	04/22/2024	V	$4,363.64
								23-24			202300309		$4,363.64
	10L000 4540 0000 00 000000												$2,548.03
	20L000 4540 0000 00 000000												$782.22
	40L000 4540 0000 00 000000												$1,033.39
ILMLR 001	IL MUNICIPAL RETIREMENT	20240215ADIM	0000000000	042224	BNK5	Payroll accrual		H		02/15/2024	04/22/2024	W	$4,363.64
								23-24			202300441		$4,363.64
	10L000 4540 0000 00 000000												$2,548.03
	20L000 4540 0000 00 000000												$782.22
	40L000 4540 0000 00 000000												$1,033.39
ILMLR 001	IL MUNICIPAL RETIREMENT	20240215ADIMV2	0000000000	042224	BNK5	Payroll accrual		H		02/15/2024	04/22/2024	V	$939.57
								23-24			202300309		$939.57
	10L000 4540 0000 00 000000												$415.48
	20L000 4540 0000 00 000000												$156.54
	40L000 4540 0000 00 000000												$367.55
ILMLR 001	IL MUNICIPAL RETIREMENT	20240215ADIMV2	0000000000	042224	BNK5	Payroll accrual		H		02/15/2024	04/22/2024	W	$978.73
								23-24			202300441		$978.73
	10L000 4540 0000 00 000000												$432.80
	20L000 4540 0000 00 000000												$163.06
	40L000 4540 0000 00 000000												$382.87
ILMLR 001	IL MUNICIPAL RETIREMENT	20240215AFRM	0000000000	042224	BNK5	Payroll accrual		H		02/15/2024	04/22/2024	V	$6,068.93
								23-24			202300309		$6,068.93
	50L000 4572 0000 00 000000												$6,068.93
ILMLR 001	IL MUNICIPAL RETIREMENT	20240215AFRM	0000000000	042224	BNK5	Payroll accrual		H		02/15/2024	04/22/2024	W	$5,775.85
								23-24			202300441		$5,775.85
	50L000 4572 0000 00 000000												$5,775.85
ILMLR 001	IL MUNICIPAL RETIREMENT	20240215BDIM	0000000000	042224	BNK5	Payroll accrual		H		02/15/2024	04/22/2024	V	$377.17
								23-24			202300309		$377.17

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ S / FY / LQ	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
ILMLR 001	IL MUNICIPAL RETIREMENT	20240215BDIM	******CONTINUED******							
	10L000 4540 0000 00 000000									$377.17
ILMLR 001	IL MUNICIPAL RETIREMENT	20240215BDIM	0000000000	042224	BNK5 Payroll accrual	H	02/15/2024	04/22/2024	W	$377.17
						23-24		202300441		$377.17
	10L000 4540 0000 00 000000									$377.17
ILMLR 001	IL MUNICIPAL RETIREMENT	20240215BFRM	0000000000	042224	BNK5 Payroll accrual	H	02/15/2024	04/22/2024	V	$522.17
						23-24		202300309		$522.17
	50L000 4572 0000 00 000000									$522.17
ILMLR 001	IL MUNICIPAL RETIREMENT	20240215BFRM	0000000000	042224	BNK5 Payroll accrual	H	02/15/2024	04/22/2024	W	$522.17
						23-24		202300441		$522.17
	50L000 4572 0000 00 000000									$522.17
ILMLR 001	IL MUNICIPAL RETIREMENT	20240301ADIM	0000000000	042224	BNK5 Payroll accrual	H	03/01/2024	04/22/2024	V	$4,955.26
						23-24		202300346		$4,955.26
	10L000 4540 0000 00 000000									$2,988.43
	20L000 4540 0000 00 000000									$781.16
	40L000 4540 0000 00 000000									$1,185.67
ILMLR 001	IL MUNICIPAL RETIREMENT	20240301ADIM	0000000000	042224	BNK5 Payroll accrual	H	03/01/2024	04/22/2024	W	$4,955.26
						23-24		202300441		$4,955.26
	10L000 4540 0000 00 000000									$2,988.43
	20L000 4540 0000 00 000000									$781.16
	40L000 4540 0000 00 000000									$1,185.67
ILMLR 001	IL MUNICIPAL RETIREMENT	20240301ADIMV2	0000000000	042224	BNK5 Payroll accrual	H	03/01/2024	04/22/2024	V	$1,012.70
						23-24		202300346		$1,012.70
	10L000 4540 0000 00 000000									$464.97
	20L000 4540 0000 00 000000									$156.59
	40L000 4540 0000 00 000000									$391.14

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ S / FY / LQ	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
ILMLR 001	IL MUNICIPAL RETIREMENT	20240301ADIMV2	0000000000	042224	BNK5 Payroll accrual	H	03/01/2024	04/22/2024	W	$1,012.70
						23-24		202300441		$1,012.70
	10L000 4540 0000 00 000000									$464.97
	20L000 4540 0000 00 000000									$156.59
	40L000 4540 0000 00 000000									$391.14
ILMLR 001	IL MUNICIPAL RETIREMENT	20240301AFRM	0000000000	042224	BNK5 Payroll accrual	H	03/01/2024	04/22/2024	V	$6,888.38
						23-24		202300346		$6,888.38
	50L000 4572 0000 00 000000									$6,888.38
ILMLR 001	IL MUNICIPAL RETIREMENT	20240301AFRM	0000000000	042224	BNK5 Payroll accrual	H	03/01/2024	04/22/2024	W	$6,888.38
						23-24		202300441		$6,888.38
	50L000 4572 0000 00 000000									$6,888.38
ILMLR 001	IL MUNICIPAL RETIREMENT	20240315ADIM	0000000000	042224	BNK5 Payroll accrual	H	03/15/2024	04/22/2024	V	$4,797.48
						23-24		202300346		$4,797.48
	10L000 4540 0000 00 000000									$2,889.88
	20L000 4540 0000 00 000000									$779.31
	40L000 4540 0000 00 000000									$1,128.29
ILMLR 001	IL MUNICIPAL RETIREMENT	20240315ADIM	0000000000	042224	BNK5 Payroll accrual	H	03/15/2024	04/22/2024	W	$4,797.48
						23-24		202300441		$4,797.48
	10L000 4540 0000 00 000000									$2,889.88
	20L000 4540 0000 00 000000									$779.31
	40L000 4540 0000 00 000000									$1,128.29
ILMLR 001	IL MUNICIPAL RETIREMENT	20240315ADIMV2	0000000000	042224	BNK5 Payroll accrual	H	03/15/2024	04/22/2024	V	$1,096.90
						23-24		202300346		$1,096.90
	10L000 4540 0000 00 000000									$586.61
	20L000 4540 0000 00 000000									$156.28
	40L000 4540 0000 00 000000									$354.01
ILMLR 001	IL MUNICIPAL RETIREMENT	20240315ADIMV2	0000000000	042224	BNK5 Payroll accrual	H	03/15/2024	04/22/2024	W	$1,132.27
						23-24		202300441		$1,132.27

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
ILMLR 001	IL MUNICIPAL RETIREMENT	20240315ADIMV2	******CONTINUED******									
	10L000 4540 0000 00 000000											$605.53
	20L000 4540 0000 00 000000											$161.32
	40L000 4540 0000 00 000000											$365.42
ILMLR 001	IL MUNICIPAL RETIREMENT	20240315AFRM	0000000000	042224	BNK5	Payroll accrual	H		03/15/2024	04/22/2024	V	$6,672.40
							23-24			202300346		$6,672.40
	50L000 4572 0000 00 000000											$6,672.40
ILMLR 001	IL MUNICIPAL RETIREMENT	20240315AFRM	0000000000	042224	BNK5	Payroll accrual	H		03/15/2024	04/22/2024	W	$6,418.24
							23-24			202300441		$6,418.24
	50L000 4572 0000 00 000000											$6,418.24
ILMLR 001	IL MUNICIPAL RETIREMENT	20240501ADIM	0000000000	P9	BNK5	Payroll accrual	B		05/01/2024	05/01/2024	W	$5,041.15
							23-24			202300446		$5,041.15
	10L000 4540 0000 00 000000											$3,028.45
	20L000 4540 0000 00 000000											$800.53
	40L000 4540 0000 00 000000											$1,212.17
ILMLR 001	IL MUNICIPAL RETIREMENT	20240501ADIMV2	0000000000	P9	BNK5	Payroll accrual	B		05/01/2024	05/01/2024	W	$1,010.55
							23-24			202300446		$1,010.55
	10L000 4540 0000 00 000000											$472.60
	20L000 4540 0000 00 000000											$156.39
	40L000 4540 0000 00 000000											$381.56
ILMLR 001	IL MUNICIPAL RETIREMENT	20240501AFRM	0000000000	P9	BNK5	Payroll accrual	B		05/01/2024	05/01/2024	W	$7,012.09
							23-24			202300446		$7,012.09
	50L000 4572 0000 00 000000											$7,012.09
ILMLR 001	IL MUNICIPAL RETIREMENT	IMRF0429	0000000000	042924	BNK5	Payroll accrual	H		04/29/2024	04/29/2024	W	$460.91
							23-24			202300446		$460.91
	10L000 4540 0000 00 000000											$193.30
	10L000 4572 0000 00 000000											$267.61

VEN-KEY		VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
							NUMBER OF INVOICES: 32							**$13,051.99**
ILMP	000	ILMO PRODUCTS CO	0001465104	3012024006	0524	BNK5	CARBON DIOXIDE		P	B	04/22/2024	05/16/2024	A	$110.00
									23-24					$110.00
		100	WEIDHUNER-AG MAINT & REPAIRS								1.00			$110.00
		10E301 1117 3230 00 000000					NBHS REPAIR & MAINT SERVICES							$110.00
ILMP	000	ILMO PRODUCTS CO	0001467896	3012024006	0524	BNK5	CARBON DIOXIDE, ACETYLENE		P	B	04/30/2024	05/16/2024	A	$21.21
									23-24					$21.21
		100	WEIDHUNER-AG MAINT & REPAIRS								1.00			$21.21
		10E301 1117 3230 00 000000					NBHS REPAIR & MAINT SERVICES							$21.21
							NUMBER OF INVOICES: 2							**$131.21**
IMPFU	001	IMPREST FUND	IMP REIMB 0524	0000000000	0524	BNK5	IMPREST REIMB - MAY 2024			B	04/30/2024	05/16/2024	A	$6,383.25
									23-24					$6,383.25
		10A000 1050 0000 00 000000												$6,383.25
							NUMBER OF INVOICES: 1							**$6,383.25**
INTRS	001	INTERNAL REVENUE SERVICE	20240501ADFIC	0000000000	P1	BNK5	Payroll accrual			H	05/01/2024	05/01/2024	W	$6,911.68
									23-24			202300447		$6,911.68
		10L000 4570 0000 00 000000												$4,120.93
		20L000 4570 0000 00 000000												$1,069.29
		40L000 4570 0000 00 000000												$1,721.46
INTRS	001	INTERNAL REVENUE SERVICE	20240501ADFTA	0000000000	P1	BNK5	Payroll accrual			H	05/01/2024	05/01/2024	W	$2,285.00
									23-24			202300447		$2,285.00
		10L000 4520 0000 00 000000												$1,485.00
		20L000 4520 0000 00 000000												$415.00
		40L000 4520 0000 00 000000												$385.00
INTRS	001	INTERNAL REVENUE SERVICE	20240501ADFTP	0000000000	P1	BNK5	Payroll accrual			H	05/01/2024	05/01/2024	W	$350.50
									23-24			202300447		$350.50

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INTRS 001	INTERNAL REVENUE SERVICE	20240501ADFTP	******CONTINUED******							
	10L000 4520 0000 00 000000									$60.00
	40L000 4520 0000 00 000000									$290.50
INTRS 001	INTERNAL REVENUE SERVICE	20240501ADFTX	0000000000	P1 BNK5 Payroll accrual		H	05/01/2024	05/01/2024	W	$21,585.58
						23-24		202300447		$21,585.58
	10L000 4520 0000 00 000000									$18,494.85
	20L000 4520 0000 00 000000									$1,028.63
	40L000 4520 0000 00 000000									$2,062.10
INTRS 001	INTERNAL REVENUE SERVICE	20240501ADMED	0000000000	P1 BNK5 Payroll accrual		H	05/01/2024	05/01/2024	W	$4,433.85
						23-24		202300447		$4,433.85
	10L000 4580 0000 00 000000									$3,781.34
	20L000 4580 0000 00 000000									$250.08
	40L000 4580 0000 00 000000									$402.43
INTRS 001	INTERNAL REVENUE SERVICE	20240501AFFIC	0000000000	P1 BNK5 Payroll accrual		H	05/01/2024	05/01/2024	W	$6,911.68
						23-24		202300447		$6,911.68
	50L000 4571 0000 00 000000									$6,911.68
INTRS 001	INTERNAL REVENUE SERVICE	20240501AFMED	0000000000	P1 BNK5 Payroll accrual		H	05/01/2024	05/01/2024	W	$4,433.85
						23-24		202300447		$4,433.85
	50L000 4580 0000 00 000000									$4,433.85
					NUMBER OF INVOICES: 7					**$46,912.14**
ISCORP-I000	ISCORP-INTEGRATED SYSTEMS CORP	0739022	0000000000	0524 BNK5 SERVICE BUREAU SUBSCRIBER		B	05/01/2024	05/16/2024	A	$4,665.60
						23-24				$4,665.60
	10E000 2225 4700 00 000000			TECH SM SOFTWARE						$4,665.60
					NUMBER OF INVOICES: 1					**$4,665.60**
JAGODRON000	JAGODZINSKI, RON	170.00	0000000000	50 BNK2 GIRLS VARSITY SOFTBALL-4/20/24		H	04/20/2024	05/31/2024	S	$170.00

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JAGODRON000	JAGODZINSKI, RON	170.00	******CONTINUED******									
							23-24			105193		$170.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		OTHER						$170.00
JAGODRON000	JAGODZINSKI, RON	90.00	0000000000	50	BNK2	GIRLS VARSITY SOFTBALL-4/24/24	H		04/24/2024	05/31/2024	S	$90.00
							23-24			105211		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		OTHER						$90.00
						NUMBER OF INVOICES: 2						**$260.00**
JOHNCFP 000	JOHNSON CONTROLS FIRE PROTECTION L	24060800	0000000000	0524	BNK5	JH/HS BLDG-ANNUAL INVOICE	B		04/01/2024	05/16/2024	R	$600.00
							23-24					$600.00
	20E301 2542 3230 00 000000			NBHS CARE/UPKEEP REPAIR/MAINT.								$600.00
JOHNCFP 000	JOHNSON CONTROLS FIRE PROTECTION L	24111760	0000000000	0524	BNK5	JH/HS BLDG-ANNUAL BILLING FIRE ALARM CONTRACT	B		05/01/2024	05/16/2024	W	$4,024.98
							23-24			202300459		$4,024.98
	20E301 2542 3230 00 000000			NBHS CARE/UPKEEP REPAIR/MAINT.								$4,024.98
						NUMBER OF INVOICES: 2						**$4,624.98**
JOSI 000	JOSTENS INC.	33821424	2022024019	0524	BNK5	8TH GRADE CERT OF PROMOTION	P	B	04/04/2024	05/16/2024	A	$435.95
							23-24					$435.95
	100	RADFORD-JH DIPLOMAS/COVERS/PROGRAMS							1.00			$435.95
	10E202 1115 4100 00 000000			NBJH GEN SUPPLIES								$435.95
JOSI 000	JOSTENS INC.	778564	3012024023	50	BNK2	MEDALS-GOLDEN HONORS	P	H	03/07/2024	05/31/2024	R	$341.81
							23-24			105187		$341.81
	100	MCCLAREY-GOLDEN HONORS SUPPLIES							1.00			$341.81
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES								$341.81
JOSI 000	JOSTENS INC.	N003268639	7002024012	50	BNK2	VARSITY LETTERS/NUMBERS	P	H	04/12/2024	05/31/2024	S	$934.50
							23-24			105218		$934.50

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ S / FY / LQ	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
JOSI 000	JOSTENS INC.	N003268639	******CONTINUED******							
	100	LUCAS- A.D. ATHLETIC/OFFICE SUPPLIES & AWARDS					1.00			$934.50
	10E000 1500 4100 00 000000			INTERSC PRGM GEN SUPP.						$934.50
JOSI 000	JOSTENS INC.	N003270320	7002024012	0524	BNK5 SENIOR ATHLETIC PLAQUE AWARDS	P B	04/18/2024	05/16/2024	A	$278.85
						23-24				$278.85
	100	LUCAS- A.D. ATHLETIC/OFFICE SUPPLIES & AWARDS					1.00			$278.85
	10E000 1500 4100 00 000000			INTERSC PRGM GEN SUPP.						$278.85
					NUMBER OF INVOICES: 4					**$1,991.11**
KOEHLWES000	KOEHLER, WESLEY	175.00	0000000000	0524	BNK5 WEBSITE SERVICES MONTHLY BILLING	B	04/24/2024	05/16/2024	R	$175.00
						23-24				$175.00
	10E000 2225 3150 00 000000			TECH PS PROF SERVICES	NONEM					$175.00
					NUMBER OF INVOICES: 1					**$175.00**
KRONEDOU000	KRONES, DOUG	90.00	0000000000	50	BNK2 BOYS VARISTY BASEBALL-4/24/24	H	04/24/2024	05/31/2024	S	$90.00
						23-24		105212		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH						$90.00
					NUMBER OF INVOICES: 1					**$90.00**
LAMPO GR000	LAMPO GROUP, INC (THE)	INV2127814	3012024008	0524	BNK5 WEIDHUNER-TEXTBOOKS AG DEPT	P B	04/29/2024	05/16/2024	R	$399.80
						23-24				$399.80
	100	WEIDHUNER TEXTBOOKS AG					1.00			$399.80
	10E301 1117 4200 00 000000			NBHS TEXTBOOKS						$399.80

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER	BATCH	BANK	DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION	1099	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT / FY / ADJ AMT / CHECK NBR / INVOICE AMOUNT / LQ / QTY / LINE AMOUNT / ACCT AMOUNT
						NUMBER OF INVOICES: 1							**$399.80**
LARSOJIL000	LARSON, JILINDA	156.10	1032024026	0524	BNK5	GAMES FOR CLASSROOMS		P	B	04/24/2024	05/16/2024	A	$156.10
								23-24					$156.10
	100	MAXEDON-TEACHER SUPPLIES FOR ADDITIONAL NEEDS											1.00 $156.10
	10E103 1113 4100 00 000000					NBE SM GENERAL SUPPLIES							$156.10
LARSOJIL000	LARSON, JILINDA	42.49	1032024026	0524	BNK5	GAMES FOR CLASSROOMS		P	B	04/24/2024	05/16/2024	A	$42.49
								23-24					$42.49
	100	MAXEDON-TEACHER SUPPLIES FOR ADDITIONAL NEEDS											1.00 $42.49
	10E103 1113 4100 00 000000					NBE SM GENERAL SUPPLIES							$42.49
						NUMBER OF INVOICES: 2							**$198.59**
LEVIRS 000	LEVI, RAY & SHOUP, INC	319713	0000000000	0524	BNK5	LICENSE TO BACKUP SERVER			B	05/07/2024	05/16/2024	A	$409.00
								23-24					$409.00
	10E000 2225 3150 00 000000					TECH PS PROF SERVICES							$409.00
LEVIRS 000	LEVI, RAY & SHOUP, INC	319714	0000000000	0524	BNK5	NETWORK SUPPORT SERVICE			B	05/07/2024	05/16/2024	A	$101.25
								23-24					$101.25
	10E000 2225 3150 00 000000					TECH PS PROF SERVICES							$101.25
						NUMBER OF INVOICES: 2							**$510.25**
LLEWEHAT000	LLEWELLYN, HATTIE	108.08	6012024001	0524	BNK5	LLEWELLYN- HS PRINCIPAL TRAVEL		P	B	05/13/2024	05/16/2024	A	$108.08
								23-24					$108.08
	100	LLEWELLYN- HS PRINCIPAL TRAVEL											1.00 $108.08
	10E305 2410 3320 00 000000					NBHS PRINCIPAL TRAVEL							$108.08
LLEWEHAT000	LLEWELLYN, HATTIE	52.41	6012024001	0524	BNK5	SCHOOL MASTER'S MEETING		P	B	04/18/2024	05/16/2024	A	$52.41
								23-24					$52.41

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION / QUICK KEY	PO NUMBER / BATCH / BANK / DESCRIPTION / DISC AMT / ADJUSTMENT DESCRIPTION / ACCOUNT LEVEL DESCRIPTION / 1099	LQ / FY / LQ	S / B / QTY	INV DATE / DUE DATE / ADJ AMT / CHECK NBR	C / LINE AMOUNT / ACCT AMOUNT	NET AMOUNT / INVOICE AMOUNT
LLEWEHAT000	LLEWELLYN, HATTIE	52.41	******CONTINUED******					
	100	LLEWELLYN- HS PRINCIPAL TRAVEL			1.00			$52.41
	10E305 2410 3320 00 000000		NBHS PRINCIPAL TRAVEL					$52.41
			NUMBER OF INVOICES: 2					**$160.49**
MACGS 000	WILLIAM V MACGILL & CO.	INO867652	0112024005 0524 BNK5 KILLION - NURSE SUPPLIES	P	B	04/12/2024 05/16/2024	R	$809.46
				23-24				$809.46
	100	NURSE SUPPLIES			1.00			$809.46
	10E000 2130 4100 00 000000		HEALTH SERV. GEN SUPP					$809.46
			NUMBER OF INVOICES: 1					**$809.46**
MALWBC 000	MALWAREBYTES CORP	IN100261059	0312024060 0524 BNK5 Malwarebytes renewal for software End Point protection	P	B	05/09/2024 05/16/2024	A	$13,553.24
				23-24				$13,553.24
	100	ThreatDown Elite software for computers			300.00			$13,206.00
	110	ThreatDown Elite Software for servers			4.00			$347.24
	10E000 2225 4700 00 000000		TECH SM SOFTWARE					$13,553.24
			NUMBER OF INVOICES: 1					**$13,553.24**
MASONRYA000	MASON, RYAN	160.00	0000000000 50 BNK2 BOYS VARSITY BASEBALL-5/11/24		H	05/11/2024 05/31/2024	S	$160.00
				23-24		105231		$160.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH NONEM					$160.00
			NUMBER OF INVOICES: 1					**$160.00**
MAUNECAL000	MAUNEY, CALEB	80.00	0000000000 50 BNK2 BOYS JV BASEBALL 4/12/24		H	04/12/2024 04/30/2024	R	$80.00
				23-24		105181		$80.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH NONEM					$80.00

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MAUNECAL000	MAUNEY, CALEB	80.00	0000000000	50	BNK2	BOYS JV BASEBALL 4/17/24		H		04/17/2024	05/31/2024	S	$80.00
								23-24			105194		$80.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	NONEM						$80.00
MAUNECAL000	MAUNEY, CALEB	80.00	0000000000	50	BNK2	BOYS JV BASEBALL 5/8/24		H		05/08/2024	05/31/2024	S	$80.00
								23-24			105232		$80.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	NONEM						$80.00
MAUNECAL000	MAUNEY, CALEB	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL-3/25/24		H		03/25/2024	04/30/2024	S	$90.00
								23-24			105175		$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	NONEM						$90.00
MAUNECAL000	MAUNEY, CALEB	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL-4/19/24		H		04/19/2024	05/31/2024	S	$90.00
								23-24			105195		$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	NONEM						$90.00
MAUNECAL000	MAUNEY, CALEB	90.00	0000000000	50	BNK2	BOYS VARISTY BASEBALL-4/24/24		H		04/24/2024	05/31/2024	S	$90.00
								23-24			105213		$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	NONEM						$90.00
MAUNECAL000	MAUNEY, CALEB	90.00	0000000000	042424	BNK2	BOYS VARISTY BASEBALL-4/24/24		H		04/24/2024	04/24/2024	V	$90.00
								23-24			105213		$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	NONEM						$90.00
MAUNECAL000	MAUNEY, CALEB	90.00-	0000000000	50	BNK2	BOYS VARISTY BASEBALL-4/5/24		H		04/05/2024	04/30/2024	S	$90.00
								23-24			105176		$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH	NONEM						$90.00
						NUMBER OF INVOICES: 8							**$510.00**
MCMIRD 001	R.D. McMILLEN ENTERPRISES	1085710	0000000000	0524	BNK5	JH/HS BLDG-URINAL SCREEN		B		04/10/2024	05/16/2024	R	$176.72

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MCMIRD 001	R.D. McMILLEN ENTERPRISES	1085710	******CONTINUED******									
							23-24					$176.72
	20E301 2542 4100 00 000000			NBHS BLDG SM GEN SUPPLIES								$176.72
						NUMBER OF INVOICES: 1						**$176.72**
MEDIACOM000	MEDIACOM	60090109-APRIL	0000000000	0524 BNK5		EXTRA BAN WIDTH	B		04/21/2024	05/16/2024	W	$550.00
							23-24			60090109		$550.00
	20E000 2542 3400 00 000000			DW BLDG PS COMMUNICATION								$550.00
						NUMBER OF INVOICES: 1						**$550.00**
MENAR 001	MENARDS	65666	0000000000	0524 BNK5		JH/HS BLDG-BOX, WRAP, TAPE	B		04/10/2024	05/16/2024	R	$194.15
							23-24					$194.15
	20E301 2542 4100 00 000000			NBHS BLDG SM GEN SUPPLIES								$194.15
MENAR 001	MENARDS	66589	0000000000	0524 BNK5		JH/HS BLDG-SUPPLIES	B		04/18/2024	05/16/2024	R	$127.04
							23-24					$127.04
	20E301 2542 4100 00 000000			NBHS BLDG SM GEN SUPPLIES								$127.04
MENAR 001	MENARDS	67246	0000000000	0524 BNK5		JH/HS BLDG-PVC PIPE	B		04/24/2024	05/16/2024	R	$31.60
							23-24					$31.60
	20E301 2542 5300 00 000000			NBHS IMPROVE OTHER THAN BLDGS.								$31.60
MENAR 001	MENARDS	67278	0000000000	0524 BNK5		JH/HS BLDG-PLASTIC PIPECUT	B		04/24/2024	05/16/2024	R	$76.56
							23-24					$76.56
	20E301 2542 5300 00 000000			NBHS IMPROVE OTHER THAN BLDGS.								$76.56
						NUMBER OF INVOICES: 4						**$429.35**
MIDWBS 000	MIDWEST BUS SALES, INC	C050067979:01	0000000000	0524 BNK5		TRANS-KIT LAMP	B		05/09/2024	05/16/2024	A	$220.48
							23-24					$220.48
	40E000 2552 4190 00 000000			TRANSP VS PARTS SUPPLIES								$220.48

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MIDWBS 000	MIDWEST BUS SALES, INC	C050067979:02	0000000000	0524	BNK5 TRANS-KIT LAMP	B	05/08/2024	05/16/2024	A	$202.64
						23-24				$202.64
	40E000 2552 4190 00 000000			TRANSP VS PARTS SUPPLIES						$202.64
					NUMBER OF INVOICES: 2					**$423.12**
MIDWEST 002	MIDWEST ENGINEERING AND TESTING, I	C47002-404	0000000000	0524	BNK5 BUILDING CODE INSPECTOR	B	04/30/2024	05/16/2024	A	$935.00
						23-24				$935.00
	60E000 2535 5200 00 000000			CO BLDG CONSTRUCTION PROJECT						$935.00
MIDWEST 002	MIDWEST ENGINEERING AND TESTING, I	S35053-402	0000000000	0524	BNK5 WELDING INSPECTOR	B	02/29/2024	05/16/2024	A	$3,682.50
						23-24				$3,682.50
	60E000 2535 5200 00 000000			CO BLDG CONSTRUCTION PROJECT						$3,682.50
MIDWEST 002	MIDWEST ENGINEERING AND TESTING, I	S35053-404	0000000000	0524	BNK5 WELDING INSPECTOR	B	04/30/2024	05/16/2024	A	$2,797.50
						23-24				$2,797.50
	60E000 2535 5200 00 000000			CO BLDG CONSTRUCTION PROJECT						$2,797.50
					NUMBER OF INVOICES: 3					**$7,415.00**
MORREPAU000	MORRELL, PAUL	90.00	0000000000	50	BNK2 GIRLS VARISTY SOFTBALL-5/1/24	H	05/01/2024	05/31/2024	R	$90.00
						23-24		105221		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH						$90.00
					NUMBER OF INVOICES: 1					**$90.00**
MUSIC SH000	MUSIC SHOPPE, INC (THE)	3686064	3012024045	0524	BNK5 SAX REEDS,	P	B 04/15/2024	05/16/2024	A	$47.00
						23-24				$47.00
	100	MAGRATH -JH/HS BAND GEN SUPPLIES					1.00			$47.00
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES						$47.00
MUSIC SH000	MUSIC SHOPPE, INC (THE)	3687051	3012024045	0524	BNK5 STERI-SPRAY	P	B 04/17/2024	05/16/2024	A	$16.50
						23-24				$16.50

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MUSIC SH000	MUSIC SHOPPE, INC (THE)	3687051	******CONTINUED******										
	100	MAGRATH -JH/HS BAND GEN SUPPLIES									1.00		$16.50
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$16.50
						NUMBER OF INVOICES: 2							**$63.50**
NCPERS 001	NCPERS GROUP LIFE INS	20240501ADVL	0000000000	P9	BNK5	Payroll accrual		B		05/01/2024	05/01/2024	R	$8.00
								23-24					$8.00
	10L000 4568 0000 00 000000												$8.00
						NUMBER OF INVOICES: 1							**$8.00**
NEW BERL015	NEW BERLIN CUSD #16	20240501ADCAFE	0000000000	P1	BNK5	Payroll accrual		H		05/01/2024	05/01/2024	R	$69.93
								23-24			60845		$69.93
	10L000 4594 0000 00 000000												$69.93
NEW BERL015	NEW BERLIN CUSD #16	20240501ADMISC2	0000000000	P1	BNK5	Payroll accrual		O		05/01/2024	05/01/2024	H	$400.00
								23-24					$400.00
	10L000 4540 0000 00 000000												$400.00
						NUMBER OF INVOICES: 2							**$469.93**
NEWBE 001	NEW BERLIN EDUCATION ASSN.	20240501ADNB	0000000000	P1	BNK5	Payroll accrual		H		05/01/2024	05/01/2024	A	$290.00
								23-24			232400351		$290.00
	10L000 4595 0000 00 000000												$290.00
						NUMBER OF INVOICES: 1							**$290.00**
NEWBH 001	NEW BERLIN HIGH SCHOOL	20240501ADCS3	0000000000	P1	BNK5	Payroll accrual		H		05/01/2024	05/01/2024	R	$228.55
								23-24			60846		$228.55
	10L000 4590 0000 00 000000												$228.55
						NUMBER OF INVOICES: 1							**$228.55**
NEWBW 001	NEW BERLIN WATER & SEWER DPT	0010004900	0000000000	0524	BNK5	JH/HS BLDG- WATER AND SEWER		B		05/01/2024	05/16/2024	W	$66.65

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NEWBW 001	NEW BERLIN WATER & SEWER DPT	0010004900	******CONTINUED******			CHARGE 3-27-24-4-27-24							
								23-24			49000524		$66.65
	20E301 2542 3700 00 000000			NBHS WATER SEWER SERVICES									$66.65
NEWBW 001	NEW BERLIN WATER & SEWER DPT	0020049300	0000000000	0524	BNK5	NEW BERLIN ELEMENTARY WATER & SEWER 3-27-24-4-27-24			B	05/01/2024	05/16/2024	W	$696.32
								23-24			202300458		$696.32
	20E103 2542 3700 00 000000			NBE CARE/UPKEEP WATER SEWER									$696.32
						NUMBER OF INVOICES: 2							**$762.97**
NIEMELOR000	NIEMEIER, LORI	893.65	0000000000	0524	BNK5	IASBO ANNUAL CONFERENCE			B	04/29/2024	05/16/2024	A	$893.65
								23-24					$893.65
	10E000 2520 3320 00 000000			FS TRAVEL									$893.65
						NUMBER OF INVOICES: 1							**$893.65**
PEPPJW 001	J.W. PEPPER & SON, INC.	366289876	3012024045	0524	BNK5	DESTINY FANFARE		P	B	03/13/2024	05/16/2024	A	$50.00
								23-24					$50.00
	100	MAGRATH -JH/HS BAND GEN SUPPLIES								1.00			$50.00
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES									$50.00
PEPPJW 001	J.W. PEPPER & SON, INC.	366385564	3012024045	0524	BNK5	LA NEGRA TIENE TUMBAO		P	B	04/12/2024	05/16/2024	A	$52.80
								23-24					$52.80
	100	MAGRATH -JH/HS BAND GEN SUPPLIES								1.00			$52.80
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES									$52.80
PEPPJW 001	J.W. PEPPER & SON, INC.	366395925	3012024045	0524	BNK5	NORDIN SKETCHES SCORE		P	B	04/16/2024	05/16/2024	A	$38.99
								23-24					$38.99
	100	MAGRATH -JH/HS BAND GEN SUPPLIES								1.00			$38.99
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES									$38.99

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PEPPJW 001	J.W. PEPPER & SON, INC.	687051	3012024045	0524	BNK5	STERI-SPRAY	P 23-24	B	04/17/2024 1.00	05/16/2024	A	$16.50 $16.50 $16.50
	100 10E301 1117 4100 00 000000	MAGRATH -JH/HS BAND GEN SUPPLIES		NBHS GENERAL SUPPLIES								$16.50
					NUMBER OF INVOICES: 4							**$158.29**
PITBO 001	PITNEY BOWES	1025134658	6012024000	0524	BNK5	E-Z SEAL	P 23-24	B	04/09/2024 1.00	05/16/2024 82100524	W	$29.04 $29.04 $29.04
	100 10E305 2410 3400 00 000000	HS PRINCIPAL POSTAGE		NBHS PRINCIPAL COMMUNICATION								$29.04
					NUMBER OF INVOICES: 1							**$29.04**
PLAYAWAY000	PLAYAWAY PRODUCTS	459151	0212024004	0524	BNK5	ONE OF US IS BACK, HARRY POTTER, CHECK MATE	P 23-24	B	04/18/2024 1.00	05/16/2024	R	$272.94 $272.94 $272.94
	100 10E000 2220 4300 00 000000	PECORARO - LIBRARY SUPPLIES - BOOKS		EDU MEDIA LIBR. BOOKS								$272.94
					NUMBER OF INVOICES: 1							**$272.94**
PLEASANT003	PLEASANT PLAINS MIDDLE SCHOOL	60.00	7002024018	50	BNK2	ENTRY FEE SCH BOWL-4/20/24	P 23-24	H	04/08/2024 1.00	04/30/2024 105184	R	$60.00 $60.00 $60.00
	100 10E000 1500 6400 00 000000	LUCAS-ATHLETIC FEES/TOURNEY FEES/IESA DUES/SCHOLASTIC BOWL/CHEERLEADING FEES		INTERSC PRGM DUES AND FEES								$60.00
					NUMBER OF INVOICES: 1							**$60.00**
PORTSS 000	PORTABLE SANITATION SYSTEMS	A-79483	0000000000	0524	BNK5	JH/HS BLDG-3/23/24-4/19/24	 23-24	B	04/19/2024 1.00	05/16/2024	A	$2,089.00 $2,089.00 $2,089.00
	20E301 2542 3210 00 000000			NBHS CARE/UPKEEP SANITATION								$2,089.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ / FY / LQ	S / INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
					NUMBER OF INVOICES: 1					**$2,089.00**
PRAIRIE 001	PRAIRIE STATE PLUMBING & HEATING,	35258	0000000000	0524	BNK5 ELEM BLDG-LEAK IN SERVICE VALVES	B	04/12/2024	05/16/2024	R	$396.00
						23-24				$396.00
	20E103 2542 3230 00 000000			NBE CARE/UPKEEP REPAIR MAINT.						$396.00
PRAIRIE 001	PRAIRIE STATE PLUMBING & HEATING,	35259	0000000000	0524	BNK5 JH/HS BLDG-BOILER ROOM PUMP LEAKING	B	04/12/2024	05/16/2024	R	$1,038.00
						23-24				$1,038.00
	20E301 2542 3230 00 000000			NBHS CARE/UPKEEP REPAIR/MAINT.						$1,038.00
					NUMBER OF INVOICES: 2					**$1,434.00**
PURT 001	PURITAN SPRING WATER	804300345	0000000000	0524	BNK5 TRANS-WATER	B	04/25/2024	05/16/2024	R	$7.50
						23-24				$7.50
	40E000 2552 4100 00 000000			TRANSP VS GEN SUPPLIES						$7.50
PURT 001	PURITAN SPRING WATER	804301504	0000000000	0524	BNK5 HS BLDG-WATER	B	04/25/2024	05/16/2024	R	$174.50
						23-24				$174.50
	10E301 2410 4100 00 000000									$174.50
PURT 001	PURITAN SPRING WATER	804301644	0000000000	0524	BNK5 JH BLDG-WATER	B	04/25/2024	05/16/2024	R	$81.61
						23-24				$81.61
	10E202 2410 4100 00 000000			NBJH PRINCIPAL GEN SUPPLIES						$81.61
PURT 001	PURITAN SPRING WATER	804301984	0000000000	0524	BNK5 DIST OFFICE-WATER	B	04/25/2024	05/16/2024	R	$50.90
						23-24				$50.90
	10E000 2321 4100 00 000000			SUPINT. OFFICE GEN SUPP						$50.90
					NUMBER OF INVOICES: 4					**$314.51**
REPUBLIC000	REPUBLIC SERVICES	0352-003019669	0000000000	0524	BNK5 GARBAGE-DISPOSAL SERVICE	B	04/30/2024	05/16/2024	R	$1,809.80
						23-24				$1,809.80

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REPUBLIC000	REPUBLIC SERVICES	0352-003019669	******CONTINUED******									
	20E103 2542 3210 00 000000			NBE CARE/UPKEEP SANITATION								$723.92
	20E301 2542 3210 00 000000			NBHS CARE/UPKEEP SANITATION								$723.92
	40E000 2552 3210 00 000000			TRANS PS SANITATION SERV								$361.96
					NUMBER OF INVOICES: 1							**$1,809.80**
REXX BAT000	REXX BATTERY	124041818	0000000000	0524	BNK5	JH/HS BLDG-GOLF CAR BATTERY	B		04/18/2024	05/16/2024	A	$999.80
							23-24					$999.80
	20E301 2542 4100 00 000000			NBHS BLDG SM GEN SUPPLIES								$999.80
					NUMBER OF INVOICES: 1							**$999.80**
ROCHS 001	ROCHESTER HIGH SCHOOL	200.00	7002024018	50	BNK2	ROCHESTER VARSITY TRACK INVITE 4/22/23	P	H	04/24/2024	05/31/2024	R	$200.00
							23-24			105219		$200.00
	100	LUCAS-ATHLETIC FEES/TOURNEY FEES/IESA DUES/SCHOLASTIC BOWL/CHEERLEADING FEES							1.00			$200.00
	10E000 1500 6400 00 000000			INTERSC PRGM DUES AND FEES								$200.00
					NUMBER OF INVOICES: 1							**$200.00**
RUBEI 001	RUBY ELECTRIC INC.	59992	0000000000	0524	BNK5	INSURANCE CLAIM-ELECTRICAL WORK PER BID	B		04/09/2024	05/16/2024	R	$23,933.96
							23-24					$23,933.96
	20E103 2542 5301 00 000000			O&M BLDG REPAIRS - INS CLAIM								$23,933.96
					NUMBER OF INVOICES: 1							**$23,933.96**
RUSSESCO000	RUSSELL, SCOTT	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL-5/9/24	H		05/09/2024	05/31/2024	S	$90.00
							23-24			105233		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH								$90.00

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						NUMBER OF INVOICES: 1							**$90.00**
RYDENJEN000	RYDEN, JENNY	3694409	3012024045	0524	BNK5	BASS CLARINET LIGATURE		P	B	04/26/2024	05/16/2024	R	$13.51
								23-24					$13.51
	100	MAGRATH -JH/HS BAND GEN SUPPLIES						1.00					$13.51
	10E301 1117 4100 00 000000					NBHS GENERAL SUPPLIES							$13.51
						NUMBER OF INVOICES: 1							**$13.51**
SANDS 001	SANGAMON DIESEL SERVICE	102086	0000000000	0524	BNK5	TRANS-BUS TEST 18			B	04/30/2024	05/16/2024	R	$75.00
								23-24					$75.00
	40E000 2552 3190 00 000000					TRANS PS OTHER PROF SERV							$75.00
						NUMBER OF INVOICES: 1							**$75.00**
SANGCOCO000	SANGAMON COUNTY COLLECTOR	960.04	0000000000	0524	BNK5	FARM LAND-PROPERTY TAX			B	04/26/2024	05/16/2024	R	$960.04
								23-24					$960.04
	20E301 2542 3900 00 000000					NBHS BLDGS OTHER PURCH SERV.							$960.04
						NUMBER OF INVOICES: 1							**$960.04**
SANGMROE000	SANGAMON-MENARD CO. R O E	29-16-0324	0000000000	0524	BNK5	FINGERPRING/BACKGROUND			B	04/08/2024	05/16/2024	R	$46.00
								23-24					$46.00
	10E000 2311 6400 00 000000					SCH BD DUES & FEES							$46.00
						NUMBER OF INVOICES: 1							**$46.00**
SASED 001	SANGAMON AREA SPECIAL EDUCATION	127599.33	0000000000	0524	BNK5	SASED-FY24-4TH QRTR			B	04/22/2024	05/16/2024	R	$127,599.33
								23-24					$127,599.33
	10E000 4120 6000 00 000000					SPECIAL PROGRAMS TUITION							$127,599.33
						NUMBER OF INVOICES: 1							**$127,599.33**
SASEDLF 000	SASED LUNCH FUND	LUNCH-APRIL 2024	0000000000	0524	BNK5	STUDENT LUNCH PROGRAM			B	05/01/2024	05/16/2024	R	$161.50

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SASEDLF 000	SASED LUNCH FUND	LUNCH-APRIL 2024	******CONTINUED******						
					23-24				$161.50
	10E301 2562 4150 00 000000			NBHS FOOD RAW FOOD					$161.50
				NUMBER OF INVOICES: 1					**$161.50**
SAVVLC 000	SAVVAS LEARNING CO	4027132838	0000000000 0524 BNK5	ENVISION MATH K-5	B	04/24/2024	05/16/2024	A	$17,340.48
					23-24				$17,340.48
	10E652 1113 4200 00 000000			ESSER III SM TEXTBOOKS					$17,340.48
SAVVLC 000	SAVVAS LEARNING CO	7028703210	0000000000 0524 BNK5	VIRTUAL SM INITIAL TRANING	B	04/11/2024	05/16/2024	A	$2,200.00
					23-24				$2,200.00
	10E652 1113 4200 00 000000			ESSER III SM TEXTBOOKS					$2,200.00
SAVVLC 000	SAVVAS LEARNING CO	7028703211	0000000000 0524 BNK5	ENVMATH K/5-PPD	B	04/11/2024	05/16/2024	A	$2,200.00
					23-24				$2,200.00
	10E652 1113 4200 00 000000			ESSER III SM TEXTBOOKS					$2,200.00
SAVVLC 000	SAVVAS LEARNING CO	7028703805	0000000000 0524 BNK5	HS MATH TEXTBOOKS	B	04/13/2024	05/16/2024	A	$33,000.00
					23-24				$33,000.00
	10E652 1117 4200 00 000000			ESSER III SM TEXTBOOKS					$33,000.00
SAVVLC 000	SAVVAS LEARNING CO	7028704647	0000000000 0524 BNK5	MATH SCREENER AND DIAGNOSTIC	B	04/15/2024	05/16/2024	A	$33,345.00
					23-24				$33,345.00
	10E652 1113 4200 00 000000			ESSER III SM TEXTBOOKS					$33,345.00
SAVVLC 000	SAVVAS LEARNING CO	7028704648	0000000000 0524 BNK5	ENVISION MATH K-5	B	04/15/2024	05/16/2024	A	$98,010.00
					23-24				$98,010.00
	10E652 1113 4200 00 000000			ESSER III SM TEXTBOOKS					$98,010.00
				NUMBER OF INVOICES: 6					**$186,095.48**
SCHWADAV000	SCHWARTZ, DAVE	90.00	0000000000 50 BNK2	VARISTY BASEBALL-4/16/24	H	04/16/2024	05/31/2024	S	$90.00
					23-24		105196		$90.00

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SCHWADAV000	SCHWARTZ, DAVE	90.00	******CONTINUED******						
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH						$90.00
SCHWADAV000	SCHWARTZ, DAVE	90.00	0000000000 041924 BNK2 VARISTY BASEBALL-4/16/24	H		04/16/2024	04/19/2024	V	$90.00
				23-24			105196		$90.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH						$90.00
			NUMBER OF INVOICES: 2						**$0.00**
SENIC 001	SENTINEL INSECT CONTROL	329170	0000000000 0524 BNK5 JH/HS BLDG-PEST CONTROL	B		05/01/2024	05/16/2024	R	$76.00
				23-24					$76.00
	20E301 2542 3210 00 000000		NBHS CARE/UPKEEP SANITATION						$76.00
SENIC 001	SENTINEL INSECT CONTROL	329171	0000000000 0524 BNK5 ELEM BLDG-PEST CONTROL	B		05/01/2024	05/16/2024	R	$46.00
				23-24					$46.00
	20E103 2542 3210 00 000000		NBE CARE/UPKEEP SANITATION						$46.00
			NUMBER OF INVOICES: 2						**$122.00**
SHERRMAR000	SHERROD, MARCUS	90.00	0000000000 50 BNK2 GIRLS VARSITY SOFTBALL-4/16/24	H		04/16/2024	05/31/2024	S	$90.00
				23-24			105197		$90.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH						$90.00
SHERRMAR000	SHERROD, MARCUS	90.00	0000000000 50 BNK2 GILRS VARSITY SOFTBALL-4/25/24	H		04/25/2024	05/31/2024	S	$90.00
				23-24			105214		$90.00
	10E000 1500 3190 00 000000		INTERSC PGRM OTHER PRO & TECH						$90.00
			NUMBER OF INVOICES: 2						**$180.00**
SITEOLS 000	SITEONE LANDSCAPE SUPPLY, LLC	140362726-001	0000000000 0524 BNK5 PRO TEAM MATES PLUS SEED	B		04/18/2024	05/16/2024	R	$136.75
				23-24					$136.75
	20E301 2542 4100 00 000000		NBHS BLDG SM GEN SUPPLIES						$136.75

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						NUMBER OF INVOICES: 1						**$136.75**
SKYUG 000	SKYWARD USER'S GROUP, NFP	350.00	0000000000	0524	BNK5	USER GROUP ANNUAL DUES		B	04/12/2024	05/16/2024	R	$350.00
							23-24					$350.00
	10E000 2520 3900 00 000000				FS	OTHER PURCH. SERVICES						$350.00
						NUMBER OF INVOICES: 1						**$350.00**
SOUCP 001	SOUTH COUNTY PUBLICATIONS, LTD	55.00	0000000000	0524	BNK5	RENEWAL-ELEMENTARY NEW BERLIN BEE		B	05/02/2024	05/16/2024	A	$55.00
							23-24					$55.00
	10E103 2410 3900 00 000000											$55.00
SOUCP 001	SOUTH COUNTY PUBLICATIONS, LTD	55.00-	0000000000	0524	BNK5	RENEWAL DIST OFFICE NEW BERLIN BEE		B	05/02/2024	05/16/2024	A	$55.00
							23-24					$55.00
	10E000 2311 3900 00 000000				SCH BD	OTHER PURCH. SERVICES						$55.00
						NUMBER OF INVOICES: 2						**$110.00**
SOUTHEAS001	SOUTHEAST HIGH SCHOOL	275.00	7002024018	50	BNK2	ENTRY FEE FOR HICKMAN INVITE	P	H	04/16/2024	05/31/2024	S	$275.00
							23-24			105198		$275.00
	100	LUCAS-ATHLETIC FEES/TOURNEY FEES/IESA DUES/SCHOLASTIC BOWL/CHEERLEADING FEES						1.00				$275.00
	10E000 1500 6400 00 000000					INTERSC PRGM DUES AND FEES						$275.00
						NUMBER OF INVOICES: 1						**$275.00**
SUTTOBEN000	SUTTON, BEN	26.35	0000000000	50	BNK2	STUDENT LUNCH BALANCE REFUND		DH	03/31/2029	03/31/2029	R	$26.35
							20-21					$26.35
	10R000 1600 0000 00 000000				FS	PRE-PAID MEALS						$26.35
SUTTOBEN000	SUTTON, BEN	26.35	0000000000	50	BNK2	STUDENT LUNCH BALANCE REFUND		VH	03/31/2029	03/31/2029	R	$26.35
							20-21					$26.35

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SUTTOBEN000	SUTTON, BEN	26.35	******CONTINUED******								
	10R000 1600 0000 00 000000			FS PRE-PAID MEALS							$26.35
					NUMBER OF INVOICES: 2						**$0.00**
T-MOBILE000	T-MOBILE	990259433-APRIL	0000000000	0524 BNK5	TRANS-TABLETS 3/21/24-4/20/24		B 23-24	05/01/2024	05/16/2024 94330524	W	$278.80 $278.80
	40E000 2552 3400 00 000000			TRANSP VS COMMUNICATION							$278.80
					NUMBER OF INVOICES: 1						**$278.80**
TEXAS LI000	TEXAS LIFE INSURANCE CO.	20240501ADAFA3	0000000000	P9 BNK5	Payroll accrual		B 23-24	05/01/2024	05/01/2024 202300455	W	$344.87 $344.87
	10L000 4581 0000 00 000000			AM FIDELITY SUPPLEMENTAL W/H							$315.66
	40L000 4581 0000 00 000000										$29.21
					NUMBER OF INVOICES: 1						**$344.87**
THIS 001	THIS	20240501ADT88EE	0000000000	T1 BNK5	Payroll accrual		O 23-24	05/01/2024	05/01/2024 202300448	W	$1,673.83 $1,673.83
	10L000 4511 0000 00 000000										$1,673.83
THIS 001	THIS	20240501ADT88SB	0000000000	T1 BNK5	Payroll accrual		O 23-24	05/01/2024	05/01/2024 202300448	W	$20.52 $20.52
	10L000 4511 0000 00 000000										$20.52
THIS 001	THIS	20240501ADT88SS	0000000000	T1 BNK5	Payroll accrual		O 23-24	05/01/2024	05/01/2024 202300448	W	$66.22 $66.22
	10L000 4511 0000 00 000000										$66.22
THIS 001	THIS	20240501ADT88TA	0000000000	T1 BNK5	Payroll accrual		O 23-24	05/01/2024	05/01/2024 202300448	W	$70.69 $70.69
	10L000 4511 0000 00 000000										$70.69

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THIS	001	THIS	20240501ADT92SU	0000000000	T1	BNK5	Payroll accrual		O	05/01/2024	05/01/2024	W	$146.92
								23-24			202300448		$146.92
		10L000 4511 0000 00 000000											$146.92
THIS	001	THIS	20240501AFT66EE	0000000000	T1	BNK5	Payroll accrual		O	05/01/2024	05/01/2024	W	$1,244.89
								23-24			202300448		$1,244.89
		10L000 4510 0000 00 000000											$1,244.89
THIS	001	THIS	20240501AFT66SB	0000000000	T1	BNK5	Payroll accrual		O	05/01/2024	05/01/2024	W	$15.28
								23-24			202300448		$15.28
		10L000 4510 0000 00 000000											$15.28
THIS	001	THIS	20240501AFT66SS	0000000000	T1	BNK5	Payroll accrual		O	05/01/2024	05/01/2024	W	$49.29
								23-24			202300448		$49.29
		10L000 4510 0000 00 000000											$49.29
THIS	001	THIS	20240501AFT66TA	0000000000	T1	BNK5	Payroll accrual		O	05/01/2024	05/01/2024	W	$51.46
								23-24			202300448		$51.46
		10L000 4510 0000 00 000000											$51.46
THIS	001	THIS	20240501AFT69SU	0000000000	T1	BNK5	Payroll accrual		O	05/01/2024	05/01/2024	W	$109.38
								23-24			202300448		$109.38
		10L000 4510 0000 00 000000											$109.38
							NUMBER OF INVOICES: 10						**$3,448.48**
TRS	001	TRS STATE OF ILLINOIS	20240501ADT94SB	0000000000	T1	BNK5	Payroll accrual		O	05/01/2024	05/01/2024	W	$205.20
								23-24			202300449		$205.20
		10L000 4510 0000 00 000000											$205.20
TRS	001	TRS STATE OF ILLINOIS	20240501AFT58EE	0000000000	T1	BNK5	Payroll accrual		O	05/01/2024	05/01/2024	W	$1,078.79
								23-24			202300449		$1,078.79
		10L000 4510 0000 00 000000											$1,078.79

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TRS 001	TRS STATE OF ILLINOIS	20240501AFT58SB	0000000000	T1	BNK5 Payroll accrual	O	05/01/2024	05/01/2024	W	$13.22
						23-24		202300449		$13.22
	10L000 4510 0000 00 000000									$13.22
TRS 001	TRS STATE OF ILLINOIS	20240501AFT58SS	0000000000	T1	BNK5 Payroll accrual	O	05/01/2024	05/01/2024	W	$42.67
						23-24		202300449		$42.67
	10L000 4510 0000 00 000000									$42.67
TRS 001	TRS STATE OF ILLINOIS	20240501AFT58SU	0000000000	T1	BNK5 Payroll accrual	O	05/01/2024	05/01/2024	W	$94.69
						23-24		202300449		$94.69
	10L000 4510 0000 00 000000									$94.69
TRS 001	TRS STATE OF ILLINOIS	20240501AFT58TA	0000000000	T1	BNK5 Payroll accrual	O	05/01/2024	05/01/2024	W	$45.56
						23-24		202300449		$45.56
	10L000 4510 0000 00 000000									$45.56
TRS 001	TRS STATE OF ILLINOIS	20240501AFT94EE	0000000000	T1	BNK5 Payroll accrual	O	05/01/2024	05/01/2024	W	$16,723.61
						23-24		202300449		$16,723.61
	10L000 4510 0000 00 000000									$16,723.61
TRS 001	TRS STATE OF ILLINOIS	20240501AFT94SS	0000000000	T1	BNK5 Payroll accrual	O	05/01/2024	05/01/2024	W	$662.15
						23-24		202300449		$662.15
	10L000 4510 0000 00 000000									$662.15
TRS 001	TRS STATE OF ILLINOIS	20240501AFT94SU	0000000000	T1	BNK5 Payroll accrual	O	05/01/2024	05/01/2024	W	$1,469.28
						23-24		202300449		$1,469.28
	10L000 4510 0000 00 000000									$1,469.28
TRS 001	TRS STATE OF ILLINOIS	20240501AFT94TA	0000000000	T1	BNK5 Payroll accrual	O	05/01/2024	05/01/2024	W	$706.87
						23-24		202300449		$706.87
	10L000 4510 0000 00 000000									$706.87
TRS 001	TRS STATE OF ILLINOIS	20240501AFTFED	0000000000	T1	BNK5 Payroll accrual	O	05/01/2024	05/01/2024	W	$131.45
						23-24		202300449		$131.45

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / ADJUSTMENT DESCRIPTION / 1099	DESCRIPTION	LQ / FY / LQ	S / ADJ AMT / QTY	INV DATE	DUE DATE	C / CHECK NBR	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
TRS 001	TRS STATE OF ILLINOIS	20240501AFTFED	******CONTINUED******									
	10L000 4510 0000 00 000000											$131.45
						NUMBER OF INVOICES: 11						**$21,173.49**
TRSSP 000	TRS STATE OF ILLINOIS	20240501ADSSP%	0000000000	P1	BNK5	Payroll accrual	H		05/01/2024	05/01/2024	W	$281.98
							23-24			202300450		$281.98
	10L000 4590 0000 00 000000											$281.98
TRSSP 000	TRS STATE OF ILLINOIS	20240501ADSSPA	0000000000	P1	BNK5	Payroll accrual	H		05/01/2024	05/01/2024	W	$650.00
							23-24			202300450		$650.00
	10L000 4590 0000 00 000000											$650.00
						NUMBER OF INVOICES: 2						**$931.98**
TRUCI 001	TRUCK CENTERS, INC.	F120347635:01	0000000000	0524	BNK5	TRANS-FILTERS	B		05/06/2024	05/16/2024	R	$257.76
							23-24					$257.76
	40E000 2552 4180 00 000000			TRANSP VS SHOP SUPPLIES								$257.76
						NUMBER OF INVOICES: 1						**$257.76**
TRUG 001	TRUGREEN CHEMLAWN # 2751	190183702	0000000000	0524	BNK5	JH/HS BLDG-FOOTBALL FIELD	B		04/10/2024	05/16/2024	W	$1,092.00
							23-24			4938307		$1,092.00
	20E301 2542 3230 00 000000			NBHS CARE/UPKEEP REPAIR/MAINT.								$1,092.00
TRUG 001	TRUGREEN CHEMLAWN # 2751	190183840	0000000000	0524	BNK5	JH/HS BLDG-SOFTBALL FIELD	B		04/10/2024	05/16/2024	W	$150.00
							23-24			4938307		$150.00
	20E301 2542 3230 00 000000			NBHS CARE/UPKEEP REPAIR/MAINT.								$150.00
						NUMBER OF INVOICES: 2						**$1,242.00**
UMB BANK000	UMB BANK NA	225600.00	0000000000	0524	BNK5	CUSD#16 SANG & MORGAN CONTY	B		04/02/2024	05/16/2024	R	$225,600.00
							23-24					$225,600.00
	30E000 5220 6200 00 000000			GO BOND INTEREST								$225,600.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
UMB BANK000	UMB BANK NA	435725.00	0000000000	043024	BNK5	CUSD#16 SANG & MORGAN		H		10/02/2023	04/30/2024	V	$435,725.00
								23-24			60571		$435,725.00
	30E000 5220 6200 00 000000			GO BOND INTEREST									$230,725.00
	30E000 5300 6100 00 000000												$205,000.00
UMB BANK000	UMB BANK NA	435725.00	0000000000	043024	BNK5	CUSD#16 SANG & MORGAN		H		10/02/2023	04/30/2024	R	$435,725.00
								23-24			60571		$435,725.00
	30E000 5220 6200 00 000000			GO BOND INTEREST									$230,725.00
	30E000 5320 6100 00 000000			GO BOND PRINCIPAL									$205,000.00
						NUMBER OF INVOICES: 3							**$225,600.00**
US BANK 005	US BANK EQUIPMENT FINANCE	527923197	0000000000	0524	BNK5	TRANS-COPIER LEASE		B		05/20/2024	05/16/2024	R	$85.39
								23-24					$85.39
	40E000 2552 3250 00 000000			TRANS PS RENTALS									$85.39
						NUMBER OF INVOICES: 1							**$85.39**
VILAYTRO000	VILAYHONG, TROY	170.00	0000000000	50	BNK2	VARSITY BASEBALL-3/30/24		H		03/30/2024	04/30/2024	S	$170.00
								23-24			105168		$170.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		NONEM							$170.00
VILAYTRO000	VILAYHONG, TROY	80.00	0000000000	50	BNK2	BOYS JV BASEBALL-4/12/24		H		04/12/2024	04/30/2024	S	$80.00
								23-24			105182		$80.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		NONEM							$80.00
VILAYTRO000	VILAYHONG, TROY	80.00	0000000000	50	BNK2	BOYS JV BASEBALL-5/8/24		H		05/08/2024	05/31/2024	S	$80.00
								23-24			105234		$80.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		NONEM							$80.00
VILAYTRO000	VILAYHONG, TROY	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL 4/9/24		H		04/09/2024	04/30/2024	S	$90.00
								23-24			105183		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		NONEM							$90.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
VILAYTRO000	VILAYHONG, TROY	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL 4/11/24		H		04/11/2024	05/31/2024	R	$90.00
								23-24			105186		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH			NONEM						$90.00
VILAYTRO000	VILAYHONG, TROY	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL 4/19/24		H		04/19/2024	05/31/2024	S	$90.00
								23-24			105201		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH			NONEM						$90.00
VILAYTRO000	VILAYHONG, TROY	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL 5/2/24		H		05/02/2024	05/31/2024	R	$90.00
								23-24			105224		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH			NONEM						$90.00
VILAYTRO000	VILAYHONG, TROY	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL 5/7/24		H		05/07/2024	05/31/2024	S	$90.00
								23-24			105235		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH			NONEM						$90.00
VILAYTRO000	VILAYHONG, TROY	90.00-	0000000000	50	BNK2	BOYS VARSITY BASEBALL 4/22/24		H		04/22/2024	05/31/2024	S	$90.00
								23-24			105202		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH			NONEM						$90.00
						NUMBER OF INVOICES: 9							**$870.00**
WATTS CO000	WATTS COPY SYSTEMS INC.	1309284	0000000000	0524	BNK5	STAPLES		B		04/16/2024	05/16/2024	A	$228.00
								23-24					$228.00
	10E000 2321 4100 00 000000			SUPINT. OFFICE GEN SUPP									$114.00
	10E103 2410 4100 00 000000			NBE PRINCIPAL GEN SUPPLIES									$114.00
WATTS CO000	WATTS COPY SYSTEMS INC.	1314013	0000000000	0524	BNK5	COPIER USAGE		B		05/03/2024	05/16/2024	A	$1,141.54
								23-24					$1,141.54
	10E000 2321 3250 00 000000			SUPINT. OFFICE RENTALS									$28.39
	10E000 2520 3250 00 000000			FS RENTALS									$28.39

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / ADJUSTMENT DESCRIPTION / 1099	DESCRIPTION	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
WATTS CO000	WATTS COPY SYSTEMS INC.	1314013	******CONTINUED******									
	10E103 1113 3250 00 000000			NBE RENTALS								$430.92
	10E103 2410 3250 00 000000			NBE PRINCIPAL RENTALS								$136.75
	10E202 1115 3250 00 000000			NBJH RENTALS								$97.80
	10E202 2410 3250 00 000000			NBJH PRINCIPAL RENTALS								$84.85
	10E301 1117 3250 00 000000			NBHS RENTALS								$102.96
	10E305 2410 3250 00 000000			NBHS PRINCIPAL RENTALS								$231.48
						NUMBER OF INVOICES: 2						**$1,369.54**
WAVAS 000	WAVERLY AUTO SUPPLY	33383	0000000000	0524	BNK5	TRANS-CAPSULE	B		04/24/2024	05/16/2024	R	$27.66
							23-24					$27.66
	40E000 2552 4190 00 000000			TRANSP VS PARTS SUPPLIES								$27.66
						NUMBER OF INVOICES: 1						**$27.66**
WILEYMIC000	WILEY, MICHAEL	90.00	0000000000	50	BNK2	BOYS VARSITY BASEBALL-3/21/24	H		03/20/2024	04/30/2024	R	$90.00
							23-24			105162		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH	NONEM							$90.00
						NUMBER OF INVOICES: 1						**$90.00**
WYCOFKIR000	WYCOFF, KIRK	90.00	0000000000	50	BNK2	VARSITY BASEBALL-4/25/24	H		04/25/2024	05/31/2024	S	$90.00
							23-24			105215		$90.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH								$90.00
						NUMBER OF INVOICES: 1						**$90.00**
ZEPMC 000	ZEP MANUFACTURING CO	9009681598	0000000000	0524	BNK5	ZEP POLY-SHIELD	B		04/15/2024	05/16/2024	R	$934.44
							23-24					$934.44
	20E103 2542 4100 00 000000			NBE CARE/UPKEEP GEN SUPPLIES								$934.44

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD / REF / CATALOG / ACCOUNT NUMBER(S)	INVOICE # / DISCOUNT DESCRIPTION / DESCRIPTION	PO NUMBER / QUICK KEY	BATCH / DISC AMT / ACCOUNT LEVEL DESCRIPTION	BANK / DESCRIPTION / ADJUSTMENT DESCRIPTION / 1099	LQ / FY / LQ	S	INV DATE / ADJ AMT / QTY	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT / LINE AMOUNT / ACCT AMOUNT
ZEPMC 000	ZEP MANUFACTURING CO	9009681691	0000000000	0524	BNK5 JH/HS BLDG-ZEP POLY-SHIELD		B	04/15/2024	05/16/2024	R	$521.21
						23-24					$521.21
	20E301 2542 4100 00 000000			NBHS BLDG SM GEN SUPPLIES							$521.21

NUMBER OF INVOICES: 2 $1,455.65

TOTAL NUMBER OF BATCH INVOICES:	**368**	**$1,865,065.85**
TOTAL NUMBER OF OPEN INVOICES:	**24**	**$24,841.97**
TOTAL NUMBER OF HISTORY INVOICES:	**133**	**$80,661.48**
	102 ACH CHECK INVOICES	$1,390,029.99
	130 COMPUTER CHECK INVOICES	$856,771.86
	22 VOID CHECK INVOICES	$-485,498.54
	271 WIRE TRAN CHECK INVOICES	$209,265.99
TOTAL INVOICES:	**525**	**$1,970,569.30**

BANK TOTALS:	BANK	BANK ACCOUNT #	INVOICE AMOUNT	NET AMOUNT
	BNK2	**A000 1050 0000 00 000000	$9,226.43	$9,226.43
	BNK5	**A000 1010 0000 00 000000	$1,961,342.87	$1,961,342.87

LIQUIDATION STATUS (LQ) CODE LEGEND:

L = LIQUIDATION PENDING C = CLOSED PO/NOT RECEIVING

P = PARTIAL LIQUIDATION F = FULL LIQUIDATION

BLANK = NO LIQUIDATION

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

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

Account	Description	Jul. 1, 2023 Beginning Balance	Posted SBAA Receipts	Posted SBAA Disbursements	Apr. 30, 2024 Ending Balance
95L103 8101 0000 00 000000	NBE GENERAL FND/NONCATE/NBE GENERAL FUND	-6,996.90	-11,458.87	8,045.11	-10,410.66
95L103 8102 0000 00 000000	NBE CONSUMBABLE/NONCATE/NBE CONSUMABLES	-120.62	0.00	0.00	-120.62
95L103 8103 0000 00 000000	NBE SHOE DONAT/NONCATE/NBE SHOE DONATION	46.80	0.00	0.00	46.80
95L103 8104 0000 00 000000	NBE MKT DAY K-5/NONCATE/NBE MARKET DAY K-5	0.00	0.00	0.00	0.00
95L103 8105 0000 00 000000	NBE OFFICE/NONCATE/NBE OFFICE	-747.51	0.00	0.00	-747.51
95L103 8106 0000 00 000000	NBE MKT DAY LIB/NONCATE/NBE MARKET DAY LIBRARY	0.00	0.00	0.00	0.00
95L103 8107 0000 00 000000	NBE YEARKBOOK/NONCATE/NBE YEARBOOK	-1,203.22	-47.00	0.00	-1,250.22
95L103 8108 0000 00 000000	NBE SANG AUDITO/NONCATE/NBE SANGAMON AUDITORIUM	-6.00	0.00	0.00	-6.00
95L103 8109 0000 00 000000	NBE PEPSI/NONCATE/NBE PEPSI	-453.00	-130.36	0.00	-583.36
95L103 8110 0000 00 000000	NBE FUND & GRNT/NONCATE/NBE FALL FUNDRAISER	-10,416.16	0.00	59.78	-10,356.38
95L103 8111 0000 00 000000	NBE LOST LIB BK/NONCATE/NBE GENERAL LIBRARY	-100.59	-245.00	492.07	146.48
95L103 8112 0000 00 000000	NBE AUTHOR VIST/NONCATE/NBE AUTHOR VISIT FUND	-738.07	0.00	0.00	-738.07
95L103 8113 0000 00 000000	NBE PBIS REW/BT/NONCATE/NBE PBIS REWARDS / BOX TO	-3,571.06	-1,619.27	3,119.36	-2,070.97
95L103 8114 0000 00 000000	NBE TEACH GRANT/NONCATE/NBE TEACHERS GRANT	0.00	-150.00	0.00	-150.00
95L103 8115 0000 00 000000	NBE BEHAV SUPPS/NONCATE/NBE STAFF BEHAVOIR SUPPLI	538.00	0.00	0.00	538.00
95L103 8116 0000 00 000000	NBE NURSE'S DON/NONCATE/NBE NURSE'S DONATION	-34.33	0.00	0.00	-34.33
95L103 8117 0000 00 000000	NBE SCHOOL INT/NONCATE/NBE WHOLD SCHOOL INT	-1,437.04	0.00	0.00	-1,437.04
95L103 8119 0000 00 000000	NBE MENTORING/NONCATE/NBE MENTORING	-336.41	0.00	0.00	-336.41
95L103 8120 0000 00 000000	NBE ART FUND/NONCATE/NBE ART FUND	-175.00	0.00	0.00	-175.00
95L103 8121 0000 00 000000	ART DONATION/NONCATE/NBE OFFICE	-4,046.66	0.00	0.00	-4,046.66
95L103 8122 0000 00 000000	DO SOCIAL FUND/NONCATE/NBE D.O. SOCIAL FUND	-40.00	0.00	0.00	-40.00
95L103 8123 0000 00 000000	K-GRADUATION/NONCATE/K-GRADUATION	0.00	-2,071.66	65.00	-2,006.66
95L103 8124 0000 00 000000	SOCIAL WORK/NONCATE/SOCIAL WORK/STUDENT SUPPORT	0.00	-100.00	0.00	-100.00
95L103 8125 0000 00 000000	NONCATE/LIBRARY BIRTHDAY BOOK CLUB	0.00	-225.00	0.00	-225.00
95L103 8126 0000 00 000000	NONCATE/LIBRARY FINES	0.00	-107.40	0.00	-107.40
	Total Liability Accounts:	-29,837.77	-16,154.56	11,781.32	-34,211.01
	Total Liability Accounts:	-29,837.77	-16,154.56	11,781.32	-34,211.01
	Grand Total:	-29,837.77	-16,154.56	11,781.32	-34,211.01

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		9,694.91CR	
04/04/2024	Receipt	649	VARIOUS PAYORS	JAKE SURRATT-3RD GRADE FIELD TRIP	295.00CR	9,989.91CR	L 8101 0000 00 000000
04/25/2024	Receipt	656	VARIOUS PAYORS	2ND CISCO AND DAVIS FIELD TRIP	196.05CR	10,185.96CR	L 8101 0000 00 000000
04/30/2024	Receipt	657	NBE SOCIAL FUND	STAFF PIZZA SIP DAY 4-26-24	170.20CR	10,356.16CR	L 8101 0000 00 000000
04/30/2024	Receipt	658	VARIOUS PAYORS	K FIELD TRIP ZOO	54.50CR	10,410.66CR	L 8101 0000 00 000000
				Ending balance		10,410.66CR	

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		46.80	
				Ending balance		46.80	

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

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

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

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

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,250.22CR	
				Ending balance		1,250.22CR	

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		534.19CR	
04/16/2024	Receipt	654	SPRINGFIELD PEPSI COLA	PEPSI SALES IN LOUNGE	49.17CR	583.36CR	L 8109 0000 00 000000
				Ending balance		583.36CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		10,356.38CR	
				Ending balance		10,356.38CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		146.48	
04/15/2024	Receipt	653	VARIOUS PAYORS	AUTHOR VISIT BOOK-	170.00CR	23.52CR	L 8111 0000 00 000000
04/16/2024	Check	200529	KLICKNA CINDA	OUT OF THE BEAKS OF BIRDS:	170.00	146.48	L 8111 0000 00 000000
				Ending balance		146.48	

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,406.77CR	
04/03/2024	Receipt	648	MARR ANGELA M.	REFUN FOR TAX CHARGED	1.00CR	2,407.77CR	L 8113 0000 00 000000
04/11/2024	Check	200527	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-FIVE BELOW	378.20	2,029.57CR	L 8113 0000 00 000000
04/24/2024	Receipt	655	BOX TOPS FOR ED	BOX TOPS	41.40CR	2,070.97CR	L 8113 0000 00 000000
				Ending balance		2,070.97CR	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,046.66CR	
				Ending balance		4,046.66CR	

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,891.66CR	
04/01/2024	Receipt	647	VARIOUS PAYORS	KINDERGARTEN GRAD-HEIDBREDER	55.00CR	1,946.66CR	L 8123 0000 00 000000
04/04/2024	Receipt	650	VARIOUS PAYORS	DONATION-K-GRADUATION-SHEPPARD	100.00CR	2,046.66CR	L 8123 0000 00 000000
04/05/2024	Receipt	651	VARIOUS PAYORS	NSF-ON THE MOVE PROMOTIONS	50.00	1,996.66CR	L 8123 0000 00 000000
04/09/2024	Receipt	652	VARIOUS PAYORS	DONATION FOR K GARD-UCB	75.00CR	2,071.66CR	L 8123 0000 00 000000
04/11/2024	Check	200528	YARKO-LAZZERI ROSE M.	COOKIES FOR K-GRADUATION	65.00	2,006.66CR	L 8123 0000 00 000000
				Ending balance		2,006.66CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		100.00CR	
				Ending balance		100.00CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		225.00CR	
				Ending balance		225.00CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		107.40CR	
				Ending balance		107.40CR	

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

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

Account	Description	Jul. 1, 2023 Beginning Balance	Posted SBAA Receipts	Posted SBAA Disbursements	Apr. 30, 2024 Ending Balance
95L400 9101 0000 00 000000	JH GENERAL FUND/NONCATE/JH FUND	-816.49	-2,505.25	2,707.69	-614.05
95L400 9102 0000 00 000000	JH CHEER/NONCATE/JH CHEERLEADING	-4,867.11	-17,751.28	17,964.65	-4,653.74
95L400 9103 0000 00 000000	JH STUD COUNCIL/NONCATE/JH STUDENT COUNCIL	-10,440.78	-16,361.00	15,246.56	-11,555.22
95L400 9104 0000 00 000000	JH BOYS BASK/NONCATE/JH BOYS BASKETBALL	-7,547.77	-4,449.25	9,101.35	-2,895.67
95L400 9105 0000 00 000000	JH GIRLS BASKET/NONCATE/JH GIRLS BASKETBALL	-2,106.15	-4,314.00	3,501.59	-2,918.56
95L400 9106 0000 00 000000	JH VOLLEYBALL/NONCATE/JH VOLLEYBALL	-4,214.84	-17,127.71	13,554.40	-7,788.15
95L400 9108 0000 00 000000	JH YEARBOOK/NONCATE/JH YEARBOOK	-4,441.59	0.00	0.00	-4,441.59
95L400 9110 0000 00 000000	JH SOFTBALL/NONCATE/JH SOFTBALL	-7,915.20	-11,549.00	15,577.51	-3,886.69
95L400 9114 0000 00 000000	JH TRACK/NONCATE/JH TRACK	-5,685.36	-875.50	397.64	-6,163.22
95L400 9115 0000 00 000000	JH BOX TOPS/NONCATE/JH BOX TOPS	0.00	0.00	0.00	0.00
95L400 9116 0000 00 000000	JH BOYS BASE/NONCATE/JH BOYS BASEBALL	-2,686.44	-3,475.00	4,353.83	-1,807.61
95L400 9119 0000 00 000000	6TH GRADE FUNDR/NONCATE/6TH GRADE FUNDRAISING	0.00	0.00	0.00	0.00
95L400 9120 0000 00 000000	6TH BOYS BASKET/NONCATE/6TH BOYS BASKETBALL	-1,146.07	0.00	0.00	-1,146.07
95L400 9121 0000 00 000000	JH SCHOL BOWL/NONCATE/JH SCHOLASTIC BOWL	-140.89	-222.00	216.70	-146.19
95L400 9122 0000 00 000000	JH SCIENCE CLUB/NONCATE/JH SCIENCE CLUB	0.00	0.00	0.00	0.00
95L400 9123 0000 00 000000	JH PE/NONCATE/JH PE	-522.20	-45.00	0.00	-567.20
95L400 9124 0000 00 000000	JH FLOWER FUND/NONCATE/JH FLOWER FUND	33.33	0.00	0.00	33.33
95L400 9125 0000 00 000000	JH PBIS FUND/NONCATE/JH PBIS FUND	-339.05	-1,665.00	0.00	-2,004.05
95L400 9201 0000 00 000000	HS YEARBOOK/NONCATE/HS YEARBOOK	-7,984.34	-120.00	6,154.92	-1,949.42
95L400 9202 0000 00 000000	HS ART FUND/NONCATE/HS ART FUND	-377.54	-345.00	84.28	-638.26
95L400 9203 0000 00 000000	HS BAND/NONCATE/HS BAND	-2,797.62	-1,359.50	3,341.13	-815.99
95L400 9204 0000 00 000000	HS BRICK FUND/NONCATE/HS BRICK FUND	0.00	0.00	0.00	0.00
95L400 9205 0000 00 000000	HS FLOWER/NONCATE/HS FLOWER	-69.11	0.00	0.00	-69.11
95L400 9206 0000 00 000000	HS CLASS 2001/NONCATE/HS CLASS OF 2001	0.00	0.00	0.00	0.00
95L400 9207 0000 00 000000	HS PEP CLUB/NONCATE/HS PEP CLUB	0.00	0.00	0.00	0.00
95L400 9208 0000 00 000000	HS SPANISH/NONCATE/HS SPANISH CLUB	-1,211.58	-1,051.00	1,340.28	-922.30
95L400 9210 0000 00 000000	HS CLASS 1999/NONCATE/HS CLASS OF 1999	0.00	0.00	0.00	0.00
95L400 9211 0000 00 000000	HS CLASS 2000/NONCATE/HS CLASS OF 2000	0.00	0.00	0.00	0.00
95L400 9212 0000 00 000000	HS CLASS 2002/NONCATE/HS CLASS OF 2002	40.00	0.00	0.00	40.00
95L400 9213 0000 00 000000	HS CLASS 2003/NONCATE/HS CLASS OF 2003	292.12	0.00	0.00	292.12
95L400 9214 0000 00 000000	HS JOINT CONC/NONCATE/HS JOINT CONCESSION	16.31	0.00	0.00	16.31
95L400 9215 0000 00 000000	HS DRAMA CLUB/NONCATE/HS DRAMA CLUB	-1,724.01	0.00	0.00	-1,724.01
95L400 9216 0000 00 000000	HS FFA/NONCATE/HS FFA	-4,452.26	-16,644.73	17,305.72	-3,791.27
95L400 9217 0000 00 000000	HS HOMECOMING/NONCATE/HS HOMECOMING	-5,358.07	-1,841.00	1,892.51	-5,306.56
95L400 9218 0000 00 000000	HS FCCLA/NONCATE/HS FCCLA	-2,750.49	-3,680.16	3,707.05	-2,723.60
95L400 9219 0000 00 000000	HS CHARACT SCH/NONCATE/HS CHARACTER SCHOLARSHIP	0.00	0.00	0.00	0.00
95L400 9220 0000 00 000000	HS PE/NONCATE/HS PE	524.41	0.00	0.00	524.41
95L400 9223 0000 00 000000	HS BASEBALL/NONCATE/HS BASEBALL	-438.19	-11,115.00	8,130.50	-3,422.69

Account	Description	Jul. 1, 2023 Beginning Balance	Posted SBAA Receipts	Posted SBAA Disbursements	Apr. 30, 2024 Ending Balance
95L400 9224 0000 00 000000	HS STUDENT COUN/NONCATE/HS STUDENT COUNCIL	-2,149.74	0.00	713.68	-1,436.06
95L400 9226 0000 00 000000	HS BOYS BASKETB/NONCATE/HS BOYS BASKETBALL	-29,730.47	-39,639.21	26,315.29	-43,054.39
95L400 9227 0000 00 000000	HS FB CHEERLEAD/NONCATE/HS FOOTBALL CHEERLEADING	375.00	-4,835.00	4,460.00	0.00
95L400 9228 0000 00 000000	HS BB CHEERLEAD/NONCATE/HS BASKETBALL CHEERLEADIN	-6,200.53	-31,355.94	36,903.10	-653.37
95L400 9229 0000 00 000000	HS FOOTBALL/NONCATE/HS FOOTBALL	-3,327.40	-33,324.20	27,911.31	-8,740.29
95L400 9230 0000 00 000000	HS BOYS TRACK/NONCATE/HS BOYS TRACK	0.00	0.00	0.00	0.00
95L400 9231 0000 00 000000	HS VOLLEYBALL/NONCATE/HS VOLLEYBALL	-14,372.70	-14,304.39	11,537.80	-17,139.29
95L400 9232 0000 00 000000	HS GENERAL FUND/NONCATE/HS GENERAL FUND	-1,155.37	-2,230.00	329.95	-3,055.42
95L400 9233 0000 00 000000	HS GIRLS SOFTBA/NONCATE/HS SOFTBALL	-8,459.70	-23,985.00	23,461.56	-8,983.14
95L400 9236 0000 00 000000	HS SADD/NONCATE/HS SADD	-2,087.39	-5,956.25	4,497.69	-3,545.95
95L400 9239 0000 00 000000	HS ROESCH TRUST/NONCATE/HS ROESCH TRUST	-120.64	0.00	0.00	-120.64
95L400 9241 0000 00 000000	HS TRACK/NONCATE/HS CO-ED TRACK	-2,606.67	-3,421.00	2,080.27	-3,947.40
95L400 9242 0000 00 000000	HS CHOIR/NONCATE/HS CHOIR	1,868.25	-528.00	198.78	1,539.03
95L400 9246 0000 00 000000	HS KEY CLUB/NONCATE/HS KEY CLUB	-878.74	-345.00	325.00	-898.74
95L400 9249 0000 00 000000	HS SCHOL BOWL/NONCATE/HS SCHOLARSHIP BOWL	-1,843.34	-200.00	156.94	-1,886.40
95L400 9250 0000 00 000000	HS CLASS 2005/NONCATE/HS CLASS OF 2005	-271.88	0.00	0.00	-271.88
95L400 9251 0000 00 000000	HS TECH PREP/NONCATE/HS TECHNICAL PREP	-7.67	0.00	0.00	-7.67
95L400 9252 0000 00 000000	HS CLASS 2006/NONCATE/HS CLASS OF 2006	-259.00	0.00	0.00	-259.00
95L400 9255 0000 00 000000	HS DISCRETION/NONCATE/HS DISCRETIONARY	-219.69	0.00	0.00	-219.69
95L400 9258 0000 00 000000	HS SPORTS COMP/NONCATE/HS SPORTS COMPLEX	0.00	0.00	0.00	0.00
95L400 9260 0000 00 000000	HS CLASS 2009/NONCATE/HS CLASS OF 2009	-442.73	0.00	0.00	-442.73
95L400 9262 0000 00 000000	HS CLASS 2010/NONCATE/HS CLASS OF 2010	-269.91	0.00	0.00	-269.91
95L400 9263 0000 00 000000	HS LIBRARY FUND/NONCATE/HS LIBRARY FUND	-1,169.55	-1,560.00	1,083.02	-1,646.53
95L400 9264 0000 00 000000	HS PRETZL PRIDE/NONCATE/HS PRETZEL PRIDE	-24.21	0.00	0.00	-24.21
95L400 9265 0000 00 000000	HS CLASS 2011/NONCATE/HS CLASS OF 2011	-662.33	0.00	0.00	-662.33
95L400 9266 0000 00 000000	HS CLASS 2012/NONCATE/HS CLASS OF 2012	-768.55	0.00	0.00	-768.55
95L400 9267 0000 00 000000	HS CLASS 2013/NONCATE/HS CLASS OF 2013	-365.43	0.00	0.00	-365.43
95L400 9268 0000 00 000000	HS FLAGS/NONCATE/HS FLAGS	-748.80	0.00	0.00	-748.80
95L400 9269 0000 00 000000	HS CLASS 2014/NONCATE/HS CLASS OF 2014	0.00	0.00	0.00	0.00
95L400 9270 0000 00 000000	HS SAMSUNG GRNT/NONCATE/HS SAMSUNG GRANT	0.00	0.00	0.00	0.00
95L400 9271 0000 00 000000	POST SEASON ATH/NONCATE/POST SEASON ATHLETIC FUND	0.00	-6,671.00	6,671.00	0.00
95L400 9272 0000 00 000000	PRETZEL FESTIVA/NONCATE/PRETZEL FESTIVAL	-2,722.22	0.00	0.00	-2,722.22
95L400 9273 0000 00 000000	HS CLASS 2015/NONCATE/HS CLASS OF 2015	0.00	0.00	0.00	0.00
95L400 9274 0000 00 000000	ATH GENERAL FND/NONCATE/ATHLETICS GENERAL FUND	-27,266.68	-24,023.59	28,291.39	-22,998.88
95L400 9278 0000 00 000000	ACT PREP ACCT/NONCATE/ACT PREP ACCOUNT	-8.58	0.00	0.00	-8.58
95L400 9279 0000 00 000000	HS CLASS 2016/NONCATE/HS CLASS OF 2016	-2,056.10	0.00	0.00	-2,056.10
95L400 9280 0000 00 000000	HS CLASS 2017/NONCATE/HS CLASS OF 2017	-3,144.37	0.00	0.00	-3,144.37
95L400 9281 0000 00 000000	SANGAMON CONF./NONCATE/SANGAMON CONFERENCE ACCOUN	0.00	0.00	0.00	0.00
95L400 9282 0000 00 000000	GREENHOUSE ACCT/NONCATE/GREENHOUSE ACCOUNT	-5,575.54	-3,122.38	2,751.45	-5,946.47

Account	Description	Jul. 1, 2023 Beginning Balance	Posted SBAA Receipts	Posted SBAA Disbursements	Apr. 30, 2024 Ending Balance
95L400 9283 0000 00 000000	HS CLASS 2018/NONCATE/HS CLASS OF 2018	-1,973.29	0.00	0.00	-1,973.29
95L400 9284 0000 00 000000	CREWS SCHOLARSH/NONCATE/DAMIEN CREWS SCHOLARSHIP	-3,176.72	0.00	0.00	-3,176.72
95L400 9285 0000 00 000000	ROYALTIES/NONCATE/ROYALTIES	-1,209.54	0.00	0.00	-1,209.54
95L400 9286 0000 00 000000	HS CLASS 2019/NONCATE/HS CLASS OF 2019	-11.59	0.00	0.00	-11.59
95L400 9287 0000 00 000000	HS WRESTLING/NONCATE/HS WRESTLING	-2,417.04	0.00	0.00	-2,417.04
95L400 9288 0000 00 000000	HS CLASS 2020/NONCATE/CLASS OF 2020	-6,281.53	0.00	0.00	-6,281.53
95L400 9289 0000 00 000000	HS CLASS 2021/NONCATE/HS CLASS OF 2021	1,134.80	0.00	0.00	1,134.80
95L400 9290 0000 00 000000	THORNTON AG SCH/NONCATE/THORNTON AG SCHOLARSHIP A	-982.93	0.00	0.00	-982.93
95L400 9291 0000 00 000000	HS CLASS 2022/NONCATE/HS CLASS OF 2022	-2,609.58	0.00	0.00	-2,609.58
95L400 9292 0000 00 000000	HS CLASS 2023/NONCATE/HS CLASS OF 2023	-5,752.50	0.00	2,405.70	-3,346.80
95L400 9293 0000 00 000000	HS CLASS 2024/NONCATE/HS CLASS OF 2024	-2,587.37	-7,172.07	8,364.90	-1,394.54
95L400 9294 0000 00 000000	CLASS OF 2025/NONCATE/HS CLASS OF 2025	-4,621.00	-9,797.00	6,818.39	-7,599.61
95L400 9295 0000 00 000000	MASCOT FUND/NONCATE/HS-MASCOT FUNDRAISER	-337.75	0.00	0.00	-337.75
95L400 9296 0000 00 000000	HS CLASS 2026/NONCATE/HS CLASS OF 2026	-384.75	-5,570.00	0.00	-5,954.75
95L400 9297 0000 00 000000	HS CLASS 2027/NONCATE/HS CLASS OF 2027	0.00	-350.00	0.00	-350.00
	Total Liability Accounts:	-227,010.45	-334,886.41	319,855.53	-242,041.33
	Total Liability Accounts:	-227,010.45	-334,886.41	319,855.53	-242,041.33
	Grand Total:	-227,010.45	-334,886.41	319,855.53	-242,041.33

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		614.05CR	
04/08/2024	Check	305327	NEW BERLIN CUSD #16	REIMB ELEM FUND FOR JUMP ROPE FOR HEART	1,494.00	879.95	L 9101 0000 00 000000
04/08/2024	Receipt	1860	VARIOUS PAYORS	JUMP ROPE FOR HEART	1,494.00CR	614.05CR	L 9101 0000 00 000000
				Ending balance		614.05CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,653.74CR	
				Ending balance		4,653.74CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		12,698.30CR	
04/05/2024	Check	305326	EPIC ENTERTAINMENT SERV. LLC	DJ FOR APRIL DANCE	500.00	12,198.30CR	L 9103 0000 00 000000
04/11/2024	Check	305334	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-MALIBU JACK	450.00	11,748.30CR	L 9103 0000 00 000000
04/11/2024	Check	305334	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-MALIBU JACK	464.63CR	12,212.93CR	L 9103 0000 00 000000
04/11/2024	Check	305334	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-MALIBU JACK	464.63	11,748.30CR	L 9103 0000 00 000000
04/11/2024	Check	305334	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-AMAZON-WRIST BANDS	15.58	11,732.72CR	L 9103 0000 00 000000
04/11/2024	Check	305334	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-SAM'S	177.50	11,555.22CR	L 9103 0000 00 000000
				Ending balance		11,555.22CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,132.73CR	
04/11/2024	Check	305335	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-HY-VEE	102.41	3,030.32CR	L 9104 0000 00 000000
04/11/2024	Check	305335	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-PAPA JOHNS-PIZZA	134.65	2,895.67CR	L 9104 0000 00 000000
				Ending balance		2,895.67CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,918.56CR	
				Ending balance		2,918.56CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		7,818.02CR	

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

Post Date	Type	Ck/JE/Re#	Vendor/Payor	Description	Amount	Balance	Detail Account
04/02/2024	Receipt	1858	PORTA HIGH SCHOOL	JH VOLLEYBALL ENTRY FEE	200.00CR	8,018.02CR	L 9106 0000 00 000000
04/11/2024	Check	305333	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-PAPA JOHNS	129.87	7,888.15CR	L 9106 0000 00 000000
04/11/2024	Check	305333	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-DG-GIFT CARDS	100.00	7,788.15CR	L 9106 0000 00 000000
				Ending balance		7,788.15CR	

Account: 95L400 9108 0000 00 000000 JH YEARBOOK///NONCATE /JH YEARBOOK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,441.59CR	
				Ending balance		4,441.59CR	

Account: 95L400 9110 0000 00 000000 JH SOFTBALL///NONCATE /JH SOFTBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,886.69CR	
				Ending balance		3,886.69CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		5,287.72CR	
04/15/2024	JE	000004842		TRACK TRIVIA NIGHT	793.00CR	6,080.72CR	L 9114 0000 00 000000
04/16/2024	JE	000004846		TRIVIA NIGHT FUNDRAISER	65.00CR	6,145.72CR	L 9114 0000 00 000000
04/17/2024	JE	000004849		TRIVIA NIGHT	17.50CR	6,163.22CR	L 9114 0000 00 000000
				Ending balance		6,163.22CR	

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,563.30CR	
04/02/2024	Check	305323	GRAPHIC EDGE	CAPS	755.69	1,807.61CR	L 9116 0000 00 000000
				Ending balance		1,807.61CR	

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,146.07CR	
				Ending balance		1,146.07CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		362.89CR	
04/02/2024	Check	305324	PRIMO DESIGNS	SWEATSHIRT, T-SHIRT	74.00	288.89CR	L 9121 0000 00 000000
04/02/2024	Check	305324	PRIMO DESIGNS	POLO	142.70	146.19CR	L 9121 0000 00 000000
				Ending balance		146.19CR	

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		567.20CR	
				Ending balance		567.20CR	

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,004.05CR	
				Ending balance		2,004.05CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,949.42CR	
				Ending balance		1,949.42CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		293.26CR	
04/15/2024	Receipt	1871	VARIOUS PAYORS	CLUB FEE/ART FAIR	75.00CR	368.26CR	L 9202 0000 00 000000

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

Post Date	Type	Ck/JE/Re#	Vendor/Payor	Description	Amount	Balance	Detail Account
04/15/2024	Receipt	1871	VARIOUS PAYORS	CLUB FEE/ART FAIR	270.00CR	638.26CR	L 9202 0000 00 000000
				Ending balance		638.26CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		948.83CR	
04/11/2024	Check	305334	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-MCDONALDS	32.87	915.96CR	L 9203 0000 00 000000
04/11/2024	Check	305334	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-MCDONALDS	35.28	880.68CR	L 9203 0000 00 000000
04/11/2024	Check	305334	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-MCDONALDS	64.69	815.99CR	L 9203 0000 00 000000
				Ending balance		815.99CR	

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		69.11CR	
				Ending balance		69.11CR	

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

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

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		922.30CR	
				Ending balance		922.30CR	

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

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

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

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

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

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

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		292.12	
				Ending balance		292.12	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		16.31	
				Ending balance		16.31	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,724.01CR	
				Ending balance		1,724.01CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		8,506.60CR	
04/01/2024	Check	305321	ILLINOIS ASSOCIATION FFA	WLC REGISTRATION	1,050.00	7,456.60CR	L 9216 0000 00 000000
04/09/2024	Check	305330	FLORIDA FRUIT ASSOC. INC	STRAWBERRY FLATS	3,360.00	4,096.60CR	L 9216 0000 00 000000
04/11/2024	Check	305335	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-PAPA FRANKS-PIZZA	114.90	3,981.70CR	L 9216 0000 00 000000
04/11/2024	Check	305335	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-WALMART-BREAKFAST	72.19	3,909.51CR	L 9216 0000 00 000000
04/11/2024	Check	305335	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRILTEXAS ROADHOUSE	155.40	3,754.11CR	L 9216 0000 00 000000
04/11/2024	Check	305335	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-BRICKHOUSE	160.62	3,593.49CR	L 9216 0000 00 000000
04/11/2024	Check	305335	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-COUNTY MARKET	50.20	3,543.29CR	L 9216 0000 00 000000

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

Post Date	Type	Ck/JE/Re#	Vendor/Payor	Description	Amount	Balance	Detail Account
04/15/2024	Receipt	1872	VARIOUS PAYORS	IPPA	51.98CR	3,595.27CR	L 9216 0000 00 000000
04/15/2024	Receipt	1872	VARIOUS PAYORS	MAAKS	16.00CR	3,611.27CR	L 9216 0000 00 000000
04/15/2024	Receipt	1872	VARIOUS PAYORS	KING	30.00CR	3,641.27CR	L 9216 0000 00 000000
04/15/2024	Receipt	1872	VARIOUS PAYORS	DINGES	90.00CR	3,731.27CR	L 9216 0000 00 000000
04/15/2024	Receipt	1872	VARIOUS PAYORS	LARSON	60.00CR	3,791.27CR	L 9216 0000 00 000000
				Ending balance		3,791.27CR	

Account: 95L400 9217 0000 00 000000 HS HOMECOMING///NONCATE /HS HOMECOMING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		5,306.56CR	
				Ending balance		5,306.56CR	

Account: 95L400 9218 0000 00 000000 HS FCCLA///NONCATE /HS FCCLA

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,500.09CR	
04/09/2024	Check	305329	ILLINOIS ASSOC OF FCCLA	FCCLA STATE CONF FEES	565.00	2,935.09CR	L 9218 0000 00 000000
04/11/2024	Check	305335	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-SAM'S MR SALTY	54.76	2,880.33CR	L 9218 0000 00 000000
04/11/2024	Check	305335	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-WALMART	156.73	2,723.60CR	L 9218 0000 00 000000
				BREAKFAST			
				Ending balance		2,723.60CR	

Account: 95L400 9219 0000 00 000000 HS CHARACT SCH///NONCATE /HS CHARACTER SCHOLARSHIP

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

Account: 95L400 9220 0000 00 000000 HS PE///NONCATE /HS PE

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		524.41	
				Ending balance		524.41	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,528.37CR	
04/02/2024	Check	305323	GRAPHIC EDGE	CAPS	755.68	772.69CR	L 9223 0000 00 000000
04/03/2024	Receipt	1859	VARIOUS PAYORS	TRIVIA NIGHT	2,990.00CR	3,762.69CR	L 9223 0000 00 000000
04/11/2024	Check	305333	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-FUTURE	340.00	3,422.69CR	L 9223 0000 00 000000
				CHAMPIONS			
				Ending balance		3,422.69CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,816.06CR	
04/29/2024	Check	305340	IASC-IL ASSOC OF STDNT COUNC	IASC CONFERENCE FEES	380.00	1,436.06CR	L 9224 0000 00 000000
				Ending balance		1,436.06CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		43,283.13CR	
04/11/2024	Check	305334	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-CAPONES-PIZZA	133.74	43,149.39CR	L 9226 0000 00 000000
04/11/2024	Check	305334	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-GOFAN-IHSA	45.00	43,104.39CR	L 9226 0000 00 000000
04/11/2024	Check	305337	WEST CENTRAL ALL STAR CLASSI	UNIFORM FOR PLAYERS IN ALL STAR GAME	50.00	43,054.39CR	L 9226 0000 00 000000
				Ending balance		43,054.39CR	

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		653.37CR	
				Ending balance		653.37CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		9,230.29CR	
04/11/2024	Check	305335	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-TREIGN-LIFT SHIRT	540.00	8,690.29CR	L 9229 0000 00 000000
04/29/2024	Receipt	1881	VARIOUS PAYORS	DONATION FROM BEELER	50.00CR	8,740.29CR	L 9229 0000 00 000000
				Ending balance		8,740.29CR	

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		17,139.29CR	
				Ending balance		17,139.29CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,996.53CR	
04/11/2024	Check	305333	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-MEL-O=CREAM	53.97	2,942.56CR	L 9232 0000 00 000000
04/29/2024	Receipt	1880	VARIOUS PAYORS	TEACHER APPRECIATION-R. COOPER	70.00CR	3,012.56CR	L 9232 0000 00 000000
04/30/2024	JE	000004875		APRIL 2024 INTEREST	42.86CR	3,055.42CR	L 9232 0000 00 000000
				Ending balance		3,055.42CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,662.51CR	
04/02/2024	Check	305325	BSN SPORTS LLC	JACKETS, PLAYBOOK	768.40	894.11CR	L 9233 0000 00 000000
04/09/2024	Receipt	1863	VARIOUS PAYORS	TURBOFIRE PIZZA FUNDRAISER	2,693.00CR	3,587.11CR	L 9233 0000 00 000000
04/09/2024	Receipt	1864	VARIOUS PAYORS	TURBOFIRE PIZZA	484.00CR	4,071.11CR	L 9233 0000 00 000000
04/09/2024	Receipt	1864	VARIOUS PAYORS	TURBOFIRE PIZZA	1,666.00CR	5,737.11CR	L 9233 0000 00 000000
04/11/2024	Check	305333	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-LEAGUE OUTFITTERS	406.25	5,330.86CR	L 9233 0000 00 000000
04/11/2024	Check	305333	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-AMAZON-SFTBALL NET	78.36	5,252.50CR	L 9233 0000 00 000000
04/15/2024	Receipt	1870	VARIOUS PAYORS	ST LOUIS CARDINAL FUNDRAISER	3,240.00CR	8,492.50CR	L 9233 0000 00 000000
04/15/2024	Receipt	1870	VARIOUS PAYORS	ST LOUIS CARDINAL FUNDRAISER	13,680.00CR	22,172.50CR	L 9233 0000 00 000000
04/19/2024	Check	305339	ST. LOUIS CARDINALS LLC	TICKETS FOR GAME 5/26/24	13,189.36	8,983.14CR	L 9233 0000 00 000000
				Ending balance		8,983.14CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,138.15CR	
04/02/2024	Check	305322	OUTBREAK DESIGNS	AFTERPROM SHIRTS	332.00	3,806.15CR	L 9236 0000 00 000000
04/10/2024	Check	305332	NEW BERLIN CUSD #16	REIMB FOOD SERVICE FOR SNACK AFTERPROM	203.24	3,602.91CR	L 9236 0000 00 000000
04/11/2024	Check	305336	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-WALMART-AFTER PROM	39.18	3,563.73CR	L 9236 0000 00 000000
04/11/2024	Check	305336	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-AMAZON-AFTER PROM	17.78	3,545.95CR	L 9236 0000 00 000000
				Ending balance		3,545.95CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		120.64CR	
				Ending balance		120.64CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,910.07CR	
04/11/2024	Check	305333	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-SUBWAY	93.17	2,816.90CR	L 9241 0000 00 000000
04/15/2024	JE	000004842		TRACK TRIVIA NIGHT	793.00	2,023.90CR	L 9241 0000 00 000000
04/15/2024	Receipt	1869	VARIOUS PAYORS	TRIVIA NIGHT FUNDRAISER	1,586.00CR	3,609.90CR	L 9241 0000 00 000000
04/16/2024	JE	000004846		TRIVIA NIGHT FUNDRAISER	65.00	3,544.90CR	L 9241 0000 00 000000
04/16/2024	Receipt	1873	BINKLEY DILLON	TRIVIA NIGHT SILENT AUCTION	130.00CR	3,674.90CR	L 9241 0000 00 000000
04/17/2024	JE	000004849		TRIVIA NIGHT	17.50	3,657.40CR	L 9241 0000 00 000000
04/17/2024	Receipt	1876	VARIOUS PAYORS	TRIVIA NIGHT	35.00CR	3,692.40CR	L 9241 0000 00 000000
04/17/2024	Receipt	1876	VARIOUS PAYORS	LOGO WEAR SALE-INVENTORY TRADING CO	255.00CR	3,947.40CR	L 9241 0000 00 000000
				Ending balance		3,947.40CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,539.03	
				Ending balance		1,539.03	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		898.74CR	
				Ending balance		898.74CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,886.40CR	
				Ending balance		1,886.40CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		271.88CR	
				Ending balance		271.88CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		7.67CR	
				Ending balance		7.67CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		259.00CR	

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

Post Date	Type	Ck/JE/Re#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Ending balance		259.00CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		219.69CR	
				Ending balance		219.69CR	

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		442.73CR	
				Ending balance		442.73CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		269.91CR	
				Ending balance		269.91CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,646.53CR	
				Ending balance		1,646.53CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		24.21CR	
				Ending balance		24.21CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		662.33CR	
				Ending balance		662.33CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		768.55CR	
				Ending balance		768.55CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		365.43CR	
				Ending balance		365.43CR	

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

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

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

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

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

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

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

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

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

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

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		18,683.00CR	
04/08/2024	Receipt	1862	PLAYON SPORTS	ATHLETIC FUND	1,096.84CR	19,779.84CR	L 9274 0000 00 000000
04/11/2024	Check	305333	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-4 AMIGOS	193.18	19,586.66CR	L 9274 0000 00 000000
04/11/2024	Check	305333	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-BRICKHOUSE-ALL CONF	145.28	19,441.38CR	L 9274 0000 00 000000
04/11/2024	Check	305333	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-PAPA FRANKS-HOST	452.50	18,988.88CR	L 9274 0000 00 000000
04/11/2024	Receipt	1866	VARIOUS PAYORS	RUBERT-SUMMER CAMP 24	70.00CR	19,058.88CR	L 9274 0000 00 000000
04/16/2024	Receipt	1874	VARIOUS PAYORS	SUMMER CAMP-WITT	40.00CR	19,098.88CR	L 9274 0000 00 000000
04/17/2024	Receipt	1875	VARIOUS PAYORS	SUMMER CAMP 2024	150.00CR	19,248.88CR	L 9274 0000 00 000000
04/17/2024	Receipt	1875	VARIOUS PAYORS	SUMMER CAMP 2024-BEARD	120.00CR	19,368.88CR	L 9274 0000 00 000000
04/17/2024	Receipt	1875	VARIOUS PAYORS	SUMMER CAMP 2024-BILBRUCK	30.00CR	19,398.88CR	L 9274 0000 00 000000
04/17/2024	Receipt	1875	VARIOUS PAYORS	SUMMER CAMP 2024-VESPA	80.00CR	19,478.88CR	L 9274 0000 00 000000
04/17/2024	Receipt	1875	VARIOUS PAYORS	SUMMER CAMP 2024-WESTRICH	40.00CR	19,518.88CR	L 9274 0000 00 000000
04/22/2024	Receipt	1878	VARIOUS PAYORS	SUMMER CAMPS 2024	150.00CR	19,668.88CR	L 9274 0000 00 000000
04/22/2024	Receipt	1878	VARIOUS PAYORS	SUMMER CAMPS 2024	1,520.00CR	21,188.88CR	L 9274 0000 00 000000
04/25/2024	Receipt	1879	VARIOUS PAYORS	SUMMER CAMPS 2024	360.00CR	21,548.88CR	L 9274 0000 00 000000
04/30/2024	Receipt	1882	VARIOUS PAYORS	SUMMER CAMPS 2024	1,330.00CR	22,878.88CR	L 9274 0000 00 000000
04/30/2024	Receipt	1882	VARIOUS PAYORS	SUMMER CAMPS 2024	120.00CR	22,998.88CR	L 9274 0000 00 000000
				Ending balance		22,998.88CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		8.58CR	
				Ending balance		8.58CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,056.10CR	
				Ending balance		2,056.10CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,144.37CR	
				Ending balance		3,144.37CR	

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

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

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

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

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,900.83CR	
04/09/2024	Check	305331	NEW BERLIN CUSD #16	CASH FOR GREENHOUSE SALES	210.00	3,690.83CR	L 9282 0000 00 000000
04/11/2024	Check	305336	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-WALMART-PEST CONTRO	32.73	3,658.10CR	L 9282 0000 00 000000
04/15/2024	Receipt	1867	VARIOUS PAYORS	BRISTOW	36.00CR	3,694.10CR	L 9282 0000 00 000000
04/15/2024	Receipt	1867	VARIOUS PAYORS	TIREY	61.00CR	3,755.10CR	L 9282 0000 00 000000
04/15/2024	Receipt	1867	VARIOUS PAYORS	WILLIAMSVILLE HIGH SCHOOL	2,191.37CR	5,946.47CR	L 9282 0000 00 000000
				Ending balance		5,946.47CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,973.29CR	
				Ending balance		1,973.29CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,176.72CR	
				Ending balance		3,176.72CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,209.54CR	
				Ending balance		1,209.54CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		11.59CR	
				Ending balance		11.59CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,417.04CR	
				Ending balance		2,417.04CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		6,281.53CR	
				Ending balance		6,281.53CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,134.80	
				Ending balance		1,134.80	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		982.93CR	
				Ending balance		982.93CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,609.58CR	
				Ending balance		2,609.58CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,346.80CR	
				Ending balance		3,346.80CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,972.54CR	
04/08/2024	Check	305328	NEW BERLIN CUSD #16	33-$20.00 FOR EACH STUDENT BREAKFAST	660.00	1,312.54CR	L 9293 0000 00 000000
04/18/2024	Receipt	1877	VARIOUS PAYORS	PIE FUND-WOODS	17.00CR	1,329.54CR	L 9293 0000 00 000000
04/18/2024	Receipt	1877	VARIOUS PAYORS	DUES	65.00CR	1,394.54CR	L 9293 0000 00 000000
				Ending balance		1,394.54CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		6,250.79CR	
04/08/2024	Receipt	1861	VARIOUS PAYORS	PROM TICKETS AND RETURN OF START UP CASH	1,870.00CR	8,120.79CR	L 9294 0000 00 000000
04/08/2024	Receipt	1861	VARIOUS PAYORS	PROM TICKETS AND RETUN OF START OF CASH	255.00CR	8,375.79CR	L 9294 0000 00 000000
04/11/2024	Check	305336	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-AMAZON-SUPPLIES	222.18	8,153.61CR	L 9294 0000 00 000000
04/11/2024	Check	305336	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-APRIL-CANVA-PROM INVITE	154.00	7,999.61CR	L 9294 0000 00 000000

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

Post Date	Type	Ck/JE/Re#	Vendor/Payor	Description	Amount	Balance	Detail Account
04/15/2024	Check	305338	PRAIRIE VIEW RECEP. CNTR	UNLIMITED TEA, WATER AND DECOR	450.00	7,549.61CR	L 9294 0000 00 000000
04/15/2024	Receipt	1868	VARIOUS PAYORS	BRODERICK	20.00CR	7,569.61CR	L 9294 0000 00 000000
04/15/2024	Receipt	1868	VARIOUS PAYORS	COWMAN	20.00CR	7,589.61CR	L 9294 0000 00 000000
04/15/2024	Receipt	1868	VARIOUS PAYORS	SIMS	10.00CR	7,599.61CR	L 9294 0000 00 000000
				Ending balance		7,599.61CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		337.75CR	
				Ending balance		337.75CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,954.75CR	
04/11/2024	Receipt	1865	VARIOUS PAYORS	STUDENT DUES	1,000.00CR	5,954.75CR	L 9296 0000 00 000000
				Ending balance		5,954.75CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		350.00CR	
				Ending balance		350.00CR	

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

Check Dates 04/11/2024 through 05/15/2024 - Check Number

EMPLOYEE NAME	EMP TYPE	CHECK NUMBER	T	CONTRACT PAY	OTHER + PAY	TAXABLE + BENS	FED TAX - SHELTER	FED TAX = GROSS	FEDERAL - TAX	STATE - TAX	SOC SEC - TAX	OTHER - DEDS	REIMBURSE + DEDS	TAXABLE - BENS	NET = PAY
CHRISTOPHER CANSLER	CAF	000060824	R		71.82		3.23	68.59		3.40	5.49				59.70
JAMIE M HULETT	AIDE	000060825	R		646.20		81.93	564.27		20.30	45.39				498.58
LAUREN F HULETT	AIDE	000060826	R		590.15		79.41	510.74	17.74	25.28	41.10				426.62
ZACHARY J PEECHER	BLD	000060827	R	1,561.67			141.08	1,420.59	130.80	70.32	114.05	36.45			1,068.97
ELIZABETH L BAUMBERGER	SUB	000060828	R		180.00		17.82	162.18	35.00	8.03	2.61				116.54
KAREN E DENNIS	SUB	000060829	R		60.00		5.94	54.06			0.87				53.19
MARSHA A POHLMAN	RETTE	000060830	R		360.00			360.00	50.00	10.19	5.22				294.59
JACOB L WEBBER	BLD	000060833	R		120.00		5.40	114.60		5.67	9.18				99.75
CHRISTOPHER CANSLER	CAF	000060838	R		133.28		6.00	127.28		6.30	10.19				110.79
JAMIE M HULETT	AIDE	000060839	R		1,367.92		114.41	1,253.51	68.87	54.42	100.60				1,029.62
LAUREN F HULETT	AIDE	000060840	R		1,176.49		105.79	1,070.70	75.60	53.00	85.96				856.14
ZACHARY J PEECHER	BLD	000060841	R	1,561.67			141.08	1,420.59	130.80	70.32	114.05	36.45			1,068.97
ELIZABETH L BAUMBERGER	SUB	000060842	R		480.00		47.52	432.48	35.00	21.41	6.96				369.11
MARSHA A POHLMAN	RETTE	000060843	R		300.00			300.00	50.00	7.22	4.35				238.43
CHRISTOPHER CANSLER	CAF	000060850	R		73.50		3.31	70.19		3.47	5.63				61.09
JAMIE M HULETT	AIDE	000060851	R		1,353.21		113.74	1,239.47	67.18	53.72	99.48				1,019.09
LAUREN F HULETT	AIDE	000060852	R		1,789.23		129.55	1,659.68	146.27	82.15	126.10				1,305.16
ZACHARY J PEECHER	BLD	000060853	R	1,561.67	3.38		141.23	1,423.82	131.19	70.48	114.31	36.45			1,071.39
ELIZABETH L BAUMBERGER	SUB	000060854	R		420.00		41.58	378.42	35.00	18.73	6.09				318.60
MARSHA A POHLMAN	RETTE	000060855	R		420.00			420.00	50.00	13.16	6.09				350.75
OLGA R LOPEZ	SOCIA	900070016	R	2,751.39			203.28	2,548.11	393.59	120.41	37.34	55.00			1,941.77
ANGELA M ALLEN	CAF	900070017	R		575.25		78.74	496.51		24.58	39.96				431.97
AMY M ANKROM	AIDE	900070018	R		558.34		111.71	446.63		14.48	36.09	66.33			329.73
ANDREW J BALL	BLD	900070019	R	1,312.50			116.26	1,196.24	60.88	53.49	96.03	9.95			975.89
KATHERINE BARRETT	TCH	900070020	R	2,052.46			80.60	1,971.86	175.46	91.88	28.89	53.80			1,621.83
ALEXANDER D BARRY	AIDE	900070021	R		458.40		20.63	437.77		21.67	35.07	95.12			285.91
MICAH M BASHARA	TCH	900070022	R	2,228.76			148.54	2,080.22	150.17	96.08	31.44	113.61			1,688.92
ASHLEY C BEROLA	TCH	900070023	R	1,137.57			294.98	842.59	23.43	41.71	15.67	99.05			662.73
TYLER T BEROLA	TCH	900070024	R	1,942.09			199.51	1,742.58	169.44	86.26	27.29	90.70			1,368.89
GRACE M BIBB	AIDE	900070025	R		574.40		25.85	548.55		27.15	43.94	157.44			320.02
ELIZABETH K BIRCH	TCH	900070026	R	2,280.59			52.29	2,228.30	166.56	110.30	32.64	86.46			1,832.34
MOLLY K BOOHER	TCH	900070027	R	2,464.25			81.57	2,382.68	120.59	117.94	34.90	54.40			2,054.85
JAMIE A. BROWN	TCH	900070028	R	2,543.13			279.46	2,263.67	149.31	106.33	36.88	54.40			1,916.75
JENNIFER E BROWN	TCH	900070029	R	601.14			133.20	467.94	3.88	23.16	7.61	83.37			349.92
MICHAEL CHEEK	BLD	900070030	R	1,378.34			62.03	1,316.31	36.28	65.16	105.45	47.30			1,062.12

Check Dates 04/11/2024 through 05/15/2024 - Check Number

EMPLOYEE NAME	EMP TYPE	CHECK NUMBER	T	CONTRACT PAY	OTHER + PAY	TAXABLE + BENS	FED TAX - SHELTER	FED TAX = GROSS	FEDERAL - TAX	STATE - TAX	SOC SEC - TAX	OTHER - DEDS	REIMBURSE + DEDS	TAXABLE - BENS	NET = PAY
JENNA L CISCO	TCH	900070031	R	1,587.42			207.38	1,380.04	82.94	62.59	23.00	95.37			1,116.14
RACHEL R. COOPER	TCH	900070032	R	3,050.55			41.97	3,008.58	450.76	148.92	44.06	155.00			2,209.84
KARA L COX	TCH	900070033	R	3,091.63			55.63	3,036.00	263.49	150.28	44.47	55.00			2,522.76
GRACE CRAWFORD	TCH	900070034	R	1,232.58			67.55	1,165.03	57.14	51.95	17.60				1,038.34
TRAVIS L CREASEY	BLD	900070035	R	1,378.34	-0.33		119.21	1,258.80	68.39	62.31	101.04	23.40			1,003.66
CAMERON CUMMINGS	TCH	900070036	R	1,635.05			103.57	1,531.48	104.50	75.81	22.44	184.39			1,144.34
KEVIN M. CUMMINS	TECH	900070037	R	3,818.67			171.84	3,646.83	562.34	163.35	292.13	32.00			2,597.01
JAMES DAMBACHER	TCH	900070038	R	2,503.42			24.76	2,478.66	132.11	105.52	36.30	521.00			1,683.73
JOELLEN DANENBERGER	SEC	900070039	R		701.35		121.64	579.71	57.97	28.70	46.76	22.00			424.28
SKYLER E DAVIS	TCH	900070040	R	1,610.62			234.23	1,376.39	82.50	68.13	23.21	52.87			1,149.68
CARRIE J DAWDY	TCH	900070041	R	2,179.58			184.62	1,994.96	74.44	87.30	29.24	57.13			1,746.85
AMANDA M FLESHMAN	TCH	900070042	R	1,887.13			414.48	1,472.65		55.73	21.62	53.80			1,341.50
COURTNEY FRY	TCH	900070043	R	2,136.71			21.13	2,115.58	6.56	93.27	30.98	36.30			1,948.47
JULIA GARRISON	TCHPT	900070044	R		837.80		8.29	829.51	1.84	41.06	12.15				774.46
EARL GREEN	AIDE	900070045	R	238.12	680.51		41.34	877.29	4.21	43.43	70.28				759.37
SHELLEY L HAAS	ASPRI	900070046	R	3,361.97			160.33	3,201.64	218.86	158.48	46.91	325.00			2,452.39
CARLI HEMPHILL	TCH	900070047	R	1,245.03			49.29	1,195.74	60.82	53.47	18.05	250.00			813.40
CHRISTINA L IACONO	TCH	900070048	R	1,999.97			219.42	1,780.55	131.00	88.14	28.42	52.87			1,480.12
KIMBERLY S. JONES	AIDE	900070049	R		406.03		19.86	386.17		19.12	30.94	8.00			328.11
WENDY C KANLLAKAN	TCH	900070050	R	2,714.62			860.00	1,854.62	200.22	86.08	38.16	61.15			1,469.01
VINCENT E KING	BLD	900070051	R	1,416.67			84.41	1,332.26	65.31	65.95	106.79	12.00			1,082.21
TRUDY L KUNZ	CAF	900070052	R		274.30		12.34	261.96		12.97	20.99				228.00
AUDREY P LANZOTTI	TCH	900070053	R	1,985.29			62.37	1,922.92	191.08	89.46	28.17	79.54			1,534.67
JOLENE M LUCA	TCH	900070054	R	2,611.70			287.00	2,324.70	112.96	115.07	37.87	55.00			2,003.80
ERIN M LUTTRELL	TCH	900070055	R	2,414.51			254.53	2,159.98	93.20	106.92	33.55	91.82			1,834.49
ANGELA M. MARR	SEC	900070056	R		613.90		127.63	486.27		24.07	39.31				422.89
SAMANTHA MARTIN	AIDE	900070057	R		609.83		79.03	530.80		18.64	42.70				469.46
TAYLOR L MAUS	TCH	900070058	R	2,227.98			261.67	1,966.31	135.12	97.33	31.01	54.40			1,648.45
STACEY R. MAXSON	TCH	900070059	R	2,778.06			87.78	2,690.28	200.50	133.17	39.41	104.28			2,212.92
JENNIFER M MCQUALITY	TCH	900070060	R	1,958.37			19.37	1,939.00	110.35	90.26	28.40				1,709.99
DANIELLE R MENSER	AIDE	900070061	R		666.61		190.19	476.42	14.31	23.58	43.84	57.97			336.72
KATELYNN MORAN	TCH	900070062	R	1,587.42			234.27	1,353.15	79.71	61.26	22.14	99.99			1,090.05
NICHOLAS R. MORRISON	AIDE	900070063	R		667.17		82.87	584.30	25.10	28.92	47.00	96.66			386.62
BRIAN K. NICKELSON	BLD	900070064	R	1,561.67	0.84		113.05	1,449.46	112.77	66.02	116.27	178.69			975.71
WHITNEY N PEECHER	TCH	900070065	R	2,328.77			23.03	2,305.74	215.52	108.41	33.77	54.40			1,893.64

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EMPLOYEE NAME	EMP TYPE	CHECK NUMBER	T	CONTRACT PAY	OTHER + PAY	TAXABLE + BENS	FED TAX - SHELTER	FED TAX = GROSS	FEDERAL - TAX	STATE - TAX	SOC SEC - TAX	OTHER - DEDS	REIMBURSE + DEDS	TAXABLE - BENS	NET = PAY
HEATHER R PIDCOCK	DIRFS	900070066	R	1,990.63			167.21	1,823.42		90.26	146.35	27.05			1,559.76
PARLEE A REEVE	NURSE	900070067	R		1,246.41		56.09	1,190.32		58.92	95.35				1,036.05
MADISON D REYNOLDS	TCH	900070068	R	1,980.92			129.14	1,851.78	139.55	85.94	28.57	54.40			1,543.32
KARLIE JL ROUSE	TCH	900070069	R	1,602.68			128.04	1,474.64	94.29	72.99	23.24	84.55			1,199.57
BRETT A RUPPEL	BLD	900070070	R	1,312.50			119.36	1,193.14	60.51	53.34	95.80				983.49
HOLLY M. RUPPEL	TCH	900070071	R	2,928.97			98.97	2,830.00	361.48	140.09	42.47	55.00			2,230.96
SARAH B SMITH	TCH	900070072	R	3,078.16			461.38	2,616.78	410.07	123.81	44.63	55.00			1,983.27
DARCI M STECK	TCH	900070073	R	2,579.14			25.51	2,553.63	162.31	110.83	37.40	647.50			1,595.59
HANNAH D STECK	AIDE	900070074	R		756.88		34.06	722.82		35.78	57.90				629.14
WHITNEY R SUTERA	AIDE	900070075	R		641.26		165.04	476.22		23.57	38.63				414.02
EMILY K SWOROBOWICZ	TCH	900070076	R	2,838.02			278.12	2,559.90	184.85	115.27	40.79				2,218.99
EMILY TIPSWORD	AIDE	900070077	R		541.95		24.39	517.56		25.62	41.46				450.48
McKENZIE WARD	AIDE	900070078	R		579.40		62.66	516.74	30.00	25.58	42.41	11.51			407.24
RACHELLE M BANDELOW	SEC	900070079	R		717.42		32.28	685.14		33.91	54.88				596.35
		900070079	M												
MARY R BAUMAN	TCH	900070080	R	2,694.42			117.25	2,577.17	208.43	127.57	38.19	246.92			1,956.06
NICOLE M BURKE	TCH	900070081	R	2,926.77			93.89	2,832.88	362.11	140.23	41.50	55.00			2,234.04
MELISSA CHARNESKI	TCH	900070082	R	1,417.59	687.08		68.11	2,036.56	204.48	94.58	72.78	125.88			1,538.84
REBECCA CURRY	AIDE	900070083	R		636.89		169.97	466.92		23.11	37.92	38.04			367.85
TONYA K. DELANEY	TCH	900070084	R	3,588.70			102.34	3,486.36	253.03	172.57	51.07	55.60			2,954.09
MARY M DILLON	TCH	900070085	R	2,666.25			513.83	2,152.42		89.37	32.46	92.35			1,938.24
KIRSTIN E GEBHARDT	TCH	900070086	R	2,376.85			310.07	2,066.78	165.35	102.31	31.40	103.01			1,664.71
DANIEL HIRST	BLD	900070087	R	1,378.34			83.88	1,294.46	72.67	58.35	103.77	21.45			1,038.22
OLIVIA R KILLION	TCH	900070088	R	1,887.13			19.85	1,867.28	141.41	86.71	27.35	53.80			1,558.01
SARAH L KNEPLER	TCH	900070089	R	2,500.26			84.43	2,415.83	270.36	119.58	35.82	154.40			1,835.67
KELSIE L KNOX	TCHPT	900070090	R		1,058.25		10.47	1,047.78		36.60	15.34				995.84
LUANNE M. LOVING	AIDE	900070091	R		957.82		43.10	914.72	40.36	37.65	73.27				763.44
ABIGAIL MAGRATH	TCH	900070092	R	1,871.79			464.51	1,407.28	132.34	69.66	24.40	403.82			777.06
RYAN L MCDONALD	TCH	900070093	R	1,999.55			159.36	1,840.19	159.66	85.37	26.97				1,568.19
JENNIFER D OGDEN-TOM	TCH	900070094	R	2,844.70			903.21	1,941.49	193.31	90.38	37.98	54.40			1,565.42
BREANN N OSWALD	TCH	900070095	R	1,985.29			79.93	1,905.36	145.98	88.59	27.91	88.07			1,554.81
BRANDON J RADFORD	JHPRI	900070096	R	3,458.34			54.86	3,403.48	243.08	162.75	49.85				2,947.80
ZACH REUSCHEL	AIDE	900070097	R		615.36		52.69	562.67		27.85	45.16	179.55			310.11
AMANDA J ROBINSON	AIDE	900070098	R		554.87		77.82	477.05		23.61	38.41				415.03
JENNIFER M SPANN	SEC	900070099	R		1,311.35		297.14	1,014.21	80.31	50.20	82.10	56.94			744.66

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HOLLY A VAN VELDHUIZEN	TCH	900070100	R	1,602.68			707.15	895.53	75.00	27.16	20.19	52.87			720.31
MALLORY R. WAINMAN	TCH	900070101	R	2,549.99			72.54	2,477.45	283.91	122.63	36.29	102.33			1,932.29
BREANNA L WOODS	AIDE	900070102	R		628.86		85.28	543.58		11.64	43.75	69.93			418.26
EMILY R YATES	TCH	900070103	R	1,694.46	35.00		243.75	1,485.71	95.62	73.54	24.25	52.87			1,239.43
BRIAN K BANDY	TCH	900070104	R	3,492.18	174.77		53.59	3,613.36	490.72	173.07	63.73	61.00			2,824.84
SHERRY V BEHL	CAF	900070105	R		405.58		18.25	387.33		19.17	31.03				337.13
DILLON BINKLEY	TCH	900070106	R	2,673.26			76.44	2,596.82	270.76	128.54	38.76	148.52			2,010.24
HEATHER J BROWN	CAF	900070107	R		551.52		122.07	429.45		13.63	34.75	49.55			331.52
MATTHEW A BROWN	DIRBL	900070108	R	3,125.00			161.29	2,963.71	440.31	166.70	237.48				2,119.22
ELYSE M COPELIN	SUBT	900070109	R	95.25			4.76	90.49		4.48	7.29				78.72
TASHA L CREASEY	BLD	900070110	R	1,378.34	2.98		241.74	1,139.58	54.08	56.41	91.94	25.05			912.10
CASSIE A. DORSEY	ATHTR	900070111	R	2,025.92	1,442.68		233.09	3,235.51	371.85	154.43	259.46	174.70			2,275.07
ALIXANDRA M EAGAN	CAF	900070112	R		549.08		162.72	386.36		19.12	31.45				335.79
AIMEE K. GRAY	TCH	900070113	R	2,688.10	45.00		612.37	2,120.73	110.65	87.81	31.43	72.60			1,818.24
JEFFREY HARRES	RETTE	900070114	R		1,760.00			1,760.00	128.53	81.40	134.64				1,415.43
LAUREN M HEMMERLE	TCH	900070115	R	1,877.25			18.57	1,858.68	140.37	92.00	27.22	52.87			1,546.22
KIMBERLY A. HEPPERLY	TCH	900070116	R	3,136.01			31.02	3,104.99	421.97	153.70	45.47	55.00			2,428.85
DAWN M HUDDLESTON	TCHPT	900070117	R		689.40		6.82	682.58		33.79	10.00				638.79
LINDSAY E. JOHNSON	TCH	900070118	R	1,883.14			91.82	1,791.32	153.79	82.95	26.24	27.75			1,500.59
TAYLEE K JULIAN	TCH	900070119	R	1,709.53			175.65	1,533.88	101.40	70.20	24.79				1,337.49
SHELLY J KENNEDY	TCH	900070120	R	2,941.08			212.40	2,728.68	205.11	129.35	39.99				2,354.23
STACEY R. KILLION	NURSE	900070121	R		1,770.58		582.09	1,188.49		28.31	104.67	20.00			1,035.51
ALEX KRUCKEBERG	TCH	900070122	R	1,689.38	45.00		207.45	1,526.93	100.56	75.58	24.27	52.87			1,273.65
BRITTANY L LANE	TRN	900070123	R		737.60		128.04	609.56		30.17	49.17	510.20			20.02
HATTIE LLEWELLYN	HSPRI	900070124	R	4,761.49			210.98	4,550.51	1030.32	202.36	66.67	22.10			3,229.06
BLAKE J LUCAS	ATHDI	900070125	R	3,785.35			115.08	3,670.27	506.92	175.95	53.76				2,933.64
MARK M MANGIARACINA	TCH	900070126	R	1,793.83			87.84	1,705.99	122.05	78.72	24.99	99.30			1,380.93
MAGGIE M MCCLAREY	TCH	900070127	R	2,770.07			87.70	2,682.37	131.72	127.05	39.29	54.40			2,329.91
KRISTEN D. MCGUIRE	TCH	900070128	R	2,904.58			156.39	2,748.19	343.48	136.04	40.99	354.30			1,873.38
CATHERINE A. MILLS	SEC	900070129	R		818.40		242.80	575.60	30.84	28.49	46.85	26.84			442.58
BRAD A OWENS	BLD	900070130	R	1,535.20	-0.38		129.37	1,405.45	160.99	69.57	112.80				1,062.09
		900070130	M												
KARA J. PECORARO	TCH19	900070131	R	2,478.77			174.52	2,304.25	67.01	102.61	35.94	54.40			2,044.29
DINA G PEECHER	SEC	900070132	R		595.07		153.16	441.91		21.87	35.86				384.18
LINDSEY PRATHER	AIDE	900070133	R	119.06	492.07		27.50	583.63		28.89	46.75				507.99

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JONATHAN D. REES	TCH	900070134	R	2,850.09			99.31	2,750.78	365.21	136.16	40.30	102.67			2,106.44
KAYLIE M ROWLAND	CAF	900070135	R		484.68		21.81	462.87		15.28	37.08				410.51
TANNER W SHAFER	TCH	900070136	R	1,789.45			99.90	1,689.55	120.08	77.91	125.63	80.20			1,285.73
CASEY R SPEARS	TCH	900070137	R	2,334.61			179.97	2,154.64	40.05	100.93	32.66	168.01			1,812.99
JAMES R SPIELMAN	BLD	900070138	R	1,416.67			124.05	1,292.62	115.45	63.98	103.76	217.16			792.27
CORINE B STEINER	TCH	900070139	R	1,190.56	90.00		50.70	1,229.86	64.92	55.15	18.57	69.02			1,022.20
JOSEPH VIOLA	COUNS	900070140	R	3,671.41			96.61	3,574.80	446.50	176.95	52.36	73.93			2,825.06
JACOB L WEBBER	BLD	900070141	R	1,231.58	-120.00		214.92	896.66	118.83	44.38	72.42				661.03
KRISTY L WEIDHUNER	TCH	900070142	R	1,739.10			129.16	1,609.94	110.53	79.69	24.34	52.87			1,342.51
TABATHA R WEIDHUNER	AIDE	900070143	R		1,488.15		14.72	1,473.43	94.14	72.93	21.58				1,284.78
GORDON A WELLS	TCHPT	900070144	R		514.68		5.09	509.59		25.22	7.46				476.91
ARTHUR T ARISMAN	SUB	900070145	R		120.00		11.88	108.12			1.74				106.38
JODI L BECKER	SUB	900070146	R		120.00		11.88	108.12			1.74				106.38
LOUIS R BEHL	SUB	900070147	R		120.00		11.88	108.12	15.00	5.35	1.74				86.03
SUSAN L CODY	SUB	900070148	R		300.00		29.70	270.30		5.75	4.35				260.20
DARRIN R. CUMMINGS	SSO	900070149	R		1,515.80		68.21	1,447.59	220.82	71.66	115.96	75.79			963.36
TAMMY L DAY	RETTE	900070150	R		360.00			360.00		42.82	5.22				311.96
DONALD L EDWARDS	SSO	900070151	R		776.48		34.94	741.54	83.87	36.71	59.40				561.56
JONELLE D HINNEN	SUB	900070152	R		120.00			120.00		5.94	9.18				104.88
PEYTON N KIRKPATRICK	SOCIA	900070153	R	2,446.94			105.37	2,341.57	198.32	110.18	34.30	54.40			1,944.37
KENNETH D KISSEL	SSO	900070154	R		400.50			400.50	25.00	19.82	30.64				325.04
JILINDA LARSON	ADM	900070155	R	6,636.27			65.63	6,570.64	1141.06	325.25	96.23				5,008.10
CYNTHIA D MOORE	DOS	900070156	R	1,591.05	44.08		148.58	1,486.55	80.74	73.58	125.09	100.15			1,106.99
		900070156	M									11.71			-11.71
LORI D NIEMEIER	CSBO	900070157	R	4,821.04			282.77	4,538.27	658.46	224.64	67.58				3,587.59
LARRY R PIOTROWSKI	SSO	900070158	R		1,349.39		60.72	1,288.67	125.00	63.79	103.23				996.65
JANELLE L. ROGERS	SUBN	900070159	R		350.00			350.00		17.33	26.78				305.89
RODERICA H SANDHAAS	SUBT	900070160	R		21.28			21.28		1.05	1.63				18.60
RONDA SCHEERER	SUB	900070161	R		180.00		17.82	162.18		8.03	2.61				151.54
DENISE TALBERT	DOS	900070162	R	1,607.82	187.98		142.62	1,653.18	115.71	81.83	132.65	149.46			1,173.53
		900070162	M									22.65			-22.65
TERRI L VAN TINE	DOS	900070163	R	1,266.57	72.95		77.84	1,261.68	143.73	62.45	101.13	63.33			891.04
		900070163	M									9.92			-9.92
THOMAS J WILSEY	TECHA	900070164	R	1,312.50	2.36		59.17	1,255.69	68.02	62.16	100.59	500.00			524.92
NITA RAYE GONDEK	TRN	900070165	R	853.14			38.39	814.75	114.81	40.33	65.26				594.35

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MARK A. BALLENGER	TRN	900070166	R		584.89		26.32	558.57	87.73	20.02	44.74				406.08
ROBERT BARTH	TRN	900070167	R		424.58		19.11	405.47	28.44	20.07	32.48				324.48
MELISSA M COMBS	TRMON	900070168	R		315.28		14.19	301.09	10.00	14.90	24.12	33.20			218.87
EVA ELY	TRMON	900070169	R		369.63		16.63	353.00	90.00	17.47	28.28				217.25
BRIAN L FOX	TRN	900070170	R		938.84		42.25	896.59	56.33	44.38	71.82				724.06
KENNETH HILL	TRN	900070171	R		576.10		25.92	550.18		27.23	44.07				478.88
RYLEI HILL	TRMON	900070172	R		338.10		95.60	242.50		12.00	19.72				210.78
SETH C HILL	TRND	900070173	R	2,953.13			522.12	2,431.01	273.70	120.33	196.14				1,840.84
SHELLY M KAUFMAN	TRN	900070174	R		565.54		126.83	438.71	10.54	21.72	35.51	13.27			357.67
TECIA L KERR	TRN	900070175	R		564.85		173.52	391.33		11.74	31.88	56.37			291.34
REBECCA KAY MENDENHALL	TRN	900070176	R		615.95		27.72	588.23	25.49	29.12	47.12				486.50
RODGER R PERRY	TRN	900070177	R		327.08			327.08		0.93	25.02				301.13
RONALD E. SANDHAAS	TRN	900070178	R		406.55		18.29	388.26	60.00	19.22	31.10				277.94
TROY L SANSON	TRNM	900070179	R	2,411.67	1,695.16		268.86	3,837.97	604.40	209.98	307.74	29.21			2,686.64
WILLIAM R TALBERT	TRNFT	900070180	R		3,287.07		208.22	3,078.85	520.97	146.68	246.85	417.63			1,746.72
OLGA R LOPEZ	SOCIA	900070181	R	2,751.39			203.28	2,548.11	393.59	120.41	37.34	55.00			1,941.77
ANGELA M ALLEN	CAF	900070182	R		1,138.50		104.08	1,034.42	12.89	51.20	83.05				887.28
AMY M ANKROM	AIDE	900070183	R		1,122.98		135.92	987.06		41.23	77.17	66.33			802.33
ANDREW J BALL	BLD	900070184	R	1,312.50			116.26	1,196.24	60.88	53.49	96.03	9.95			975.89
KATHERINE BARRETT	TCH	900070185	R	2,052.46			80.60	1,971.86	175.46	91.88	28.89	53.80			1,621.83
ALEXANDER D BARRY	AIDE	900070186	R		999.52		44.98	954.54	14.34	47.25	76.46	21.12			795.37
MICAH M BASHARA	TCH	900070187	R	2,228.76			148.54	2,080.22	150.17	96.09	31.44	113.61			1,688.91
ASHLEY C BEROLA	TCH	900070188	R	1,136.69			294.97	841.72	23.34	41.67	15.65	99.05			662.01
TYLER T BEROLA	TCH	900070189	R	1,942.09			199.51	1,742.58	169.44	86.26	27.29	90.70			1,368.89
GRACE M BIBB	AIDE	900070190	R		1,121.76		50.48	1,071.28	26.02	53.03	85.82	212.18			694.23
ELIZABETH K BIRCH	TCH	900070191	R	2,280.59	174.90		55.74	2,399.75	187.14	118.79	35.17	86.46			1,972.19
MOLLY K BOOHER	TCH	900070192	R	2,464.25			81.57	2,382.68	120.59	117.94	34.90	54.40			2,054.85
JAMIE A. BROWN	TCH	900070193	R	2,543.13			279.46	2,263.67	149.31	106.33	36.88	54.40			1,916.75
JENNIFER E BROWN	TCH	900070194	R	601.14			133.20	467.94	3.88	23.16	7.61	83.37			349.92
MICHAEL CHEEK	BLD	900070195	R	1,378.34			62.03	1,316.31	36.28	65.16	105.45	47.30			1,062.12
JENNA L CISCO	TCH	900070196	R	1,587.42			207.38	1,380.04	82.94	62.59	23.00	95.37			1,116.14
RACHEL R. COOPER	TCH	900070197	R	3,050.55			41.97	3,008.58	450.76	148.92	44.06	155.00			2,209.84
KARA L COX	TCH	900070198	R	3,091.63			55.63	3,036.00	263.49	150.28	44.47	55.00			2,522.76
GRACE CRAWFORD	TCH	900070199	R	1,232.58			67.55	1,165.03	57.14	51.95	17.60				1,038.34
TRAVIS L CREASEY	BLD	900070200	R	1,378.34			119.23	1,259.11	68.43	62.33	101.07	23.40			1,003.88

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CAMERON CUMMINGS	TCH	900070201	R	1,635.05			38.02	1,597.03	108.98	79.05	23.39	22.63			1,362.98
KEVIN M. CUMMINS	TECH	900070202	R	3,818.67			171.84	3,646.83	562.34	163.35	292.13	32.00			2,597.01
JAMES DAMBACHER	TCH	900070203	R	2,503.42			24.76	2,478.66	132.11	105.52	36.30	521.00			1,683.73
JOELLEN DANENBERGER	SEC	900070204	R		1,374.74		151.94	1,222.80	132.07	60.53	98.28	22.00			909.92
SKYLER E DAVIS	TCH	900070205	R	1,610.62			186.94	1,423.68	88.17	70.47	23.21	52.87			1,188.96
CARRIE J DAWDY	TCH	900070206	R	2,179.58			184.62	1,994.96	74.44	87.30	29.24	57.13			1,746.85
AMANDA M FLESHMAN	TCH	900070207	R	1,887.13			414.48	1,472.65		55.73	21.62	53.80			1,341.50
COURTNEY FRY	TCH	900070208	R	2,136.71	30.00		21.43	2,145.28	9.53	94.74	31.42	36.30			1,973.29
JULIA GARRISON	TCHPT	900070209	R		1,680.45		16.62	1,663.83	89.44	82.36	24.37				1,467.66
EARL GREEN	AIDE	900070210	R	238.12	1,356.60		62.45	1,532.27	71.80	75.85	105.55				1,279.07
SHELLEY L HAAS	ASPRI	900070211	R	3,361.97			160.33	3,201.64	218.86	158.48	46.91	325.00			2,452.39
CARLI HEMPHILL	TCH	900070212	R	1,245.03			49.29	1,195.74	60.82	53.47	18.05	250.00			813.40
CHRISTINA L IACONO	TCH	900070213	R	1,999.97	180.00		221.20	1,958.77	152.39	96.96	31.03	52.87			1,625.52
KIMBERLY S. JONES	AIDE	900070214	R		1,404.38		64.79	1,339.59	43.40	66.31	107.31	8.00			1,114.57
WENDY C KANLLAKAN	TCH	900070215	R	2,714.62	174.90		861.73	2,027.79	221.00	94.65	40.69	61.15			1,610.30
VINCENT E KING	BLD	900070216	R	1,416.67			84.41	1,332.26	65.31	65.95	106.79	12.00			1,082.21
TRUDY L KUNZ	CAF	900070217	R		500.89		22.54	478.35		23.68	38.32				416.35
AUDREY P LANZOTTI	TCH	900070218	R	1,985.29			62.37	1,922.92	191.08	89.46	28.17	79.54			1,534.67
JOLENE M LUCA	TCH	900070219	R	2,611.70			287.00	2,324.70	112.96	115.07	37.87	55.00			2,003.80
ERIN M LUTTRELL	TCH	900070220	R	2,414.51			254.53	2,159.98	93.20	106.92	33.55	91.82			1,834.49
ANGELA M. MARR	SEC	900070221	R		1,230.83		764.95	465.88		23.06	39.88				402.94
SAMANTHA MARTIN	AIDE	900070222	R		1,215.69		106.30	1,109.39	29.83	47.28	89.05				943.23
TAYLOR L MAUS	TCH	900070223	R	2,227.98	175.00		263.41	2,139.57	155.92	105.91	33.54	54.40			1,789.80
STACEY R. MAXSON	TCH	900070224	R	2,778.06			87.78	2,690.28	200.50	133.17	39.41	104.28			2,212.92
JENNIFER M MCQUALITY	TCH	900070225	R	1,958.37			19.37	1,939.00	110.35	90.26	28.40				1,709.99
DANIELLE R MENSER	AIDE	900070226	R		1,297.12		265.28	1,031.84	70.93	51.08	84.57	57.97			767.29
KATELYNN MORAN	TCH	900070227	R	1,587.42	180.00		241.40	1,526.02	100.46	69.81	24.75	99.99			1,231.01
NICHOLAS R. MORRISON	AIDE	900070228	R		1,326.52		112.54	1,213.98	92.79	60.09	97.44	192.73			770.93
BRIAN K. NICKELSON	BLD	900070229	R	1,561.67	2.25		113.12	1,450.80	112.93	66.09	116.37	178.83			976.58
WHITNEY N PEECHER	TCH	900070230	R	2,328.77			23.03	2,305.74	215.52	108.41	33.77	54.40			1,893.64
HEATHER R PIDCOCK	DIRFS	900070231	R	1,990.63	51.55		169.53	1,872.65		92.70	150.29	427.05			1,202.61
PARLEE A REEVE	NURSE	900070232	R		2,501.07		112.55	2,388.52	76.63	118.23	191.34				2,002.32
MADISON D REYNOLDS	TCH	900070233	R	1,980.92	174.90		130.87	2,024.95	160.33	94.51	31.11	103.40			1,635.60
KARLIE JL ROUSE	TCH	900070234	R	1,602.68			128.04	1,474.64	94.29	72.99	23.24	84.55			1,199.57
BRETT A RUPPEL	BLD	900070235	R	1,312.50	1.10		119.41	1,194.19	60.64	53.39	95.87				984.29

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HOLLY M. RUPPEL	TCH	900070236	R	2,928.97			98.97	2,830.00	361.48	140.09	42.47	55.00			2,230.96
SARAH B SMITH	TCH	900070237	R	3,078.16	83.40		462.21	2,699.35	429.89	127.89	45.84	55.00			2,040.73
DARCI M STECK	TCH	900070238	R	2,579.14			25.51	2,553.63	162.31	110.83	37.40				2,243.09
HANNAH D STECK	AIDE	900070239	R		1,352.96		60.88	1,292.08	48.10	63.96	103.50				1,076.52
WHITNEY R SUTERA	AIDE	900070240	R		1,278.10		193.69	1,084.41	17.89	53.68	87.36				925.48
EMILY K SWOROBOWICZ	TCH	900070241	R	2,838.02			278.12	2,559.90	184.85	115.27	40.79				2,218.99
EMILY TIPSWORD	AIDE	900070242	R		955.35		42.99	912.36	10.12	45.16	73.08				784.00
McKENZIE WARD	AIDE	900070243	R		1,159.46		99.68	1,059.78	54.87	52.46	86.02	11.51			854.92
RACHELLE M BANDELOW	SEC	900070244	R		1,399.28		62.97	1,336.31	43.08	66.15	107.05				1,120.03
MARY R BAUMAN	TCH	900070245	R	2,694.42			117.25	2,577.17	208.43	127.57	38.19	246.92			1,956.06
NICOLE M BURKE	TCH	900070246	R	2,926.77			93.89	2,832.88	362.11	140.23	41.50	55.00			2,234.04
MELISSA CHARNESKI	TCH	900070247	R	1,417.59	1,073.55		85.50	2,405.64	246.15	112.67	102.35	125.88			1,818.59
REBECCA CURRY	AIDE	900070248	R		1,142.96		192.74	950.22	4.47	47.04	76.62	38.04			784.05
TONYA K. DELANEY	TCH	900070249	R	3,588.70			102.34	3,486.36	253.03	172.57	51.07	55.60			2,954.09
MARY M DILLON	TCH	900070250	R	2,666.25	22.50		514.05	2,174.70		90.48	32.79	92.35			1,959.08
KIRSTIN E GEBHARDT	TCH	900070251	R	2,376.85			310.07	2,066.78	165.35	102.31	31.40	103.01			1,664.71
DANIEL HIRST	BLD	900070252	R	1,378.34			83.88	1,294.46	72.67	58.35	103.77	21.45			1,038.22
OLIVIA R KILLION	TCH	900070253	R	1,887.13	180.00		21.63	2,045.50	162.79	95.53	29.96	53.80			1,703.42
SARAH L KNEPLER	TCH	900070254	R	2,500.26	12.50		84.55	2,428.21	273.08	120.20	36.00	154.40			1,844.53
KELSIE L KNOX	TCHPT	900070255	R		2,116.50		20.93	2,095.57		88.47	30.69				1,976.41
LUANNE M. LOVING	AIDE	900070256	R		1,825.10		82.13	1,742.97	128.93	78.65	139.62				1,395.77
ABIGAIL MAGRATH	TCH	900070257	R	1,871.79			404.21	1,467.58	138.01	72.65	25.27	410.93			820.72
RYAN L MCDONALD	TCH	900070258	R	1,999.55	157.50		160.91	1,996.14	178.37	93.09	29.25				1,695.43
JENNIFER D OGDEN-TOM	TCH	900070259	R	2,844.70			903.21	1,941.49	193.31	90.38	37.98	54.40			1,565.42
BREANN N OSWALD	TCH	900070260	R	1,985.29			79.93	1,905.36	145.98	88.59	27.91	88.07			1,554.81
BRANDON J RADFORD	JHPRI	900070261	R	3,458.34			54.86	3,403.48	243.08	162.75	49.85				2,947.80
ZACH REUSCHEL	AIDE	900070262	R		1,005.44		69.37	936.07	12.50	46.34	73.46	179.55			624.22
AMANDA J ROBINSON	AIDE	900070263	R		1,104.86		102.57	1,002.29		49.61	80.47				872.21
JENNIFER M SPANN	SEC	900070264	R		1,652.28		312.48	1,339.80	119.14	66.32	108.19	56.94			989.21
HOLLY A VAN VELDHUIZEN	TCH	900070265	R	1,602.68	37.50		707.52	932.66	75.00	29.00	20.73	52.87			755.06
MALLORY R. WAINMAN	TCH	900070266	R	2,549.99			72.54	2,477.45	283.91	122.63	36.29	102.33			1,932.29
BREANNA L WOODS	AIDE	900070267	R		1,216.68		111.73	1,104.95		39.43	88.72	69.93			906.87
EMILY R YATES	TCH	900070268	R	1,694.46	202.50		245.41	1,651.55	115.52	81.75	26.68	52.87			1,374.73
BRIAN K BANDY	TCH	900070269	R	3,492.18	500.65		53.81	3,939.02	556.64	189.08	87.27	61.00			3,045.03
SHERRY V BEHL	CAF	900070270	R		795.90		35.82	760.08	18.79	37.62	60.89				642.78

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DILLON BINKLEY	TCH	900070271	R	2,673.26			76.44	2,596.82	270.76	128.54	38.76	148.52			2,010.24
HEATHER J BROWN	CAF	900070272	R		1,063.20		145.09	918.11	10.70	37.82	73.90	49.55			746.14
MATTHEW A BROWN	DIRBL	900070273	R	3,125.00			161.29	2,963.71	440.31	166.70	237.48				2,119.22
ELYSE M COPELIN	SUBT	900070274	R	95.25			4.76	90.49		4.48	7.29				78.72
TASHA L CREASEY	BLD	900070275	R	1,378.34	1.74		241.68	1,138.40	53.94	56.35	91.84	25.05			911.22
CASSIE A. DORSEY	ATHTR	900070276	R	2,025.92	386.55		185.56	2,226.91	184.56	104.51	178.66	174.70			1,584.48
ALIXANDRA M EAGAN	CAF	900070277	R		1,078.14		186.53	891.61	51.88	44.13	71.92				723.68
CHAD D FORNOFF	SUB	900070278	R		120.00		11.88	108.12			1.74				106.38
AIMEE K. GRAY	TCH	900070279	R	2,688.10	25.00		612.17	2,100.93	108.28	86.83	31.14	72.60			1,802.08
LAUREN M HEMMERLE	TCH	900070280	R	1,877.25			18.57	1,858.68	140.37	92.00	27.22	52.87			1,546.22
KIMBERLY A. HEPPERLY	TCH	900070281	R	3,136.01	45.00		31.46	3,149.55	431.78	155.90	46.12	55.00			2,460.75
DAWN M HUDDLESTON	TCHPT	900070282	R		1,540.86		15.24	1,525.62		75.52	22.34				1,427.76
LINDSAY E. JOHNSON	TCH	900070283	R	1,883.14			91.82	1,791.32	153.79	82.95	26.24	27.75			1,500.59
TAYLEE K JULIAN	TCH	900070284	R	1,709.53	22.50		175.87	1,556.16	104.07	71.31	25.11				1,355.67
SHELLY J KENNEDY	TCH	900070285	R	2,941.08			212.40	2,728.68	205.11	129.35	39.99				2,354.23
STACEY R. KILLION	NURSE	900070286	R		3,600.82		664.45	2,936.37	107.53	114.83	244.68	20.00			2,449.33
ALEX KRUCKEBERG	TCH	900070287	R	1,689.38	237.92		208.79	1,718.51	122.85	85.07	30.66	52.87			1,427.06
BRITTANY L LANE	TRN	900070288	R		1,856.78		178.41	1,678.37	94.56	83.08	134.79	535.20			830.74
HATTIE LLEWELLYN	HSPRI	900070289	R	4,761.49			210.98	4,550.51	1030.32	202.36	66.67	22.10			3,229.06
BLAKE J LUCAS	ATHDI	900070290	R	3,785.35			115.08	3,670.27	506.92	175.95	53.76				2,933.64
MARK M MANGIARACINA	TCH	900070291	R	1,793.83			87.84	1,705.99	122.05	78.72	24.99	99.30			1,380.93
MAGGIE M MCCLAREY	TCH	900070292	R	2,770.07			87.70	2,682.37	131.72	127.05	39.29	54.40			2,329.91
KRISTEN D. MCGUIRE	TCH	900070293	R	2,904.58			156.39	2,748.19	343.48	136.04	40.99	354.30			1,873.38
CATHERINE A. MILLS	SEC	900070294	R		1,632.34		279.43	1,352.91	120.76	66.97	109.11	26.84			1,029.23
BRAD A OWENS	BLD	900070295	R	1,535.20	-0.58		129.36	1,405.26	160.96	69.56	112.79				1,061.95
KARA J. PECORARO	TCH19	900070296	R	2,478.77			174.52	2,304.25	67.01	102.61	35.94	54.40			2,044.29
DINA G PEECHER	SEC	900070297	R		1,186.79		179.79	1,007.00		49.85	81.13				876.02
LINDSEY PRATHER	AIDE	900070298	R	119.06	1,288.14		63.32	1,343.88		66.52	107.65				1,169.71
JONATHAN D. REES	TCH	900070299	R	2,850.09	45.00		99.75	2,795.34	375.02	138.37	40.95	102.67			2,138.33
KAYLIE M ROWLAND	CAF	900070300	R		929.18		41.81	887.37		36.29	71.08				780.00
TANNER W SHAFER	TCH	900070301	R	1,789.45	90.00		100.79	1,778.66	130.77	82.32	126.93	80.20			1,358.44
CASEY R SPEARS	TCH	900070302	R	2,334.61			179.97	2,154.64	40.05	100.93	32.66	168.01			1,812.99
JAMES R SPIELMAN	BLD	900070303	R	1,416.67			124.05	1,292.62	115.45	63.98	103.76	217.16			792.27
CORINE B STEINER	TCH	900070304	R	1,190.56			47.13	1,143.43	54.54	50.88	17.26	79.52			941.23
JOSEPH VIOLA	COUNS	900070305	R	3,671.41	11.70		96.61	3,586.50	448.79	177.53	53.26	73.93			2,832.99

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JACOB L WEBBER	BLD	900070306	R	757.88	798.30		70.03	1,486.15	185.67	73.56	119.04				1,107.88
KRISTY L WEIDHUNER	TCH	900070307	R	1,739.10	90.00		132.72	1,696.38	120.90	83.97	25.65	52.87			1,412.99
TABATHA R WEIDHUNER	AIDE	900070308	R		1,586.55		19.38	1,567.17	104.05	77.57	29.51				1,356.04
GORDON A WELLS	TCHPT	900070309	R		919.96		9.10	910.86	54.19	45.09	13.34				798.24
ARTHUR T ARISMAN	SUB	900070310	R		480.00		47.52	432.48		6.15	6.96				419.37
LOUIS R BEHL	SUB	900070311	R		360.00		35.64	324.36	15.00	16.06	5.22				288.08
SUSAN L CODY	SUB	900070312	R		480.00		47.52	432.48		13.78	6.96				411.74
DARRIN R. CUMMINGS	SSO	900070313	R		2,432.03		109.44	2,322.59	325.82	114.97	186.05	121.60			1,574.15
TAMMY L DAY	RETTE	900070314	R		480.00			480.00		48.76	6.96				424.28
DONALD L EDWARDS	SSO	900070315	R		1,216.69		54.75	1,161.94	134.32	57.52	93.07				877.03
GAVIN W HAAS	SUBA	900070316	R		300.00			300.00		7.22	22.95				269.83
JONELLE D HINNEN	SUB	900070317	R		60.00		5.94	54.06		2.68	0.87				50.51
PEYTON N KIRKPATRICK	SOCIA	900070318	R	2,446.94			105.37	2,341.57	198.32	110.18	34.30	54.40			1,944.37
KENNETH D KISSEL	SSO	900070319	R		400.50			400.50	25.00	19.82	30.64				325.04
JILINDA LARSON	ADM	900070320	R	6,636.27			65.63	6,570.64	1141.06	325.25	96.23				5,008.10
CYNTHIA D MOORE	DOS	900070321	R	1,591.05	66.11		149.57	1,507.59	82.84	74.63	126.77	103.46			1,119.89
LORI D NIEMEIER	CSBO	900070322	R	4,821.04			282.77	4,538.27	658.46	224.64	67.58				3,587.59
LARRY R PIOTROWSKI	SSO	900070323	R		2,316.36		104.24	2,212.12	183.99	109.50	177.20				1,741.43
RODERICA H SANDHAAS	SUBT	900070324	R		52.36			52.36		2.59	4.01				45.76
RONDA SCHEERER	SUB	900070325	R		300.00		29.70	270.30		13.38	4.35				252.57
DENISE TALBERT	DOS	900070326	R	1,607.82	200.77		143.20	1,665.39	117.18	82.44	133.63	159.50			1,172.64
TERRI L VAN TINE	DOS	900070327	R	1,266.57	43.95		76.53	1,233.99	140.41	61.08	98.91	65.53			868.06
ROBERT A WHARTON	RETTE	900070328	R		60.00			60.00		2.97	0.87				56.16
THOMAS J WILSEY	TECHA	900070329	R	1,312.50	15.59		59.76	1,268.33	69.53	62.78	101.60	500.00			534.42
ROSE M. YARKO-LAZZERI	RETTE	900070330	R		600.00			600.00	60.00	14.44	8.70	413.49			103.37
NITA RAYE GONDEK	TRN	900070331	R	853.14			38.39	814.75	114.81	40.33	65.26				594.35
MARK A. BALLENGER	TRN	900070332	R		1,639.63		73.78	1,565.85	352.29	69.88	125.43				1,018.25
ROBERT BARTH	TRN	900070333	R		891.15		40.10	851.05	96.33	42.13	68.17				644.42
MELISSA M COMBS	TRMON	900070334	R		667.38		30.03	637.35	10.00	31.55	51.06	33.20			511.54
EVA ELY	TRMON	900070335	R		874.45		39.35	835.10	92.40	41.34	66.90				634.46
BRIAN L FOX	TRN	900070336	R		1,260.56		56.73	1,203.83	91.57	59.59	96.43				956.24
KATHY J. GARNER	SUBT	900070337	R		288.96			288.96	25.00	14.30	22.11				227.55
KENNETH HILL	TRN	900070338	R		1,185.78		53.36	1,132.42	32.13	56.05	90.71				953.53
RYLEI HILL	TRMON	900070339	R		747.32		114.02	633.30	2.50	31.35	51.02				548.43
SETH C HILL	TRND	900070340	R	2,953.13			522.12	2,431.01	273.70	120.33	196.14				1,840.84

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SHELLY M KAUFMAN	TRN	900070341	R		1,741.69		179.76	1,561.93	134.54	77.32	125.48	13.27			1,211.32
TECIA L KERR	TRN	900070342	R		1,521.46		216.57	1,304.89	49.38	56.96	105.06	56.37			1,037.12
REBECCA KAY MENDENHALL	TRN	900070343	R		1,457.96		65.61	1,392.35	114.19	68.92	111.53				1,097.71
KRIS C. NEUMAN	SUBT	900070344	R		208.63			208.63		10.33	15.97				182.33
RODGER R PERRY	TRN	900070345	R		673.45			673.45		18.07	51.52				603.86
RONALD E. SANDHAAS	TRN	900070346	R		849.95		38.25	811.70	80.34	40.18	65.02				626.16
TROY L SANSON	TRNM	900070347	R	2,411.67	624.67		220.69	2,815.65	379.48	159.37	225.85	29.21			2,021.74
WILLIAM R TALBERT	TRNFT	900070348	R		3,815.64		232.00	3,583.64	642.12	171.67	287.28	470.48			2,012.09
OLGA R LOPEZ	SOCIA	900070349	R	2,751.39			203.28	2,548.11	393.59	120.41	37.34				1,996.77
ANGELA M ALLEN	CAF	900070350	R		1,098.15		102.27	995.88	9.03	49.30	79.97				857.58
AMY M ANKROM	AIDE	900070351	R		1,636.04		160.20	1,475.84		65.42	118.54	66.33			1,225.55
ANDREW J BALL	BLD	900070352	R	1,312.50			116.26	1,196.24	60.88	53.49	96.03	9.95			975.89
KATHERINE BARRETT	TCH	900070353	R	2,052.46			80.60	1,971.86	175.46	91.88	28.89				1,675.63
ALEXANDER D BARRY	AIDE	900070354	R		1,637.28		73.68	1,563.60	77.41	77.40	125.25	21.12			1,262.42
MICAH M BASHARA	TCH	900070355	R	2,228.76	212.50		156.95	2,284.31	173.78	106.13	34.52	61.30			1,908.58
ASHLEY C BEROLA	TCH	900070356	R	1,136.69			153.44	983.25	37.49	48.67	15.65	46.18			835.26
TYLER T BEROLA	TCH	900070357	R	1,942.09			199.51	1,742.58	169.44	86.26	27.29	36.30			1,423.29
GRACE M BIBB	AIDE	900070358	R		1,703.36		76.65	1,626.71	84.98	80.52	130.31	210.34			1,120.56
ELIZABETH K BIRCH	TCH	900070359	R	2,280.59			52.29	2,228.30	166.56	110.30	32.64	32.66			1,886.14
MOLLY K BOOHER	TCH	900070360	R	2,464.25			81.57	2,382.68	120.59	117.94	34.90				2,109.25
JAMIE A. BROWN	TCH	900070361	R	2,543.13			279.46	2,263.67	149.31	106.33	36.88				1,971.15
JENNIFER E BROWN	TCH	900070362	R	601.14			133.20	467.94	3.88	23.16	7.61	30.50			402.79
MICHAEL CHEEK	BLD	900070363	R	1,378.34			62.03	1,316.31	36.28	65.16	105.45	47.30			1,062.12
JENNA L CISCO	TCH	900070364	R	1,587.42	67.50		208.05	1,446.87	90.96	65.90	23.98	42.50			1,223.53
RACHEL R. COOPER	TCH	900070365	R	3,050.55			41.97	3,008.58	450.76	148.92	44.06	100.00			2,264.84
KARA L COX	TCH	900070366	R	3,091.63	180.00		57.41	3,214.22	284.87	159.10	47.08				2,723.17
GRACE CRAWFORD	TCH	900070367	R	1,232.58			67.55	1,165.03	57.14	51.95	17.60				1,038.34
TRAVIS L CREASEY	BLD	900070368	R	1,378.34			119.23	1,259.11	68.43	62.33	101.07	23.40			1,003.88
CAMERON CUMMINGS	TCH	900070369	R	1,635.05			38.02	1,597.03	108.98	79.05	23.39	22.63			1,362.98
KEVIN M. CUMMINS	TECH	900070370	R	3,818.67			171.84	3,646.83	562.34	163.35	292.13	32.00			2,597.01
JAMES DAMBACHER	TCH	900070371	R	2,503.42			24.76	2,478.66	132.11	105.52	36.30	521.00			1,683.73
JOELLEN DANENBERGER	SEC	900070372	R	366.33	1,422.34		170.57	1,618.10	169.14	80.10	129.94	22.00			1,216.92
SKYLER E DAVIS	TCH	900070373	R	1,610.62	135.00		201.77	1,543.85	102.60	76.42	25.17				1,339.66
CARRIE J DAWDY	TCH	900070374	R	2,179.58			184.62	1,994.96	74.44	87.30	29.24	2.73			1,801.25
MAKENNA L DAWDY	TCHPT	900070375	R		1,263.86		12.50	1,251.36	44.02	61.94	18.33	43.75			1,083.32

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AMANDA M FLESHMAN	TCH	900070376	R	1,887.13			414.48	1,472.65		55.73	21.62				1,395.30
COURTNEY FRY	TCH	900070377	R	2,136.71			21.13	2,115.58	6.56	93.27	30.98	36.30			1,948.47
JULIA GARRISON	TCHPT	900070378	R		1,645.14		16.27	1,628.87	85.24	80.63	23.85				1,439.15
SHELLEY L HAAS	ASPRI	900070379	R	3,361.97			160.33	3,201.64	218.86	158.48	46.91	325.00			2,452.39
CARLI HEMPHILL	TCH	900070380	R	1,245.03	195.00		57.01	1,383.02	83.30	62.74	20.88	250.00			966.10
CHRISTINA L IACONO	TCH	900070381	R	1,999.97	180.00		221.20	1,958.77	152.39	96.96	31.03				1,678.39
KIMBERLY S. JONES	AIDE	900070382	R		1,401.87		64.67	1,337.20	43.16	66.19	107.12	8.00			1,112.73
WENDY C KANLLAKAN	TCH	900070383	R	2,714.62			860.00	1,854.62	200.22	86.08	38.16	6.15			1,524.01
VINCENT E KING	BLD	900070384	R	1,416.67	0.34		84.43	1,332.58	65.34	65.96	106.82	12.00			1,082.46
TRUDY L KUNZ	CAF	900070385	R		437.84		19.70	418.14		20.70	33.50				363.94
AUDREY P LANZOTTI	TCH	900070386	R	1,985.29			62.37	1,922.92	191.08	89.46	28.17	25.74			1,588.47
JOLENE M LUCA	TCH	900070387	R	2,611.70			287.00	2,324.70	112.96	115.07	37.87				2,058.80
ERIN M LUTTRELL	TCH	900070388	R	2,414.51			254.53	2,159.98	93.20	106.92	33.55	91.82			1,834.49
ANGELA M. MARR	SEC	900070389	R		1,219.06		764.42	454.64		22.50	38.98				393.16
SAMANTHA MARTIN	AIDE	900070390	R		1,219.16		106.45	1,112.71	30.16	47.45	89.32				945.78
TAYLOR L MAUS	TCH	900070391	R	2,227.98			261.67	1,966.31	135.12	97.33	31.01				1,702.85
STACEY R. MAXSON	TCH	900070392	R	2,778.06			87.78	2,690.28	200.50	133.17	39.41	49.28			2,267.92
JENNIFER M MCQUALITY	TCH	900070393	R	1,958.37			19.37	1,939.00	110.35	90.26	28.40				1,709.99
DANIELLE R MENSER	AIDE	900070394	R		1,355.74		285.71	1,070.03	75.51	52.97	94.54	57.97			789.04
KATELYNN MORAN	TCH	900070395	R	1,587.42	180.00		241.40	1,526.02	100.46	69.81	24.75	47.12			1,283.88
NICHOLAS R. MORRISON	AIDE	900070396	R		1,321.68		112.33	1,209.35	92.23	59.86	97.07	192.04			768.15
BRIAN K. NICKELSON	BLD	900070397	R	1,561.67	4.78		113.23	1,453.22	113.22	66.21	116.56	179.09			978.14
WHITNEY N PEECHER	TCH	900070398	R	2,328.77			23.03	2,305.74	215.52	108.41	33.77				1,948.04
HEATHER R PIDCOCK	DIRFS	900070399	R	1,990.63	43.74		169.18	1,865.19		92.33	149.69	27.05			1,596.12
PARLEE A REEVE	NURSE	900070400	R		2,425.50		109.15	2,316.35	69.41	114.66	185.55				1,946.73
MADISON D REYNOLDS	TCH	900070401	R	1,980.92			129.14	1,851.78	139.55	85.94	28.57				1,597.72
KARLIE JL ROUSE	TCH	900070402	R	1,602.68			128.04	1,474.64	94.29	72.99	23.24	31.68			1,252.44
BRETT A RUPPEL	BLD	900070403	R	1,312.50	-0.63		119.33	1,192.54	60.44	53.31	95.75				983.04
HOLLY M. RUPPEL	TCH	900070404	R	2,928.97			98.97	2,830.00	361.48	140.09	42.47				2,285.96
SARAH B SMITH	TCH	900070405	R	3,078.16	81.00		462.18	2,696.98	429.32	127.78	45.81				2,094.07
DARCI M STECK	TCH	900070406	R	2,579.14			25.51	2,553.63	162.31	110.83	37.40				2,243.09
HANNAH D STECK	AIDE	900070407	R		2,107.52		94.84	2,012.68	131.30	99.63	161.23				1,620.52
WHITNEY R SUTERA	AIDE	900070408	R		1,276.33		193.61	1,082.72	17.72	53.59	87.22				924.19
EMILY K SWOROBOWICZ	TCH	900070409	R	2,838.02			278.12	2,559.90	184.85	115.27	40.79				2,218.99
EMILY TIPSWORD	AIDE	900070410	R		1,062.45		47.81	1,014.64	20.35	50.22	81.28				862.79

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McKENZIE WARD	AIDE	900070411	R		1,169.38		101.01	1,068.37	55.73	52.88	87.54	11.51			860.71
RACHELLE M BANDELOW	SEC	900070412	R		1,413.78		63.62	1,350.16	44.46	66.83	108.15				1,130.72
MARY R BAUMAN	TCH	900070413	R	2,694.42			117.25	2,577.17	208.43	127.57	38.19	192.52			2,010.46
NICOLE M BURKE	TCH	900070414	R	2,926.77			93.89	2,832.88	362.11	140.23	41.50				2,289.04
MELISSA CHARNESKI	TCH	900070415	R	1,417.59	486.68		59.09	1,845.18	183.20	85.23	57.45	93.78			1,425.52
REBECCA CURRY	AIDE	900070416	R		1,796.46		222.15	1,574.31	66.88	77.93	126.62	38.04			1,264.84
TONYA K. DELANEY	TCH	900070417	R	3,588.70	292.50		105.24	3,775.96	287.78	186.91	55.31				3,245.96
MARY M DILLON	TCH	900070418	R	2,666.25			513.83	2,152.42		89.37	32.46	37.95			1,992.64
KIRSTIN E GEBHARDT	TCH	900070419	R	2,376.85			310.07	2,066.78	165.35	102.31	31.40	48.61			1,719.11
EARL GREEN	AIDE	900070420	R	238.12	1,528.76		79.51	1,687.37	90.59	83.52	135.17				1,378.09
DANIEL HIRST	BLD	900070421	R	1,378.34	6.20		84.15	1,300.39	73.38	58.65	104.25	21.45			1,042.66
OLIVIA R KILLION	TCH	900070422	R	1,887.13			19.85	1,867.28	141.41	86.71	27.35				1,611.81
SARAH L KNEPLER	TCH	900070423	R	2,500.26	25.00		84.67	2,440.59	275.80	120.81	36.19	100.00			1,907.79
KELSIE L KNOX	TCHPT	900070424	R		2,116.50		20.93	2,095.57		88.47	30.69				1,976.41
ANNA K LLEWELLYN	SUBA	900070425	R		600.00			600.00	19.44	29.70	45.90				504.96
LUANNE M. LOVING	AIDE	900070426	R		1,806.06		81.27	1,724.79	126.75	77.75	138.17				1,382.12
ABIGAIL MAGRATH	TCH	900070427	R	1,871.79			343.91	1,527.88	143.68	75.63	26.15	372.57			909.85
RYAN L MCDONALD	TCH	900070428	R	1,999.55			159.36	1,840.19	159.66	85.37	26.97				1,568.19
JENNIFER D OGDEN-TOM	TCH	900070429	R	2,844.70			903.21	1,941.49	193.31	90.38	37.98				1,619.82
BREANN N OSWALD	TCH	900070430	R	1,985.29	242.50		82.33	2,145.46	174.79	100.48	31.43	35.20			1,803.56
BRANDON J RADFORD	JHPRI	900070431	R	3,458.34			54.86	3,403.48	243.08	162.75	49.85				2,947.80
ZACH REUSCHEL	AIDE	900070432	R		1,254.79		81.47	1,173.32	36.24	58.08	94.08				984.92
AMANDA J ROBINSON	AIDE	900070433	R		1,054.94		100.32	954.62		47.25	76.66				830.71
JENNIFER M SPANN	SEC	900070434	R		1,772.97		317.91	1,455.06	131.91	72.03	117.42	56.94			1,076.76
HOLLY A VAN VELDHUIZEN	TCH	900070435	R	1,602.68	22.50		707.37	917.81	75.00	28.26	20.51				794.04
MALLORY R. WAINMAN	TCH	900070436	R	2,549.99			72.54	2,477.45	283.91	122.63	36.29	47.93			1,986.69
BREANNA L WOODS	AIDE	900070437	R		1,830.42		-60.97	1,891.39	67.47	78.36	150.99	73.43			1,521.14
EMILY R YATES	TCH	900070438	R	1,694.46	37.50		243.78	1,488.18	95.91	73.66	24.28				1,294.33
BRIAN K BANDY	TCH	900070439	R	3,492.18	333.73		53.59	3,772.32	522.57	180.88	75.89	6.00			2,986.98
SHERRY V BEHL	CAF	900070440	R		689.78		31.04	658.74	8.65	32.61	52.77				564.71
DILLON BINKLEY	TCH	900070441	R	2,673.26			76.44	2,596.82	270.76	128.54	38.76	93.52			2,065.24
HEATHER J BROWN	CAF	900070442	R		1,057.28		144.83	912.45	10.13	37.54	73.44	49.55			741.79
MATTHEW A BROWN	DIRBL	900070443	R	3,125.00			161.29	2,963.71	440.31	166.70	237.48				2,119.22
ELYSE M COPELIN	SUBT	900070444	R	95.25			4.76	90.49		4.48	7.29				78.72
TASHA L CREASEY	BLD	900070445	R	1,378.34	0.50		241.63	1,137.21	53.80	56.29	91.74	25.05			910.33

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CASSIE A. DORSEY	ATHTR	900070446	R	2,025.92	11.81		168.70	1,869.03	141.62	86.79	150.00	174.70			1,315.92
ALIXANDRA M EAGAN	CAF	900070447	R		1,009.12		183.42	825.70	43.97	40.87	66.64				674.22
CHAD D FORNOFF	SUB	900070448	R		600.00		59.40	540.60		19.13	8.70				512.77
AIMEE K. GRAY	TCH	900070449	R	2,688.10	75.00		612.67	2,150.43	114.22	89.28	31.86	17.60			1,897.47
LAUREN M HEMMERLE	TCH	900070450	R	1,877.25			18.57	1,858.68	140.37	92.00	27.22				1,599.09
KIMBERLY A. HEPPERLY	TCH	900070451	R	3,136.01			31.02	3,104.99	421.97	153.70	45.47				2,483.85
DAWN M HUDDLESTON	TCHPT	900070452	R		1,307.48		12.93	1,294.55		64.08	18.96				1,211.51
LINDSAY E. JOHNSON	TCH	900070453	R	1,883.14			91.82	1,791.32	153.79	82.95	26.24	27.75			1,500.59
TAYLEE K JULIAN	TCH	900070454	R	1,709.53	22.50		175.87	1,556.16	104.07	71.31	25.11				1,355.67
SHELLY J KENNEDY	TCH	900070455	R	2,941.08			212.40	2,728.68	205.11	129.35	39.99				2,354.23
STACEY R. KILLION	NURSE	900070456	R		3,743.12		670.85	3,072.27	121.12	121.55	255.56	20.00			2,554.04
ALEX KRUCKEBERG	TCH	900070457	R	1,689.38	40.44		207.23	1,522.59	99.80	75.37	25.32				1,322.10
BRITTANY L LANE	TRN	900070458	R		1,786.67		175.25	1,611.42	84.81	79.76	129.42	535.20			782.23
HATTIE LLEWELLYN	HSPRI	900070459	R	4,761.49			210.98	4,550.51	1030.32	202.36	66.67	22.10			3,229.06
BLAKE J LUCAS	ATHDI	900070460	R	3,785.35			115.08	3,670.27	506.92	175.95	53.76				2,933.64
MARK M MANGIARACINA	TCH	900070461	R	1,793.83			87.84	1,705.99	122.05	78.72	24.99	45.50			1,434.73
JANICE A. McCANN	BLDS	900070462	R		308.28			308.28	5.83	15.26	23.58				263.61
MAGGIE M MCCLAREY	TCH	900070463	R	2,770.07			87.70	2,682.37	131.72	127.05	39.29				2,384.31
KRISTEN D. MCGUIRE	TCH	900070464	R	2,904.58			156.39	2,748.19	343.48	136.04	40.99	304.80			1,922.88
CATHERINE A. MILLS	SEC	900070465	R		1,678.43		281.50	1,396.93	125.30	69.15	112.64	26.84			1,063.00
BRAD A OWENS	BLD	900070466	R	1,535.20	-0.96		129.34	1,404.90	160.92	69.54	112.75				1,061.69
KARA J. PECORARO	TCH19	900070467	R	2,478.77			174.52	2,304.25	67.01	102.61	35.94				2,098.69
DINA G PEECHER	SEC	900070468	R		1,184.26		179.67	1,004.59		49.73	80.93				873.93
LINDSEY PRATHER	AIDE	900070469	R	2,833.52	1,808.90		208.91	4,433.51	34.56	219.46	355.15				3,824.34
JONATHAN D. REES	TCH	900070470	R	2,850.09	45.00		99.75	2,795.34	375.02	138.37	40.95	47.67			2,193.33
KAYLIE M ROWLAND	CAF	900070471	R		903.00		40.64	862.36		35.06	69.08				758.22
TANNER W SHAFER	TCH	900070472	R	1,789.45	45.00		100.34	1,734.11	125.43	80.12	126.28	26.40			1,375.88
CASEY R SPEARS	TCH	900070473	R	2,334.61			179.97	2,154.64	40.05	100.93	32.66	113.61			1,867.39
JAMES R SPIELMAN	BLD	900070474	R	1,416.67	4.26		124.24	1,296.69	115.94	64.19	104.09	217.16			795.31
CORINE B STEINER	TCH	900070475	R	1,190.56	115.00		51.69	1,253.87	67.80	56.34	18.93				1,110.80
JOSEPH VIOLA	COUNS	900070476	R	3,671.41			96.61	3,574.80	446.50	176.95	52.36	18.33			2,880.66
KRISTY L WEIDHUNER	TCH	900070477	R	1,739.10			129.16	1,609.94	110.53	79.69	24.34				1,395.38
TABATHA R WEIDHUNER	AIDE	900070478	R		1,799.03		17.79	1,781.24	131.08	88.17	26.09				1,535.90
GORDON A WELLS	TCHPT	900070479	R		794.18		7.85	786.33	39.25	38.92	11.52				696.64
ARTHUR T ARISMAN	SUB	900070480	R		240.00		23.76	216.24			3.48				212.76

Check Dates 04/11/2024 through 05/15/2024 - Check Number

EMPLOYEE NAME	EMP TYPE	CHECK NUMBER	T	CONTRACT PAY	OTHER + PAY	TAXABLE + BENS	FED TAX - SHELTER	FED TAX = GROSS	FEDERAL - TAX	STATE - TAX	SOC SEC - TAX	OTHER - DEDS	REIMBURSE + DEDS	TAXABLE - BENS	NET = PAY
JODI L BECKER	SUB	900070481	R		180.00		17.82	162.18		0.40	2.61				159.17
LOUIS R BEHL	SUB	900070482	R		420.00		41.58	378.42	15.00	18.73	6.09				338.60
SUSAN L CODY	SUB	900070483	R		120.00			120.00			9.18				110.82
DARRIN R. CUMMINGS	SSO	900070484	R		2,469.92		111.15	2,358.77	330.16	116.76	188.95	123.50			1,599.40
TAMMY L DAY	RETTE	900070485	R		120.00			120.00		30.94	1.74				87.32
DONALD L EDWARDS	SSO	900070486	R		1,218.00		54.81	1,163.19	134.47	57.58	93.18				877.96
PEYTON N KIRKPATRICK	SOCIA	900070487	R	2,446.94			105.37	2,341.57	198.32	110.18	34.30				1,998.77
KENNETH D KISSEL	SSO	900070488	R		801.25			801.25	25.00	39.66	61.30				675.29
CONNIE KOMNICK	RETTE	900070489	R		120.00			120.00			1.74				118.26
JILINDA LARSON	ADM	900070490	R	6,636.27			65.63	6,570.64	1141.06	325.25	96.23				5,008.10
LINDA L LIVINGSTON	SUB	900070491	R		120.00		11.88	108.12	30.00	5.35	1.74				71.03
DANIELLE MARKS	SUBN	900070492	R		95.75			95.75		4.74	7.33				83.68
CYNTHIA D MOORE	DOS	900070493	R	1,591.05	6.98		146.91	1,451.12	77.20	71.83	122.25	100.50			1,079.34
LORI D NIEMEIER	CSBO	900070494	R	4,821.04			282.77	4,538.27	658.46	224.64	67.58				3,587.59
LARRY R PIOTROWSKI	SSO	900070495	R		2,348.44		105.68	2,242.76	187.05	111.02	179.65				1,765.04
RONDA SCHEERER	SUB	900070496	R		480.00		35.64	444.36		22.00	14.40				407.96
DENISE TALBERT	DOS	900070497	R	1,607.82	103.64		138.83	1,572.63	106.05	77.84	126.20	154.64			1,107.90
TERRI L VAN TINE	DOS	900070498	R	1,266.57	2.95		74.69	1,194.83	135.71	59.14	95.77	63.48			840.73
ROBERT A WHARTON	RETTE	900070499	R		180.00			180.00		8.91	2.61				168.48
THOMAS J WILSEY	TECHA	900070500	R	1,312.50	6.38		59.35	1,259.53	68.48	62.35	100.89	500.00			527.81
ROSE M. YARKO-LAZZERI	RETTE	900070501	R		1,658.25			1,658.25	193.32	66.82	24.04	1099.26			274.81
NITA RAYE GONDEK	TRN	900070502	R	853.14			-76.78	929.92	126.32	46.03	65.26				692.31
MARK A. BALLENGER	TRN	900070503	R		1,667.04		75.02	1,592.02	359.55	71.17	127.53				1,033.77
ROBERT BARTH	TRN	900070504	R		885.87		39.86	846.01	95.56	41.88	67.77				640.80
MELISSA M COMBS	TRMON	900070505	R		658.42		29.63	628.79	10.00	31.13	50.37	33.20			504.09
EVA ELY	TRMON	900070506	R		871.14		39.20	831.94	2.08	41.18	66.64				722.04
BRIAN L FOX	TRN	900070507	R		1,247.50		56.14	1,191.36	90.07	58.97	95.44				946.88
KENNETH HILL	TRN	900070508	R		1,513.82		68.12	1,445.70	63.46	71.56	115.81				1,194.87
RYLEI HILL	TRMON	900070509	R		700.70		111.92	588.78		29.14	47.45				512.19
SETH C HILL	TRND	900070510	R	2,953.13			522.12	2,431.01	273.70	120.33	196.14				1,840.84
SHELLY M KAUFMAN	TRN	900070511	R		1,591.17		172.98	1,418.19	117.29	70.20	113.97	13.27			1,103.46
TECIA L KERR	TRN	900070512	R		1,352.46		208.96	1,143.50	33.24	48.97	92.13	56.37			912.79
REBECCA KAY MENDENHALL	TRN	900070513	R		1,368.24		61.57	1,306.67	103.91	64.68	104.67				1,033.41
KRIS C. NEUMAN	SUBT	900070514	R		242.14			242.14		11.99	18.52				211.63
RODGER R PERRY	TRN	900070515	R		656.31			656.31		17.22	50.21				588.88

Check Dates 04/11/2024 through 05/15/2024 - Check Number

EMPLOYEE NAME	EMP TYPE	CHECK NUMBER	T	CONTRACT PAY	OTHER + PAY	TAXABLE + BENS	FED TAX - SHELTER	FED TAX = GROSS	FEDERAL - TAX	STATE - TAX	SOC SEC - TAX	OTHER - DEDS	REIMBURSE + DEDS	TAXABLE - BENS	NET = PAY
RONALD E. SANDHAAS	TRN	900070516	R		975.17		43.88	931.29	91.95	46.10	74.60				718.64
TROY L SANSON	TRNM	900070517	R	2,411.67	470.56		213.75	2,668.48	347.11	152.09	214.06	29.21			1,926.01
WILLIAM R TALBERT	TRNFT	900070518	R		3,409.01		213.71	3,195.30	548.92	152.44	256.18	429.82			1,807.94
Summary Totals				$683,982.53	$233,917.64		$70,178.59	$847,721.58	$70,424.98	$40,388.56	$32,121.45	$30,651.46			$674,135.13

20 Check(s) Reported

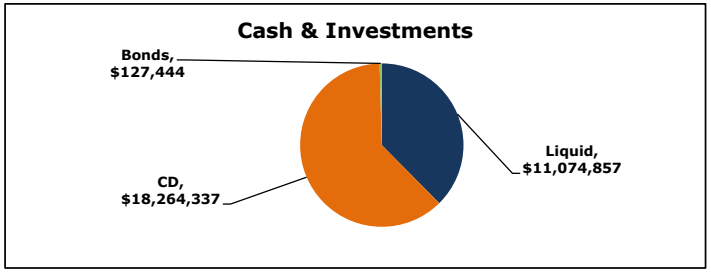
508 Deposit(s) Reported

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

NEW BERLIN C.U.S.D. #16
TREASURER'S REPORT
April, 2024

FUND	Beginning Cash Balance	Receipts	Disbursements		Misc. Transactions	Bank Balance
			Payroll	Accounts Payable		
10 Education	(383,493.32)	316,121.03	408,345.88	325,176.25	-	**(800,894.42)**
20 Building	2,080,020.37	76,983.02	25,187.83	108,962.45	-	**2,022,853.11**
30 Bond & Interest	(879,186.22)	-	-	-	661,325.00	**(217,861.22)**
40 Transportation	253,398.03	127,706.52	37,610.98	43,319.88	-	**300,173.69**
50 IMRF	122,454.91	260.04	-	36,695.07	-	**86,019.88**
60 Capital Projects Fund	23,235,615.93	16,885.10	-	1,268,651.98	-	**21,983,849.05**
61 Sales Tax Fund	3,430,476.23	70,067.23	-	92,226.65	(623,493.09)	**2,784,823.72**
70 Working Cash Fund	2,629,235.04	1,116.18	-	-	-	**2,630,351.22**
80 Tort	(85,675.51)	-	-	30,504.35	-	**(116,179.86)**
90 Fire Prevention & Safety	792,177.66	725.91	-	-	599.18	**793,502.75**
TOTAL	**$ 31,195,023.12**	**$ 609,865.03**	**$ 471,144.69**	**$ 1,905,536.63**	**$ 38,431.09**	**$ 29,466,637.92**

	CASH			INVESTMENTS					BONDS			
FUND	UCB - General Fund	UCB MM	WBSB MM	WBSB #1	WBSB #3	CSB #1	CSB #2	CSB #3	NB WC Bonds (2015)	NB WC Bonds (2018)	Griggsville-Perry Bonds	TOTAL
	0.6000%	0.1500%	0.2500%	0.4000%	4.0000%	0.1500%	2.3000%	4.0000%	2.2500%	3.0200%	2.5000%	
10 Education	(928,338.65)	-	-	-	-	-	-	-	-	-	127,444.23	**(800,894.42)**
20 Operations & Maintenance	2,022,853.11	-	-	-	-	-	-	-	-	-	-	**2,022,853.11**
30 Bond & Interest	(217,861.22)	-	-	-	-	-	-	-	-	-	-	**(217,861.22)**
40 Transportation	300,173.69	-	-	-	-	-	-	-	-	-	-	**300,173.69**
50 IMRF / Social Security	86,019.88	-	-	-	-	-	-	-	-	-	-	**86,019.88**
60 Capital Projects Fund	2,817,836.49	102,916.52	2,939,801.56	500,000.00	7,500,000.00	-	2,884,520.16	5,276,606.72	-	-	-	**22,021,681.45**
61 Capital Projects Fund - Sales Tax	2,746,991.81	-	-	-	-	-	-	-	-	-	-	**2,746,991.81**
70 Working Cash	526,737.60	403.05	-	-	-	844,219.36	1,258,990.72	-	-	-	-	**2,630,350.73**
80 Tort	(116,179.86)	-	-	-	-	-	-	-	-	-	-	**(116,179.86)**
90 Fire Prevention & Safety	342,564.76	31,606.75	419,331.24	-	-	-	-	-	-	-	-	**793,502.75**
TOTAL	**$ 7,580,797.61**	**$ 134,926.32**	**$ 3,359,132.80**	**$ 500,000.00**	**$ 7,500,000.00**	**$ 844,219.36**	**$ 4,143,510.88**	**$ 5,276,606.72**	**$ -**	**$ -**	**$ 127,444.23**	**$ 29,466,637.92**
	$11,074,856.73			**$18,264,336.96**					**$127,444.23**			**$ 29,466,637.92**



COMMUNITY UNIT SCHOOL DISTRICT #16
NEW BERLIN, ILLINOIS
April 10, 2024

MINUTES OF REGULAR BOARD MEETING

President Neuman called the Board Meeting to order at 6:00 p.m. Members Kotner, Gordon, Marr, Bishoff, Beard and Mann were present.

Administrators shared Pretzel Shoutouts with the Board.

There was no one for Public Comment.

Member Gordon shared IASB information with the Board.

There were no adjustments to the agenda.

The Administrators had nothing to add to their reports.

The Superintendent reported on the new building construction and anticipated track repair at the end of April or first week in May. She updated on the Board on the survey of the waterline break, ROE Compliance visit and current staffing status.

A motion was made by Member Gordon and seconded by Member Kotner approve the consent agenda. The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Mann, Gordon, Marr, Beard and Bishoff voted yea.

A motion was made by Member Marr and seconded by Member Kotner to approve the Farm Ground Lease with the Sangamon County Fair (one year). The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Mann, Gordon, Marr, Beard and Bishoff voted yea.

A motion was made by Member Bishoff and seconded by Member Mann to approve the Elementary Math Texbook quote. The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Mann, Gordon, Marr, Beard and Bishoff voted yea.

A motion was made by Member Beard and seconded by Member Marr to approve the Geometry and Algebra II textbook quote. The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Mann, Gordon, Marr, Beard and Bishoff voted yea.

A motion was made at 6:23 p.m. by Member Beard and seconded by Member Bishoff to adjourn to Executive Session for the purpose of employee, collective negotiating and litigation matters. The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Mann, Gordon, Marr, Beard and Bishoff voted yea.

A motion was at 7:16 p.m. by Member Bishoff and seconded by Member Gordon to return to open session. The motion passed on a roll call vote, 7-0. President Neuman, Members Kotner, Mann, Gordon, Marr, Beard and Bishoff voted yea.

A motion was made by Member Mann and seconded by Member Kotner to approve the Personnel Consent Agenda (Joseph Coulton-HS Math Teacher, Jump Start staff-Skyler Davis, Jenna Cisco(one week), Christina Iacono, Katelyn Moran, Taylor Maus, Courtney Fry, Luanne Loving, Zach Reuschel, McKenzie Ward, Ron Sandhaas, Brian Fox, Shelly Kaufman, Bill Talbert, Angie Marr, Jodi Danenberger). The motion passed on a voice vote, 7-0. President Neuman, Members Kotner, Mann, Gordon, Marr, Beard and Bishoff voted yea.

A motion was made at 7:17 p.m. by Member Gordon and second by Member Mann to adjourn the board meeting. The motion passed on a voice vote, 7-0. President Neuman, Members Kotner, Mann, Gordon, Marr, Beard and Bishoff voted yea.

The meeting ended at 7:17 p.m.

_____ _____

Secretary President

BUDGET AMENDMENT (TENTATIVE)

July 1, 2023 through June 30, 2024

Presented 05/16/2024

FUND	FY23 BEGINNING FUND BALANCE	FY23 REVENUES ACTUAL (Audited)	FY23 EXPENDITURES ACTUAL (Audited)	SURPLUS/ (DEFICIT)	FY23 ENDING FUND BALANCE (Unaudited)	FY24 REVENUES (Proposed)	FY24 EXPENDITURES (Proposed)	SURPLUS/ (DEFICIT)	FY24 ENDING FUND BALANCE (Proposed)
EDUCATION *	**3,425,384**	9,018,325	9,712,267	(693,942)	$ **2,731,442**	9,294,649	10,136,720	(842,071)	$ **1,889,371**
OPERATIONS & MAINTENANCE *	**2,439,555**	1,308,750	1,355,968	(47,218)	$ **2,392,337**	1,374,853	1,697,000	(322,147)	$ **2,070,190**
DEBT SERVICE	**365,108**	1,873,120	1,825,530	47,590	$ **412,698**	1,608,365	2,251,110	(642,745)	$ **(230,047)**
TRANSPORTATION *	**524,561**	842,449	1,069,682	(227,233)	$ **297,328**	902,041	1,080,340	(178,299)	$ **119,029**
IMRF / SOCIAL SECURITY *	**328,041**	346,384	422,179	(75,795)	$ **252,246**	361,528	443,283	(81,755)	$ **170,491**
CAPITAL PROJECTS	**1,109**	33,494,744	1,674,983	31,819,761	$ **31,820,870**	475,465	16,184,450	(15,708,985)	$ **16,111,885**
SALES TAX	**2,044,080**	938,852	311,840	627,012	$ **2,671,092**	1,032,737	756,325	276,412	$ **2,947,504**
WORKING CASH	**2,368,819**	141,692	-	141,692	$ **2,510,511**	162,534	-	162,534	$ **2,673,045**
TORT	**112,128**	341,894	340,375	1,519	$ **113,647**	210,720	212,239	(1,519)	$ **112,128**
FIRE PREVENTION & SAFETY	**499,582**	130,805	-	130,805	$ **630,387**	232,500	-	232,500	$ **862,887**
TOTAL	$ **12,108,367**	$ **48,437,015**	$ **16,712,824**	$ 31,724,191	$ **43,832,558**	$ **15,655,392**	$ **32,761,467**	$ (17,106,075)	$ **26,726,483**
				0					
*** OPERATING FUNDS**	$ **8,758,319**	$ **11,311,216**	$ **12,137,917**	(826,701)	$ **7,931,618**	$ **11,734,077**	$ **12,914,060**	(1,179,983)	$ **6,751,635**

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

NOTICE OF PUBLIC HEARING

NOTICE IS HEREBY given by the Board of Education of School District No. 16 in the County of Sangamon/Morgan, State of Illinois, that the tentative amended budget for Fiscal Year 2024 for Community Unit School District No. 16, New Berlin, Illinois, shall be on file for public inspection in the District Office, 600 N. Cedar, New Berlin Elementary School, New Berlin, IL., from the hours of 8:00 a.m. thru 4:00 p.m. from Thursday, May 16, 2024 thru Thursday, June 20, 2024.

NOTICE IS FURTHER given that the Public Hearing for the adoption of a permanent amended budget for Fiscal Year 2024 shall be held at 6:00 p.m., Thursday, June 20, 2024, at the New Berlin Elementary Library, 600 N. Cedar St., New Berlin, IL.

Dated this 16th day of May, 2024.

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

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Applicant: NEW BERLIN CUSD 16 **County:** Sangamon

Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-51-084-0160-26

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Overview

PROGRAM:	Consolidated District Plan
PURPOSE:	The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
BOARD GOALS:	• Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities. • Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child. • Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.
FY 2025 Included Programs:	Title I, Part A - Improving Basic Programs Title I, Part A - School Improvement Part 1003 Title I, Part D - Delinquent Title I, Part D - Neglected Title I, Part D - State Neglected/Delinquent Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders Title III - Language Instruction Educational Program (LIEP) Title III - Immigrant Student Education Program (ISEP) EL - Bilingual Service Plan (BSP) Title IV, Part A - Student Support and Academic Enrichment Title V, Part B - Rural and Low Income Schools IDEA, Part B - Flow-Through IDEA, Part B - Preschool Foster Care Transportation Plan
LEGISLATION:	Every Student Succeeds Act (ESSA) Individuals with Disabilities Education Act Rehabilitation Act Strengthening Career and Technical Education for the 21st Century Act Workforce Innovation and Opportunity Act Head Start Act McKinney-Vento Homeless Assistance Act

Adult Education and Family Literacy Act

105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education

23 Illinois Administrative Code 228 Transitional Bilingual Education

Due Date:	District plans must be submitted to the Illinois State Board of Education and approved before any FY 2025 grant applications for included programs can be approved. **Submission by April 1 is recommended.**
Duration:	The District Plan was submitted initially for the school year 2024-2025 and must be updated annually thereafter.
Amendments:	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.
Instructions:	**Instructions in PDF format**
Common Abbreviations:	ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended) IDEA - Individuals with Disabilities Education Act ISBE - Illinois State Board of Education LEA - Local Educational Agency LIEP - Language Instruction Educational Program SEA - State Education Agency BSP - Bilingual Service Plan

Close Printer Friendly Page

Applicant: NEW BERLIN CUSD 16 **County:** Sangamon

Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-51-084-0160-26

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
Larson	Jilinda	

Phone*	Extension	Email*
217 480 2040		jlarson@pretzelpride.com

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

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

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

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

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

([count] of 2500 maximum characters used)Equitable access in ESSA programs is provided for students, teachers, and program beneficiaries without regard to gender, race, national origin, color, disability, or age through the selection and needs assessment processes developed by the district. No barriers have been identified at this time, and each ESSA program has been designed to offer services and equitable access to all. A periodic evaluation of the barriers is completed. New Berlin will utilize all available resources to mitigate any barriers to educational opportunities.

3. Bilingual Program Director Assurance

Please take note of the following, which is determined by your district's Englisher Learner (EL) count, shown below:

2

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.

*Required field, applicable for all funding sources

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Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

- (●) Initial submission for the fiscal year
- ( ) Amendment to approved plan for the fiscal year

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

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Needs Assessment and Programs

Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2024-2025.* [1]

NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- [x] Title I, Part A - Improving Basic Programs
- [ ] Title I, Part A - School Improvement Part 1003
- [ ] Title I, Part D - Delinquent
- [ ] Title I, Part D - Neglected
- [ ] Title I, Part D - State Neglected/Delinquent
- [x] Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- [ ] Title III - Language Instruction Educational Program (LIEP)
- [ ] Title III - Immigrant Student Education Program (ISEP)
- [x] Title IV, Part A - Student Support and Academic Enrichment
- [ ] Title V, Part B - Rural and Low Income Schools
- [x] IDEA, Part B - Flow-Through
- [x] IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*
([count] of 7500 maximum characters used)

By making systemic changes that braid together services funded from a variety of sources into a comprehensive framework, schools have a better chance of increasing the academic achievement of all students. Despite the flexibilities that schoolwide programs offer LEAs and schools when using Federal funds, we understand that schools participating in a schoolwide program may still only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds. (ESEA sections 1114(a)(2)(B), 1118(b)).

Response from the approved prior year Consolidated District Plan.

By making systemic changes that braid together services funded from a variety of sources into a comprehensive framework, schools have a better chance of increasing the academic achievement of all students. Despite the flexibilities that schoolwide programs offer LEAs and schools when using Federal funds, we understand that schools participating in a schoolwide programs may still only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds. (ESEA sections 1114(a)(2)(B), 1118(b)).

3. Will the LEA braid funding?*
Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.

If No Braiding is selected, additional fund sources will not be checked.

- [x] No Braiding
- [ ] Title I, Part A - Improving Basic Programs

- [ ] Title I, Part A - School Improvement Part 1003
- [ ] Title I, Part D - Delinquent
- [ ] Title I, Part D - Neglected
- [ ] Title I, Part D - State Neglected/Delinquent
- [ ] Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- [ ] Title III - Language Instruction Educational Program (LIEP)
- [ ] Title III - Immigrant Student Education Program (ISEP)
- [ ] Title IV, Part A - Student Support and Academic Enrichment
- [ ] Title V, Part B - Rural and Low-Income Schools
- [ ] IDEA, Part B - Flow-Through

N/A

4. Will the LEA hybrid-blend Title II and/or Title IV funding?*

Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, enter N/A in the text field.

If No Transfer of Funds is selected, additional hybrid blending options will not be checked.

- [ ] No Transfer of Funds
- [ ] Title II to Title I
- [x] Title IV to Title I
- [ ] Title II to Title IV
- [ ] Title IV to Title II

Title I will be supported by Title IV.

5. Provide a Summary of the LEA's Needs Assessment.*

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

([count] of 7500 maximum characters used)

The district utilizes the Title I needs assessment, Pre-K assessments, 5Essential Data, Special Education audits, and local surveys to determine the needs of students and staff. Benchmark assessments, IAR, SAT, and classroom formative and summative assessments to assess student achievement throughout the district. This data analysis assists with establishing a systematic MTSS process to align all resources, materials, and staffing to benefit every student group and ensure a comprehensive review of teaching and learning. The needs assessment also provides areas for improvement and student populations that need additional support to ensure academic success. These funds ensure equitable educational opportunities are provided to all students in need.

Legislative References:

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

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Needs Assessment Impact

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- A. ☑ School and/or district report card(s)
- B. ☑ Five Essentials Survey
- C. ☑ Student achievement data (disaggregated by student groups)
- D. ☐ Current recruitment and retention efforts and effectiveness data
- E. ☑ Professional development plan(s)
- F. ☐ School improvement plan(s)
- G. ☐ ESSA site based expenditure data
- H. ☐ ED School Climate Survey (EDSCLS)
- I. ☐ CDC School Health Index
- J. ☐ National School Climate Center
- K. ☐ ASCD School Improvement Tool
- L. ☐ Illinois Quality Framework and Supporting Rubric
- M. ☑ Other

List and describe other instruments and/or processes that were used in the needs assessment. Local stakeholder meetings and surveys have been conducted over multiple school years on topics including technology integration needs, ELA and Math PD needs, high-quality instructional practices, new program offerings, new teacher induction & mentoring supports. Survey data, sign-in sheets, agendas, and SIP evaluations are on file with each building administrator. With new teachers hired at New Berlin Elementary, the need to provide initial training, as well as the need to re-train existing teachers was identified. Refresher courses will be provided in the Fountas & Pinnell Literacy curriculum. Small group guided reading instruction continues to be a focus for all staff members.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the need process, as applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, re page, revise, save the page, and return to this page.

i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.

ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.

iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Our schoolwide plan will address both academic and behavior/social-emotional learning standards for all students. Push-in instruction for small groups, including those identified at risk for meeting st provided by reading specialists; co-teaching for selected sections of math and ELA will provide additional instruction and supports to all students; research validated computer-based interventions (S Solutions, Reading Plus, F & P) are used as supplemental instruction for any student performing below standards. Pull out small group instruction using research validated methods (Reading Recover Literacy Intervention by Heineman) will be used with students at the highest risk for not meeting state standards.

All teachers use whole group and small group guided instruction for math and ELA serving all students at their individual reading and/or math level; co-teaching in selected sections for math and ELA students in the classroom setting; research validated curriculum for math and ELA (Everyday Math 4th ed., and Smekens Literacy for reading and writing), Fountas & Pinnell Benchmark Assessment administered to monitor progress and inform instruction; computer-based resources are used to supplement and individualize instruction for both at-risk and accelerated populations (TouchMath, ST Reading Plus, Sound Reading Solutions, IXL for K - 12; trade books for leveled libraries.

For school-based mental health and SEL needs, the district social worker will coordinate to provide instruction and supports. Interventionist will lead preparation and co-teach, with the classroom tea classroom instruction of SEL standards to all students. At the K - 5 level, Character Strong will be utilized. Classroom teachers will reteach and reinforce lessons on the off weeks. The Panorama Stuc utilized to determine students with SEL needs. Students identified via the screener will receive small group and individualized instruction and supports, including goal-based Check-in, Check-out, spe intervention plans (BIPs) developed through the FBA process, and counseling. Data will be collected for all aspects of the mental health supports using the Panorama surveys. Problem solving meetir review data and to adjust services, and meetings may be initiated by one of the Tier 2/3 behavior team members or at the request of a classroom teacher. Staff will have access to all data for their a schoolwide data will be shared as supports ongoing behavior-based initiatives.

We currently do not have any students enrolled in or living in local day programs or living institutions. If this changes, we will coordinate our services with our special education cooperative and local be involved.

Our school-wide plan was revisited, reviewed, and revised over the course of the school year and included input and participation from all required groups of stakeholders.

A new principal was hired in fall of 2021. This principal will continue the push for all students to achieve mastery in ELA and Math during their second year. A math consultant and literacy consultant delivering professional development.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing gaps, and key professional development opportunities for teachers and principals.

The elementary and junior high campuses have completed a 3-year implementation cycle for new ELA. All new staff will be mentored to ensure they are following the curriculum and utilizing the stra appropriate pacing.

New math curriculum for K - 5 grades is still being reviewed during the fall of 2024. Fall 2023, new math curriculum for 6 - 9 was implemented. Appropriate professional development was provided b

company. A math consultant assisted with vertical and horizontal implementation to the IL Mathematics standards, Eight Mathematical Practices and consistent age-appropriate instructional strategie to be provided with training to help them implement the program with fidelity.

District-wide, we are in varying stages of the implementation of PBIS program. Fall 2024 is year 3 for the elementary building, JH - Year 3, and HS - Year 2 -2nd semester. All new staff (including the will need training on the background and foundational principles already covered in this process. All of these PD opportunities are critical to increasing the efficacy of new staff, as well as to equip the longevity with the district.

Additional district- and building- specific needs will be addressed through the Mentoring & Induction program. Since Fall 2019, new teachers have provided data at the conclusion of the mentoring an utilized to guide topic selections for PD sessions. New Teacher Orientation group evaluations (since Fall 2019) are on file with the building administrators. For the 2024- 25 new teachers Year 1 and Y utilize the book "Teach Like a Pirate" as their book study.

G. Title III - LIEP

H. Title III - ISEP

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

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget.

To ensure a safe and productive learning environment for all students, as well as to meet the cognitive, emotional, physical, and academic needs of all students, we implemented PBIS district wide. F evidence-based, tiered framework to be implemented that supports students' behavioral, academic, social, emotional, and mental health in order for students to feel safe and reach their maximum p on equity, systems, data, practices, and outcomes to create a positive school climate. All students will have the supports to develop and strengthen the skill of self-regulation (controlling their thoug taking responsibility for their behavior, being respectful and kind, and being safe. The PBIS program is structured to help school teams learn the necessary skills and develop a plan to systematically behavior, prevent and respond to unwanted behaviors and skills, encourage and acknowledge the expected behavior, prevent and respond to unwanted behavior in a respectful, instructional manner. given the opportunity to be redirected and coached by their teacher to remain in the classroom. Educators will use various strategies and supports so students can self-regulate in order to avoid cons their potential. All principals will establish a PBIS team as well as a Problem-Solving team to review the data and recommend professional development. New staff will be trained and mentored to im system. Additionally, the district social workers will utilize Character Strong and incorporate this with PBIS at the K-5 grade levels.

Panorama (social and emotional screener plus teacher playbook) was implemented in the fall of 2020 district wide. Staff was provided PD and new staff will be onboarded to utilize the data. The distı implement the Panorama Student Success Platform which will allow all data to be in one place, easily accessible, as well as getting a whole picture of each individual student. There will be continuous development on how to maximize this platform as it evolves and our students needs change.

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

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

The district needs assessment and the SASED PD survey outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASED provide instructic behavioral strategies and data-driven progress monitoring for staff development relative to the MTSS model.

L. IDEA, Part B - Preschool

The district needs assessment and the SASED PD survey outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASED provide instructic behavioral strategies and data-driven progress monitoring for staff development relative to the MTSS model.

Legislative Requirement:
[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

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Stakeholder Involvement

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
- [ ] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acac needs of each and every child.
- [ ] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to education that meets their needs.

District Goal(s):

- [ ] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. Select the types of personnel/groups that were included in the planning process (required stakeholders for various programs as footnoted below).* Check all that apply.

- A. [x] Teachers (1,7,8)
- B. [x] Principals (1,7,8)
- C. [x] Other school leaders (1,8)
- D. [x] Paraprofessionals (1)
- E. [x] Specialized instructional support personnel (1,2,3,4,8)
- F. [ ] Charter school leaders (in a local educational agency that has charter schools) (1)
- G. [x] Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. [ ] Parent liaisons
- I. [x] Title I director (1)
- J. [ ] Title II director (1)
- K. [ ] Bilingual director (1,6,8)
- L. [ ] Title IV director (1)
- M. [x] Special Education director
- N. [ ] Guidance staff
- O. [ ] Community members and community based organizations (7)
- P. [ ] Business representatives (2,3,4)
- Q. [ ] Researchers (7)
- R. [ ] Institutions of Higher Education (7)
- S. [ ] Other - specify
- T. [ ] Additional Other - specify: Board Members

Program Footnotes:

1 = Title I, Part A - Improving Basic Programs
2 = Title I, Part D - Neglected
3 = Title I, Part D - Delinquent
4 = Title I, Part D - State Neglected/Delinquent
5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
6 = Title III, including LIEP and ISEP
7 = Title IV, Part A - Student Support and Academic Enrichment
8 = EL - BSP

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

([count] of 7500 maximum characters used)
Agendas, sign-in sheets, and all other documentation have been filed for reference. Stakeholder input took place in the following ways: at monthly faculty meetings; during whole-staff SIP release time; during academic and behavior problem solving meetings held approximately every 6-8 weeks over the school year; in curriculum

team meetings held each term; with the Transition Advisory Board formed in collaboration with the Preschool for All program; through surveys offered to staff and parents as appropriate for the topic; and through district administrative meetings. Stakeholders involved in the review and updating of the schoolwide plan included: principal, classroom teachers, reading specialists, behavior specialist and social worker, parents, PreK and prevention initiative coordinators, early intervention program chief; early intervention parent educator; SLP, local School Board members, superintendent.

Response from the prior year Consolidated District Plan.
Agendas, sign-in sheets, and all other documentation have been filed for reference. Stakeholder input took place in the following ways: at monthly faculty meetings; during whole-staff SIP release time; during academic and behavior problem solving meetings held approximately every 6-8 weeks over the school year; in curriculum team meetings held each term; with the Transition Advisory Board formed in collaboration with the Preschool for All program; through surveys offered to staff and parents as appropriate for the topic; and through district administrative meetings. Stakeholders involved in the review and updating of the schoolwide plan included: principal, classroom teachers, reading specialists, behavior specialist and social worker, parents, preK and prevention initiative coordinators, early intervention program chief; early intervention parent educator; SLP, local School Board members, superintendent.

3. **Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied and diverse populations.** [2]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

([count] of 7500 maximum characters used)
A needs assessment survey was offered to all families for the purpose of seeking input. The results were reviewed by the planning committee and incorporated into the plan. Common themes were to maintain small student to teacher ratios, provide one-on-one or small group instruction when needed, and to increase in-class supports for students. Results also indicated a favorable view of current parent/school collaboration while encouraging a continuation of positive relationships.

During the 2023-24 school year, we began reviewing feedback from parents during parent-teacher conferences and after all parent education events held at the school. Feedback will be reviewed by the planning committee for each event and considered for future implementation.

Response from the prior year Consolidated District Plan.
A needs assessment survey was offered to all families for the purpose of seeking input. The results were reviewed by the planning committee and incorporated into the plan. Common themes were to maintain small student to teacher ratios, provide one-on-one or small group instruction when needed, and to increase in-class supports for students. Results also indicated a favorable view of current parent/school collaboration while encouraging a continuation of positive relationships. Over the course of the coming school year, we will seek feedback from parents during parent-teacher conferences and after all parent education events held at the school. Feedback will be reviewed by the planning committee for each event and considered for future implementation.

4. **Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable.** [3]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

([count] of 7500 maximum characters used)
Beginning in FY22, the elementary parent night was reimplemented to engage families. This event continues to receive positive feedback annually.

New Berlin administration collaborate with the local PTO to host 2 book fairs per year with the 2 family night events. Beginning in FY24, New Berlin Elementary offered 2 family nights in coordination with our Pre-K events.

Response from the prior year Consolidated District Plan.
New leadership in FY22 reestablished the elementary parent night to engage families. This event receives positive feedback annually. We collaborate with the local PTO to host 2 book fairs per year with the 2 family nights per event. We also plan to offer 2 family nights in coordination with our Pre-K.

Title I Requirement:

An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below.

ESEA section 1112(a)(1)(A)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private e higher education. (Section 3121(b)(4)(C))

Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

*Required field

**Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

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Private School Participation

File Upload instructions are linked below. Click here for general page instructions.

The application has been locked. No more updates will be saved for the application.

NOTE: This page may remain blank if no private schools are listed or participating in the programs
NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the district`s boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?
○ Yes ◉ No

LEA has informed Private Schools of the Title II/Title IV transfer.
○ Yes ○ No ◉ N/A

Nonpublic School Consultation Form

Upload Instructions for Private/Nonpublic School Forms

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
	☐	○ Yes ○ No Number of Low-Income Student(s):	○ Yes ○ No Total Enrollment Number Student(s):	○ Yes ○ No Total Enrollment Number Student(s):	Choose File No...sen

Comments:

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Preschool Coordination

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
- [ ] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acac needs of each and every child.
- [ ] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to education that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

All students exiting our PreK program are given an informal entrance/exit screening where teachers note acquisition of kindergarten readiness skills. In the spring, and again after new student re schedule all students who are new to our building to be screened using a modified version of the same tool. The information gathered will assist in developing balanced class lists for kindergarter information, parents will be given a short list of specific activities they can do with their children to prepare for the start of kindergarten.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individ plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n

If the district does not offer early childhood education programs, enter
No Preschool Programs

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

([count] of 7500 maximum characters used)

Our pre-K program is housed in the same building as our K-5. Therefore, students are included in all routines of the school, as appropriate for their day. In the early spring, we host an evenin Kindergarten!" All families are invited to attend, and information about the event is distributed through email, the local newspaper, on social media, and through paper flyers sent to local child Students and their families are able to see the kindergarten classrooms, meet current kindergarten teachers, and begin the registration paperwork.

Using the B-3 continuum as guidance, we established a collaborative, cross-organizational board comprised of the following members: the pre-K program coordinator, the pre-K parent coordir the district, the chief of the county health department's division of early intervention, an early intervention service coordinator, as well as the building administrator. The board will meet a min goal for the year will be to critique our current transitional practices (strategy #4 on the B-3 continuum) to identify additional practices that will support smooth transitions from pre-K into kin beyond. Potential additional practices will include: revising all forms to be consistent across programs and classrooms, providing additional time for collaboration between pre-K and kindergart academic/developmental screening and a parent questionnaire for all new students K-3 that will provide critical information for meeting new children's academic, social-emotional, and family r and understand the reporting systems for kindergarten - 3rd grade. The governing board will be responsible for reviewing proposed practices, developing additional practices, and implementir to evaluate their success or need for change.

All students exiting our pre-K program are given an informal entrance/exit screening where teachers note acquisition of kindergarten readiness skills. In the spring, we schedule all students w screened using a modified version of the same tool. The information gathered will assist in developing balanced class lists for kindergarten. Also based on the screening information, parents w activities they can do with their children to prepare for the start of kindergarten.

Response from the approved prior year Consolidated District Plan.

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Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

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Applicant: NEW BERLIN CUSD 16
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 25-CDP-00-51-084-0160-26

County: Sangamon

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Needs Assessment Impact | Stakeholders | Private Schools Participation | Preschool Coordination | Student Achievement | College and Career | Professional Development | Safe Learning Environment | Title I Specific Pages | IDEA Specific Requiren

Student Achievement and Timely Graduation

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
- [ ] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acac needs of each and every child.
- [ ] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to education that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Ninety percent or more of third grade students are reading at or above grade level and ninety percent or more of fifth grade students meet or exceed expectations in mathematics.

All freshmen are on track to graduate at the end of their freshmen year. This will be demonstrated by passing 5 credits and not failing more than a half a credit in any academic area.

All students will complete the College & Career Readiness survey to document their academic and career experiences. This survey will be given annually in the fall to sophomores, juniors, and se each student response periodically throughout the year (after completing successful criteria of activities, etc.).

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement tl

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n

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([count] of 7500 maximum characters used)

Math and ELA. This approach will provide additional in-class instruction and supports for both at-risk students and for those who may struggle with isolated skills within these content areas. R interventions, including Sound Reading Solutions, Reading Plus, Moby Max, and Raz Kids will be used to supplement classroom instruction. Time engaged in computer interventions will be sup Data will be monitored by the classroom teachers and the reading specialists. Pull-out small group or individual instruction will be provided for the students at greatest risk. Research validatec used, including the Reading Recovery protocol and the Leveled Literacy Intervention program by Heineman.

For Math, the following options will be used as best fits student needs: Focused, small group instruction with the classroom teacher will be provided in addition to any whole group instruction. provide both practice and reteaching options will be used to support any individual deficit areas identified through the NWEA/MAP and performance on classroom assessments. Programs to be TouchMath, and Khan Academy.

All teachers use both whole group and small group guided instruction for Math and Reading serving all students at both grade level and individual reading and/or math level. Co-teaching for s will serve both at-risk students, as well as benefit all students in these sections by providing access to additional instruction and supports. Research validated core curricula are being used for and ELA/Reading (Fountas & Pinnell Classroom components, Really Great Reading Phonics, and Smekens Literacy for both reading and writing instruction). All leveled instruction for Reading is individual reading level as determined by the Fountas & Pinnell BAS. Individualized math supports are determined and guided by NWEA/MAP results. All students have access to computer-bas supplement classroom instruction for both at-risk and accelerated individuals. Programs include MobyMax, Headsprouts, Raz Kids, IXL, Reading Plus, and Sound Reading Solutions. Trade book available, as well as an extensive library of leveled texts for use in guided reading.

Response from the prior year Consolidated District Plan.

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2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria for low-income, E neglected, and delinquent as applicable to the district. [2]

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The Fountas & Pinnell Benchmark Assessment and the NWEA/MAP are administered to all students K - 5th within the first 12 weeks of school in order to establish baseline data for reading. Fo literacy benchmark assessments was given as well. The Fountas & Pinnell assessment is given at the end of each term to monitor progress and inform continued instruction. The NWEA/MAP o recommended intervals to provide additional data to inform instruction. The Everyday Math 4th edition benchmark and units assessments are used K-5 for baseline and progress data in math. is administered at the beginning of the school year and at recommended benchmark intervals. Computer-based programs, including Sound Reading Solutions and Reading Plus provide on-goir student progress. Students at highest risk of failure to meet standards are progress monitored by a reading specialist using Aimsweb Plus, and/or Reading Recovery progress monitoring tools

The NWEA/MAP fall, winter, and spring benchmark assessments are administered to all K- 5th grade students in the areas of ELA and Math. The Fountas & Pinnell Benchmark Assessment Syst 1st - 5th grade students at the beginning of the school year, as well as at the end of each trimester. Kindergarten will administer letter identification and naming inventory at all benchmark wi & Pinnell BAS in the spring.
Students identified as at risk for failing to meet standards or make adequate progress are in ELA and Reading: scoring at a Fountas & Pinnell BAS level 2 below the grade level expectation wh does not show progress toward intersecting the aim line; receiving a 1 or 2 on the standards report card for grades K - 3 in at least 3 of the following areas: literature, informational text; four reading level; scoring at or below the 15th percentile on the NWEA/MAP ELA benchmark for two consecutive testing benchmarks in the current or previous grade (for direct teacher services) a percentile (for computer-based intervention).
Students at risk for failing to meet standards or make adequate progress in Math are: scoring at or below the 15th percentile on the NWEA/MAP benchmark as indicated by the trend line for t benchmarks in the current or previous grade (for direct teacher services) and between the 15th - 25th percentile (for computer-based interventions); receiving a 1 on the standards report car areas: Operations and Algebraic Thinking, Measurement and Data, Numbers and Operations, and Geometry.

Additional focus is placed on Freshman coursework. The district has a goal to have all Freshman be on track to graduate at the conclusion of their Freshman year.

Response from the prior year Consolidated District Plan.

The Fountas & Pinnell Benchmark Assessment and the NWEA/MAP are administered to all students K - 5th within the first 12 weeks of school in order to establish baseline data for reading. Fo literacy benchmark assessments was given as well. The Fountas & Pinnell assessment is given at the end of each term to monitor progress and inform continued instruction. The NWEA/MAP o recommended intervals to provide additional data to inform instruction. The Everyday Math 4th edition benchmark and units assessments are used K-5 for baseline and progress data in math. is administered at the beginning of the school year and at recommended benchmark intervals. Computer-based programs, including Sound Reading Solutions and Reading Plus provide on-goir student progress. Students at highest risk of failure to meet standards are progress monitored by a reading specialist using Aimsweb Plus, and/or Reading Recovery progress monitoring tools

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areas: Operations and Algebraic Thinking, Measurement and Data, Numbers and Operations, and Geometry.

Additional focus is placed on Freshman coursework. The district has a goal to have all Freshman be on track to graduate at the conclusion of their Freshman year.

3. **Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional hel
State academic and language standards. This includes a description of any additional and supplemental instructional assistance designed to assist English le
students to access academic content and develop language proficiency, as applicable.* [3]**

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Push-in instruction for small groups, including those identified at risk for meeting standards; co-teaching for selected sections of math and ELA; research validated computer-based interventio
Reading Plus, IXL). For Reading/ELA, pull out small group instruction using research validated methods (Reading Recovery protocol, Really Great Reading Phonics, and Leveled Literacy Interve
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showing appropriate progress with small group instruction and computer-based interventions will be progress monitored for potential referral for special education services.

4. **Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learn
implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and languag
learners and immigrant students, as applicable.* [4]**

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([count] of 7500 maximum characters used)
Teachers will be supported through PD in the following areas that align with the goals of our school-wide plan: Special Populations - Autism training, CPI and de-escalation of behavior training
Supports - Panorama Student Success Program, SEL curriculum, PD for interventionist, PBIS school-wide refreshers and ongoing training, local offerings as available through the ROE, IPA, IA
Smekens Literacy (reading and writing) online training and off-site conferences, Fountas & Pinnell Benchmark Assessment Program training; guided reading and math extended response train
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Practices). All new staff are provided training appropriate to assignment, including Smekens Literacy for classroom teachers and instructional practices for students with autism for both specia
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Practices). All new staff are provided training appropriate to assignment, including Smekens Literacy for classroom teachers and instructional practices for students with autism for both specia
appropriate.

5. **Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at hi
students by ineffective, inexperienced, or out-of-field teachers.**[5]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n

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([count] of 7500 maximum characters used)
Currently, all teachers at New Berlin Elementary have classroom experience. The majority of teachers have 3 or more years of experience teaching in their field. Class lists are created by the
gender and academic needs. Our student population is highly homogeneous, with only 7% of students identified as other than white. These students are distributed across all grades PK-5th.

Response from the prior year Consolidated District Plan.
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gender and academic needs. Our student population is highly homogeneous, with only 7% of students identified as other than white. These students are distributed across all grades PK-5th.

6. **Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop
improve academic achievement.** [6]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n

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([count] of 7500 maximum characters used)
The district has employed a licensed school librarian and a paraprofessional to provide services to students. All K-5 students have library time once a week with the librarian. In addition to che
receive instruction in the area of digital literacy, including the following topics and activities: database searching through World Book online; internet searching and finding resources online; w
discern which sources are credible and which are not; research projects with use of internet, respecting intellectual property and appropriate ways to cite credit for information, and using Goo
library catalog searches; introduction to coding through Hour of Code and other coding activities.

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library catalog searches; introduction to coding through Hour of Code and other coding activities.

7. **Describe how the district will identify and serve gifted and talented students by using objective criteria.** [7]**

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n

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([count] of 7500 maximum characters used)
Reading: Literature circles (teacher facilitated); instructional level text job roles; produce synthesis project to demonstrate learning; project-based learning; essential question to engage in lar
integrates meaningful text, vocabulary, multimedia; Words Their Way: derivational roots
Math: MAP to Khan Academy feature to guide individualized programming; enrichment activity provided by Everyday Math (Differentiation Options); progress at an independent rate through
collaborate on math talk to explain a vocabulary word or strategy through technology as review, can be used as a reteaching component for struggling students
Science/Social Studies: compacted unit to allow students to work through the chapter at their own pace (includes learning contract) with menu board of enrichment application projects to ext
to teach to the rest of the class.

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Science/Social Studies: compacted unit to allow students to work through the chapter at their own pace (includes learning contract) with menu board of enrichment application projects to ext
to teach to the rest of the class.

Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
[5] Title I, Part A, Section 1112(b)(2)
[6] Title I, Part A, Section 1112(b)(13)(B)
[7] Title I, Part A, Section 1112(b)(13)(A)

*Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A
**Required field for only Title I, Part A

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College and Career Readiness

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success attention to addressing historic inequities.
- [ ] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acac each and every child.
- [ ] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

Ninety percent or more of students will graduate from high school.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through:* [1]

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests an

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([count] of 7500 maximum characters used)

New Berlin Elementary serves the district population through grade 5. We have worked to facilitate a smooth transition from 5th grade at the elementary to 6th grade at New Berlin Junior I this transition through common professional development opportunities and time for staff at both buildings to collaborate and identify areas of struggle and plans to address these. A Pretze transition from 5th to 6th grade as well as 8t to 9th grade will occur in August before school starts.

Response from the approved prior year Consolidated District Plan.

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2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportuniti attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integratic professionals and, if appropriate, academic credit.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plar

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

([count] of 7500 maximum characters used)

As an elementary attendance center, we have not provided specific coursework for career and technical education. We have implemented 1:1 use of Chromebooks district wide. Technical ec development of basic tech literacy, including keyboarding, navigating an operating system to open, use, and save programs, and using internet search engines and discerning which results

The junior high school provides career and technical education content through the following electives: Grade 6 - 8 - Technology, Digital Citizenship; Grade 7/8 - Makers I/II, STEM content Science Curriculum. Monthly career opportunities are provided to students called "Pretzels with a Professional" where guest speakers talk about their careers relating back to the importanc subjects as well as electives are used on the job. The 8th graders tour Capital Area Career Center and Lincoln Land Community College. The JH staff continues to develop and revise the PA educational opportunities are available to all students.

The high school provides career and technical education content through CTE courses in Agriculture, Project Lead the Way (Introduction to Engineering and Design and Principles of Enginee Science Courses, and Business Education (as of 2022-23). We co-op with Capital Area Career Center and students in Grades 11-12 have the opportunity to attend the vocation program of students will utilize a career platform and the PACE framework. The HS staff continues to implement and monitor the PACE framework that will then ultimately lead to developing a Portrait education students enroll in the STEP program to obtain skills necessary for success post-graduation.
The Director of Student Services arranges college visits weekly, students 6-12 participate in Career Fairs, District Career Day, and College Fairs.

Response from the approved prior year Consolidated District Plan.

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The Director of Student Services arranges college visits weekly, students 6-12 participate in Career Fairs, District Career Day, and College Fairs.

Legislative References:

[1] Title I, Part A, Section 1112(b)(10)(A and B)
[2] Title I, Part A, Section 1112(b)(12)(A and B)

*Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

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Consolidated District Plan

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Professional Development - Highly Prepared and Effective Teachers and School Leaders

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal selected.*

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success state paying special attention to addressing historic inequities.
- [ ] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acac emotional needs of each and every child.
- [ ] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to every child an education that meets their needs.

District Goal(s):

- [x] Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

All students are supported by highly prepared and effective teachers and school leaders.

For each program for which funding is anticipated for the 2024-2025 school year, provide a brief description of professional development activities to be funded by applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING.**

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, s return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Teachers will be supported through PD in the following areas that align with the goals of our school-wide plan: Special Populations - Autism training, CPI and de-escalation of behavior train Behavior Supports, SEL curriculum PD, Panorama Student Success, PBIS school-wide refreshers and ongoing training, local offerings as available through the ROE, IPA, IASA, IEA, etc.; EL/ Literacy (reading and writing) online training and off-site conferences, Fountas & Pinnell Benchmark Assessment Program training; Math - Everyday Math Users Conference, other local offe Data Analysis and Use - NWEA workshops, Reading Plus and Sound Reading PD as available, Fountas & Pinnell administration and interpretation PD; AIMSWeb Plus; IPI, BEEP;

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

The elementary and junior high campuses are in the third year of a 3- year implementation cycle for new ELA.
K - 5 will be studying new math curriculum while grades 6- 9 will be implementing new Math curriculum [SAVAAS].

New teachers will need to be provided training to help them implement the programs with fidelity. All new staff will need training on the background and foundational principals already cov All new and returning staff will attend ongoing PD on SIP and Teacher Institute Days related to current curriculum and program initiatives (ELA and Math). All of these PD opportunities are the efficacy of new staff, as well as to equip them for success and longevity with the district. Additional district- and building- specific needs will be addressed through the Mentoring & Indu including book studies with Year 1 and 2 teachers. Feedback from last year's group of new teachers will help guide topic selections for these PD sessions. Evaluations from last year's New T are on file with the building administrators.

G. Title III - LIEP

H. Title III - ISEP

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

To ensure a safe and productive learning environment for all students, as well as to meet the mental, emotional, physical, and academic needs of all students, we are in the process of PBIS 9various stages-. In addition, Panorama (social and emotional screener) and Panorama Student Success Platform will be utilized. Both PBIS focuses on supports to students as they develo skill of self-regulation (controlling their thoughts and emotions) by taking responsibility for their behavior. All students will be given the opportunity to be redirected and coached by their te the classroom. Educators will use various strategies to support student self-regulation in order to avoid potential consequences. New staff will be trained. Problem Solving Teams are establ buildings in addition to Train the Trainer model. The elementary staff (K - 5) implement the Character Strong SEL curriculum in 2023.

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

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

Professional development is offered through the local cooperative, Sangamon Area Special Education District, or SASED. All staff who work with special populations are trained in safe de-e through the Crisis Prevention Institute curriculum. Additional workshops on topics including autism, social-emotional learning, speech and language, and various reading and math interven offered.

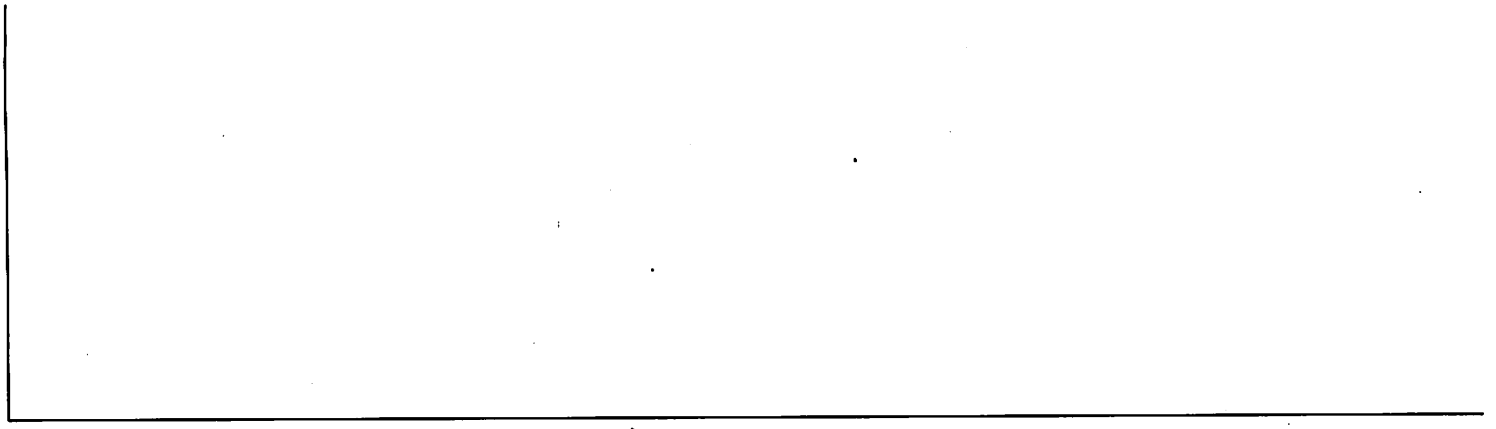
L. IDEA, Part B - Preschool

Professional development is offered through the local cooperative, Sangamon Area Special Education District, or SASED. All staff who work with special populations are trained in safe de-e through the Crisis Prevention Institute curriculum. Additional workshops on topics including autism, social-emotional learning, speech and language, and various reading and math interven offered.

Legislative Requirement:

[1] Title III, Section 3115(c)(2)
[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

*Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool



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Safe and Healthy Learning Environment

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal

ISBE Goals:

- ☐ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
- ☑ Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique acac needs of each and every child.
- ☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to education that meets their needs.

District Goal(s):

☑ Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

All schools in New Berlin school District offer safe and healthy learning environments for all students.

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined bel

a. each major racial and ethnic group;

b. economically disadvantaged students as compared to students who are not economically disadvantaged;

c. children with disabilities as compared to children without disabilities;

d. English proficiency status;

e. gender; and

f. migrant status.

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Pla

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

([count] of 7500 maximum characters used)

All three buildings have moved to PBIS for discipline. PBIS focuses on responsibility, respect, and safety. The ability of the student to respond in a manner that can create lasting change ar have created. The response includes the student coming up with a reasonable solution to change their behavior so that they can make a positive contribution to the learning environment.

When educators begin to address a student's behavior, sometimes it becomes evident that the student is not capable of self-regulation at that moment, is not yet ready to receive correcti behavior or is unwilling to propose a reasonable solution to change the behavior. The PBIS process trains educators to recognize when students are not capable of self-regulation or not rea those students time to cool off and gain control over his/her emotions to that he/she can prepare to move forward with a solution.

All students will be given the opportunity to be redirected and coached by their teacher to remain in the classroom. Educators will use various strategies to support self-regulation in order

Response from the prior year Consolidated District Plan.

All three buildings have moved to PBIS for discipline. PBIS focuses on responsibility, respect, and safety. The ability of the student to respond in a manner that can create lasting change ar have created. The response includes the student coming up with a reasonable solution to change their behavior so that they can make a positive contribution to the learning environment.

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All students will be given the opportunity to be redirected and coached by their teacher to remain in the classroom. Educators will use various strategies to support self-regulation in order

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, att homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

(42 U.S.C. 11301 et seq.):*

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Pla

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

([count] of 7500 maximum characters used)

The district social worker is our homeless liaison. The district has revised the student residency questionnaire to make it less confusing and to use language that is more accessible to famil the form. Additionally, funds are allocated to assist students and families with emergency needs for food and clothing, and to ensure all children have the necessary supplies for school.

Response from the prior year Consolidated District Plan.

The district social worker is our homeless liaison. The district has revised the student residency questionnaire to make it less confusing and to use language that is more accessible to famil the form. Additionally, funds are allocated to assist students and families with emergency needs for food and clothing, and to ensure all children have the necessary supplies for school.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children standards

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

*Required if funding selected for Title I, Part A and/or Title IV, Part A

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Attendance Center Designation Instructions

The application has been locked. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - NEW BERLIN HIGH SCHOOL	○	○	◉	○	
1001 - NEW BERLIN JR HIGH SCHOOL	○	○	◉	○	
2001 - NEW BERLIN ELEMENTARY SCHOOL	◉	○	○	○	05/16/2024

Describe anticipated Reorganizations:	

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Title I Specific - Part One | Title I Specific - Part Two

Title I Specific Requirements - Part Two

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Needs Assessment and Programs page and select Title I, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goa

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a succes paying special attention to addressing historic inequities.
- [ ] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique aca needs of each and every child.
- [ ] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- [ ]

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (Section 1112(b)(3))

Section 1111(d)

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n

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

If the district does not have any schools identified as comprehensive or targeted, enter

No schools identified under this part

([count] of 7500 maximum characters used)

All New Berlin Schools have been commendable since 2019. On RC23, New Berlin Junior High was exemplary. Thus, none of the schools are eligible for "comprehensive" or "targeted" support

Response from the approved prior year Consolidated District Plan.

All New Berlin schools were identified as commendable on RC19, thus none of the schools are eligible for "comprehensive" or "targeted" support.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institutior

- ( ) Yes
- (•) No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.* (Section 1112(b)(4))

Measures of Poverty from 1113(5)(A) and (B)

- [x] School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- [ ] TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- [ ] Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or
- [ ] Direct Certification.

4. Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of thos appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or del 1112(b)(5))

Section 1114 and 1115

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n

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([count] of 7500 maximum characters used)

Our schoolwide plan will address both academic and behavior/social-emotional learning standards for all students. Push-in instruction for small groups, including those identified at risk for me by reading specialists; co-teaching for selected sections of math and ELA will provide additional instruction and supports to all students; research validated computer-based interventions (Sou Plus, Moby Max, ST Math) are used as supplemental instruction for any student performing below standards. Pull out small group instruction using research validated methods (Really Great R protocol, Leveled Literacy Intervention by Heineman) will be used with students at the highest risk for not meeting state standards.

Response from the approved prior year Consolidated District Plan.

Our schoolwide plan will address both academic and behavior/social-emotional learning standards for all students. Push-in instruction for small groups, including those identified at risk for me by reading specialists; co-teaching for selected sections of math and ELA will provide additional instruction and supports to all students; research validated computer-based interventions (Sou Plus, Moby Max, ST Math) are used as supplemental instruction for any student performing below standards. Pull out small group instruction using research validated methods (Really Great R protocol, Leveled Literacy Intervention by Heineman) will be used with students at the highest risk for not meeting state standards.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan n

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

If the district does not serve any schools identified as targeted assistance, enter **Schoolwide Program Only**

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those c such standards.

*Required field

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IDEA Specific Requirements

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use I Needs Assessment and Programs page and select IDEA, save the page, and return to this page.

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goa

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a succes paying special attention to addressing historic inequities.
- [ ] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique aca needs of each and every child.
- [ ] Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to an education that meets their needs.

District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

- [ ]

1. **How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identif the activities and programs funded by IDEA.**

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

   ([count] of 7500 maximum characters used)
   The needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASE in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI/MTSS model.

   Response from the approved prior year Consolidated District Plan.
   The needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASE in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI model.

2. **Summarize the activities and programs to be funded within the grant application.***

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

   ([count] of 7500 maximum characters used)
   The needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASE in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI/MTSS model.

   Response from the approved prior year Consolidated District Plan.
   The needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASE in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI model.

3. **Describe any changes in the scope or nature of services from the prior fiscal year.***

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

   ([count] of 7500 maximum characters used)
   There are no changes to the scope or nature of the services.

   Response from the approved prior year Consolidated District Plan.
   There are no changes to the scope or nature of the services.

4. **How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicatc listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.**

   https://www.isbe.net/Pages/SPPAPR-Indicators.aspx

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

   ([count] of 7500 maximum characters used)
   All grade levels review all indicators in regard to students receiving IDEA services.
   Staff are required to answer, "How are we ensuring students with disabilities are meeting state targets?
   How do we mitigate any barriers to students with disabilities learning opportunities?"

*Required field

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Youth in Care Stability Plan Requirements	Youth in Care Stability Plan Contacts	Best Interest Determination Plan

Overview

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

PROGRAM: Youth in Care Stability

PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.

REQUIRED FOR: All Illinois school districts and state-authorized charter schools

RESOURCES:
- ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014
- US Department of Education (USDE) web page for Students in Foster Care
- The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351)
- Educational Stability Requirements (Effective October 7, 2008)
- Public Act 099-0781 (effective 8/12/2016)
- USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016)
- Finance, Budgets & Funding – Transportation Programs (scroll to Foster Care Transportation section)
- ESEA of 1965 as Amended, Section 6312(c)

BACKGROUND

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and imp procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the as Youth in Care.

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related tri Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 57

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf

Transportation Programs:

https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx

REQUIREMENTS

A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
   a. Contracted services - taxis, student transport companies, etc. - see note below
   b. Public transportation such as city buses, rails, etc.
   c. Carpools - see note below
   d. School/District staff - see note below
   e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in cor child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than pare guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section (Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP

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Youth in Care Stability Plan Requirements | Youth in Care Stability Plan Contacts | Best Interest Determination Plan

Contact Information

***Note: This page is not required for the Department of Juvenile Justice.**

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

a. Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
b. LEA transportation director
c. Child welfare agency point of contact
d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
e. Title I director
f. School social worker
g. Guidance counselor
h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are requ included as applicable.

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Viola	Joe	Director of Student Services	jviola@pret

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Hill	Seth	Transportation Director	shill@pretz

☐ Click here to add information for other personnel involved in the plan development.

*Required field

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Youth in Care Stability Plan Requirements | Youth in Care Stability Plan Contacts | Best Interest Determination Plan

Best Interest Determination as it relates to School Stability

***Note: This page is not required for the Department of Juvenile Justice.**

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while th positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. The child welfare agency child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. Then the school provides the child welfare agency information educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making process. Next, t current school jointly determine the child's best interest for school placement, in consultation with the child and other key partners. Then the best interest determination for school placement is co three business days) after the child welfare agency notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the chil agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin.

The district personnel involved in these decisions are (and not limited to) the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher , Speci

The factors that will be considered in determining whether remaining in a child's school of origin is in his or her best interest are as follows:

Preferences of the child
Preferences of the child's parent(s) or education decision maker(s)
The child's attachment to the school, including meaningful relationships with staff and peers.
Placement of the child's sibling(s)
Influence of the school climate on the child, including safety
The availability and quality of the services in the school to meet the child's educational and socioemotional needs.
History of school transfers and how they have impacted the child.
How the length of the commute would impact the child, based on the child's developmental stage
Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special educ the availability of those required services in a school other than the school of origin.
Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

The child welfare agency notifies the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placem welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements t making process. Next, the child welfare agency and the child's current school jointly determine the child's best interest for school placement, in consultation with the child and other key partners. school placement is completed as quickly as possible (e.g., within three business days) after the child welfare agency notifies the school of the decision of the child's new residence; the child rema unless contrary to the child's best interest. Finally, the child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin.

The district personnel involved in these decisions are (and not limited to) the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher , Speci

The factors that will be considered in determining whether remaining in a child's school of origin is in his or her best interest are as follows:

Preferences of the child
Preferences of the child's parent(s) or education decision maker(s)
The child's attachment to the school, including meaningful relationships with staff and peers
Placement of the child's sibling(s)
Influence of the school climate on the child, including safety
The availability and quality of the services in the school to meet the child's educational and socioemotional needs
History of school transfers and how they have impacted the child
How the length of the commute would impact the child, based on the child's developmental stage
Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special educ the availability of those required services in a school other than the school of origin;
Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Sect

See IDEA legislation here **See Section 504 here**

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
All students with an IEP or a 504 will receive special consideration in this process. These special considerations and legal requirements will be taken into account for children with disabilities under Section 504 as it pertains to the process and for determining the best interest of the affected child.

Response from the approved prior year Consolidated District Plan.
All students with an IEP or a 504 will receive special consideration in this process. These special considerations and legal requirements will be taken into account for children with disabilities under Section 504 as it pertains to the process and for determining the best interest of the affected child.

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
Some children in foster care are also English learners (ELs). Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all EL students, including EL s meaningfully and equally in educational programs. In order to meet their obligations under Title VI and the EEOA, LEAs must: Identify and assess all potential EL students in a timely, valid, and re language assistance program that is educationally sound and proven successful, Sufficiently staff and support the language assistance programs for EL students, Ensure that EL students have equ all curricular and extracurricular activities, Avoid unnecessary segregation of EL students, Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special edu their language needs are considered in these evaluations and delivery of services, Meet the needs of EL students who opt out of language assistance programs, Monitor and evaluate EL students ir their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exite prematurely exited and that any academic deficits incurred in the language assistance program have been remedied, Evaluate the effectiveness of a school district's language assistance program(s acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period o with limited English proficient (LEP) parents. The district will consider all of these factors and ensure we are following Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) as prescr

Response from the approved prior year Consolidated District Plan.
Some children in foster care are also English learners (ELs). Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all EL students, including EL s meaningfully and equally in educational programs. In order to meet their obligations under Title VI and the EEOA, LEAs must: Identify and assess all potential EL students in a timely, valid, and re language assistance program that is educationally sound and proven successful, Sufficiently staff and support the language assistance programs for EL students, Ensure that EL students have equ all curricular and extracurricular activities, Avoid unnecessary segregation of EL students, Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special edu their language needs are considered in these evaluations and delivery of services, Meet the needs of EL students who opt out of language assistance programs, Monitor and evaluate EL students ir their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exite prematurely exited and that any academic deficits incurred in the language assistance program have been remedied, Evaluate the effectiveness of a school district's language assistance program(s acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period o with limited English proficient (LEP) parents. The District will consider all of these factors and ensure we are following Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) as prescr

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest det

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the fi determined.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

The District recognizes that the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. If after a best interest determ challenge the decision within three business days of receiving the notice by submitting a request for an appeal of the decision and the reasons for it, in writing, within three business days after the there is disagreement regarding school placement for a child in foster care, the child welfare agency will be considered the final decision maker in making the best interest determination (unless ir otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions.

Steps in the Process:

1. When a student is placed in foster care or changes residence while in foster care, the child welfare agency worker assigned to the student, notifies the child's current school. If the child moves t school zone, the foster care point of contact is notified and invited to participate in the Best Interest Determination (BID).
2. The child welfare agency worker, foster care point of contact, and other essential members of BID share information on the appropriateness of the current educational setting. The child welfare and the distance from potential placements to the child's current school in the decision-making process. The school of origin transportation designee identifies potential ways that the child could b information is given to the foster care point of contact to include in the BID.
3. If the BID decision is that the student will remain in the current school, the foster care point of contact notifies the school of origin transportation designee, who then assists the child welfare ag and from school.

Response from the approved prior year Consolidated District Plan.

The District recognizes that the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. If after a best interest determ challenge the decision within three business days of receiving the notice by submitting a request for an appeal of the decision and the reasons for it, in writing, within three business days after the there is disagreement regarding school placement for a child in foster care, the child welfare agency will be considered the final decision maker in making the best interest determination (unless ir otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions.

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3.If the BID decision is that the student will remain in the current school, the foster care point of contact notifies the school of origin transportation designee, who then assists the child welfare ag and from school.

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

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

The district recognizes that relevant personnel should be trained and aware of the ESSA requirements for educational stability for students who are identified as Youth in Care. As part of the distric development will include the discussion of the ESSA requirements in opening faculty meetings, new staff orientation, and administrator meetings. The process for placement will be reviewed as ne staff are aware of the expectations.

Steps in the Process:

1.When a student is placed in foster care or changes residence while in foster care, the child welfare agency worker assigned to the student, notifies the child's current school. If the child moves t school zone, the foster care point of contact is notified and invited to participate in the Best Interest Determination (BID).
2.The child welfare agency worker, foster care point of contact, and other essential members of BID share information on the appropriateness of the current educational setting. The child welfare a the distance from potential placements to the child's current school in the decision-making process. The school of origin transportation designee identifies potential ways that the child could be tra information is given to the foster care point of contact to include in the BID.
3.If the BID decision is that the student will remain in the current school, the foster care point of contact notifies the school of origin transportation designee, who then assists the child welfare ag and from school.

*Required field

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Youth in Care Stability Plan Requirements | Youth in Care Stability Plan Contacts | Best Interest Determination Plan

Youth in Care Stability Plan Development

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

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan. The district personnel inv can included the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent.

STEP 1: Identify which students in foster care require transportation to maintain school stability.
STEP 2: Document how transportation will be provided, arranged and funded.
STEP 3: Clarify the district's obligation to provide transportation when minimal or no additional costs will be incurred.
STEP 4: Document how "additional costs" will be addressed.
STEP 5 (if needed): Dispute resolution process to address transportation issues. While disputes over cost are pending or being addressed, the district will ensure that the child remains in his or her school of origin, which may include providing or arranging transportation if necessary.
STEP 6: Other considerations

The following factors should be considered when developing the Transportation Procedures for a foster care student:
-Safety
-Duration
-Time of placement change
-Type of transportation available
-Traffic patterns
-Flexibility in school schedule
-Impact of extracurricular activities on transportation options
-Maturity and behavioral capacity.

Response from the approved prior year Consolidated District Plan.

The district personnel involved in this process can included the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Co Superintendent.

STEP 1: Identify which students in foster care require transportation to maintain school stability.
STEP 2: Document how transportation will be provided, arranged and funded.
STEP 3: Clarify the district's obligation to provide transportation when minimal or no additional costs will be incurred.
STEP 4: Document how "additional costs" will be addressed.
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STEP 6: Other considerations

The following factors should be considered when developing the Transportation Procedures for a foster care student:
-Safety
-Duration
-Time of placement change
-Type of transportation available
-Traffic patterns
-Flexibility in school schedule
-Impact of extracurricular activities on transportation options
-Maturity and behavioral capacity.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- [x] a. Pre-existing transportation route
- [x] b. New transportation route
- [x] c. Route-to-route hand-offs
- [x] d. District-to-district boundary hand-offs
- [x] e. Other services for which student is eligible, such as IDEA transportation options
- [x] f. Options presented by DCFS worker
- [x] g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST poss school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- [ ] h. Other - describe
- [ ] i. Other - describe
- [ ] j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

In addition to State and local funds that may be available for providing transportation, certain Federal funds may be available to cover additional transportation costs to maintain children in foster schools of origin. Title IV- E Federal funds are available to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children wh requirements set forth section 472 of the Social Security Act). Specifically, the cost of reasonable travel for a child in foster care to remain in his or her school of origin may be included in the Title maintenance payment. Child welfare agencies receiving Title IV-E funds have discretion in determining what is considered reasonable travel, and may take into account factors such as cost, distan travel. As with any cost enumerated in the definition of foster care maintenance payments, the child welfare agency may decide which of the enumerated costs to include in a child's foster care ma In addition, transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. In addition, an LEA may use Titl additional costs needed to transport children in foster care to their schools of origin.

Response from the approved prior year Consolidated District Plan.

In addition to State and local funds that may be available for providing transportation, certain Federal funds may be available to cover additional transportation costs to maintain children in foster schools of origin. Title IV- E Federal funds are available to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children wh

requirements set forth section 472 of the Social Security Act). Specifically, the cost of reasonable travel for a child in foster care to remain in his or her school of origin may be included in the Title maintenance payment. Child welfare agencies receiving Title IV-E funds have discretion in determining what is considered reasonable travel, and may take into account factors such as cost, distan travel. As with any cost enumerated in the definition of foster care maintenance payments, the child welfare agency may decide which of the enumerated costs to include in a child's foster care ma In addition, transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. In addition, an LEA may use Titl additional costs needed to transport children in foster care to their schools of origin.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a in need.*

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
If the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need, a written notice shall be provided with the following compone

1. The contact information for the LEA foster care point of contact (if the LEA has designated a point of contact after receiving written notice from the child welfare agency that it has designated a the LEA) and the SEA foster care point of contact.
2. An explanation of the reasons for the LEA's decision.

Response from the approved prior year Consolidated District Plan.
If the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need, a written notice shall be provided with the following compone

1. The contact information for the LEA foster care point of contact (if the LEA has designated a point of contact after receiving written notice from the child welfare agency that it has designated a the LEA) and the SEA foster care point of contact.
2. An explanation of the reasons for the LEA's decision.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are beir

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
An LEA must ensure that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner. (ESEA section 1112(c)(5)(B)(i)). The provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.

While any dispute is being resolved the District will follow the following guidelines, the school of origin is responsible for the transportation.

Response from the approved prior year Consolidated District Plan.
An LEA must ensure that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner. (ESEA section 1112(c)(5)(B)(i)). The provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.

While any dispute is being resolved the District will follow the following guidelines, the school of origin is responsible for the transportation.

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

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
Each child in our school district has a transportation plan that is communicated to all parties that need to know said information. Any child with a foster care transportation plan will also be part of ensure that all school personnel including support staff, the district will disseminate this information via SKYWARD with all of our other required communications that require the employee to revie

Response from the approved prior year Consolidated District Plan.
Each child in our school district has a transportation plan that is communicated to all parties that need to know said information. Any child with a foster care transportation plan will also be part of ensure that all school personnel including support staff, the district will disseminate this information via SKYWARD with all of our other required communications that require the employee to revie

*Required field

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BSP Overview | BSP Plan Specifics

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code A Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in pro English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

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BSP Contact Information

2 English Learners (ELs) are in the district

Provide information below for the Program Director/individual who completed this application:

Last Name*	First Name*	Middle Initial
Larson	Jilinda	A

Phone*: 217 488 2040

Email*: jlarson@pretzelpride.com

EL Program Director Requirements:

Does the Program Director meet the requirements to administer an English Learner program?* Yes (●) No ( )

Administrator Requirements

If not, provide an action plan describing how the district will meet the requirements in the space below: The district was able to secure a staff member (MB) that is EL certified as of October 2023.

Comments:

Use this text area for any needed explanations to ISBE in regard to this program.

([count] of 3000 maximum characters used)

*Required field

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BSP District Program Information

2 English Learners (ELs) are in the district

District with 1 to 19 ELs - Complete and submit the BSP Short Version page.

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BSP Short Form

2 English Learners (ELs) are in the district

Grades with English Learners (ELs):

☐ PRE-K ☐ K ☐ 1 ☑ 2 ☑ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☑ 8 ☐ 9 ☐ 10

Type of Program:

☐ TBE ☑ TPI

Type of Instructional Design Offered In The District (Select All That Apply):

☐ Dual Language - Two Way
☐ Dual Language - One Way
☐ Transitional Bilingual Program (Self-Contained)
☐ Transitional Bilingual Program (Collaboration)
☐ Transitional Program in English (Self-Contained)
☑ Transitional Program in English (Collaboration)

Number of ESL/Bilingual Endorsed Teachers Working With ELs: 0

Teacher Requirement:

If no bilingual and/or ESL endorsed teacher(s) is(are) indicated, please provide an explanation how the district will ensure that EL students are receiving the minimal ESL instruction address this.

([count] of 3000 maximum characters used)

Two of the students are working with the ELL certified person on developing bilingual skills.

Two other students are fluent in English and do not need additional services. In the event that a student enrolls, we will enlist the assistance of an interpreter and work with all available agencies to necessary instructional supports for them to have equitable educational opportunities.

Professional Development:

District Bilingual/ESL teacher(s) will receive two (2) sessions of professional development related to EL services.

○ Yes ○ No ◉ Not Applicable (No Endorsed Bilingual/ESL Teachers)

Number of Paraprofessionals Working With ELs: 0

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BSP Program Enrollment

2 English Learners (ELs) are in the district

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BSP Overview | BSP Plan Specifics

BSP Program Contact | BSP Program Info | BSP Short Form | BSP Program Enrollment | BSP Parent Advisory Committee

TBE Parent Advisory Committee

2 English Learners (ELs) are in the district

Parent Advisory Committee Page - Complete this page **ONLY** if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendanc students with the same language group (Preschool counted separately).

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BSP Overview	BSP Plan Specifics

BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment	BSP Parent Advisory Committee

BSP Professional Development

2 English Learners (ELs) are in the district

BSP Professional Development Page - Use only for Districts with 20 or more ELs.

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Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances

Board Approval, Certification, and Assurances **Instructions**

By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

05/16/2024

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to—
   A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
   B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
      i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
      ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
         a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
         b. the local educational agency agrees to pay for the cost of such transportation; or
         c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and

6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

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Applicant: NEW BERLIN CUSD 16 **County:** Sangamon

Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-51-084-0160-26

Consolidated District Plan

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Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances

Grant Application Certifications and Assurances

Instructions

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

   The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

"Applicant" means an individual, entity, or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," "program," and "project" may be used interchangeably.

"Grantee" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant. The terms "project" and "program" may be used interchangeably.

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

https://ilga.gov/commission/jcar/admincode/044/04407000sections.html

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of

Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.

6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.

7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.

9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.

10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.

11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.

12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.

13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200

14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.

15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.

17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to,

involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.

29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
    a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
    b) Maintain separate accounts and ledgers for the project;
    c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
    d) Properly post all expenditures made on behalf of the project;
    e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
    f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
    g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
    h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
    i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
    j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

    For the purpose of this certification, "applicant," "grantee," or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of $5,000 or more from the state

    The applicant certifies and agrees that it will provide a drug-free workplace by:
    a) Publishing a statement:
        1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
        2) Specifying the actions that will be taken against employees for violations of such prohibition.
        3) Notifying the employee that, as a condition of employment on such contract or grant, they:
            A) Abide by the terms of the statement; and
            B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
    b) Establishing a drug-free awareness program to inform employees about:
        1) The dangers of drug abuse in the workplace;
        2) The grantee's or contractor's policy of maintaining a drug-free workplace;
        3) Any available drug counseling, rehabilitation, and employee assistance programs; and
        4) The penalties that may be imposed upon an employee for drug violations.

c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.

d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.

e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.

f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.

g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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Applicant: NEW BERLIN CUSD 16 **County:** Sangamon

Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-51-084-0160-26

Consolidated District Plan

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Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

Instructions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled 'Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions,' without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms 'covered transaction,' 'debarred,' 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the 'GSA Government-Wide System for Award Management Exclusions' (SAM Exclusions) at:

www.sam.gov

6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

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Applicant: NEW BERLIN CUSD 16 **County:** Sangamon

Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-51-084-0160-26

Consolidated District Plan

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Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances

Certification Regarding Lobbying **Instructions**

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37"Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

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Applicant: NEW BERLIN CUSD 16 **County:** Sangamon

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Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances

GEPA 442 Assurances

Instructions

☑ By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity, or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due

consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;

9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

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Applicant: NEW BERLIN CUSD 16 **County:** Sangamon

Application: 2024-2025 Consolidated District Plan - 00
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Assurances

Instructions

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the "Budget Detail" tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- [x] Assurances for all covered programs
- [x] Grant Application Certifications and Assurances (State Assurances)
- [x] Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- [x] Certification Regarding Lobbying
- [x] GEPA 442 Assurances

JILL LARSON — Signature of School District Superintendent / Agency Administrator

Agreed to on this Date: 04/23/2024

Signature of Board-Certified Delegated Authority for the School District Superintendent

RCDT when agreed to: 51-084-0160-26

Document Status: Draft Update - New

2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

New/Unpublished Section

Discrimination and harassment on the basis of race, color, or national origin[PRESSPlus1] negatively affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

Examples of Prohibited Conduct[PRESSPlus2]

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process[PRESSPlus3]

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, *Uniform Grievance Procedure*.

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

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

This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights.[PRESSPlus4] To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:[PRESSPlus5]

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Policy Posting and Distribution

This policy shall be posted on the District's website.[PRESSPlus6] The Superintendent shall annually inform staff members of this policy by posting it in a prominent and accessible location such as the District website, employee handbook, staff intranet site,[PRESSPlus7] and/or in other areas where policies and rules of conduct are made available to staff. The Superintendent shall annually inform students and their parents/guardians of this policy by posting it on the District's website[PRESSPlus8] and including an age-appropriate summary of the policy in the student handbook(s).[PRESSPlus9]

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, *Student Behavior*.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

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

LEGAL REF.:

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

42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.

105 ILCS 5/22-95 (final citation pending).

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

PRESSPlus Comments

PRESSPlus 1. This policy is created in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, the Racism-Free Schools Law (RFSL). The law requires school districts to have a written policy (or policies) in place by 8-1-24 that prohibit discrimination and harassment based on race, color, and national origin, as well as retaliation. Like other non-discrimination and harassment policies in the PRM, this new policy utilizes the existing complaint process in sample policy 2:260, *Uniform Grievance Procedure*.

The policy must contain the following: (1) descriptions of various forms of discrimination and harassment based on race, color, and national origin, including examples; (2) the district's internal process for filing a complaint regarding a violation of the policy; (3) an overview of the district's prevention and response program that includes procedures for responding to complaints of discrimination and harassment based on race, color, and national origin and retaliation; (4) potential remedies for a violation of the policy; (5) a prohibition on retaliation for making a complaint or participating in the complaint process; (6) the legal recourse available to the Ill. Dept. of Human Rights (IDHR) and federal agencies if a district fails to take corrective action; and (7) directions on how to contact IDHR.

For more information, see the PRESS Issue 114 Update Memo and the footnotes of sample policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, available at PRESS Online by logging in at www.iasb.com. **Issue 114, March 2024**

PRESSPlus 2. Required by 105 ILCS 5/22-95(b)(1)(A) (final citation pending), added by P.A. 103-472, eff. 8-1-24. The examples of discrimination and harassment under this subhead are based on definitions provided by the U.S. Dept. of Education's Office for Civil Rights, see

www2.ed.gov/about/offices/list/ocr/frontpage/faq/race-origin.html#racehar1 and www2.ed.gov/about/offices/list/ocr/docs/ocr-factsheet-shared-ancestry-202301.pdf, and the U.S. Equal Opportunity Employment Commission, see www.eeoc.gov/racecolor-discrimination. **Issue 114, March 2024**

PRESSPlus 3. Required by 105 ILCS 5/22-95(b)(1)(B) (final citation pending), added by P.A. 103-472, eff. 8-1-24. **Issue 114, March 2024**

PRESSPlus 4. Required by 105 ILCS 5/22-95(b)(1)(F). **Issue 114, March 2024**

PRESSPlus 5. Items 1-6 must be addressed in a district's procedures for responding to complaints of discrimination and harassment based on race, color, and national origin. See sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, available at PRESS Online by logging in at www.iasb.com. **Issue 114, March 2024**

PRESSPlus 6. 105 ILCS 5/22-95(b)(3) (final citation pending), added by P.A. 103-472, eff. 8-1-24, requires districts to post this policy in their website if one exists. If the district does not maintain a website, strike this sentence, and use the Save Status "Adopted with Additional District Edits." **Issue 114, March 2024**

PRESSPlus 7. 105 ILCS 5/22-95(b)(2) (final citation pending), added by P.A. 103-472, eff. 8-1-24, requires this policy to be "posted in a prominent and accessible location and distributed in such a manner as to ensure notice of the policy to all employees." A district website or staff intranet site qualifies as a prominent and accessible location. If a district does not maintain a website and/or staff intranet, delete ~~District website~~ and/or ~~staff intranet site~~ from this sentence, as applicable, and use the Save Status "Adopted with Additional District Edits." **Issue 114, March 2024**

PRESSPlus 8. If the district does not maintain a website, delete ~~posting it on the District's website and~~ from the sentence, and use the Save Status "Adopted with Additional District Edits." **Issue 114, March 2024**

PRESSPlus 9. 105 ILCS 5/22-95(b)(3) (final citation pending), added by P.A. 103-472, eff. 8-1-24, requires districts to publish the policy in student handbook(s). The law also requires a district to annually distribute a "summary of the policy in accessible, age-appropriate language" to students and parents/guardians. The summary may, but does not have to be, included in a student handbook to satisfy the annual distribution requirement. For ease of administration, this sample policy refers to inclusion in the student handbook(s). Districts may find it cumbersome to include both the policy and an age-appropriate summary of the same policy in a handbook. Consult the board attorney for guidance if the district would like to include a hyperlink to the policy, rather than the full text of the policy in the handbook. The Ill. Principals Association maintains a handbook service that coordinates with PRESS material, Online Model Student Handbook (MSH), at: www.ilprincipals.org/msh. **Issue 114, March 2024**

Document Status: Draft Update

2:40 Board Member Qualifications

A Board of Education member must be, on the date of election or appointment, a United States citizen, at least 18 years of age, a resident of Illinois and the District for at least one year immediately preceding the election, and a registered voter. On the date of election or appointment, Board members must also meet the following residential requirements:

Membership on the Board of Education is restricted to a maximum of 3 members from any congressional township. On the basis of existing Board membership members may be elected in the following numbers from each congressional township.

- Chatham I Township - T14N-R6W
- Curran I & II & Capital 91 Township - T15N-R6W
- Island Grove Township - T15N-R7W & T15-R8W (west of Britz Road)
- Loami 1Township - T 14N-R7W
- Maxwell 1 Township - T14N-R7W & T14N-R8W (west of Waverly Road)
- New Berlin Township - 15N-R7W, 15N-R8W, 14N-R7W & 14N-R8W

Reasons making an individual ineligible for Board membership include holding an incompatible office, ~~and~~ certain types of State or federal employment, and conviction of an infamous crime.[PRESSPlus1] A child sex offender, as defined in State law, is ineligible for Board of Education membership.

LEGAL REF.:

Ill. Constitution, Art. II~~2~~, §¶ 1; Art. IV~~4~~, §¶ 2(e); Art. VI~~6~~, §¶ 13(b).

105 ILCS 5/10-3 and 5/10-10.

CROSS REF.:2:30 (~~Board of Education~~School District Elections), 2:70 (Vacancies on the Board of Education - Filling Vacancies)

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. Individuals who have been or are convicted of an infamous crime are ineligible for board membership. 105 ILCS 5/10-11. Examples of an infamous crime include, not are not limited to, any felony, bribery, and perjury. Consult with the board attorney regarding other possible infamous crimes. **Issue 114, March 2024**

Document Status: Review and Monitoring

2:50 Board Member Term of Office

The term of office for a Board of Education member begins immediately after both of the following occur:[PRESSPlus1]

1. The election authority canvasses the votes and declares the winner(s); this occurs within 21 days after the consolidated election held on the first Tuesday in April in odd-numbered years.
2. The successful candidate takes the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct.*

The term ends 4 years later when the successor assumes office.

LEGAL REF.:

10 ILCS 5/2A-1.1, 5/22-17, and 5/22-18.

105 ILCS 5/10-10, 5/10-16, and 5/10-16.5.

CROSS REF.:2:30 (School District Elections), 2:80 (Board Member Oath and Conduct), 2:210 (Organizational Board of Education Meeting)

PRESSPlus Comments

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

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

Issue 114, March 2024

Document Status: Review and Monitoring

2:60 Board Member Removal from Office

If a majority of the Board of Education determines that a Board member has willfully failed to perform his or her official duties, it may request the Regional Superintendent to remove such member from office.[PRESSPlus1]

LEGAL REF.:

105 ILCS 5/3-15.5.

CROSS REF.:2:70 (Vacancies on the Board of Education - Filling Vacancies)

PRESSPlus Comments

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

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

Issue 114, March 2024

Document Status: Review and Monitoring

2:140 Communications To and From the Board

The Board of Education welcomes communications from staff members, parents/guardians, students, and community members. Individuals may submit questions or communications for the School Board's consideration to the Superintendent or may use the electronic link to the Board's email address(es) posted on the District's website.[PRESSPlus1]

The Superintendent or designee shall:

1. Ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board, and
2. During the Board's regular meetings, report for the Board's consideration all questions or communications submitted through the active electronic link along with the status of the District's response in the Board meeting packet.

If contacted individually, Board members will refer the person to the appropriate level of authority, except in unusual situations. Board members' questions or communications to staff or about programs will be channeled through the Board President to the Superintendent's office as the Board President deems appropriate. Board members will not take individual action that might compromise the Board or District. There is no expectation of privacy for any communication sent to the Board or its members, whether sent by letter, email, or other means.

Board Member Use of Electronic Communications

For purposes of this section, *electronic communications* includes, without limitation, electronic mail, electronic chat, instant messaging, texting, and any form of social networking. Electronic communications among a majority or more of a Board-quorum shall not be used for the purpose of discussing District business. Electronic communications among Board members shall be limited to: (1) disseminating information, and (2) messages not involving deliberation, debate, or decision-making. The following list contains examples of permissible electronic communications:

- Agenda item suggestions
- Reminders regarding meeting times, dates, and places
- Board meeting agendas or information concerning agenda items
- Individual emails to community members, subject to the other limitations in this policy

In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business through electronic communications with a majority of a Board-quorum.

LEGAL REF.:

5 ILCS 120/, Open Meetings Act.

50 ILCS 205/20, Local Records Act.

CROSS REF.:2:220 (School Board Meeting Procedure), 3:30 (Chain of Command), 8:110 (Public

Suggestions and Concerns)

PRESSPlus Comments

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

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

Issue 114, March 2024

Document Status: Draft Update

2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX sexual harassment complaints governed by Board policy 2:265, *Title IX ~~Sexual Harassment~~* PRESSPlus1 *Grievance Procedure*
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*) PRESSPlus2
5. ~~Equal Employment Opportunities Act (~~Title VII of the Civil Rights Act of 1964~~)~~, 42 U.S.C. §2000e et seq. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
16. Employee Credit Privacy Act, 820 ILCS 70/.

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this

grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

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

Deadlines

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

Filing a Complaint

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

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student, under 18 years of age, the Complaint Manager will notify his or her parents/guardians that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request a specific extension of time (but no longer than

14 days).

The Superintendent will keep the Board informed of all complaints.

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

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

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

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

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager.

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

Appointing a Nondiscrimination Coordinator and Complaint Managers

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

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

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

Nondiscrimination Coordinator:

Jill Larson, Supt.

600 N. Cedar, New Berlin, IL 62670

jlarson@pretzelpride.com

217-488-2040

Complaint Managers:

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

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

LEGAL REF.:

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

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

20 U.S.C. §1400, The Individuals with Disabilities Education Act.

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

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §621 et seq., Age Discrimination in Employment Act.

29 U.S.C. §791 et seq., Rehabilitation Act of 1973.

29 U.S.C. §2612, Family and Medical Leave Act.

42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.

42 U.S.C. §2000e et seq., ~~Equal Employment Opportunities Act (~~Title VII of the Civil Rights Act of 1964~~)~~.

42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act.

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

42 U.S.C. §12101 et seq., Americans With Disabilities Act.

105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69 5/10-20.75 ~~(final citation pending)~~, 5/10-22.5, 5/22-19, 5/22-95 (final citation pending), 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.

5 ILCS 415/10(a)(2), Government Severance Pay Act.

5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.

410 ILCS 513/, Ill. Genetic Information Privacy Act.

740 ILCS 174/, Whistleblower Act.

740 ILCS 175/, Ill. False Claims Act.

775 ILCS 5/, Ill. Human Rights Act.

820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill.Admin.Code Part 280.

820 ILCS 112/, Equal Pay Act of 2003.

820 ILCS 70/, Employee Credit Privacy Act~~, 70/10(b), and 70/25~~.

23 Ill.Admin.Code §§1.240, 200.40, 226.50, and 226.570.

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

PRESSPlus Comments

PRESSPlus 1. Updated to incorporate the title change to 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, in anticipation of Title IX rulemaking. **Issue 114, March 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a district to have an internal process for the filing of complaints regarding discrimination and harassment based on race, color, and national origin. Policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, utilizes this policy as an internal complaint process. See also sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, available at PRESS Online by logging in at www.iasb.com, which includes additional procedures to be followed when responding to complaints of discrimination and harassment on the basis of race, color, and national origin. **Issue 114, March 2024**

Document Status: Draft Update

2:265 Title IX Grievance Procedure

Title has been updated. Original Title: Title IX Sexual Harassment Grievance Procedure

Sexual harassment[PRESSPlus1] affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sexual Harassment Prohibited

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

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(11), *domestic violence* as defined in 34 U.S.C. §12291(a)(12), or *stalking* as defined in 34 U.S.C. §12291(a)(36).

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

Definitions from 34 C.F.R. §106.30

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

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

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

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

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

Title IX Sexual Harassment Prevention and Response

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

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content,* incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff pursuant to policy 5:100, *Staff Development Program*, and as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

Making a Report

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

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

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

Title IX Coordinator:

Jill Larson, Supt.

600 N. Cedar, New Berlin, IL 62670

jlarson@pretzelpride.com

217-488-2040

Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the *Complainant* to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's*

wishes with respect to *supportive measures*, (3) inform the *Complainant* of the availability of *supportive measures* with or without the filing of a *Formal Title IX Sexual Harassment Complaint*, and (4) explain to the *Complainant* the process for filing a *Formal Title IX Sexual Harassment Complaint*.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action.

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

Formal Title IX Sexual Harassment Complaint Grievance Process

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

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

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:

    a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
    b. Receive training on the definition of sexual harassment, the scope of the District's *education program or activity*, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.

4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a

determination regarding responsibility is made at the conclusion of the grievance process.

7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard.
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

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

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

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*.

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

LEGAL REF.:

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

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

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

PRESSPlus Comments

PRESSPlus 1. The policy title only is changed to delete the term *sexual harassment* in anticipation of Title IX rulemaking. The U.S. Department of Education is expected to release final Title IX regulations within the next few months. It is expected that the scope of the updated regulations will be expanded to apply to all sex discrimination allegations, not merely to allegations of sexual harassment (as current regulations do). **Issue 114, March 2024**

Document Status: Review and Monitoring

4:20 Fund Balances

The Superintendent or designee shall maintain fund balances adequate to ensure the District's ability to maintain levels of service and pay its obligations in a prompt manner in spite of unforeseen events or unexpected expenses. The Superintendent or designee shall inform the Board whenever it should discuss drawing upon its reserves or borrowing money.[PRESSPlus1]

The School District seeks to maintain a year-end fund balance to revenue ratio of no less than the amount required to maintain positive financial recognition from the State Board of Education.

CROSS REF.:4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

PRESSPlus Comments

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

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

Issue 114, March 2024

Document Status: Review and Monitoring

4:110 Transportation

The District shall provide free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the Board of Education has certified to the Ill. State Board of Education that adequate public transportation is available, or (2) if adequate public transportation is not available, within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a *serious safety hazard* due to either (a) vehicular traffic or rail crossing or (b) *a course or pattern of criminal activity*, as defined in the Ill. Streetgang Terrorism Omnibus Prevention Act, 740 ILCS 147/. A student's parent(s)/guardian(s) may file a petition with the Board requesting transportation due to the existence of a serious safety hazard. Free transportation service and vehicle adaptation is provided for a special education student if included in the student's individualized educational program. The District may provide transportation to and from school-sponsored activities. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with Section 45/1-15 of the Education for Homeless Children Act. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.[PRESSPlus1]

If a student is at a location within the District, other than his or her residence, for child care purposes at the time for transportation to and/or from school, that location may be considered for purposes of determining the 1½ miles from the school attended. Unless the Superintendent or designee establishes new routes, pick-up and drop-off locations for students in day care must be along the District's regular routes. The District will not discriminate among types of locations where day care is provided, which may include the premises of licensed providers, relatives' homes, or neighbors' homes.

Bus schedules and routes shall be determined by the Transportation Director and shall be altered only with the Transportation Director's approval and direction. In setting the routes, the pick-up and discharge points should be as safe for students as possible.

No school employee may transport students in school or private vehicles unless authorized by the administration.

Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with State law and Ill. Dept. of Transportation regulations. The strobe light on a school bus may be illuminated only when the bus is actually being used as a school bus and (1) is stopping or stopped for loading or discharging students on a highway outside an urban area, or (2) is bearing one or more students. The Superintendent shall implement procedures in accordance with State law for accepting comment calls about school bus driving.

All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers.

Pre-Trip and Post-Trip Vehicle Inspection

The Superintendent or designee shall develop and implement a pre-trip and post-trip inspection procedure to ensure that the school bus driver: (1) tests the two-way radio or cellular radio

telecommunication device and ensures that it is functioning properly before the bus is operated, and (2) walks to the rear of the bus before leaving the bus at the end of each route, work shift, or work day, to check the bus for children or other passengers in the bus.

LEGAL REF.:

20 U.S.C. §6312(c)(5)(B), Elementary and Secondary Education Act.

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

105 ILCS 5/10-22.22 and 5/29-1 et seq.

105 ILCS 45/1-15 and /1-17.

625 ILCS 5/1-148.3a-5, 5/1-182, 5/11-1414.1, 5/12-813.1, 5/12-815, 5/12-816, 5/12-821, and 5/13-109.

23 Ill.Admin.Code §§1.510 and 226.750; Part 120.

92 Ill.Admin.Code Part 440.

CROSS REF.: 4:170 (Safety), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:280 (Duties and Qualifications), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 7:220 (Bus Conduct)

PRESSPlus Comments

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

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

Issue 114, March 2024

Document Status: Draft Update

4:190 Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure District environment is an important Board goal. While it is not possible for the District to completely eliminate threats in its environment, a Targeted School Violence Prevention Program (Program) using the collective efforts of local school officials, staff, students, families, and the community helps the District reduce these risks to its environment.

The Superintendent or designee shall develop and implement the Program. The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

1. Establish a District-level School Violence Prevention Team to: (a) develop a District-level Targeted School Violence Prevention Plan, and (b) oversee the District's Building-level Threat Assessment Team(s).
2. Establish Building-level Threat Assessment Team(s) to assess and intervene with individuals whose behavior may pose a threat to safety. This team may serve one or more schools.
3. Require all District staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self.PRESSPlus1
4. Encourage parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self.PRESSPlus2
5. Comply with State and federal law and align with Board policies.

The Local Governmental and Governmental Employees Tort Immunity Act protects the District from liability. The Program does not: (1) replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in violence prevention, assessments and counseling services, (2) extend beyond available resources within the District, (3) extend beyond the school day and/or school-sponsored events, or (4) guarantee or ensure the safety of students, District staff, or visitors.

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-21.7, 5/10-27.1A, 5/10-27.1B, 5/24-24, and 5/27-23.7.

105 ILCS 128/, School Safety Drill Act.

745 ILCS 10/, Local Governmental and Governmental Employees Tort Immunity Act.

29 Ill.Admin.Code Part 1500.

CROSS REF.: 2:240 (Board Policy Development), 4:170 (Safety), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:140

(Search and Seizure), 7:150 (Agency and Police Interviews), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

PRESSPlus Comments

PRESSPlus 1. Updated in response to *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Fifth Edition (July 2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/k-12_threat_assessment_management_mppg_mpd.pdf.

In alignment with this policy, sample administrative procedure 4:190-AP2, *Threat Assessment Team (TAT)*, requires the TAT to train staff and other members of the school community to recognize and report possible threats, and sample exhibit 4:190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*, requires all district staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self. Sample administrative procedures and exhibits can be accessed at PRESS Online by logging in at www.iasb.com. **Issue 114, March 2024**

PRESSPlus 2. In alignment with this policy, sample administrative procedure 4:190-AP2, *Threat Assessment Team (TAT)*, requires the TAT to train parents/guardians and other members of the school community to recognize and report possible threats, and sample exhibit 4:190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*, encourages parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self. **Issue 114, March 2024**

Document Status: Draft Update

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race, color, creed, religion, national origin, sex, sexual orientation, age, ancestry, marital status, arrest record, military status, order of protection status, unfavorable military discharge, citizenship status provided the individual is authorized to work in the United States, work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/.

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager ~~for the~~under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.PRESSPlus1 These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager ~~for the~~under Board policy 2:260, *Uniform Grievance Procedure*. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

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

Nondiscrimination Coordinator:

Jill Larson, Supt.

600 N. Cedar, New Berlin, IL 62670

jlarson@pretzelpride.com

217-488-2040

Complaint Managers:

Lori Niemeier, CSBO	Brandon Radford, JH Principal
600 N. Cedar, New Berlin, IL 62670	300 Ellis St., New Berlin, IL 62670
lniemeier@pretzelpride.com	bradford@pretzelpride.com
217-488-2040	217-488-6012

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.:

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

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

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §218d, Fair Labor Standards Act.

29 U.S.C. §621 et seq., Age Discrimination in Employment Act.

29 U.S.C. §701 et seq., Rehabilitation Act of 1973.

38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act (1994).

42 U.S.C. §1981 et seq., Civil Rights Act of 1991.

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

42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.

42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act of 2008.

~~42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.~~

42 U.S.C. §2000gg et seq., Pregnant Workers Fairness Act.

42 U.S.C. §2000e(k), Pregnancy Discrimination Act.

42 U.S.C. §12111 et seq., Americans with Disabilities Act, Title I.

Ill. Constitution, Art. I, §§17, 18, and 19.

105 ILCS 5/10-20.7, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-

7.

410 ILCS 130/40, Compassionate Use of Medical Cannabis Program Act.

410 ILCS 513/25, Genetic Information Privacy Act.

740 ILCS 174/, Ill. Whistleblower Act.

775 ILCS 5/1-103, 5/2-101, 5/2-102, 5/2-103, 5/2-103.1, 5/2-104(D) and 5/6-101, Ill. Human Rights Act.

775 ILCS 35/, Religious Freedom Restoration Act.

820 ILCS 55/10, Right to Privacy in the Workplace Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 75/, Job Opportunities for Qualified Applicants Act.

820 ILCS 112/, Ill. Equal Pay Act of 2003.

820 ILCS 180/30, Victims' Economic Security and Safety Act.

820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. **Issue 114, March 2024**

Document Status: Draft Update - Rewritten

5:100 Staff Development Program

The Superintendent or designee shall implement a staff development program.[PRESSPlus1] The goal of the program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate any School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

Abused and Neglected Child Reporting Act (ANCRA) and *Erin's Law* Training

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31 of every year, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*),[PRESSPlus2] and boundary violations.

In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on:[PRESSPlus3]

1. Health conditions of students, including but not limited to training on:
    a. Chronic health conditions of students;
    b. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
    c. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;[PRESSPlus4]
    d. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
    e. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
    f. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
    g. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.[PRESSPlus5]
2. Social-emotional learning. Training may include providing education to all school personnel

about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.

3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in 105 ILCS 5/10-20.61 (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/2-3.166 (*Ann Marie's Law*).
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
    a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
    b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
    c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
    d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS 110/3.10 (see Board policy 7:185, *Teen Dating Violence Prohibited*).
6. Protections and accommodations for students, including but not limited to training on:
    a. The federal Americans with Disabilities Act as it pertains to the school environment; and
    b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
    a. Teacher-student conduct;
    b. School employee-student conduct; and
    c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of 105 ILCS 5/27-23.4 (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following:[PRESSPlus6]

1. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three-year period.

3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.
4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act.
7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act.
8. For all District staff, annual sexual harassment prevention training.
9. Title IX requirements for training as follows (see Board policy 2:265, *Title IX Grievance Procedure*):
    a. For all District staff, training on the definition of sexual harassment, the scope of the District's education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.
    b. For school personnel designated as Title IX coordinators, investigators, decision-makers, or informal resolution facilitators, training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
    c. For school personnel designated as Title IX investigators, training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
    d. For school personnel designated as Title IX decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.[PRESSPlus7]
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.[PRESSPlus8]

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*.[Q1]

LEGAL REF.:

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

42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010; 7 C.F.R. Parts 210 and 235.

105 ILCS 5/2-3.62, 5/2-3.166, 5/3-11, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/10-23.13, 5/22-80(h), 5/22-95, and 5/24-5.

105 ILCS 25/1.15, Interscholastic Athletic Organization Act.

105 ILCS 145/25, Care of Students with Diabetes Act

105 ILCS 150/25, Seizure Smart School Act.

105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.

325 ILCS 5/4, Abused and Neglected Child Reporting Act.

745 ILCS 49/, Good Samaritan Act.

775 ILCS 5/2-109 and 5/5A-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.

77 Ill.Admin.Code §527.800.

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

Questions and Answers:

***Required Question 1. For districts that have a practice of providing instruction in life-saving techniques and first-aid in their staff development programs, insert the following optional paragraph that restates 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800:

> "An opportunity shall be provided for all staff members to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator."

Persons performing CPR are generally exempt from civil liability if they are trained in CPR (745 ILCS 49/10); persons performing automated external defibrillation are generally exempt from civil liability if they were trained and acted according to the standards of the American Heart Association (745 ILCS 49/12).

Would the board like to add the optional paragraph shown above, restating 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800?

- No. (Default)
- Yes. (IASB will add the optional paragraph shown above, restating 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800.)

PRESSPlus Comments

PRESSPlus 1. This policy is rewritten due to Public Act 103-542, which significantly streamlines school in-service training requirements into eight categories. Though P.A. 103-542 was to be effective on 1-1-24, most of its changes become operative on 7-1-24. As a result, legislative action during Veto Session amended the effective date of P.A. 103-542 to 7-1-24. For more information, see the footnotes of sample policy 5:100, *Staff Development Program*, available at PRESS Online by logging in at www.iasb.com.

This policy contains items on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. **Issue 114, March 2024**

PRESSPlus 2. Sexual misconduct under Faith's Law is defined in 105 ILCS 5/22-85.5(c), added by P.A. 102-676. **Issue 114, March 2024**

PRESSPlus 3. This list of in-service trainings is required by State law but only numbers 4, 5(d), and 7 are required to be specified in board policy. **Issue 114, March 2024**

PRESSPlus 4. Consult the board attorney about whether:

1. All asthma action plans should require immediate 911 calls based upon In re Estate of Stewart, 406 Ill.Dec. 345 (2nd Dist. 2016); In re Estate of Stewart, 412 Ill.Dec. 914 (Ill. 2017) (school district's appeal denied). The court held that a teacher's failure to dial 911 immediately upon a student's asthma attack was willful and wanton conduct, subjecting the school district to liability under the Local Governmental and Governmental Employees Tort Immunity Act.
2. The duties and responsibilities of the district when it asks for but does not receive an asthma action plan from a parent/guardian and the logistics of distributing any received plans to those employees who need to know based upon Stewart, above.

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PRESSPlus 5. From 6-30-23 through 7-1-24, 105 ILCS 5/10-22.39(g), added by P.A. 103-128, requires that at least once every two years, all District personnel be trained on methods to respond to trauma, including instruction on how to respond to an incident involving life-threatening bleeding and, if applicable, how to use a school's trauma kit. See 105 ILCS 5/10-20.85, added by P.A. 103-128, for a definition of *trauma kit*. To avoid confusion between trauma related to life-threatening bleeding and trauma as defined in 105 ILCS 5/3-11(b), added by P.A. 103-413, this policy uses the phrase *trauma bleeding control kit* instead of *trauma kit*.

Beginning with the 2024-25 school year, training on life-threatening bleeding must be completed within six months of employment and renewed within two years. Beginning with the 2027-28 school year, training on life-threatening bleeding must be completed within six months of employment and renewed at least once every five years thereafter. 105 ILCS 5/10-22.39(b-5)(7), added by P.A. 103-542, eff. 7-1-24. **Issue 114, March 2024**

PRESSPlus 6. Optional. These in-services and/or trainings are required by State and/or federal law but are not required to be specified in board policy. Putting this optional list into the policy will help the board monitor that the required in-service and training topics are being covered. While it is possible to *pick and choose*, this practice is likely to add more confusion to an already confusing responsibility. Unless noted, the School Code does not mandate the frequency with which the training must occur. Several other trainings that are mentioned in laws other than the School Code are addressed in other sample policies and procedures. **Issue 114, March 2024**

PRESSPlus 7. Updated in response to 775 ILCS 5/5A-103(c), added by P.A. 103-472, eff. 8-1-24. For training requirement details, see sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, available at PRESS Online by logging in at www.iasb.com. **Issue 114, March 2024**

PRESSPlus 8. 105 ILCS 5/2-3.163(c), amended by P.A. 103-504. **Issue 114, March 2024**

Document Status: Draft Update

5:20 Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure;* 2:265, *Title IX* ~~Sexual Harassment~~ *Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited;* PRESSPlus1 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

The District will take remedial and corrective action to address unlawful workplace harassment, including sexual harassment.

Sexual Harassment Prohibited

The District shall provide a workplace environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. The District provides annual sexual harassment prevention training in accordance with State law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Report or Complaint

Employees and *nonemployees* (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors, and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may choose to report to a person of the individual's same gender. Every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

Aggrieved individuals, if they feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must

stop.

Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager. An employee may also report claims using Board policy 2:260, *Uniform Grievance Procedure.* If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

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

Nondiscrimination Coordinator:

Jill Larson, Supt.

600 N. Cedar, New Berlin, IL 62670

jlarson@pretzelpride.com

217-488-2040

Complaint Managers:

Lori Niemeier, CFO

600 N. Cedar, New Berlin, IL 62670

lniemeier@pretzelpride.com

217-488-2040

Brandon Radford, JH Principal

300 Ellis St., New Berlin, IL 62670

bradford@pretzelpride.com

217-488-6012

Investigation Process

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

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

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, should be initiated.

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

For any other alleged workplace harassment that does not require action under Board policies~~y~~ 2:265,

Title IX ~~Sexual Harassment~~ Grievance Procedure, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated, regardless of whether a written report or complaint is filed.

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

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

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

Enforcement

A violation of this policy by an employee may result in discipline, up to and including discharge. A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee may be up to and including discharge.

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policies~~y~~ 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and/or the Ill. Human Rights Act (775 ILCS 5/).

An employee should report allegations of retaliation to his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Employees who retaliate against others for reporting or complaining of violations of this policy or for participating in the reporting or complaint process will be subject to disciplinary action, up to and including discharge.

Recourse to State and Federal Fair Employment Practice Agencies

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: the Ill. Dept. of Human Rights and the U. S. Equal Employment Opportunity Commission.

The Superintendent shall also use reasonable measures to inform staff members, applicants, and nonemployees of this policy, which shall include posting on the District website and/or making this policy available in the District's administrative office, and including this policy in the appropriate

handbooks.

LEGAL REF.:

42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. §1604.11.

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

5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.

775 ILCS 5/2-101(E) and (E-1), 5/2-102(A), (A-10), (D-5), 5/2-102(E-5), 5/2-109, 5/5-102, and 5/5-102.2, Ill. Human Rights Act.

56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.

Vance v. Ball State Univ., 570 U.S. 421 (2013).

Crawford v. Metro. Gov't of Nashville & Davidson Cnty., 555 U.S. 271 (2009).

Jackson v. Birmingham Bd. of Educ., 544 U.S. 167 (2005).

Oncale v. Sundowner Offshore Servs., 523 U.S. 75 (1998).

Burlington Indus. v. Ellerth, 524 U.S. 742 (1998).

Faragher v. City of Boca Raton, 524 U.S. 775 (1998).

Harris v. Forklift Systems, 510 U.S. 17 (1993).

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

Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).

Porter v. Erie Foods Int, Inc., 576 F.3d 629 (7th Cir. 2009).

Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004).

Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2001).

Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. The policy is also updated to incorporate the title change to 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, in

anticipation of Title IX rulemaking. **Issue 114, March 2024**

Document Status: Review and Monitoring

5:35 Compliance with the Fair Labor Standards Act

Job Classifications[PRESSPlus1]

The Superintendent will ensure that all job positions are identified as either "exempt" or "non-exempt" according to State law and the Fair Labor Standards Act (FLSA) and that employees are informed whether they are "exempt" or "non-exempt." "Exempt" and "non-exempt" employee categories may include certificated and non-certificated job positions. All non-exempt employees, whether paid on a salary or hourly basis, are covered by minimum wage and overtime provisions.

Workweek and Compensation

The workweek for District employees will be 12:00 a.m. Sunday until 11:59 p.m. Saturday. Non-exempt employees will be compensated for all hours worked in a workweek including overtime. For non-exempt employees paid a salary, the salary is paid for a 40-hour workweek even if an employee is scheduled for less than 40 hours. "Overtime" is time worked in excess of 40 hours in a single workweek.

Overtime

A non-exempt employee shall not work overtime without his or her supervisor's express approval. All supervisors of non-exempt employees shall: (1) monitor overtime use on a weekly basis and report such use to the business office, (2) seek the Superintendent or designee's written pre-approval for any long term or repeated use of overtime that can be reasonably anticipated, (3) ensure that overtime provisions of this policy and the FLSA are followed, and (4) ensure that employees are compensated for any overtime worked. Accurate and complete time sheets of actual hours worked during the workweek shall be signed by each employee and submitted to the business office. The business office will review work records of employees on a regular basis, make an assessment of overtime use, and provide the assessment to the Superintendent. In lieu of overtime compensation, non-exempt employees may receive compensatory time-off, according to Board policy 5:310, *Compensatory Time-Off.*

Suspension Without Pay

No exempt employee shall have his or her salary docked, such as by an unpaid suspension, if the deduction would cause a loss of the exempt status. Licensed employees may be suspended without pay in accordance with Board policy 5:240, *Suspension*. Non-licensed employees may be suspended without pay in accordance with Board policy 5:290, *Employment Termination and Suspensions*.

Implementation

The Superintendent or designee shall implement the policy in accordance with the FLSA, including its required notices to employees. In the event of a conflict between the policy and State or federal law, the latter shall control.

LEGAL REF.:

820 ILCS 105/4a.

Fair Labor Standards Act, 29 U.S.C. §201 et seq., 29 C.F.R. Parts 516, 541, 548, 553, 778, and 785.

CROSS REF.: 5:240 (Suspension), 5:290 (Employment Termination and Suspensions), 5:310 (Compensatory Time-Off)

PRESSPlus Comments

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

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

Issue 114, March 2024

Document Status: Review and Monitoring

5:40 Communicable and Chronic Infectious Disease

The Superintendent or designee shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Illinois Department of Public Health rules, and Board of Education policies.[PRESSPlus1]

An employee with a communicable or chronic infectious disease is encouraged to inform the Superintendent immediately and grant consent to being monitored by the District Nurse. The Nurse provides information and recommendations to the Superintendent concerning the employee's conditions of employment and necessary accommodations. The Nurse shall hold the employee's medical condition and records in strictest confidence, except to the extent allowed by law.

An employee with a communicable or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions. An employee with a communicable and chronic infectious disease remains subject to the Board's employment policies including sick and/or other leave, physical examinations, temporary and permanent disability, and termination.

LEGAL REF.:

42 U.S.C. §12101 et seq., Americans With Disabilities Act, amended by the Americans with Disabilities Act Amendments Act (ADAAA), Pub. L. 110-325; 29 C.F.R. §1630.1 et seq.

29 U.S.C. §791, Rehabilitation Act of 1973; 34 C.F.R. §104.1 et seq.

105 ILCS 5/24-5.

20 ILCS 2305/6, Department of Public Health Act.

820 ILCS 40/, Personnel Record Review Act.

77 Ill.Admin.Code Part 690, Control of Communicable Diseases.

CROSS REF.: 2:150 (Committees), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:30 (Hiring Process and Criteria), 5:180 (Temporary Illness or Temporary Incapacity)

PRESSPlus Comments

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

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

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

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

Issue 114, March 2024

Document Status: Draft Update

5:300 Schedules and Employment Year

The Superintendent shall supervise a process for setting work schedules and an employment year for educational support employees in accordance with State and federal law, Board of Education policy, and applicable agreements and shall:

1. Assign each employee one supervisor who will establish a work schedule, including breaks, as required by building or District needs, workload, and the efficient management of human resources;
2. Allow for the ability to respond to changing circumstances by altering work schedules as needed; and
3. Consider the well-being of the employee. The Superintendent's approval is required to establish a flexible work schedule or job-sharing.

Breaks

An employee who works at least 7.5 continuous hours shall receive a 30-minute duty-free meal break that begins within the first five hours of the employee's workday. The District accommodates employees who are nursing mothers according to State and federal law.

LEGAL REF.:

~~Fair Labor Standards Act,~~ 29 U.S.C. §§207 ~~et seq~~and 218d, Fair Labor Standards Act.[PRESSPlus1]

105 ILCS 5/10-20.14a, 5/10-22.34, and 5/10-23.5.

740 ILCS 137/, Right to Breastfeed Act.

820 ILCS 105/, Minimum Wage Law.

820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.:5:10 (Equal Employment Opportunity and Minority Recruitment), 5:35 (Compliance with the Fair Labor Standards Act)

~~ADOPTED:May 15, 2017~~

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 114, March 2024**

Document Status: Review and Monitoring

6:40 Curriculum Development

Adoption[PRESSPlus1]

The Superintendent shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals,
2. Student needs as identified by research, demographics, and student achievement and other data,
3. The knowledge, skills, and abilities required for students to become life-long learners,
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements,
5. The curriculum District-wide and articulated across all grade levels,
6. The Illinois State Learning Standards and any District learning standards, and
7. Any required State or federal student testing.

The Board of Education will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria.

Experimental Educational Programs and Pilot Projects

The Superintendent may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

Single-Gender Classes and Activities

The Superintendent may recommend a program of nonvocational single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. The Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, and (2) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

Development

The Superintendent shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The Superintendent shall report to the Board as appropriate, the curriculum review program's efforts

to:

1. Regularly evaluate the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, administrators, parents/guardians, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

Curriculum Guides and Course Outlines

The Superintendent shall develop and provide subject area curriculum guides to appropriate staff members.

LEGAL REF.:

20 U.S.C. §1681, Title IX of the Education Amendments of 1972, implemented by 34 C.F.R. Part 106.

105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.:6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues) 6:100 (Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Learners), 6:170 (Title I Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

PRESSPlus Comments

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

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

Issue 114, March 2024

Document Status: Draft Update

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, immigration status, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board ~~of Education~~ policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.[PRESSPlus1]

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, who also serves as the District's Title IX Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

LEGAL REF.:

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

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

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

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

Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).

Ill. Constitution, Art. I, §18.

105 ILCS 5/3.25b, 5/3.25d(b), 5/10-20.12, 5/10-20.60, 5/10-20.63, 5/10-22.5, and 5/27-1.

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

775 ILCS 35/5, Religious Freedom Restoration Act.

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. **Issue 114, March 2024**

Document Status: Draft Update

7:20 Harassment of Students Prohibited

No person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status;[PRESSPlus1] association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265,[PRESSPlus2] *Title IX ~~Sexual Harassment~~ Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

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

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

Nondiscrimination Coordinator:

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600 N. Cedar, New Berlin, IL 62670

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217-488-2040

Complaint Managers:

Lori Niemeier, CSB	Brandon Radford, JH Principal
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lniemeier@pretzelpride.com	bradford@pretzelpride.com
217-488-2040	217-488-6012

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

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

2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

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

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

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure,* should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited.*PRESSPlus3

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

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

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

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

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

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

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

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

LEGAL REF.:

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

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

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

105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/27-1, and 5/27-23.7.

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

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

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

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

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

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

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

Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, adding protected categories to the prohibition on bullying. **Issue 114, March 2024**

PRESSPlus 2. Updated in response to the title change to 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure,* in anticipation of Title IX rulemaking. **Issue 114, March 2024**

PRESSPlus 3. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. **Issue 114, March 2024**

Document Status: Draft Update

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, PRESSPlus1 pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge ~~status~~ from ~~the~~ military service, ~~sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability,~~ order of protection status, ~~status of being homeless, or actual or potential marital or parental status, including pregnancy,~~ association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by ~~a~~the S~~s~~chool D~~d~~istrict or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item ~~(~~#4) applies only ~~in cases in which~~when a school administrator or teacher receives a report that bullying through this means has occurred ~~and~~; it does not require ~~a district or school to~~ staff ~~or~~members to monitor any nonschool-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public

humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the ~~following~~ requirements listed below~~:~~.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

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4. Consistent with federal and State laws and rules governing student privacy rights, ~~the Superintendent or designee shall promptly inform~~ parent~~(s)~~/guardian~~(s)~~ of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. ~~and discuss, a~~As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.PRESSPlus2
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
    a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of ~~the~~a bullying incident ~~of bullying~~ was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident ~~of bullying~~.
    b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
    c. Notifying the Building Principal or school administrator or designee of the ~~report of the~~reported incident of bullying as soon as possible after the report is received.
    d. Consistent with federal and State laws and rules governing student privacy rights, providing parents ~~and~~ /guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building P~~p~~rincipal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

    The Superintendent or designee shall investigate whether a reported ~~act~~incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, ~~which~~that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:

    a. The frequency of victimization;
    b. Student, staff, and family observations of safety at a school;
    c. Identification of areas of a school where bullying occurs;
    d. The types of bullying utilized; and
    e. Bystander intervention or participation.

    The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

        1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;

        2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or

        3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

    The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The District's bullying prevention plan must be consistent with other Board policies.

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.

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

775 ILCS 5/1-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, adding protected categories to the prohibition on bullying. The bases are also re-ordered to align with the order they are listed within the Ill. State Board of Education (ISBE) Model Bullying Prevention Policy (available at www.isbe.net/Documents/Model-Bullying-Prevention-Policy.pdf).

Additionally, 105 ILCS 5/27-23.7(f), added by P.A. 103-47, requires districts to collect non-identifiable data regarding verified allegations of bullying within the District and submit it in an annual report to ISBE by no later than August 15 of each year, beginning with the 2024-25 school year through the 2030-31 school year. ISBE must adopt rules for data submission that include but are not limited to: (1) a record of each verified allegation of bullying and action taken; and (2) whether the instance of bullying was based on actual or perceived characteristics identified in 105 ILCS 5/27-23.7(a) and, if so, lists the relevant characteristics. **Issue 114, March 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, requiring notification within 24 hours to the parents/guardians of students involved in bullying incidents. **Issue 114, March 2024**

Document Status: Draft Update

7:270 Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form* (*SMA Form*) is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other

similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
    a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
    b. Copies of the registry identification cards are provided to the District;
    c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
    d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication[PRESSPlus1]

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Undesignated Medication Disclaimers[PRESSPlus2]

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

LEGAL REF.:

105 ILCS 5/10-20.14b, 5/10-22.21b, 5/22-30, and 5/22-33.

105 ILCS 145/, Care of Students with Diabetes Act.

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

720 ILCS 550/, Cannabis Control Act.

23 Ill.Admin.Code §1.540.

CROSS REF.: 7:285 (Anaphylaxis Prevention, Response, and Management Program)

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/22-30, amended by P.A. 102-413, and 105 ILCS 145/27 detail specific required notifications, which are listed in sample administrative procedure 7:270-AP2, *Checklist for District Supply of Undesignated Medication(s)*. **Issue 113, October 2023**

PRESSPlus 2. 105 ILCS 5/22-30(c). The school, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of an injury to a student arising from the administration of asthma medication, epinephrine injectors, or opioid antagonists (Id.), a student's self-administration of medication (105 ILCS 5/10-22.21b, amended by P.A. 103-175), or administration of undesignated glucagon (insofar as it would be considered part of the care of a student with diabetes, see 105 ILCS 145/45).

105 ILCS 5/22-30(c) requires the district to inform parents/guardians in writing of the protections from

liability and hold harmless provisions that apply to the administration of asthma medication, epinephrine injectors, and opioid antagonists. In addition, a statement must be signed by a student's parent/guardian acknowledging the district's protections from liability and hold harmless provisions for these undesignated medications. Id. A similar acknowledgment must be signed by a student's parent/guardian for the self-administration of medication. 105 ILCS 5/10-22.21b(e). See sample exhibit 7:270-E1, *School Medication Authorization Form*, for a sample acknowledgement. **Issue 113, October 2023**

Document Status: Draft Update

7:10-E Exhibit - Equal Educational Opportunities Within the School Community

The School District welcomes diversity in its schools. Board Ppolicy 7:10, *Equal Educational Opportunities* cites the many civil rights laws that guarantee equal education opportunities to all students. In addition, the policies below address the equal educational opportunities, health, safety, and general welfare of students within the District. These policies are not a complete list, and depending on the factual context, another policy not specifically listed may apply:

1. 2:260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.
2. 2:265, *Title IX Grievance Procedure*, contains the process that must be followed for complaints of Title IX harassment.PRESSPlus1
3. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, prohibits any person from discriminating against or harassing a student based on race, color, or national origin.
4. 6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.
5. 7:10, *Equal Educational Opportunities*, requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.
6. 7:20, *Harassment of Students Prohibited*, prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.
7. 7:130, *Student Rights and Responsibilities*, recognizes that all students are entitled to rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.
8. 7:160, *Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. It recognizes that students have the right to wear hairstyles historically associated with race, ethnicity, or hair texture, and to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity, or other characteristic protected by State law.
9. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.
10. 7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health needs that impact learning.
11. 7:330, *Student Use of Buildings - Equal Access*, grants student-initiated groups or clubs the free use of school premises for their meetings, under specified conditions.
12. 7:340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. **Issue 114, March 2024**

~~2023-24~~ 2024-25 Student Handbook

New Berlin Junior High

Home of Pretzel Pride

300 E. Ellis St.
New Berlin, IL 62670
Office (217) 488-6012
FAX (217) 488-3107
Attendance (217) 488-6012 ext. 221
http://www.pretzelpride.com

This ~~2023 - 24~~ 2024-25 Student Handbook Belongs to:

Name: _____

Homeroom (1st hour) Teacher: _____

Pretzels Prepared for Life!

This handbook contains all information pertinent to being a successful student at New Berlin Junior High School.
Tardy - You are allowed 3 tardy passes for each semester. If you are late, present this form to your teacher and they will sign off on the box to excuse your tardy. If you are tardy, your teacher will notify you that you will receive a penalty. Penalties for tardies are as follows. . .
1st Offense: 6th tardy for the semester = 1 hour detention and loss of cell phone privileges for semester
2nd Offense: 9th tardy for the semester= Saturday detention
3rd Offense: 12th tardy for the semester = 1 day ISS suspension
4th Offense and additional offenses: Students that are chronically tardy to school may be required to serve after school detention each day they are tardy to school/class. The tardy policy is based on a semester. Students will have a clean slate at the beginning of a new semester.

Semester 1 Tardies

Semester 2 Tardies

Not Prepared for Class

Q1			Q2	

Homework - 24 Hour Extension

Q1			Q2	

Commented [1]: Added back from Previous Handbook

~~NWEA MAP~~ iReady Scores

Commented [2]: Switching from NWEA to iReady

	Fall RIT	Lexile Winter RIT	Lexile	Spring RIT	Lexile	Growth Goal
Reading						
Language						
Math						
Science						

Expectations for Being Prepared for Class

Period	Tardy Policy	Chromebook	Prepared for Class
1			
2			
3			
4			
5			
6			
7			
8			

Student Signature: _____

Commented [3]: Added Chromebook / cleaned up table

Parent Signature: _____

HALL PASSES

Date	Destination	Leaving Time	Teacher's Signature	Arrival Time	Destination Signature

HALL PASSES

Date	Destination	Leaving Time	Teacher's Signature	Arrival Time	Destination Signature

HALL PASSES

Date	Destination	Leaving Time	Teacher's Signature	Arrival Time	Destination Signature

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NB Junior High School Event Calendar

Date Event
August 2 - JH Pretzel Academy (6th Grade and New Students) 8:15-3:30
August 12th & 13th - Teacher Institute (No Student Attendance)
August 12th - Meet the Teacher Night NBJH
August 14th - First Student Attendance Day (2:21 Dismissal)

August 15th & 16th (2:21 Dismissal)
August TBA - BENCHMARK TESTING
September 2nd - Labor Day (No School)
September 5th - Monthly Teachers Professional Development (1:00 Dismissal)
September 6th - Picture Day
September 13th - School Improvement 11:45 / Q1 Midterm
September 25th-26th - Parent-Teacher Conferences 5:00-8:00pm (2:21 Dismissal)
September 27th - Not in Attendance
October 3rd - Monthly Professional Development (1:00 Dismissal) / Fannie Mae Fundraiser Begins
October 4th - Fall Dance
October 11th - End of Q1
October 14th - Columbus Day (No School)
October 18th - Q1 PBIS Rewards Day
October 23 - Fall Band/Choir Concert 6pm - NBE
October 24th - Monthly Professional Development (1:00 Dismissal)
October 25th - Picture Retake day
November 5th - Not in Attendance
November 8th - School Improvement 11:45 Dismissal
November 11th - Not in Attendance
November 15th - Q2 Midterm
November 21st - Monthly Professional Development (1:00 Dismissal)
November 26th - 2:21 Dismissal
November 27th-29th - Thanksgiving Break
December TBA - BENCHMARK TESTING
December 10 - Winter Concert (Band & Choir) 6pm - NBE
December 12h - Monthly Teachers Professional Development (1:00 Dismissal)
December 20st - End of Q2 / 2:21 Dismissal / Q2 PBIS Rewards Day
Dec. 23rd – Jan. 2nd - Christmas Break (No School)
January 3rd & 6th - Teacher Institute (No Student Attendance)
January 7th - First Day of Attendance Semester 2
January 16th - Monthly Teachers Professional Development (1:00 Dismissal)
January 17th - Winter Dance
January 20th - Not in Attendance
January 30th - Monthly Teachers Professional Development (1:00 Dismissal)
February 7th - Q3 Midterm
February 14th - School Improvement 11:45 Dismissal
February 17th - Presidents Day (No School)
February 27th - Monthly Teachers Professional Development (1:00 Dismissal)
March 13th - Monthly Teachers Professional Development (1:00 Dismissal)
March 14th - End of Q3
March 21st - Q3 PBIS Rewards Day
March 24th-28th - Spring Break
April TBA - IAR Testing
April 17th - Q4 Midterm / 2:21 Dismissal
April TBA - ISA Testing
April 18th - Not in Attendance
April 30th - Spring Concert (Band & Choir) 6pm - NBA / Monthly Teachers Professional Development (1:00 Dismissal)
May 2nd - School Improvement (11:45 Dismissal)
May 5th - Teacher Appreciation Week
May TBA - BENCHMARK TESTING
May 16th - Q4 PBIS Rewards Day
May 22nd - 2:21 Dismissal
May TBA - 8th Grade Promotion (depends on snow days utilized)

DAILY SCHEDULE

New Berlin Junior High School opens for the day at **7:30 AM**. Junior High School students should report to the Cafeteria if they are participating in the school breakfast program. Junior High School students not eating breakfast should report to the Dome. At **8:10 AM** students will be released to their locker and should make their way to their first hour classroom.

Period	Start	Finish
0	7:20	8:05
1	8:15	9:00
2	9:04	9:49
3	9:53	10:38
~~HS Lunch A~~	~~10:42~~	~~11:12~~
~~4A~~	10:42	11:27
HS Lunch ~~B~~	11:30	12:00
~~4B~~	~~11:15~~	~~12:00~~
JH 5	11:30	12:15
HS 5	12:04	12:49
JH Lunch	12:19	12:49
6	12:53	1:38
7	1:42	2:27
8	2:31	Bus: 3:10/3:16
Bus Departure		3:21
2:21 Dismissal		
0	7:25	8:05
1	8:15	8:57
2	9:01	9:38
3	9:42	10:19
~~Lunch A~~	~~10:23~~	~~10:49~~
~~4A~~	10:23	11:00
~~4B~~	~~10:52~~	~~11:34~~
HS Lunch ~~B~~	11:07	11:34
JH 5	11:04	11:41
Jr. High Lunch ~~C~~	11:45	12:15
HS 5	11:38	12:15
6	12:19	12:56
7	1:00	1:37
8	1:41	Bus: 2:10/2:16
Bus Bell		2:16
11:40 Dismissal		
0	7:40	8:05
1	8:15	8:42
2	8:45	9:07
3	9:10	9:32
4	9:35	9:57
5	10:00	10:22
6	10:25	10:47
7	10:50	11:12
8	11:15	Bus: 11:35/11:40
Bus Departure		11:40

1:00 Dismissal			
Zero Hour	0	7:20	8:05
Period	1	8:15	8:45
Period	2	8:49	9:19

Period	3	9:23	9:53
Period	4	9:57	10:27
~~Lunch A~~	~~A~~	~~10:31~~	~~11:01~~
Period	5A	10:31	11:01
HS Lunch~~B~~	B	11:05	11:35
Period	5B	11:05	11:35
Jr. High Lunch ~~C~~	C	11:39	12:09
Period	6C	11:39	12:09
Period	7	12:13	12:43
Bus Bell	*	*	12:47
Period	8	12:47	1:00
Teacher Dismissal			3:31

Introduction

Welcome to New Berlin Junior High School where invaluable academic, extra-curricular and social experiences will help shape the rest of your life. Our goal is to help provide a solid foundation for learning while providing opportunities for you to learn and grow toward being the best you can be in all facets of your school life. Our faculty aims to use technology and proven teaching strategies to provide meaningful and interesting experiences that you will always remember.

To assist you, the handbook was developed by the Board of Education, Staff, Students, Administration, and Community members to provide school rules, regulations, procedures, and important information. You will find that the rules and regulations that govern our lives at school make it possible for all of us to live, learn, and work together.

This handbook is not intended to create a contractual relationship with the student; rather, it is intended to describe the school, its current practices, procedures, rules, and regulations. The principal may establish additional rules, and regulations. Such rules and regulations will be consistent with those established by the Board of Education and the Superintendent of Schools. A student handbook will be distributed to the student and/or parent/guardians within 15 days of the beginning of the school year or the student's enrollment. The school handbook may be amended during the school year without notice.

Our school will be what we make it. Be proud of it. Take good care of it. Become part of it. We have the power to determine our successes or failures. Pretzel Pride means being your best and giving your best effort all of the time.

Every student is responsible for knowing and abiding by the policies contained in the school handbook. If you have questions, please contact the Principal within 15 school days of receiving this handbook. The provisions of this handbook are not considered to be irrevocable and can be modified and supplemented as needed by the school. **Athletes and students involved in extracurricular activities will be held to additional standards as stated in the Extra Curricular Handbook and as determined by individual coaches and sponsors. Students participating in sports and Extra Curricular activities will be responsible for knowing and abiding by the policies contained in the Extra Curricular Handbook and set forth by coaches and sponsors**.

Contacting the Junior High School

Address: 300 E. Ellis Street, New Berlin, IL, 62670.
Office Hours: 8:00 am – 4:00 pm through the school year.
Phone: (217) 488-6012.
Fax: (217) 488-3107.
Website: www.pretzelpride.com
Principal: Mr. Brandon Radford

If you need to share any information that threatens your safety or the safety of others, please contact the following resources: the National Suicide Prevention Lifeline (988), the Crisis Text Line, and either the

Safe2Help Illinois helpline or a local suicide prevention hotline.

10

Student Rights and Responsibilities

The School Board, in support of the aims of public education, believes that behavior of students attending public schools shall reflect standards of good citizenship demanded of members of a democratic society. Self-discipline is one of the ultimate goals of education.

Chapter 1: Introductory Information & General Notices

1.00 Pandemic Preparedness: Management and Recovery

School Operations During a Pandemic or Other Health Emergency

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because ther e is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an ess ential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the sch ool and district to provide your child with the best educational opportunities possible. Additionally, please note the following:

- **All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health dep artment, emergency management agencies, and/or Regional Office of Education.**
- **Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend schoo l on a modified schedule. ● Students will be expected to participate in blended and remote instruction as required by the school an d district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.**
- **All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the trad itional classroom.**
- **Students and parents will be required to observe all public health and safety measures implemented by the school and distri ct in conjunction with state and local requirements.**
- **During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students. ● School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational di sruption. ● Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school offici als.**
- **During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safet y measures. ● In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.**
- **Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency. ● Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, hea lth or safety.**

PRESS 4:180, Pandemic Preparedness; Management; and Recovery.

1.20 Student/Parent Handbook Acknowledgement and Pledge

Electronic access to the Student/Parent Handbook and School Board policies on student behavior are available at NBCUSD #16 Bo ard Policy Manual . The Student/Parent Handbook and School District policies may be amended during the year. Such changes are available on the School District website or in the school office. All students and parents will be provided with a copy of an acknowledgement and pledge to sign and return to the high school office by the 5th day of school. A copy of this acknowledgement and pledge is included on the last page of this handbook. Failure to return this acknowledgement and pledge will not relieve a student from being responsible for knowing or complying with School and School District rules, policies and procedures. **1.30 General School Information**

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the Board Policy Manual Link at http://newberlinil.apptegy.us/o/district/browse/37543 or at the Board office, located at 600 N. Cedar, New Berlin, IL. The School Board governs the school district, and is elected by the community. Current School Board members are:

Stephanie Neuman, President	Jenny Mann, Member	Josh Beard, Member
Holly Kotner, Member	Bill Marr, Secretary	Board member contact information is available on the school's website.
Chris Gordon, Vice President	Jerry Bishoff, Member	

Citizenship and Moral Responsibilities

1. Students shall respect constitutional authority.
2. Citizenship in a democracy requires respect for the rights of others.
3. High personal standards of courtesy, decency, morality, clean language, honesty and wholesome relationships with others shall be maintained. 4. Every student who gives evidence of a sincere desire to remain in school, to be diligent in studies and to profit by the educational experiences provided will be given opportunities to do so and will be assisted in achieving scholastic success to the limit of individual ability.

Rights

1. To attend school.
2. To express opinions respectfully verbally or in writing.
3. To expect that the school will be a safe place.
4. To be represented, when appropriate, by an active student government selected by free school elections.

Responsibilities

1. To become informed of and adhere to reasonable rules and regulations.
2. To respect the rights and individuality of other students and school administrators and faculty.
3. To refrain from libel, slanderous remarks and obscenity in verbal and written expression.
4. To dress and groom in a manner that meets reasonable standards of health, cleanliness, safety, and is free from distraction.
5. To be punctual and present in the regular or assigned school program.
6. To refrain from disobedience or misconduct of behavior that disrupts the educational process.
7. To maintain the best possible level of academic achievement.
8. To respect the exercise of authority by school administrators and teachers in maintaining discipline in the school and at school-sponsored activities.

VISITORS (1.40)

1.40 Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school. Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school. Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period. Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device. 11
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Cross-reference: PRESS 8:30, *Visitors to and Conduct on School Property*

Equal Educational Opportunities ~~Opportunity~~ and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, ~~religion~~ religious beliefs, physical or mental disability, status as homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, ~~or~~ sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact the building principal.

Cross-Reference:
PRESS 7:10, *Equal Educational Opportunities*
PRESS 2:260, *Uniform Grievance Procedure*

ANIMALS ON SCHOOL PROPERTY (1.60)

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

SCHOOL VOLUNTEERS (1.70)

All school volunteers must complete the "Volunteer Information Form" and be approved by the school principal prior to assisting at the school. Forms are available in the school office. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

Cross-Reference:PRESS 6:250, *Community Resource Persons and Volunteers*

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INVITATIONS & GIFTS

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature and should be mailed home using the list in the school directory. The office is unable to release addresses and phone numbers of students who are not listed in the school directory.

TREATS & SNACKS

Due to health concerns and scheduling, treats ~~and snacks~~ for any occasion must be arranged in advance with the classroom teacher. **All treats and snacks must be store bought and prepackaged in individual servings**. No homemade treats ~~or snacks~~ are allowed at school. ~~Treats and snacks may not require refrigeration and must have a clearly printed list of ingredients on the packaging. We strongly encourage you to select a treat or snack with nutritional value.~~

SNACK GUIDELINES

-Students are welcome to bring a water bottle (Please do not send beverages other than water)

-Make sure that your child's small healthy snack is easy to eat in the classroom

-All snacks will be provided by the parent; the teacher will not provide snacks for student in the classroom

-Students should not share or exchange snacks or food at school. (Please talk with your child about this at home.)

-We ask that you avoid sending hard boiled eggs and items with peanut butter to help ensure a safe environment for all students.

-Students may eat the following snacks within their classrooms (as long as their teacher is aware and isn't a problem/disruption to the classroom)

- Fruits (excluding cherries)
- Vegetables
- Cheese
- Beef Sticks/Turkey Sticks
- Nut Free Granola Bars
- Pretzels
- Dried Fruit
- Raisins
- Gold Fish
- Crackers

EMERGENCY SCHOOL CLOSINGS (1.80)

When snow or other emergency conditions force either the cancellation or early dismissal of school, notice will be given as early as possible through the district's notification program. Notice will also be given on radio stations WTAX, WMAY, WCVS, WDBR, WQQL, and WNNS. Cancellations will also be posted on the school website, www.pretzelpride.com. Additionally, school cancellations are made on the New Berlin Community Schools Facebook Page. For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, it doesn't necessarily mean all after-school functions are canceled.

Activities When Schools Are Closed

All home activities will be canceled if the school is closed for inclement weather or safety conditions. Please note that occasional exceptions may occur if conditions improve or if the event is a County and or tournament. Listen to local radio stations, visit the school website and an announcement regarding any information for activities will be sent through our automated School Reach system.

Cross-Reference: PRESS 4:170, *Safety*

VIDEO & AUDIO MONITORING SYSTEMS (1.100)

A video and/or audio monitoring system is in use on school buses and a video monitoring system is in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. Only school personnel and/or school board members may view the tape. Parents cannot review the recording when other students are involved as this would violate student privacy rights. With the approval of the superintendent, if criminal actions are recorded a copy of it may also be viewed by or released to authorized law enforcement.

Cross-Reference: PRESS 4:110, *Transportation*

ACCOMMODATING INDIVIDUALS WITH DISABILITIES (1.110)

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Special Education Services

The Sangamon Area Special Education Cooperative provides services to eligible students in District 16. To access information regarding these services please contact the building principal. The Sangamon Area Special Education office can be reached at 217-786-3250. Behavioral management guidelines are established and available. Contact the high school principal for additional information. The district's Policy for Behavioral Interventions for Students with Disabilities is available upon request at the junior high school office.

Cross Reference: PRESS 8:70, *Accommodating Individuals with Disabilities*

Commented [7]: Guidelines used from 23.24 - just updated

STUDENTS WITH FOOD ALLERGIES (1.120)
State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules. If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at (217) 488-6012.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed support so that your student can access his or her education as effectively as students without disabilities. Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

Cross Reference: PRESS 7:285, *Food Allergy Management Program*

CARE OF STUDENTS WITH DIABETES (1.130)
If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the school principal. Parents/guardians are responsible for and must:

a. Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
b. Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
c. Sign the Diabetes Care Plan.
d. Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the School Nurse.

SUICIDE AND DEPRESSION AWARENESS AND PREVENTION (1.140)
Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.
The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

Cross-Reference: PRESS 7:290, *Suicide and Depression Awareness and Prevention*

Student Appearance MSH (1.170) (Updated 7.31.23 as per MSH)
A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. The school will not prohibit students from wearing or accessorizing the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or any other protected characteristic or category identified in the Illinois Human Rights Act. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

P.A. 102-360 prohibits discrimination based on student hairstyles that are historically associated with race, ethnicity, or hair texture.

Cross Reference:
PRESS 7:160, *Student Appearance*

Sexual Abuse Response and Prevention Resource Guide MSH (1.200) (Updated 7.31.23 as per MSH)
The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

Cross Reference: None

Chapter 2: Attendance, Promotion & Graduation

PROCEDURES FOR ARRIVING AND LEAVING SCHOOL (2.00)
Official school hours are 8:15-3:15. The building is open for students at 7:30 a.m. **There will be no admittance prior to 7:30 a.m.** Parents should drop their students off in the circle by the junior high office. Students who report prior to 8:10 must report to the cafeteria for breakfast or to the Pretzel Dome. **Students not eating breakfast must report to the Pretzel Dome. No food is allowed in the Pretzel Dome during school hours**. Students will not be allowed in the circle area unless they have permission from a staff member prior to being dismissed from the Pretzel Dome for 1st hour.
~~Morning tutoring and study could potentially be offered throughout the school year. Tutoring would be offered from 7:20 a.m. to 8:05 a.m. and study hall would be from 7:30 a.m. to 8:00 a.m. These would be announced and be available by pre-arranged signup only.~~
Students must clear the building by 3:26 p.m., unless involved in a supervised activity. A student who is involved in a supervised activity must remain in the activity's designated area with the supervisor. All other students are expected to leave promptly at school's close.

Commented [8]: Not utilized anymore (teachers)

PROCEDURES FOR CHECKING IN AND OUT OF THE BUILDING
Students arriving late to school while the day is in progress should report directly to the office to sign in. If leaving before the end of the day, it is necessary to be signed out in the office. Students will not be released from school without parent permission. It is encouraged that such arrangements be made in advance by a parent/guardian phone call or a note signed by parent/guardian.

ATTENDANCE (2.10)
Absences should be kept to a minimum. Success in school is dependent upon regular attendance. Students with excessive absences miss class instruction and discussion, which are necessary for achieving that success. Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session. There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant or licensed advanced practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.

Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact the building Principal.

TARDY TO SCHOOL

Students are tardy if they arrive at class after the 8:15 a.m. bell. Students who are tardy to school must sign in and obtain a pass at the junior high school office. If the tardy is not approved, an unexcused absence or tardy will be given.

TARDY TO CLASS

There is a four (4) minute passing time between each academic period. Classroom teachers will assign a tardy to students who are not in class when the bell rings. If a student is more than 5 minutes late, that student must present a signed pass to be admitted. Students are expected to bring all necessary materials to class with them. If a student is unprepared for class and needs to return to their locker to get class materials after the bell rings, a teacher may assign a disciplinary referral for not being prepared for class and a consequence will be assigned. **Non-Compliance**

with Being on Time for School/Class

Tardies are cumulative for all classes and will accrue on a semester basis only. The following consequences are put into place following the use of tardy slips on page 2.
1st Offense: 6th tardy for the semester = 1 hour detention and loss of cell phone privileges for semester
2nd Offense: 9th tardy for the semester= Saturday detention
3rd Offense: 12th tardy for the semester = 1 day ISS suspension
4th Offense and additional offenses: Students that are chronically tardy to school may be required to serve after school detention each day they are tardy to school/class. The tardy policy is based on a semester. Students will have a clean slate at the beginning of a new semester.

STUDENT ABSENCES (2.20)

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the school board, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, attend a civic event, or other reason as approved by the building principal. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election.
Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments.
All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school at [phone number] before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

Furthermore, State law provides that school districts are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies and are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.

The School and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, his or her parent/guardian and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.

Cross-reference:
PRESS 7:70, *Attendance and Truancy*

APPOINTMENTS

Parents are encouraged to make all student medical and dental appointments so that students arrive at school before 9:54am, or leave after 2:15pm, to ensure that students are present at school for an entire school day. Parents must pick students up in the office for appointments. *Any absence, including absences for appointments will count against perfect attendance. **EXCUSED**

ABSENCES

An EXCUSED absence will be allowed for personal health or family illness or death in the family. If a student's absence is excused, he/she will be permitted to make up any missed work, including homework and tests. The student will be permitted the same number of days as he/she was absent to turn in the make-up work. The student is responsible for obtaining assignments from his/her teachers. Students that are excused on a Friday from school will be allowed to participate in extracurricular activities on Friday night and Saturday.

UNEXCUSED ABSENCES

If at any time during the entire school year, a student is absent more than 10 days, a doctor's note will be required for any subsequent absences to be considered excused. All absences without a doctor's excuse are considered unexcused. Doctor's notes must state that the student was unable to attend school and give exact times when the student was seen in the doctor's office.
Students who receive unexcused absences ~~will not be allowed to make up any work missed and will receive a zero for those assignments.~~ will be required to complete all missed work, including quizzes and tests. ~~There will be no additional preparation time given for work or exams due on the day of their return.~~ Upon returning to school the student will be assigned to the lunch detention (behavior) to complete all missing work. **Parental approval to miss school does not necessarily mean that the school will approve the absence**. Severe illness or injury which causes a student to be absent for an extended period, may be counted as one day at the principal's discretion. Students whose absences reach more than 10% of the prior 180 days of school will have their names reported to the county truant officer. After excessive unexcused absences, the student may be referred to the Sangamon County Truant's Alternative Optional Educational Program.
Note: Attending funerals for family members will not be counted against the ten absences.
Examples of Unexcused Absences include, but are not limited to:

1. A student refuses to come to school. Even if a parent calls this in, the absence is still unexcused.
2. A student has no clean clothes to wear to school.
3. Parents or student have overslept.
4. Student has missed the bus.
5. Parents or student state the weather was too cold, snowy, hot, etc. If school is in session, all students are expected to be in attendance.

Commented [9]: updated to match below (previously didn't align)

Commented [10]: updated for 24.25

6. Student reports staying home to babysit for a family member.
7. Parents or student say they have no transportation.

PRE-ARRANGED ABSENCES

A PRE-ARRANGED absence is one approved by the school administration in advance of the absence. Some examples of pre-arranged absences might be Take Your Child to Work Day or a previously scheduled appointment. **There will be no excused pre-arranged absences during achievement testing or special testing days for ISBE**. A pre-arranged absence form needs to be signed by the student's classroom teacher, signed by the parent(s), and approved by the principal 48 hours in advance. These forms may be picked up in the office. When requested 48 hours in advance, assignments can be requested. All work missed during the absence must be turned in upon the first day back to school. *PARENTS ARE STRONGLY ENCOURAGED TO TAKE VACATIONS DURING THE REGULARLY SCHEDULED SCHOOL VACATION TIME!* Excused absences for vacations will be limited to **5 days per school year**. It is not possible to re-create lessons and activities missed. The missed assignment(s) must be submitted by the deadline. If the above stated conditions are met, all work completed within the time allotment will be graded and recorded. Failure to meet these conditions will result in the absence being treated as an unexcused absence. Students with an F in any class will not be approved for a pre-arranged absence.

RELEASE TIME FOR RELIGIOUS INSTRUCTION/OBSERVANCE (2.30)

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).
Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

Cross Reference: PRESS 7:80, *Release Time for Religious Instruction/Observation*

MAKE-UP WORK (2.40)

Excused Absences: A student that is absent from school will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. It is the responsibility of the student to obtain the missed assignments by emailing their teacher, or accessing their teacher's planbook link from the junior high school webpage. The student will be permitted the same number of days as he/she was absent to turn in the make-up work. Failure to meet the deadline for turning in make-up work will result in loss of credit as determined by the grading policy for assessing late work. Parents/students are responsible for finding a valid courier for any materials that need to be picked up from the office.
For suspensions: A student that is suspended from school will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. All missed work must be turned in the day the student returns from the suspension. All tests/quizzes must be taken the day the student returns from the suspension. Failure to meet the deadline for turning in missing work will result in loss of credit as determined by the grading policy for assessing late work. During the suspension, it is the responsibility of the student to obtain assignments by emailing their teacher, or accessing their teacher's planbook link from the junior high school webpage. Parents/students are responsible for finding a valid courier for any materials that need to be picked up from the office.
Unexcused Absences: a student with an unexcused absence from school will be required to complete all missed work, including quizzes and tests. Upon returning to school the student will be assigned to the ~~Directed Study Room (DSR)~~ lunch detention (behavior) to complete all missing work.

Commented [11]: updated for 24.25

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TRUANCY (2.50)

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.
If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

Referral to the truancy officer
Reporting to officials under the Juvenile Court Act
Referral to the State's Attorney
Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.
Cross-references: PRESS 7:70, *Attendance and Truancy*

GRADING & PROMOTION (2.60)

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.
The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance. School board policy states that students must pass all of their academic classes to be promoted to the next grade. Students may NOT fail one academic subject for the year.

CONFERENCES

Parent-Teacher conferences are held each fall. Junior High Parent-Teacher conferences will be held in the Junior High circle and the cafeteria. Appointments are required. Information is sent out to parents via School Messenger email approximately 1 month prior to provide ample opportunity to sign up.

PLACEMENT

Students new to the district will be placed by grade level and in classes by the former public school's permanent records or by staff testing. Transfer students are subject to benchmark testing to determine if there is a need for intervention upon entering New Berlin Schools. All transfer students are expected to meet our academic standards in order to be promoted to the next grade. Students enrolling from a homeschool program are subject to benchmark testing to determine grade level placement.

PARTICIPATION IN PROMOTION

Any eighth grade student with credit or course deficiencies will not participate in promotion exercises. Participation in the promotion ceremony may be denied, on an individual basis, at the discretion of the school administration. **Students must pay all dues and fees owed to the school and return all uniforms, equipment, or other school items before they will be allowed to practice for or participate in promotion**. Students are required to practice for promotion unless they have a valid and prearranged permission to be absent from the principal. Professional attire is expected for participation in promotion ceremonies. The following are not allowed: shorts, T-shirts, jeans, tennis shoes, flip flops. Shirts with collars are preferred. **GRADING SCALE**
The grade scale used in CUSD #16 Schools to determine final grades is as follows:

A 92-100	**C 72-77**
A- 90-91	**C- 70-71**
B+ 88-89	**D+ 68-69**
B 82-87	**D 62-67**
B- 80-81	**D- 60-62**
C+ 78-79	**F 0-59**

HONOR ROLL

The honor roll consists of students who attain at least a 3.0 grade point average:

High Honors- 3.75 & Above
Honor Roll- 3.25 to 3.74
Honorable Mention- 3.0 to 3.24

JH Eligibility for Athletics and Extracurricular Activities (IESA 2.043)

For all IESA activities, athletic as well as non-athletic, passing work shall be checked weekly on Friday mornings. Passing grade is 60% or above. Eligibility will be applied to the Monday through Saturday following the week that was checked. Students must be passing each subject each week to be eligible. Grades shall be cumulative for the school's grading period. **FINAL GRADES**
Credit is granted based on the average of the T1, T2, T3, and Term 4 grades to create an annual grade for promotion. This is labeled "fin" in Skyward.

REPORT CARDS

Report cards are issued to students at the end of the first week following the close of each nine week grading period. Report cards will be sent via the United States Postal Service. Mid-term progress reports can be sent upon written request by the parent. Family Access will provide you with up to date information about your child's progress. Upon receipt of the report, parents are encouraged to contact the school if any questions arise concerning the notice. The main purpose of the report is to notify parents about student progress so that parents, students, and teachers might work more closely to implement corrective measures that will improve that progress.
Grades will be posted for all students on a weekly basis to family access. Any person(s) who does not have access to electronic grading via Family Access may request in writing that weekly grades of D or F be sent via hard copy through the USPS.

CREDIT RECOVERY

1. Students may be placed into Edgenuity during the school year to make-up core credits.
2. Summer school courses must be taken through accredited programs.
3. A summer school course will only be allowed if the student previously failed the course at New Berlin.
4. The student assumes responsibility for all fees.
5. The course will not count towards a student's GPA.
6. The building principal approves the course in advance.

Cross Reference: PRESS 6:280, *Grading & Promotion*

Commented [13]: New initiative to help make sure students are on track for promotion to next grade level.

HOMEWORK (2.70)
Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level. Students who are absent from school for a valid cause (an excused absence) will receive one day for each excused absence.

LATE WORK POLICY/ZERO POLICY

Assessments and Quizzes MUST be completed by all students. Zeros are not accepted.
Assignments or Homework turned in on time are graded and eligible for up to full credit
Assignments or Homework not submitted on the original due date will be entered as zero in Skyward and marked as missing.
If a student is given a referral for not completing their homework, the following procedures will be in place:

- A homework detention will be issued for the first lunch period following the incident. The student will have 24 hours to complete the assignment. The students' teacher will grade what was completed and submitted. If a student does not turn an assignment in at the end of 24 hours, the student may receive a zero for the assignment, unless an approved pass is used to turn it in before the next class session.
- If the detention is not served due to an excused absence, the student may receive a zero if the assignment is not turned in to the teacher at the beginning of the next class session the student is in attendance for. The homework detention will still have to be served if the assignment is already turned in.

Homework Detentions are cumulative for all classes and will accrue on a semester basis only. The following consequences are put into place following cumulative homework detentions.
1st Offense: 3rd homework detention for the semester = 1 hour detention and loss of cell phone privileges for semester
2nd Offense: 6th homework detention for the semester= Saturday detention
3rd Offense: 9th homework detention for the semester = 1 day ISS suspension

Exemption for Physical Education Requirement (2.80)
In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

- A student in grades 7-8 may submit a written request to the building principal requesting to be excused from physical education courses because of the student's ongoing participation in an interscholastic or extracurricular athletic program. The building principal will evaluate requests on a case-by-case basis.
- Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course. State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District. Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:The time of year when the student's participation ceases; and the student's class schedule.

Cross Reference:
PRESS 7:260, *Exemption from Physical Education*

HOME AND HOSPITAL INSTRUCTION (2.100)
A student who is absent from school, or whose physician anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.
A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage. For information on home or hospital instruction, contact the superintendent.

Cross Reference: PRESS 6:150, *Home and Hospital Instruction*

Complaints About Curriculum, Instructional Materials, and Programs MSH (2.130) (Updated 7.31.23 as per MSH)

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form**.**

Cross Reference: PRESS 6:260, Complaints About Curriculum, Instructional Materials, and Programs PRESS 6:260-AP-E, Exhibit – Curriculum Objection Form

Chapter 3: Student Fees and Meal Costs

3.10 Fines, Fees, and Charges; Waiver of Student Fees
The school establishes fees and charges to fund certain school activities. Students will not be denied the opportunity to participate in curricular and extracurricular programs of the school district. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met: The student currently lives in a household that meets the same income guidelines, with the same limits based on the household size, that are used for the federal free meals program; The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line; the student is homeless, as defined by the Mc-Kinney-Vento Homeless Assistance Act.
The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Seasonal employment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

Within 30 days, the building principal will notify the parent/guardian if the fee waiver request has been denied, along with the appropriate appeal process. If you have questions regarding the fee waiver process, you may contact the building principal at 217-488-6012.
Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

Fines for loss or damage to school property are waived for students who meet certain eligibility guidelines.

PRESS 4:110, *Transportation* PRESS 4:140, *Waiver of Student Fees*, PRESS 4:140-AP, *Fines, Fees, and Charges – Waiver of Student Fees*, PRESS 4:140-E1, *Application for Fee Waivers*, PRESS 4:140-E2, *Response to Application for Fee Waiver, Appeal, and Response to Appeal*

Debts to School
Students and parents are responsible for any debts owed to the school, including school organizations. Initial (non-threatening) letters will be sent by individual teachers or the high school office. Additional requests from the office will require immediate response from the debtor, with possible notification to our collection agency. All debts must be paid prior to behind the wheel driving in driver's education and graduation ceremonies.

REGISTRATION FEES
Registration fees are due and should be paid when you register your child. Registration fees for students at New Berlin Junior High School are $100 and can be sent to the school office at 300 Ellis Street or the district office at 600 Cedar Street. All Junior High students will be required to purchase and wear a school issued t-shirt and shorts for PE class. The cost is $15. Students who qualify for free lunches also qualify for a waiver of school fees. PE uniforms are included in fees that are waived when a student qualifies for free lunch. The school will purchase a PE uniform one time for a junior high student. If it is lost or needs to be replaced the parent is responsible for purchasing any additional shorts or shirts throughout the student's high school career. See the section for Food Services for more information about the application for free and reduced lunches.

BOOKS AND SCHOOL PROPERTY
The textbooks checked out from the school are the students' responsibility. If they are lost or damaged, students will be expected to make the appropriate restitution. Books will be checked and damages assessed at the end of the school year.

LOCKS/LOCKERS
Hall lockers will be assigned to all students. Students must use the lockers assigned to them, and are not permitted to put their belongings in lockers that they are not assigned to. Open food and drink containers or anything of value should never be left in a locker for an extended period of time. **The school will assume no responsibility for any items that are lost or stolen.** Bags, backpacks, purses, and other carrier items should be left in lockers during the school day. Lockers are the property of the school district and the school administration has the right to make general inspections or searches for specific items at any time. If a student chooses to secure their locker, locks are available to rent for $5.00 in the junior high school office. If a personal lock is placed on a locker, the key or combination must be turned into the junior high school office or it will be cut off. PE locks are provided by the school yearly at no charge. PE Lockers/Locks are shared by students. Students will be charged a replacement fee of $5.50 for any school lock that is lost or damaged.

CHROMEBOOK/ELECTRONIC CHARGES
Chromebook Full Replacement (broken or lost) $275, Chromebook Screen $50, Chromebook Charger $35, Chromebook Bag $20
(added costs)

SCHOOL LUNCH PROGRAM (3.20)
Junior High students must eat lunch in the cafeteria. Food is not to be eaten in classrooms, gym or hallways. School breakfast and lunch will be served daily. Breakfast is served from 8:00 - 8:20 a.m. Meals should be paid for in advanced either by check, made payable to CUSD #16 or through Family Access . All family members may be included on a single check, even if they attend different attendance centers. The cost of breakfast is $1.65 and the cost of lunch is $2.85. Each student will be given a lunch card/ ID which can be scanned by the computer. All students will be responsible for their lunch card. **Students who fail to present their lunch card will be required to go to the end of the lunch line**. Account information is posted on Family Access. In addition, a courtesy call through School Messenger will be made as well as an email reminder when the student's account balance reaches $1.00. If the balance remains negative, the parent or guardian will receive a letter in the mail from the Food Service Department. Please keep your student's lunch account up to date! Free lunch and reduced lunches are available by application to those families who meet the Federal guidelines. The forms must be completed annually and are available through Family Access. The forms are to be filled out completely before returning them to the school office. If you have any questions regarding your child's lunch balances or any questions concerning the cafeteria, please contact the Food Service Director at (217) 488-6054 ext. 518.

Cross Reference: PRESS 4:130, *Free and Reduced-Price Food Services*

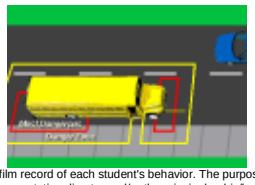
Chapter 4: Transportation

BUS TRANSPORTATION (4.10)
Only regularly scheduled bus passengers are permitted to ride the bus. The district provides bus transportation to and from school for all students ~~living 1.5 miles or more from the school~~. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal.
While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal.
Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.
A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student's parent or guardian to notify the school that the student does not have alternative transportation to school. In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

- Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
- Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
- Stay away from the bus until it stops completely and the driver signals you to board. Enter a single file without pushing. Always use the handrail.
- Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
- Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices are allowed and must be silenced on the bus unless a student uses headphones.
- Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
- Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or 16 other other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
- Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.

Commented [14]: Update, 1.5 no longer applies. Transportation provided for all students.

- Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
- If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
- Never run back to the bus, even if you dropped or forgot something.



Each District #16 School Bus is equipped with a camera, which makes a film record of each student's behavior. The purpose of this monitoring is to limit misbehavior on each bus and provide safer bus transportation. Should a student problem occur on a bus, the transportation director and/or the principal or his/her designee, may review the film record to determine the cause of the problem. Due to privacy issues of all students, only authorized school personnel shall view tapes. For questions regarding school transportation issues, contact: ~~John Finke~~ Seth Hill at 217-488-6011 ext. 235 or by email at ~~jfinke@pretzelpride.com~~ shill@pretzelpride.com.

BOARD POLICY ON BUS CONDUCT (4.15)

Students are expected to follow all schools when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation. The following is the CUSD #16 Board of Education Policy regarding bus Conduct:

1. The student may be suspended by the Superintendent, Building Principal, the Assistant Building Principal or Dean of Students for a period of ten (10) school days or, for safety reasons, a period in excess of ten (10) days.
2. The Superintendent or his designee shall inform the parents/guardian of the suspension, giving a full statement of the reasons for the suspension and their entitlement to a hearing on the matter.
3. Should the parents/guardian request a hearing, the School Board or a hearing officer, appointed by the Board, shall review the action taken by the Superintendent. Suspension of the student shall continue until the hearing is completed and the School Board acts on the matter.
4. The student shall be provided an opportunity to present his/her side of the matter during the hearing.
5. In cases when a hearing officer is used, the hearing officer shall provide the School board with a written summary of the hearing.
6. Following the completion of the hearing, the School Board may take appropriate action.

PRESS 4:110, *Transportation,* PRESS 7:220, *Bus Conduct,* PRESS 4:170-AP3, *School Bus Safety Rules,* PRESS 7:220, *Bus Conduct.* PRESS 7:220-AP, *Electronic Recordings on School Buses*

PARKING (4.20)

The school has one location available for school visitor parking. All visitors should park on the East side (where the school offices are located) and enter through the JH office entrance. Those dropping off and picking up children may do so in the same location outside of the junior high office during the following hours: 7:55-8:20AM. Dropoff and pickup is strictly prohibited on the dome side of the building.

Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Chapter 5: Health and Safety

WELLNESS POLICY

The Board of Education of Community Unit School District #16 is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle. Furthermore, the Board recognizes the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn. The entire school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition, and regular physical activity. **EMERGENCY INFORMATION**

It is necessary that there is current emergency information on file for each child. This information is of great value to the child in the event he or she becomes ill or is injured at school. This information is included on the CUSD #16 registration form. This information must include emergency phone numbers.

ILLNESS AT SCHOOL

Illness or injury at school may require that a student returns home. If this is the case, parents will be contacted by school authorities to explain the circumstances. The parents should then make timely arrangements for getting the student home. In case the parents cannot be reached, the school will only contact the person or persons listed on the student's registration form. Parents are to give this information to the school when they register. It is imperative that the student's emergency card be kept updated. If you know of any reason for a change, please notify the office.

ILLNESS AT HOME

If your child has a fever, please keep them home until they have been fever free for 24 hours without fever reducers. If they have been vomiting or have diarrhea, they should also remain at home until they have been retaining food and without diarrhea for over 24 hours. Please stress to your child the importance of good hand washing to prevent the spread of germs.

ACCIDENTS

Every accident in the school building, on the school grounds, or at any event sponsored by the school must be reported immediately to the adult in charge. Accident reports are available in the office. The school will make every effort to inform the parents of any accident or illness occurring at school that may need care of observation at home; and, for safety reasons, no student will be sent home unless a responsible adult is contacted and arrangements made.

IMMUNIZATION, HEALTH, EYE AND DENTAL EXAMINATIONS (5.10)

REQUIRED HEALTH EXAMINATIONS AND IMMUNIZATIONS

All students are required to present appropriate proof of a health examination and up-to-date immunizations prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning.

Failure to comply with the above requirements by October 15th will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by the first day of school, the student must present an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

EYE EXAMINATION

All students entering kindergarten or an Illinois school for the first time must present proof by October 15 of the current school year of an eye examination performed within one year. Failure to present proof by October 15, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

DENTAL EXAMINATION

All students entering kindergarten, second, sixth and ninth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a dental examination or (2) that a dental examination will take place within 60 days after October 15.

A student will be exempt from the above requirements:
1. On medical grounds if the student's parent/guardian presents to the school nurse either a Physician Statement of Immunity or a Medical Objection signed by a physician. 2.
On religious grounds if the student's parent/guardian presents to the school nurse completed Illinois Certificate of Religious Exemption signed by a physician. 3. Eye examination requirement if the student's parent/guardian completes the State of Illinois Eye Exam Waiver.
4. Dental examination requirement if the student's parent/guardian completes the State of Illinois Dental Exam Waiver.
Cross Reference:
PRESS 7:100, *Health, Eye and, Dental Examinations; Immunizations; and Exclusion of Students*

VISION AND HEARING SCREENING

CUSD#16 students will be screened annually in the required grades as stated in Section 675.110 of the Title 77 Illinois Administrative Code. Screening is not a substitute for a complete examination by a doctor. Students are not required to undergo screening (vision or hearing) if a physician signs a report indicating that a complete examination, eye and vision/ear and audiological evaluation, has been administered within the previous 12 months. Parents or legal guardians of a student may object to screening for their children on religious grounds. If a religious objection is made, a written and signed statement from the parent or legal guardian detailing such objection must be presented to the local school authority.

STUDENT MEDICATION (5.20)

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

The school district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis

Administration of Medical Cannabis In accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s). **Emergency Aid to**

Students

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

Cross-References: PRESS 7:270, *Administering Medicines to Students*; PRESS 7:270-AP, *Dispensing Medication*; PRESS 7:270-E, *School Medication Authorization*

MEDICATION PROCEDURES

1. Medications are administered at school in accordance with the Recommended Practices and Procedures Manual from the Illinois State Board of Education. Administering medications at school is discouraged. However, some pupils with long-term chronic illness or disability may require medication during the day. Only in exceptional cases in which failure to take medication could jeopardize the child's health and/or education, should medication be administered at school. ***All medications*** that are brought to school must be sent to the nurse's office upon arrival. This medication will be stored in a locked cabinet. It is recommended that medications be delivered to the school by the parent.
2. All medications given at school, prescription and over the counter medication and supplements (which include essential oils), must be prescribed by a licensed prescriber. The medication must be brought to school in the original most up-to-date container as dispensed by the pharmacy or in the original over the counter packaging. No medication in "baggies" will be accepted. The CUSD#16 "Authorization For Administration of ~~Prescription~~ Medication" form must be completed by both the parent and the physician. Any change in the dosage or administration must have written authorization from the prescriber.

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3. The morning doses of medications should be given at home.
4. The school reserves the right to have the time of medication administration at school adjusted to meet the schedule and availability of the nurse.
5. Questions concerning medications will be referred to your physician.
6. Self-managed and emergency medications will be evaluated individually by the school nurse (i.e. asthma inhalers, epi-pens, and medication to manage diabetes). It is recommended that spare medications and supplies be kept in the nurse's office for emergency use.
7. CUSD #16 Medication and Health Forms are available on the website, in either school office or in the nurse's office.
8. The school not only has the right, but also the responsibility to refuse to administer any medication at school if properly qualified individuals are not available.
9. The school will ascertain from the parent and/or the physician the necessity for administering medication during school hours and will retain the discretion to reject requests that do not meet the medication guidelines. ***Medication sent to school without proper documentation will NOT be given.***
10. Noon medication is not routinely given at school on early dismissals at 11:45 or on field trips.

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Prevention of Anaphylaxis

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

Cross Reference:
PRESS 7:285, Anaphylaxis Prevention, Response, and Management Program
PRESS 7:285-AP, Administrative Procedure – Anaphylaxis Prevention, Response, and Management Program

Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other dDrills will not be preceded by a warning to students.

Cross-References:
PRESS 4:170, *Safety*
PRESS 4:170-AP1, *Comprehensive Safety and Crisis Program*

Chapter 6: Discipline and Conduct

An orderly school environment is essential to a good school and **student learning.** Rules and procedures are designed to create a sense of security among students. The New Berlin Junior High School has identified behaviors that are not acceptable in the school situation, and has determined a range of consequences for those who violate school rules. Please read this section carefully.

GENERAL BUILDING CONDUCT (6.10)

Students shall not arrive at school before 7:30 a.m. and classes begin at 8:15 a.m. and students are dismissed at 3:16p.m. each day. The following conduct expectations apply at all times: ● Students must have a properly completed pass in their planners to be in the hallway during class time. Students will be expected to carry the handbook as a pass when leaving class during non-passing times. Teachers will initial the passbook.

- Students must place their cell phones in the cell phone holder before the bell rings at the beginning of each class. The cell phones must remain in the cell phone holder the entire class period until the class is dismissed by the teacher. Students are not permitted to have their cell phones out and use them in the hallways during class time, unless permission has been granted by the teacher to take the cell phone out of the holder to use it in the hallway.
- Students shall not run, talk loudly or yell in the hallways nor shall they push, shove or hit others.
- Drink containers that close and are filled with water are permitted in the classroom and in the hallways. **All other beverages are not permitted** in the hallways, classrooms, or lockers.
- ~~Food items shall not be in the hallways or lockers at any time~~. Unopened snacks may be kept in lockers (see snack guidelines). **Vending machine food/drink may only be purchased before or after school**.
- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.

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HALLWAY/PASSING TO CLASS EXPECTATIONS

Students change class at the end of each period. Cooperation and courtesy are expected during passing periods. Students have a four (4) minute passing time. The teacher, not the bell, dismisses students. To assist in getting to class on time, students should use the most direct route possible, keep to the right, walk at all times, keep noise to a minimum, and keep hands and feet to themselves.

LIBRARY MEDIA CENTER

The Library Media Center, and its materials and resources, exists primarily for the purpose of student-use. Students are encouraged to make full use of the facility for all their information needs. If there is some item that you feel the LMC might need in its collection, let the Library Media Specialist know. To insure that our Library Media Center is and will remain available for all students to use, patrons of the LMC must abide by the following rules intended to protect everyone's rights and privileges:

1. Students coming from class must SIGN-IN and present the Media Center Supervisor with a PASS from his or her classroom teacher.
2. Books may be checked out for THREE (3) WEEKS and must be returned by the date due.
3. Students with unpaid fines or overdue books may be prohibited from checking out any other resources.
4. Students' behavior in the LMC shall be regulated as it is in any classroom.

DRESS CODE (6.20)

We are committed to preparing students for the next steps in their lives such as high school, college, career, and post-secondary life success. Part of navigating the world is understanding the importance of context. Choosing the right attire for different contexts is an important life skill. Clothing shall not be of a style nor shall it contain words or depictions that create a clear and present likelihood that it will cause material and substantial disruption of the proper and orderly operation and discipline of the school or school activities. Words or messages that are so offensive to any individual or group as to create an immediate reaction disruptive to the orderly operation of the school or school activities are prohibited. The "Dress for Success Norms" encourages students to keep their focus on learning, maintaining age-appropriate expectations, and providing an environment that allows students to feel comfortable and express their individuality appropriately. New Berlin staff has taken great strides to ensure that these straightforward Dress for Success Norms apply equally to both male and female students. We strive to enforce these rules respectfully and without judgment.

DRESS FOR SUCCESS WHAT TO WEAR

All students must follow these norms at school and all school-sponsored events. This includes, but is not limited to, school activities, field trips, and school-sponsored after-school programs.

- Students should dress appropriately for school, wearing clothing that is well-suited for a school environment.
- Clothing will completely cover the torso through the top of chest, including the backside in non-see-through materials.
- The front and back of a shirt (or top of any kind) go over both shoulders.
- Clothing must cover all undergarments.
- The length of shorts and skirts must be appropriate for the school environment (must extend past thumbs with hands down to sides), this also includes rips in clothing.
- Head and face will be uncovered. Appropriate headgear may be worn for warmth and protection outdoors and inside for religious reasons(Examples of unacceptable headgear: hats,

sunglasses, and bandanas). Coats and gloves should be removed upon entering the building and remain in lockers during the school day.

● Clothing and accessories that display or promote negative messages are not permitted. These could include, but are not limited to, illegal or prescription drugs, gangs, weapons, alcohol or tobacco-related information, obscenities, put-downs, stereotypes, sexual innuendo, plainly offensive subject material, or disruptive activities.

● Safety is paramount. Footwear (sneakers, boots, sandals, etc.) must be worn at all times. State law specifies that safety glasses must be worn in shops and labs when working with machinery and/or chemicals. Pierced jewelry that presents a safety hazard, spiked apparel, spike accessories, animal collars, or chains that can be used as weapons are prohibited.

Examples of prohibited attire:
● Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment. Words or messages that are so offensive to any individual or group as to create an immediate reaction disruptive to the orderly operation of the school or school activities are prohibited. ● Headcover of any type: caps, hats, hoods, or bandanas. (unless approved on dress up/spirit days) Religious headwear is the only exception.
● Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
● Pierced jewelry that presents a safety hazard, spiked apparel, spike accessories, animal collars, or chains that can be used as weapons are prohibited. ● Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages or names, illegal drugs, drug paraphernalia, tobacco ads, sexual innuendo, profane language, vulgar statements, gang or satanic symbols, hate messages, death, suicide, violent behavior, or other inappropriate images.
● Thick/bulky jackets, coats, or other types of outdoor apparel such as sunglasses are not allowed to be worn in the building except when arriving or leaving; they are to remain in the students' lockers at all times.
● Clothing with holes, rips, tears, above mid-thigh, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.

New Berlin staff will address non-compliance with the Dress for Success Norms in a respectful and professional manner; our intent is not to shame individual students for their wardrobe choices. We would expect that no student should need to be asked more than once, in one year, to adjust their attire to meet the norms. If a student needs to be asked more than once it becomes an issue of disrespect rather than an issue about dress. (1st offense-Warning, 2nd offense-Lunch Detention, 3rd Offense-ASD)
We appreciate parent and student cooperation in our efforts to make our Dress for Success Norms and their enforcement fair, balanced, and gender-neutral. If there is any doubt about dress and appearance, the building principal will make the final decision.

Cross Reference: PRESS 7:160, *Student Appearance*

STUDENT DISCIPLINE (6.30)

PROHIBITED STUDENT CONDUCT

Students may be disciplined for varying levels of Misconduct for infractions including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
   a. Any illegal drug, controlled substance, or cannabis (including marijuana, medical cannabis and hashish).
   b. Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner's prescription.
   c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician or licensed practitioner's prescription.
   d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
   e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
   f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
   g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
   h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.

   Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
4. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure. 5. Using a cellular telephone, smartphone, video recording device, or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting." Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and wrongfully obtaining test copies or scores.
9. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault. 11.
Engaging in teen dating violence.
12. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
15. Being absent without a recognized excuse.
16. Being involved with any public school fraternity, sorority, or secret society.
17. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
19. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
20. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was

made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.

21. Operating an unarmed aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person. Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

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

WHEN AND WHERE SCHOOL CONDUCT RULES APPLY

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

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

DISCIPLINARY MEASURES

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop-out of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures (not necessarily in the following order):

- Notifying parents/guardians.
- Disciplinary conference.
- Withholding of privileges.
- Temporary removal from the classroom.
- Return of property or restitution for lost, stolen or damaged property.
- Directed Study Room
- After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
- Community service.
- Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
- Suspension of bus riding privileges.
- Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
- Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds. ● Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
- Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

DISCIPLINARY INFRACTIONS AND CONSEQUENCES

Appropriate disciplinary action will be taken when students do not follow expectations for conduct. School rules apply at all school activities, even when they occur outside the regular school day or away from school grounds at any type of school sponsored trip. The principal shall take into consideration the age of the student and the discipline history when determining consequences. The principal may determine a more stringent consequence after considering all circumstances of a situation.

Student misconduct falls into three categories: Minor, MAJOR, or GROSS Misconduct. Progressive discipline steps are designed to discourage students from making decisions that negatively impact themselves and others and are set up to respond to student misbehavior on a graduated basis based on both frequency and severity.

EXAMPLES OF MISCONDUCT

Minor Misconduct	**Major Misconduct**	**Gross Misconduct**
● Tardy to Class ● Failure to Complete Homework ● Talking in Class ● Dress Code Violations ● Defacing School/Private Property ● Public Display of Affection ● Refusal to Work ● Throwing/Projecting Objects ● Disruption of School Setting ● Use of Inappropriate Language (verbal or written) ● Electronic Device Violation ● Disrespect ● Out of Bounds ● Pranks/Practical Jokes ● Bus Misconduct ● Computer Violation ***After-School Detentions for tardies and/or failure to complete homework will result in a loss of cell phone privileges for the remainder of the semester. Student will begin with clean slate at the beginning of a new semester.**	● Truancy ● Harassment/Bullying/or Threats ● Profanity/Inappropriate Language (verbal or written) ● Defacing School/Private Property ● Theft ● Possession of Smoking Materials ● Out of Bounds/Leaving School Property ● Cheating/Academic Dishonesty/Misrepresentation of Truth/Forgery ● Gang, Drug, or Alcohol related dress, drawings, or gestures Disruption of School Setting ● Insubordination ● Computer Violation ● Unacceptable use of Network ● Pranks/Practical Jokes ● Encouraging a Fight ● Bus Misconduct ● **Repeated Minor Misconduct Offenses** ***3rd offense for cell phone violation will result in loss of privileges for the remainder of the semester.**	● Verbal assault or threats to harm faculty, staff, or students ● Physical aggression (fighting) resulting in harm to faculty, staff, students, or destruction of property ● Theft ● Setting a fire or use of any types of explosives ● Use of tobacco (all types) ● Possession, Use of Alcohol, Drugs or Drug Paraphernalia, Under the Influence of Alcohol or Drugs ● Sale of Alcohol, Drugs, or Drug Paraphernalia ● Unapproved Organizations - Gangs ● False Fire Alarm / Bomb Threat ● Extortion ● Possession and/or use of Weapons ● Vandalism and/or destruction of school property. ● Cheating ● Disruption of School Setting ● Bus Misconduct ● Gross Misconduct ● **Repeated Minor/Major Misconduct**

RESPONSES TO MINOR MISCONDUCT (Step 1 & 2)
Step #1 Classroom Interventions

Each teacher will have a list of classroom rules, which will be presented, posted, and distributed the first week of school/quarter/trimester, then reviewed throughout the school year.	1. Rule Presentation and Posting 2. Verbal Warning 3. Proximity Control 4. Selected Seating 5. Other Logical Consequences

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Step #2 Disciplinary Report(s)/Referral to Administration

Each teacher will have a list of classroom rules, which will be presented, posted, and distributed the first week of school/quarter/trimester, then reviewed throughout the school year.	1. Verbal Reprimand/Warning 2. Removal from Classroom 3. Detention (HW/Lunch or After School) 4. Saturday Detention 5. Directed Study Room/Alternative Classroom Setting -# of days based on severity of misconduct

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RESPONSES TO MAJOR MISCONDUCT

Each teacher will have a list of classroom rules, which will be presented, posted, and distributed the first week of school/quarter/trimester, then reviewed throughout the school year.	1. Removal from Classroom 2. Detention (After School) 3. Saturday Detention 4. Directed Study Room/Alternative Classroom Setting - # of days based on severity of misconduct

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RESPONSES TO GROSS MISCONDUCT

Suspensions, expulsions and disciplinary removals to alternative and disciplinary interventions have been exhausted and a determination has been made that the student's continuing presence would pose a threat to safety and other students, staff, or members of the school community; or substantially disrupt, impede, or interfere with the operation of the school. Such determinations will be made on a case by case basis. School officials shall make all reasonable efforts to resolve such threats, address such disruptions, and minimize the length of student exclusions to the greatest extent possible.	1. Directed Study Room/Alternative Classroom Setting- #of days based on severity of misconduct schools will only be used if other appropriate and available behavior 2. Removal from the school setting for a period of 1-3 Days 3. Removal from the school setting for a period of 4-10 Day 4. Recommendation for Expulsion 5. Police may be notified

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Any and all other conduct that is prohibited by Board policy or the discipline code shall be addressed and appropriate conseq uences given.

CORRECTIVE MEASURES

WARNING

When appropriate, staff will give a verbal warning to a student the first time an inappropriate behavior occurs indicating to the student that a reoccurrence of the behavior will result in the issue of a detention.

OFFICE REFERRALS

An office referral is a notice from the teacher that the action is so disruptive as to require teacher intervention beyond a warning to stop and is significant to the extent that the action violates specific stated expectations as outlined in the section titled "Disciplinary Actions". An Office Referral may include the student being sent from the room to the office in order for the teacher to maintain an appropriate learning environment. Consequences will be given according to the handbook policies.

Parental notification for disciplinary action will also be made by mail and, when possible, by email/phone. Depending on the severity of the offense, parent conferences may be requested. Law enforcement authorities may be notified in all incidents where criminal activity is indicated. Restitution will be required in cases where property is damaged or missing. **SEVERE CLAUSE**

Staff will issue an immediate disciplinary report to the office for any student who exhibits behavior of a totally unacceptable and disruptive nature to the learning environment. Consequences as per the handbook will be applied. Parental notification for disciplinary action will also be made by mail and, when possible, by email/phone. Depending on the severity of the offense, parent conferences may be requested. Law enforcement authorities may be notified in all incidents where criminal activity is indicated. Restitution will be required in cases where property is damaged or missing.

DETENTION

Parents must be notified before a student serves detention. If the student rides a bus, the student and parent shall be given one-day advance notice of the detention. Detention is offered on Tuesday, Wednesday, Thursday, and Saturday. Weekday evening detentions will begin at 3:30 PM and conclude at 4:30 PM. Saturday detentions will be served from 8:00 to 10:00 AM. Students in detention are responsible for their own transportation. If a scheduled detention of any type is not served, or if the student is tardy to detention, it doubles. If a student fails to serve a rescheduled detention, he/she will be assigned to DSR for at least 1 day. Unless otherwise noted, any second or subsequent offense will result in a higher consequence level as deemed appropriate by school administration. Violations of some expected behaviors will result in the potential loss of privileges. Students may appeal the assignment of a detention with a verbal or written request to the principal. Appeals should be held from 8:10 to 8:25 AM or from 3:20 to 3:45 PM on school days and made within 2 days of receiving the notice. **An automated email will be sent to parents when Office Referrals are written.**

GUIDELINES FOR DETENTION:

1. Detentions may be issued to students in accordance with our disciplinary guidelines. Students will be assigned to the next scheduled Tuesday, Wednesday, Thursday or Saturday detention and

will be notified of the date and place.
2. Students are to arrive at detentions on time. Students arriving late will have additional time assigned and will be turned away
3. For detentions lasting more than one hour students will have a restroom break lasting 5 minutes between each hour.
4. Students must bring school assignments and school books with them. No magazines will be allowed. No drawing or doodling will be permitted. Students must be actively engaged in schoolwork.
5. No talking is allowed.
6. Students may not sleep or put their heads down on their desks.
7. No candy, food or drinks are allowed.
8. Students will have assigned seating.
9. If the guidelines are not followed, students will be warned once. Problems after that will result in dismissal from that detention session with additional consequences.
10. Students who miss Saturday detentions or who are removed from Saturday detentions will receive an in-school suspension.
11. Students are to be picked up promptly after detention. Students are responsible to make arrangements for rides home ahead of time and should not expect to use the school phone for obtaining rides.
12. No electronic devices or cellular telephones may be utilized during detention.
13. Only students assigned to detention will be allowed.

EXCLUSION FROM CLASS

Teachers have the authority to exclude from class students who are disruptive, discourteous, disrespectful, or who interfere with the educational process. Students may be excluded from class for one (1) day per incident. Failure to report to the office shall be considered insubordination and appropriate disciplinary action shall be taken. Students who are removed from class will receive zeroes for grades taken during that time.

DIRECTED STUDY ROOM

Students placed in Directed Study Room (formerly known as in-school suspension) will report to the office in the morning. Students will be segregated from the student population for the entirety of the school day. Students will be allowed to make up homework and quizzes/tests. Students will forfeit participation points and points for in-class activities for that day. Students on in-school detention will not be allowed to participate in extracurricular activities for the day they are on in-school detention. This would be considered an unexcused absence from extracurricular activities.

SUSPENSION – OUT OF SCHOOL

Students placed on out-of-school suspension must not appear on school property, nor attend any school activity in which CUSD #16 is participating, until the suspension has been completed. Students will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. **Out-of-school suspensions will be counted as unexcused absences. Students will receive full credit for assignments turned in upon the first day back from suspension.** Failure to abide by the above rules will cause additional out-of-school suspension time to be assigned. Repeated suspensions may result in a recommendation for expulsion. Parents will be notified of out-of-school suspensions by telephone or by mail.

The school is required to make all reasonable efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions. The following behavioral and disciplinary interventions have been exhausted. (*List all behavioral and disciplinary interventions and resources previously utilized to address the student's behavior or indicate if there are no appropriate and available interventions and resources; e.g., any previous correspondence with parents or guardians about the behavior, check-in/check-out, functional behavioral analysis (FBA), behavioral improvement plan (BIP), social academic instructional group (SAIG), in-school suspension, out-of-school suspension and/or other interventions and resources.*)

If you would like to discuss or appeal any aspect of suspension with the principal, assistant principal, or teachers please schedule a conference by contacting the principal. If the appeal is not satisfactory, the Illinois State School Code, Chapter 122 Section 10-22.6, provides for parents/guardians or suspended students an opportunity to appear before the school board for a review of the suspension. Please contact the district secretary to appeal an out-of-school suspension in order to appear before the Board of Education.

Cross Reference:
PRESS 7:200-E1, Short Term Out-of-School Suspension (1-3 Days) Reporting Form

RE-ENGAGEMENT OF RETURNING STUDENTS

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

EXPULSION

Expulsion is the total separation of a student from school. This action must be made by the Board of Education. Expulsion is the final alternative in attempting to correct a problem. Parents will be notified of the procedure and their rights in expulsion proceedings. Expulsion may be justified in any of the following:

a. A single serious violation of a school rule.
b. The continuous violation of established school rules, interference with the educational process, or disregard for authority.
c. The endangerment of the health, safety, or welfare of students, faculty, or other school personnel.
d. Any of the episodes listed in other sections of the handbook that would call for expulsion.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

CORPORAL PUNISHMENT

Corporal punishment is illegal and will not be used. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

WEAPONS PROHIBITION

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.
2. A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

GANG & GANG RELATED ACTIVITY

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

Cross-references: PRESS 7:190, *Student Discipline*, PRESS 7:190-AP2, *Gang Activity Prohibited*

6.40 Prevention of and Response to Bullying, Intimidation, and Harassment (Updated 7.31.23 as per MSH)

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important district and school goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, physical appearance, socioeconomic status, academic status, order of protection status, status of being homeless, actual or potential marital or parental status, pregnancy, parenting status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or the orderly operation of a school.

Bullying includes cyber-bullying (bullying through the use of technology or any electronic communication) and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, district complaint manager, or any staff member with whom the student is comfortable speaking. All district staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member.

Reporting procedures concerning claims of "bullying" are as follows:

1. Students who believe in good faith that they are a victim of bullying or harassment are encouraged to report, orally or in writing, such conduct to any member of the school staff the student feels comfortable talking with or report to the Principal's Office. Submit a report electronically using the Incident Reporting Form
2. Any school personnel who observes bullying or harassing conduct or who acquires information, even anonymously, about actual or threatened bullying directed toward a student shall report such conduct to the building Principal. School personnel shall take reasonable immediate action to prevent imminent harm to a student who is subject to observed bullying or harassing conduct.
3. The building Principal, or his/her designee, shall promptly investigate and address reports of bullying and/or harassment. The Superintendent shall be promptly informed of any such reports and investigations. All investigations shall be concluded within 10 school days with a written report to the Superintendent. As circumstances deem appropriate, Parents of a student who is a victim of such conduct or who is the perpetrator of such conduct shall be reasonably informed of any investigation and/or discipline or interventions imposed. Any such communications with Parent shall be consistent with student privacy rights as allowed by law and reasonable given the totality of the circumstances surrounding any incident or report of bullying/harassment.
4. Interventions used to address bullying and/or harassment behavior may include, but shall not be limited to, school social work services, restorative measures, social-emotional skill building, and school psychological services as appropriate to address specific acts and circumstances of bullying/harassment complaints.
5. No one reporting or supplying information about acts of bullying/harassment shall be retaliated against or punished.
6. Annually, the Superintendent shall direct all students, their parents and school personnel shall be informed of the District Policy on bullying/harassment and this Prevention Plan.
7. This Prevention Plan shall be posted on the District's website and evaluated by the Board of Education every two years. The Board evaluation shall assess the outcomes and effectiveness of this Prevention Plan based upon data that shall include, but not be limited to, the following:
    - Frequency of victimization;
    - Identification of areas at school where bullying/harassing conduct occurs;
    - Types of bullying/harassing behaviors/acts committed;
    - Intervention/restorative measures employed;
    - Student/parent/staff surveys on school safety.
8. The Principal, or his/her designee, shall maintain a written record of all reports of bullying/harassing behavior received. This record shall include:
    - Names of the perpetrator(s) and victim(s);
    - The frequency of victimization;
    - Student, staff, and family observations/reports of bullying and other safety concerns;
    - The location of alleged incidents in order to identify any bullying "hot spots";
    - The type of bullying; and,
    - Whether there was bystander participation.

Anonymous reports are also accepted by phone call or in writing to:

Nondiscrimination Coordinator: Junior High School Director of Student Services	**Complaint Manager:** Junior High School Principal
300 Ellis Street	300 Ellis Street
New Berlin, IL 62670	New Berlin, IL 62670
217-488-6012 ext 222	217-488-6012 ext 240

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions. A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions. Cross-references: PRESS 7:20, *Harassment of Students Prohibited*, PRESS 7:180, *Prevention of and Response to Bullying, Intimidation and Harassment*, PRESS 7:190, *Student Discipline*, PRESS 2:260, *Uniform Grievance Procedure*

SEXUAL HARASSMENT & TEEN DATING VIOLENCE PROHIBITED (6.45)
Sexual harassment of students is prohibited. New Berlin Schools believes that a school environment where sexual harassment is tolerated fosters disrespect, interferes with a student's opportunity to learn, and creates an intimidating, hostile learning environment. Accordingly, our schools shall not tolerate sexual harassment of students by other students, or by employees of Community Unit School District #16. Students will receive instruction about recognizing, avoiding, and reporting sexual abuse.
A person who engages in sexual harassment whenever he or she makes sexual advances, request sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
    a. Substantially interfering with a student's educational environment;
    b. Creating an intimidating, hostile, or offensive educational environment;
    c. Depriving a student of educational aid, benefits, services, or treatment; or
    d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms intimidating, hostile, and offensive include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse
Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors
School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels. Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents/guardians have indicated is unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student
- Restricting a student's access to other adults

Warning Signs of Boundary Violations
School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student

- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)

National Sexual Abuse Chatline at online.rainn.org

Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

Cross Reference:
PRESS 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors
PRESS 5:120-AP2, Employee Conduct Standards
PRESS 5:120-AP2,E, Expectations and Guidelines for Employee-Student Boundaries

TEEN DATING VIOLENCE PROHIBITED

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

MAKING A COMPLAINT: ENFORCEMENT

A student who feels he/she is being sexually harassed is encouraged to bring the complaint to the attention of the Principal. If the Principal is allegedly involved in the harassment, the complaint should be taken to the Superintendent. Such a report shall be made in writing, detailing the specifics of the charges. The Principal will investigate the report and determine a resolution of the case including any necessary and/or appropriate disciplinary action. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

If the student is dissatisfied with the decision of the Principal, the matter may be appealed in writing to the Superintendent. If the student is dissatisfied with the decision of the Superintendent, the matter may be appealed in writing to the Community Unit #16 School Board President.

Cross-references: PRESS 7:20, Harassment of Students Prohibited, PRESS 7:185, Teen Dating Violence Prohibited

CAFETERIA RULES (6.50)

- Students shall not save seats for other students.
- Students shall walk to lunch and shall be orderly and quiet during lunch.
- Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
- Loud talking, yelling, screaming, and other disruptions are prohibited.
- Students shall not throw food, milk cartons or other items.
- Students shall not trade food.
- Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
- Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
- Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
- Students shall report spills and broken containers to cafeteria staff immediately.
- Students shall be dismissed from the cafeteria by the lunchroom supervisor.

Misbehavior will result in disciplinary action according to the school's disciplinary procedures.

FIELD TRIPS (6.60)

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline.

All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

Those students who misbehave may be excluded from participating in future trips. Students who are not permitted to go on field trips will be provided with school work that will only be permitted to be completed on that day. Completion of this work can only benefit the student's grade.

Parents are not allowed to transport children to and/or from a field trip. By law, all students must ride school transportation.

Cross-references: PRESS 6:240, *Field Trips,* PRESS 6:240-AP, *Field Trip Guidelines*

Positive Behavioral Interventions and Supports (PBIS)

New Berlin Junior High wants to promote positive behavior by rewarding those students who consistently make good choices with quarterly field trips. Quarterly field trip destinations are set each year. PBIS Characteristics: Polite, Responsible, Inclusive, Determined, Engaged. Students will receive Pride Points throughout each quarter when staff members see students meeting our PBIS expectations. When a student receives a Pride Point, they become eligible to attend the Quarter Trips. They can also deposit their points to use in the Pride Store that opens at the end of each quarter.

Cross-references: PRESS 7:140, *Search and Seizure,* PRESS 7:190-AP7,E1 *Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting*

ELECTRONIC DEVICES/TECHNOLOGY/CELL PHONES (6.80)

The use of electronic devices and other technology at school is a **privilege**, not a right that may be revoked at any time. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), ipod©, ipad©, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building

principal.

During instructional time, electronic devices must be kept ~~powered-off and out-of-sight unless:~~ in their locker unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals. Students are allowed to use electronic devices during non-instructional time, which is defined as before and after school, during the student's lunch period and during pass periods. Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs and/or videos at school or on the school bus (to include any type of social media posts); (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private images. The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Commented [22]: student group recommendation

Students who are sick should see the nurse and should NOT contact parents prior to being evaluated by the nurse/office. Any violation of this policy will result in a loss of privilege. In this case students will be responsible to check their phone into the office prior to the start of the school day each day during the time frame they have lost privileges. Failure to do so will be treated as insubordination. Additionally, **students who accumulate their sixth tardy and beyond will lose their cell phone privileges at school** .
School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination. Students in violation of this procedure are subject to discipline consequences.

Non-Compliance with Electronic Device Policy

Students in violation of this procedure are subject to the following consequences:
1st Offense – The device will be confiscated by school personnel.. The student will receive the device back at the end of the day in the school office.
2nd Offense – The device will be confiscated.. The student's parent/guardian will be notified and required to pick up the device in the school office.
3rd and subsequent offenses – The device will be confiscated.. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the remainder of the school year. If the student is found in possession of the device, the student will also face consequences for insubordination.

Cross-references: PRESS 7:190-AP5, *Student Handbook, Electronic Devices*

Appeal Process

When a student is disciplined, according to the terms of this policy, parents/guardians will be notified about the disciplinary action. Students and their parents/guardians are entitled to an appeal of disciplinary action. Such appeals should be directed to the Principal.

Chapter 7: Internet, Technology, and Publications

INTERNET ACCEPTABLE USE (7.10)

All use of the District's electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.

Terms and Conditions

The term electronic networks includes all of the District's technology resources, including, but not limited to:
The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-provided Wi-Fi hotspots, and any District servers or other networking infrastructure;
Access to the Internet or other online resources via the District's networking infrastructure or to any District-issued online account from any computer or device, regardless of location;
District-owned and District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use

Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges

Use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use

The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:
Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
Using the electronic networks to engage in conduct prohibited by board policy;
Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
Unauthorized use of personal removable media devices (such as flash or thumb drives);
Downloading of copyrighted material for other than personal use;
Using the electronic networks for private financial or commercial gain;
Wastefully using resources, such as file space;
Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video; Using another user's account or password;
Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
Posting or sending material authored or created by another without his/her consent;
Posting or sending anonymous messages;
Creating or forwarding chain letters, spam, or other unsolicited messages;
Using the electronic networks for commercial or private advertising;
Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
Misrepresenting the user's identity or the identity of others; and
Using the electronic networks while access privileges are suspended or revoked.

Network Etiquette

The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
Be polite. Do not become abusive in messages to others.
Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
Recognize that the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
Do not use the networks in any way that would disrupt its use by other users.
Consider all communications and information accessible via the electronic networks to be private property.

No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss

of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification

By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security

Network security is a high priority. If the user can identify or suspect a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism

Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Telephone Charges

The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules

Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.

Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of public domain documents must be provided.

The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.

The fair use rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.

Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email

The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.

The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.

Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.

Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet domain. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.

Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted. Use of the District's email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those acceptable uses as detailed in these procedures. Internet safety is supported if users will not engage in unacceptable uses, as detailed in these procedures, and otherwise follow these procedures.

Staff members will supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

Cross Reference:
PRESS 6:235, *Access to Electronic Networks*

Email Etiquette

Email etiquette refers to the principles of behavior that students should use when writing and answering emails. Email etiquette is important because you want your message to be understood in a positive manner as well as taken seriously. The expectation is for students to understand the importance of having proper email etiquette. Please follow the following rules in regards to email etiquette:

a. Format: Use proper structure and layout - clear subject, body (complete sentences, correct spelling and grammar, professional font) and salutation. b. Opening: Begin your email with a proper greeting.
c. Content: Be respectful and courteous. Be clear and to the point. Remember to say please and thank you.
d. Tone: Think about the impression the tone of your email will make.
e. Wait period: Allow proper time for a response from your teacher (24 hours).

PUBLICATIONS (7.20)

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required. 2. The material may be distributed at times and locations selected by the building principal before the beginning or ending of classes at a central location inside the building. 3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed. 4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
   a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
   b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
   c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
   d. Is reasonably viewed as promoting illegal drug use; or
   e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed as long as the material to be distributed or accessed is primarily prepared by students; or
   f. Incites students to violate any Board policy.
7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a

manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7. Students are prohibited from accessing and/or distributing at school any pictures, written material, or electronic material, including material from the Internet or from a blog, that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language;
4. Is primarily intended for the immediate solicitation of funds; or

The distribution of non-school-sponsored written material must occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the school district.

Cross Reference: PRESS 7:310, *Restrictions on Publications*

Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and the Student Handbook;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students ; or
6. Incites students to violate any Board policies.

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Cross Reference:
PRESS 7:315 Restrictions on Publications; High Schools

7.40 Annual Notice to Parents About Educational Technology Venders Under the Student Online Personal Protection Act (SOPPA)

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data. Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law. In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data
- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

Cross Reference:
PRESS 7:345-AP, E2, *Student Data Privacy; Notice to Parents About Educational Technology Vendors*

7.50 Use of Artificial Intelligence (Updated 7.31.23 as per MSH)

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator.

Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

Cross Reference: None

Chapter 8: Search and Seizure

SEARCH AND SEIZURE (8.10)

In order to maintain order safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities (including SSO's) may inspect and search school property and equipment owned or controlled by the school (such as: lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Student Searches

School authorities (including SSO's) may search a student and/or the student's personal effects in the student's possession (such as: purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Questioning of Students Suspected of Committing Criminal Activity

Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Cross-reference: PRESS 7:140, *Search and Seizure*

Chapter 9: Extracurricular and Athletic Activities and Awards

REQUIREMENTS FOR PARTICIPATION IN ATHLETIC ACTIVITIES

A student must meet all academic eligibility requirements and have the following fully executed documents on file in the school office before being allowed to participate in any athletic activity:

1. A current certificate of physical fitness issued by a licensed physician, an advanced practice nurse or physician assistant. The preferred certificate of physical fitness is the Illinois High School Association's "Pre-Participation Physical Examination Form."
2. A permission slip to participate in the specific athletic activity signed by the student's parent/guardian.
3. Proof the student is covered by medical insurance.
4. A signed agreement by the student not to ingest or otherwise use any drugs on the IHSA's most current banned substance list (without a written prescription and medical documentation provided by a licensed physician who performed an evaluation for a legitimate medical condition) and a signed agreement by the student and the student's parent/guardian agreeing to IHSA's Performance-Enhancing Substance Testing Program.
5. A signed agreement by the student and the student's parent/guardian authorizing compliance with the School District's Extracurricular Drug and Alcohol Testing Policy; and 6. Signed documentation agreeing to comply with the School District's policies and procedures on student athletic concussions and head injuries.

Modification of Athletic or Team Uniform

Students may modify their athletic or team uniform for the purpose of modesty in clothing or attire that is in accordance with the requirements of the student's religion or the student's cultural values or modesty preferences.

IESA

Eligibility for most athletics is also governed by the rules of the IESA and, if applicable, these rules will apply in addition to this Extracurricular and Athletic Activities Code of Conduct. In the case of a conflict between IESA and this Code, the most stringent rule will be enforced.

Academic Eligibility

Selection of members or participants in extracurricular and athletic activities is at the discretion of the designated teachers, sponsors, and coaches.
In order to be eligible to participate in extracurricular and athletic activities, a student must maintain an overall passing grade (60%) in all classes.

Absence from School on Day of Extracurricular or Athletic Activity

A student who is absent from school after noon is ineligible for any extracurricular or athletic activity on that day unless the absence has been approved in writing by the principal. Exceptions may be made by the designated teacher, sponsor or coach for justifiable reasons, including: 1) a pre-arranged medical absence; 2) a death in the student's family; or 3) a religious ceremony or event. A student who has been suspended from school is also suspended from participation in all extracurricular and athletic activities for the duration of the suspension.A student who is absent from school on a Friday before a Saturday event may be withheld from Saturday extracurricular or athletic activities at the sole discretion of the designated teacher, sponsor or coach.

Travel

All students must travel to extracurricular and athletic activities and return home from such activities with his or her team by use of school approved transportation. A written waiver of this rule may be issued by the teacher, sponsor or coach in charge of the extracurricular or athletic activity upon advance written request of a student's parent/guardian and provided the parent/guardian appears and accepts custody of the student. Oral requests will not be honored and oral permissions are not valid.

Cross-References:

PRESS 6:190, *Extracurricular and Co-Curricular Activities*
PRESS 6:190-AP, *Eligibility for Participation in Extracurricular Activities*
PRESS 7:240, *Conduct Code for Participants in Extracurricular Activities*
PRESS 7:240-AP1, *Code of Conduct for Extracurricular Activities*
PRESS 7:300, *Extracurricular Athletics*

AWARDS

Students will be recognized for their accomplishments throughout the school year. ~~In addition, an awards ceremony will be held in the spring to recognize those students.~~ Those awards might include, but are not limited to:

- Daughters of the American Revolution Award
- Top Honors Student
- High Honors Award
- Honor Roll Award
- PBIS Student(s) of the year
- Lead Conference Recipient
- Leadership
- Prestigious Pretzel (0 tardies, referrals, unexcused absences)
- Spelling Bee
- Athletics Participation

NBJH CLUBS AND ORGANIZATIONS

NBJH students are encouraged to participate in extra-curricular activities. The junior high has the following clubs and organizations:

- Student Council (must be elected)
- Yearbook
- Literary
- Library
- ~~Superheroes and Girls on the Run~~

CODE OF CONDUCT (9.10)

This information can be found in our Athletic & Extracurricular Code of Conduct Policy Manual (on website).

ATTENDANCE AT SCHOOL-SPONSORED DANCES (9.20)

Attendance at school-sponsored dances is a privilege. Dances are sponsored for New Berlin Junior High students only. Visitors will not be allowed to attend any dance. All school rules, including the school's discipline and dress code are in effect during school-sponsored dances. No dances are considered formal. Students are required to remain at the dance and cannot leave until a parent arrives. Specific criteria for attendance may be established prior to each dance. Such criteria may be based on behavior, attendance, or grades. Consistent with the athletic participation policy, attendance at school on the day of the dance is required to attend the dance. Students who violate the school's discipline code will be required to leave the dance immediately and the student's parent/guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.

Cross-references: PRESS 6:190, *Extracurricular and Co-Curricular Activities*, PRESS 7:240-AP1, *Code of Conduct for Extracurricular Activities*

STUDENT ATHLETE CONCUSSIONS AND HEALTH INJURIES (9.30)

This information can be found in our Athletic & Extracurricular Code of Conduct Policy Manual (on website).

Cross Reference: PRESS 7:305, Student Athlete Concussions and Head Injuries

Chapter 10: Special Education

Once a student has progressed through all 3 Tiers of interventions with RtI, a referral may be made by parents, teachers, or other concerned individuals. After a comprehensive diagnostic evaluation, a committee of educational personnel determines the child's eligibility for programs and services. When a child is eligible for special education, an Individual Education Program (IEP) is written which sets goals and recommends services specific to the child's unique needs. Parent/guardian consent is required prior to the evaluation and for special education placement. Parent participation is encouraged at every step. Additional services provided through Sangamon Area Special Education District include: Child Find Services, School Social Work Services, School Psychological Services, Psychiatric Diagnostic Services, Vocational Education Services, Physical and Occupational Therapy, Orientation and Mobility Training, and Audiologist Services.

EDUCATION OF CHILDREN WITH DISABILITIES (10.10)

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School, in cooperation with the Sangamon Area Special Education District (SASED), provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services. A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:
Junior High Principal
488-6012
JH Office

PRESS 6:120, *Education of Children with Disabilities* PRESS 6:120-AP1,E1 – Exhibit – Notice to Parents/Guardians Regarding Section 504 Rights

DISCIPLINE OF STUDENTS WITH DISABILITIES (10.20)

Behavioral Interventions

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

Discipline of Special Education Students

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

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavior support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited .

Cross Reference:
PRESS 7:190-AP4, *Administrative Procedure- Use of Isolated Time Out, Time Out, and Physical Restraint*
PRESS 7:230, *Misconduct by Students with Disabilities*

EXEMPTION FROM PHYSICAL EDUCATION REQUIREMENT (10.30)

Illinois students are required to take part in physical education class on a daily basis. A student may be exempt from some or all physical activities when the appropriate excuses are submitted to the school by a parent/guardian (for one day only) or by a person licensed under the Medical Practice Act (for periods of more than 1 day). Alternative activities and/or units of instruction will be provided for students who are unable to participate.
A student who is eligible for special education may be excused from physical education courses in either of the following situations:

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

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

Cross Reference: PRESS 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*

REQUEST TO ACCESS CLASSROOM (10.50)

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.
For further information, please contact the school principal.

Cross Reference: PRESS 6:120, *Education of Children with Disabilities*, PRESS 6:120-AP2,E1 – *Exhibit – Request to Access Classroom(s) or Personnel for Special Education Evaluation/Observation Purposes*

Related Service Logs

10.60 For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

PRESS 7:340-AP1, *School Student Records*

Chapter 11: Student Records and Privacy

STUDENT PRIVACY PROTECTIONS (11.10)

SURVEYS

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist student's career choices. This applies to all surveys regardless of whether the student answering the questions can be identified or who created the survey.

SURVEYS BY THIRD PARTIES

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions. Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal. **SURVEYS**

REQUESTING PERSONAL INFORMATION

School officials and staff members will not request, nor, disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

- Political affiliations or beliefs of the student or the student's parent/guardian
- Mental or psychological problems of the student or the student's family
- Behavior attitudes about sex
- Illegal, anti-social, self-recriminating, or demeaning behavior
- Critical appraisals of other individuals with whom students have close relationships
- Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers
- Religious practices, affiliations, or beliefs of the students or the student's parent/guardian

- Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program or for receiving financial assistance under such program

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

INSTRUCTIONAL MATERIAL

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information

No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term personal information means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, The above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions., such as the following:

1. College or other postsecondary education recruitment, or military recruitment. 2. Book clubs, magazines, and programs providing access to low-cost literary products. 3. Curriculum and instructional materials used by elementary schools and secondary schools. §11.10 Page 2 of 3 © 2022 IPA School Handbook Subscription Service To be used in conjunction with the Illinois Association of School Board's PRESS Service. Please review this material with your school board attorney before use. 4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments. 5. The sale by students of products or services to raise funds for school-related or education-related activities. 6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal. A complete copy of the District's Student and Family Privacy Rights policy may be obtained from the Superintendent's office or accessed on the District's website.

Cross-References: PRESS 7:15, *Student and Family Privacy Rights*, PRESS 7:15-E, *Notification to Parents of Family Privacy Rights*

STUDENT RECORDS (11.20)

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

1. The right to inspect and copy the student's education records within 15 school days of the day the District receives a request for access. The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. The principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. The District charges $.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.
2. The right to have one or more scores received on college entrance examinations included on the student's academic transcript. Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.
3. The right to request the amendment of the student's education records that the parent/ guardian or eligible student believes are inaccurate, irrelevant, or improper.

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be send to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

4. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board;. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. The right to a copy of any school student record proposed to be destroyed or deleted.
The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. The right to prohibit the release of directory information.
Throughout the school year, the District may release directory information regarding students, limited to:
● Name, address, gender, grade level, birth date and place, parent/guardian names, addresses, electronic mail addresses, and telephone numbers, ● Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
● Academic awards, degrees, and honors
● Information in relation to school-sponsored activities, organizations, and athletics
● Major field of study
● Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parent/guardian, or student who is 18 years of age or older, request that the information not be disclosed without prior written consent. If you wish to exercise this option, notify the building principal.

8. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.

9. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

Cross-reference: PRESS 7:340, *Student Records*

STUDENT BIOMETRIC INFORMATION (11.30)
Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

Cross-reference: PRESS 7:340, *Student Records*

Chapter 12: PARENTAL RIGHT NOTIFICATIONS

STANDARDIZED TESTING (12.20)
Students and parents/guardians should be aware that students in grades 6-8 will take standardized tests throughout the school year. Parents are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can assist their students achieve their best performance by doing the following: 1. Encourage students to work hard and study throughout the year;

2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize for students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;
7. Encourage students to relax on testing day.

Cross-Reference: PRESS 6:340, *Student Testing and Assessment Programs*

Measures of Academic Progress (MAP) – MAP is an assessment screening that is administered to students in grades 6-8. MAP assessments provide detailed actionable data about where each child is on their unique learning path. With MAP and its reports, educators can compare class or grade-level performance to students from a wide variety of schools across the country. The test adapts to the student. When students answer a question correctly, it presents them with a more challenging question. When students miss a question, it presents a simpler question. Scores are measured in RIT scales. MAP test results will be a piece of data used to place students in honors courses.
Illinois Assessment of Readiness (IAR) is the state required series of tests given to students in grades 3-8. Tests are given in the areas of English Language Arts (ELA) and mathematics at all of these grade levels. All testing will be completed electronically via a computer. The results will show how well our schools and districts are doing in meeting the adopted Illinois Learning Standards, also known as the Common Core State Standards, for learning. Individual student results of the IAR assessment will be reported to parents, and school results will appear on the district report card.
Illinois Science Assessment (ISA) - In compliance with federal testing requirements, Illinois will administer a science assessment to students enrolled in a public school district in grades 5, 8 and once at the high school level. The high school assessment utilizes a course-based model with content aligned to Biology I. The assessment will be administered in an online format and is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS), which were adopted in 2014.

RESPONSE TO INTERVENTION (RtI)
RtI is the process of providing interventions to students who are at risk for academic and social-emotional/behavioral problems. The RtI process is a multi-step approach to providing services and interventions to students who struggle with learning and behavior in the school setting at increasing levels of intensity. All students are screened in reading fluency and comprehension, math, and science in the fall, winter and spring. In addition, students are screened for risk-factors related to social-

emotional behaviors. All students who do not meet the set expectations on the screenings, or who are referred by their classroom teacher are given further testing to determine if they are in need of interventions. If interventions are needed, students will receive these interventions during the regular school day, and parents will be informed of the interventions being provided. The progress made by students at each stage of intervention is closely monitored. The information gained from an RTI process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's educational program. New Berlin Junior High will enroll students that qualify for RtI into a specific class instead of their regularly scheduled elective classes. This will be for the quarter or until the student reaches the threshold for academic standings (40th percentile on MAP testing).

HOMELESS CHILD'S RIGHT TO EDUCATION (12.30)

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Assistance and support for homeless families can be provided by the District Homeless Liaison, Olga Lopez. She can be reached at 488-6054 ext. 419 or at olopez@pretzelpride.com

Cross-References: PRESS 6:140, *Education of Homeless Children*, PRESS 6:140-AP, *Education of Homeless Children*

Family Life & Sex Education Classes (12.40)

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

PRESS 6:60-AP, *Comprehensive Health Education Program*
PRESS 6:60-E, *Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes*

ENGLISH LEARNERS (12.60)

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Learners program, contact the building principal.

PRESS 6:160, *English Learners*

SCHOOL VISITATION RIGHTS (12.70)

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

PRESS 8:95-E1, *Letter Notifying Parents/Guardians of School Visitation Rights*, PRESS 8:95-E2, *Verification of School Visitation*

PESTICIDE APPLICATION NOTICE (12.80)

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact the district office.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

PRESS 4:160-AP, *Environmental Quality of Buildings and Grounds*

ASBESTOS POLICY

This notice is to inform building occupants of the potential hazard and locations of asbestos containing materials. It has been determined by the Illinois Department of Public Health and the United States EPA that asbestos is a potential health hazard, and precautions should be taken to avoid disturbing any asbestos containing materials.

Materials containing asbestos have been found in New Berlin Jr/Sr High School. Any evidence of disturbance or change in condition will be documented in the management Plan as required by law.

Cleaning and maintenance personnel who recognize the danger of asbestos are taking special precautions during work to properly guard against disturbance of the asbestos containing materials. All asbestos containing materials are inspected and evaluated periodically and additional measures will be taken when needed to protect the health of building occupants.

Reliable Environmental Solutions, Inc.
4211 Westgate Dr.
Springfield, IL. 62711

CHILD ABUSE/MANDATED REPORTERS (12.90)

All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

PRESS 5:90, *Abused and Neglected Child Reporting*

UNSAFE SCHOOL CHOICE OPTION (12.100)

The unsafe school choice option provided in State law permits students to transfer to another school within the District in certain situations. This transfer option is unavailable in this District because the District has only one school or attendance center. A student, who would otherwise have qualified for the choice option, or

the student's parent/guardian, may request special accommodations from building principal.

PRESS 4:170, *Safety*

STUDENT PRIVACY (12.105)

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

PRESS 6:170-AP2, *Notice to Parents Required by ESSA, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act*

SEXUAL OFFENDER NOTIFICATION LAW (12.110)

State law requires that all school districts provide parents/guardians with information about sex offenders and violent offenders against youth. State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

- To attend a conference at the school with school personnel to discuss the progress of their child.
- To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
- To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board. Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

PRESS 4:170-AP2, *Criminal Offender Notification Laws*

SEX OFFENDER AND VIOLENT OFFENDER COMMUNITY NOTIFICATION LAW (12.120)

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following: Illinois Sex Offender Registry, www.isp.state.il.us/sor/
Illinois Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/
Frequently Asked Questions Concerning Sex Offenders, www.isp.state.il.us/sor/faq.cfm

Cross Reference:
PRESS 4:175-AP1,E1. Informing Parents/Guardians About Offender Community Notification Laws

Parent Notices Required by the Every Student Succeeds Act (12.130)

I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

- The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. ● The teacher is teaching under emergency or other provisional status.
- The teacher is teaching in the field of discipline of the certification of the teacher.
- Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20. A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law. When available, this information will be placed on the District's website at www.pretzelpride.com

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

VI. Student Privacy: Students have certain privacy protections under federal law. For additional information, see handbook procedure 12.105.

VII. English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet. For additional information, see handbook procedure 12:60.

VIII. Homeless Students: For information on supports and services available to homeless students, see handbook procedure 12:30.

For further information on any of the above matters, please contact the building principal.

Cross Reference:
PRESS 6:170-AP2, *Notice to Parents Required by ESSA, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act*

New Berlin CUSD 16
School Fees
School Year 2023-2024

Description		$ 2,022.00 Fee	2023-2024 Fee	
Registration:				
	Elementary	$ 75.00	$ 75.00	
	Junior High	$ 100.00	$ 100.00	
	High School	$ 100.00	$ 100.00	
Athletic/Extra-Curricular Participation:				
	Junior High Athletic Fee	$ 60.00	$ 60.00	per sport*
	High School Athletic Fee	$ 60.00	$ 60.00	per sport*
	Scholastic Bowl (JH/HS)	$ 60.00	$ 60.00	
General High School Electives:		$ 10.00	$ 10.00	per semester
General Jr. High School Electives:		$ 5.00	$ 5.00	per semester
Ag Class w/FFA Membership Fee		$ 15.00	$ 15.00	per semester
Illinois Virtual School (Credit Recovery)		$ 95.00	$ 95.00	per semester **
Illinois Virtual School (Full Service Courses)		$ 250.00	$ 250.00	per semester **
Driver's Education		$ 125.00	$ 125.00	
College Courses (offered at HS)		$ 50.00	$ 50.00	per semester
Parking		$ 30.00	$ 30.00	per year
CACC		$ 50.00	$ 50.00	per semester
Lock Rental (for locker)		$ 5.00	$ 5.00	refundable upon return
Junior/Senior High PE Clothes		$ 15.00	$ 15.00	
Insufficient Funds Fee (NSF)		$ 25.00	$ 25.00	***
School Lunch:				
	Kindergarten through 5th Grade	$ 2.25	$ 2.25	
	Sixth through Twelfth Grade	$ 2.85	$ 2.85	
	Reduced	$ 0.40	$ 0.40	
	Free	$ -	$ -	
	Adult	$ 3.50	$ 3.50	
	Additional Milk	$ 0.50	$ 0.50	
School Breakfast:				
	All Grades K-12	$ 1.65	$ 1.65	
	Reduced	$ 0.30	$ 0.30	
	Free	$ -	$ -	
	Additional Milk	$ 0.50	$ 0.50	

* - Subject to $240 family maximum/cap.
** Subject to change as IVS rate increases occur
*** NSF Checks will be limited to a maximum of (5) per family

EXPLORE SCIENCE StudiesWeekly KINDERGARTEN

Illinois Science
SCOPE & SEQUENCE

K

Week	Title	Standards Covered
Introduction to Science and Engineering		
Unit 1: 1	You Can Be A Scientist! You Can Be An Engineer!	Science and Engineering: Describe what science and engineering are and how they can be a scientist and engineer by safely using tools, observing with their senses, adopting positive mindsets, and working together in a group.
Unit 1: 2	What Do Scientists and Engineers Do?	Science and Engineering: Identify science and engineering practices and how scientists and engineers use them.
Unit 1: 3	Engineering Design Process	Engineering and Design: Identify and describe the engineering design process through the exploration of creating and testing designs for a lunchbox.
Unit 1: 4	Patterns	Crosscutting Concepts: Identify and describe patterns found in nature and the human-designed world.
Unit 1: 5	Cause and Effect	Crosscutting Concepts: Recognize the cause and effect of different events and support their ideas with evidence from simple tests.
Unit 1: 6	Systems and System Models	Crosscutting Concepts: Identify and describe system components in both designed and natural systems.
Unit 1: 7	Structure and Function	Crosscutting Concepts: Identify an object's structure and function.
Unit 1: 8	I Can Ask Questions!	Science and Engineering: Develop questions based on observations they have made to drive understanding of a phenomenon.
K-PS2 Motion and Stability: Forces and Interactions		
Unit 2: 9 - 10	Force and Motion	**K-PS2-1** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
Unit 3: 11 - 12	Engineering Design: Golf Course Engineers	**K-PS2-2** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. **K-2-ETS1-3** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
K-LS1 From Molecules to Organisms: Structures and Processes		
Unit 4: 13 - 14	Plant and Animal Survival	**K-LS1-1** Use observations to describe patterns of what plants and animals (including humans) need to survive.
K-ESS2 Earth's Systems		
Unit 5: 15 - 16	Environmental Change	**K-ESS2-2** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Week	Title	Standards Covered
		K-ESS3 Earth and Human Activity
Unit 6: 17 - 18	System Models	**K-ESS3-1** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
Unit 7: 19 - 20	Engineer Environmental Solutions	**K-ESS3-3** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
		K-PS3 Energy
Unit 8: 21 - 22	Observing Sunlight	**K-PS3-1** Make observations to determine the effect of sunlight on Earth's surface.
Unit 9: 23 - 24	Engineering Design: Energy Engineers	**K-PS3-2** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. **K-2-ETS1-1** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
		K-ESS2 Earth's Systems
Unit 10: 25 - 26	Weather Patterns	**K-ESS2-1** Use and share observations of local weather conditions to describe patterns over time.
		K-ESS3 Earth and Human Activity
Unit 11: 27 - 28	Prepare for Severe Weather	**K-ESS3-2** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. **K-2-ETS1-1** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Week	Title	Standards Covered
Introduction to Science and Engineering		
Unit 1: 1	You Can Be A Scientist! You Can Be An Engineer!	Describe what science and engineering are and how they can be a scientist and engineer by safely using tools, observing with their senses, adopting positive mindsets, and working together in a group.
Unit 1: 2	What Do Scientists and Engineers Do?	Identify science and engineering practices and how scientists and engineers use them.
Unit 1: 3	Engineering Design Process	Identify and describe the engineering design process through the exploration of creating and testing designs for a lunchbox.
Unit 1: 4	Nature of Science	Explain the facets of the nature of science through the context of birds.
Unit 1: 5	Patterns	Identify and describe patterns found in nature and the human-designed world.
Unit 1: 6	Cause and Effect	Recognize the cause and effect of different events and support their ideas with evidence from simple tests.
Unit 1: 7	Structure and Function	Identify an object's structure and function.
Unit 1: 8 - 9	I Can Ask Questions	Develop questions based on observations they have made to drive understanding of a phenomenon.
1-PS4 Waves and their Applications in Technologies for Information Transfer		
Unit 2: 10 - 12	Sound Investigation	**1-PS4-1** Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
Unit 3: 13 - 14	Observing Light	**1-PS4-2** Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.
Unit 4: 15 - 17	Light Investigation	**1-PS4-3** Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
Unit 5: 18 - 21	Engineering Design: Light and Sound	**1-PS4-4** Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. **K-2-ETS1-1** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. **K-2-ETS1-3** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Week	Title	Standards Covered
1-LS1 From Molecules to Organisms: Structures and Processes		
Unit 6: 22 - 24	Engineering Design: Mimicking Animal Parts	**1-LS1-1** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
Unit 7: 25 - 26	Parents and Offspring	**1-LS1-2** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
1-LS3 Heredity: Inheritance and Variation of Traits		
Unit 8: 27 - 28	Plants and Animals	**1-LS3-1** Make observations to construct an evidence based account that young plants and animals are like, but not exactly like, their parents.
1-ESS1 Earth's Place in the Universe		
Unit 9: 29 - 30	Patterns in the Sky	**1-ESS1-1** Use observations of the sun, moon, and stars to describe patterns that can be predicted.
Unit 10: 31 - 32	Observing Daylight	**1-ESS1-2** Make observations at different times of year to relate the amount of daylight to the time of year.

Week	Title	Standards Covered
Introduction to Science and Engineering		
Unit 1: 1	You Can Be A Scientist! You Can Be An Engineer!	Describe what science and engineering are and how they can be a scientist and engineer by safely using tools, using teamwork, and adopting positive mindsets.
Unit 1: 2	What Do Scientists and Engineers Do?	Identify science and engineering practices and how scientists and engineers use them.
Unit 1: 3	Nature of Science	Explain the facets of the nature of science through the context of birds.
Unit 1: 4	Engineering Design Process	Identify and describe the engineering design process through the exploration of creating and testing designs for a lunch box.
Unit 1: 5	Crosscutting Concepts	Understand how cross-cutting concepts can be used to observe or explain phenomenons.
Unit 1: 6	Measurement, Data, and Graphing	Use data to determine if an object works correctly.
2-PS1 Matter and its Interactions		
Unit 2: 7- 8	Properties of Matter	**2-PS1-1** Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
Unit 3: 9 - 10	Engineering Design: Trash to Treasure	**2-PS1-2** Analyze data obtained from testing different materials to determine which materials are best suited for an intended purpose. **K-2-ETS1-1** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
Unit 4: 11 - 12	Home “Tweet” Home	**2-PS1-3** Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new project.
Unit 5: 13 - 14	Heating and Cooling	**2-PS1-4** Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
2-LS2 Ecosystems: Interactions, Energy, and Dynamics		
Unit 6: 15 - 16	What Plants Need to Grow	**2-LS2-1** Plan and conduct an investigation to determine if plants need sunlight and water to grow.
Unit 7: 17 - 18	Engineering Design: Sunflower Surprise	**2-LS2-2** Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. **K-2-ETS1-2** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Week	Title	Standards Covered
2-LS4 Biological Evolution: Unity and Diversity		
Unit 8: 19 - 20	A Day at the Zoo	**2-LS4-1** Make observations of plants and animals to compare the diversity of life in different habitats.
2-ESS1 Earth's Place in the Universe		
Unit 9: 21 - 22	Rapid Change, Slow Change	**2-ESS1-1** Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
2-ESS2 Earth's Systems		
Unit 10: 23 - 24	Engineering Design: Washed Away	**2-ESS2-1** Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. **K-2-ETS1-3** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.
Unit 11: 25 - 26	Maps and Models	**2-ESS2-2** Develop a model to represent the shapes and kinds of land and bodies of water in an area.
Unit 12: 27 - 28	Liquid Water, Solid Water	**2-ESS2-3** Obtain information to identify where water is found on Earth and that it can be solid or liquid.

EXPLORE SCIENCE Studies Weekly THIRD GRADE

Illinois Science SCOPE & SEQUENCE 3

Week	Title	Standards Covered
Introduction to Science and Engineering		
Unit 1: 1	You Can Be A Scientist! You Can Be An Engineer!	Describe what science and engineering are and how they can be a scientist and engineer by safely using tools, using teamwork, and adopting positive mindsets.
Unit 1: 2	What Do Scientists and Engineers Do?	Identify science and engineering practices and how scientists and engineers use them.
Unit 1: 3	Nature of Science	Explain the facets of the nature of science through the context of birds.
Unit 1: 4	Engineering Design Process	Identify and describe the engineering design process through the exploration of creating and testing designs for a backpack.
Unit 1: 5	Crosscutting Concepts	Understand how cross-cutting concepts can be used to observe or explain phenomenons.
Unit 1: 6	Measurement, Data, and Graphing	Analyze and interpret data using measurement and graphing skills.
3-PS2 Motion and Stability: Forces and Interactions		
Unit 2: 7 - 8	Investigating Forces	**3-PS2-1** Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
Unit 3: 9 - 10	Patterns in Movement	**3-PS2-2** Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
Unit 4: 11 - 12	Invisible Forces	**3-PS2-3** Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
Unit 5: 13 - 14	Engineering Design: Magnets Save the Day	**3-PS2-4** Define a simple design problem that can be solved by applying scientific ideas about magnets. **3-5-ETS1-1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
3-LS2 Ecosystems: Interactions, Energy, and Dynamics		
Unit 6: 15 - 16	Surviving as a Group	**3-LS2-1** Construct an argument that some animals form groups that help members survive.
3-LS4 Biological Evolution: Unity and Diversity		
Unit 7: 17 - 18	Fossils Provide Clues to the Past	**3-LS4-1** Analyze and Interpret data from fossils to provide evidence of the organisms and the environment in which they lived long ago.
Unit 8: 19 - 20	Ocean Water Survival	**3-LS4-3** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, some cannot survive at all.

Week	Title	Standards Covered
Unit 9: 21 - 22	Engineering Design: Save the Wildlife!	**3-LS4-4** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. **3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
3-LS1 From Molecules to Organisms: Structures and Processes		
Unit 10: 23 - 24	Patterns in Life Cycles	**3-LS1-1** Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
3-LS3 Heredity: Inheritance and Variation of Traits		
Unit 11: 25 - 26	Trait Inheritance	**3-LS3-1** Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
Unit 12: 27 - 28	Traits and the Environment	**3-LS3-2** Use evidence to support the explanation that traits can be influenced by the environment.
3-LS4 Biological Evolution: Unity and Diversity		
Unit 13: 29 - 30	Trait Adaptation	**3-LS4-2** Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
3-ESS2 Earth's Systems		
Unit 14: 31 - 32	Patterns of Weather	**3-ESS2-1** Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
Unit 15: 33 - 34	Weather and Climate	**3-ESS2-2** Obtain and combine information to describe climates in different regions of the world.
3-ESS3 Earth and Human Activity		
Unit 16: 35 - 36	Engineering Design: Weather Hazards	**3-ESS3-1** Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. **3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Week	Title	Standards Covered
Introduction to Science and Engineering		
Unit 1: 1	You Can Be A Scientist! You Can Be An Engineer!	Describe what science and engineering are and how they can be a scientist and engineer by safely using tools, using teamwork, and adopting positive mindsets.
Unit 1: 2	What Do Scientists and Engineers Do?	Identify science and engineering practices and how scientists and engineers use them.
Unit 1: 3	Nature of Science	Explain the facets of the nature of science through the context of birds.
Unit 1: 4	Engineering Design Process	Identify and describe the engineering design process through the exploration of creating and testing designs for a backpack.
Unit 1: 5	Crosscutting Concepts	Understand how cross-cutting concepts can be used to observe or explain phenomenons.
Unit 1: 6	Measurement, Data, and Graphing	Analyze and interpret data to make sense of phenomena using logical reasoning, mathematics, and/or computation
4-PS3 Energy		
Unit 2: 7 - 8	Golf Balls and Energy	**4-PS3-1** Use evidence to construct an explanation relating the speed of an object to the energy of that object.
Unit 3: 9 - 10	Miguel's Energy Case Files	**4-PS3-2** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
Unit 4: 11 - 12	Collisions	**4-PS3-3** Ask questions and predict outcomes about the changes in energy that occur when objects collide.
Unit 5: 13 - 14	Engineering Design: Cooking S'mores	**4-PS3-4** Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. **3-5-ETS1-1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
Unit 6: 15 - 16	Energy and Fuels	**4-ESS3-1** Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
4-PS4 Waves and their Applications in Technologies for Information Transfer		
Unit 7: 17 - 18	Message in a Bottle	**4-PS4-1** Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Week	Title	Standards Covered
Unit 8: 19 - 20	Engineering Design: Decoding the Message in the Bottle	**4-PS4-3** Generate and compare multiple solutions that use patterns to transfer information. **3-5-ETS1-3** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
Unit 9: 21 - 22	Light and Sight	**4-PS4-2** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
4-LS1 From Molecules to Organisms: Structures and Processes		
Unit 10: 23 - 24	Structures and Senses	**4-LS1-1** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. **4-LS1-2** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
4-ESS1 Earth's Place in the Universe		
Unit 11: 25 - 26	The Story of a Changing Landscape	**4-ESS1-1** Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
4-ESS2 Earth's Systems		
Unit 12: 27 - 28	Shaping the Earth	**4-ESS2-1** Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
Unit 13: 29 - 30	Patterns of Earth's Features	**4-ESS2-2** Analyze and interpret data from maps to describe patterns of Earth's features.
4-ESS3 Earth and Human Activity		
Unit 14: 31 - 32	Engineering Design: Earthquake-Resistant Buildings	**4-ESS3-2** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. **3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Week	Title	Standards Covered
	Introduction to Science and Engineering	
Unit 1: 1	You Can Be A Scientist! You Can Be An Engineer!	Describe what science and engineering are and how they can be a scientist and engineer by safely using tools, using teamwork, and adopting positive mindsets.
Unit 1: 2	What Do Scientists and Engineers Do?	Identify science and engineering practices and how scientists and engineers use them.
Unit 1: 3	Nature of Science	Explain the facets of the nature of science through the context of birds.
Unit 1: 4	Engineering Design Process	Identify and describe the engineering design process through the exploration of creating and testing designs for a backpack.
Unit 1: 5	Crosscutting Concepts	Understand how cross-cutting concepts can be used to observe or explain phenomenons.
Unit 1: 6	Measurement, Data, and Graphing	Measure, graph, and describe quantities to address scientific questions.
	5-PS1 Matter and Its Interactions	
Unit 2: 7 - 8	Structure of Matter	**5-PS1-1** Develop a model to describe that matter is made of particles too small to be seen.
Unit 3: 9 - 10	Ice Cream Matters	**5-PS1-2** Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.
Unit 4: 11 - 12	Mystery Powders	**5-PS1-3** Make observations and measurements to identify materials based on their properties.
Unit 5: 13 - 14	Substance Changes	**5-PS1-4** Conduct an investigation to determine whether the mixing of two or more substances results in new substances.
Unit 6: 15 - 16	Engineering Design: Crackin' Chemistry	**3-5-ETS1-1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. **3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. **3-5-ETS1-3** Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Week	Title	Standards Covered
5-PS3 Energy		
Unit 7: 17 - 18	Grizzlies in Alaska	**5-PS3-1** Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.
5-LS1 From Molecules to Organisms: Structures and Processes		
Unit 8: 19 - 20	Plant Growth	**5-LS1-1** Support an argument that plants get the materials they need for growth chiefly from air and water.
5-LS2 Ecosystems: Interactions, Energy, and Dynamics		
Unit 9: 21 - 22	Matter in Ecosystems	**5-LS2-1** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
5-ESS2 Earth's Systems		
Unit 10: 23 - 24	Wishy Washington Weather	**5-ESS2-1** Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
Unit 11: 25	Water on Earth	**5-ESS2-2** Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
5-ESS3 Earth and Human Activity		
Unit 12: 26 - 27	The Plastic Problem	**5-ESS3-1** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. **3-5-ETS1-1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. **3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
5-PS2 Motion and Stability: Forces and Interactions		
Unit 13: 28 - 29	Downward Force on Earth	**5-PS2-1** Support an argument that the gravitational force exerted by Earth on objects is directed down. **3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
5-ESS1 Earth's Place in the Universe		
Unit 14: 30	The Brightness of the Sun and Stars	**5-ESS1-1** Support an argument that the apparent brightness of the sun and stars is due to their relative distances from the Earth.

Week	Title	Standards Covered
Unit 15: 31 - 32	Patterns in the Sky	**5-ESS1-2** Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Illinois Social Studies
STANDARDS CORRELATION
K

Standards		Weekly Issues
Developing Questions and Planning Inquiries		
SS.IS.1.K-2	Create questions that are relevant to self as they relate to the content of the Social Science Standards.	33: What is a Question? 34: Asking a Question? 35: Today's Inquiry: Mountains 36: Create Your Own inquiry
SS.IS.2.K-2	Explore facts from various sources that can be used to answer the developed questions.	12: Sources 35: Today's Inquiry: Mountains 36: Create Your Own inquiry
SS.IS.3.K-2	Gather information from one or two sources with guidance and support from adults and/or peers.	35: Today's Inquiry: Mountains 36: Create Your Own inquiry
SS.IS.4.K-2	Evaluate a source by distinguishing between fact and opinion.	12: Sources
SS.IS.5.K-2	Ask and answer questions about arguments and explanations.	29: Comparing Children Over Time 30: Inventions 31: Transportation Over Time 32: Communication Over Time 34: Asking a Question 35: Today's Inquiry: Mountains 36: Create Your Own inquiry
SS.IS.6.K-2	Use listening, consensus building, and voting procedures to decide on and take action in their classroom.	1: I Am a Member of a Community 4: Learning and Working Together
Civics and Government		
SS.CV.1.K	Describe roles and responsibilities of people in authority.	2: What are Rules?
SS.CV.2.K	Explain the need for and purposes of rules in various settings, inside and outside of the school.	2: What are Rules? 3: What are Laws?
Geography		
SS.G.1.K	Explain how weather, climate, and other environmental characteristics affect people's lives.	16: Place: Physical Characteristics 18: Human- Environment Interaction 35: Today's Inquiry: Mountains

Standards		Weekly Issues
SS.G.2.K	Identify and explain how people and goods move from place to place.	19: Movement 23: Goods and Services
	Economics	
SS.EC.1.K	Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).	22: Needs and Wants 25: Economic Activities
	History	
SS.H.1.K	Compare life in the past with life today.	27: Time 28: Changes over Time 29: Comparing Children Over Time 30: Inventions 31: Transportation Over time 32: Communication Over Time
SS.H.2.K	Explain the significance of our national holidays and the heroism and achievements of the people associated with them.	9: Patriotism 10: National Symbols 11: National Holidays

Standards		Weekly Issues
Developing Questions and Planning Inquiries		
SS.IS.1.K-2	Create questions to help guide inquiry about a topic with guidance from adults and/or peers	29: Comparing Children Over Time 30: Inventions 34: Questions Come From Many Places: Part One 35: Questions Come From Many Places: Part Two 36: Anansi and Inquiry
SS.IS.2.K-2	Explore facts from various sources that can be used to answer the developed questions.	12: Sources 33: What is Inquiry? 34: Questions Come From Many Places: Part One
SS.IS.3.K-2	Gather information from one or two sources with guidance and support from adults and/or peers.	31: Transportation Over Time 35: Questions Come From Many Places: Part Two
SS.IS.4.K-2	Evaluate a source by distinguishing between fact and opinion.	12: Sources 33: What is Inquiry? 34: Questions Come From Many Places: Part One
SS.IS.5.K-2	Ask and answer questions about arguments and explanations.	33: What is Inquiry? 36: Anansi and Inquiry
SS.IS.6.K-2	Use listening, consensus building, and voting procedures to decide on and take action in their classroom.	36: Anansi and Inquiry
Civics and Government		
SS.CV.1.1	Explain how all people, not just official leaders, play important roles in a community.	5: Government Services 7: Citizens
SS.CV.2.1	Identify and explain how rules function in various settings, inside and outside of the school.	1: Community 2: Rules and Laws

Standards		Weekly Issues
Geography		
SS.G.1.1	Construct and interpret maps and other representations to navigate a familiar place.	13: Map Skills 15: Location 20: Regions of the United States
Economics		
SS.EC.1.1	Explain and give examples of when choices are made that something else is given up.	24: Economic Choices 26: Spending and Saving
SS.EC.2.1	Describe the skills and knowledge required to produce certain goods and services.	23: Goods and Services 25: Economic Activities
SS.EC.FL.3.1	Explain how people earn pay or income in exchange for work.	5: Government Services 23: Goods and Services 25: Economic Activities
History		
SS.H.1.1	Create a chronological sequence of multiple events.	27: Time 28: Changes Over TIme 29: Comparing Children Over Time 31: Transportation Over Time 32: Communication Over Time
SS.H.2.1	Describe individuals and groups who have shaped a significant historical change.	10: National Holidays 11: Founders 30: Inventions
SS.H.3.1	Compare perspectives of people in the past to those of people in the present.	29: Comparing Children Over Time 31: Transportation Over Time 32: Communication Over Time

Standards		Weekly Issues
Developing Questions and Planning Inquiries		
SS.IS.1.K-2	Create questions to help guide inquiry about a topic with guidance from adults and/or peers.	1: Inquiry Is a Process 2: Values, Beliefs, and Culture 35: Historic Figures 36: Solving Problems in the Community
SS.IS.2.K-2	Explore facts from various sources that can be used to answer the developed questions.	1: Inquiry Is a Process 3: Historical Figures: Part One 36: Solving Problems in the Community
SS.IS.3.K-2	Gather information from one or two sources with guidance and support from adults and/or peers.	1: Inquiry Is a Process 3: Historical Figures: Part One 4: Historical Figures: Part Two 35: Historic Figures 36: Solving Problems in the Community
SS.IS.4.K-2	Evaluate a source by distinguishing between fact and opinion.	3: Historical Figures: Part One 36: Solving Problems in the Community
SS.IS.5.K-2	Ask and answer questions about arguments and explanations.	3: Historical Figures: Part One 4: Historical Figures: Part Two 36: Solving Problems in the Community
SS.IS.6.K-2	Use listening, consensus building, and voting procedures to decide on and take action in their classroom.	4: Historical Figures: Part Two 7: Principles of Democracy 9: Purpose and Structure of Government
Civics and Government		
SS.CV.1.2	Explain what governments are and some of their functions (e.g. making and enforcing laws, protecting citizens, and collecting taxes).	6: Rules and Laws 9: Purpose and Structure of Government 10: Government Services
SS.2.CV.2.2	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	5: Community 6: Rules and Laws 7: Principles of Democracy 11: Citizens
Geography		

Standards		Weekly Issues
SS.G.1.2	Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.	19: Map Skills 21: Location 22: Place: Physical Characteristics 25: Movement 27: Regions of the World
SS.G.2.2	Identify some cultural and environmental characteristics of your community and compare to other places.	2: Values, Beliefs, and Culture 17: Culture 22: Place Physical Characteristics 26: Illinois Geography and Culture
SS.G.3.2	Explain how people in your community use local and distant environments to meet their daily needs.	23: Place: Human Characteristics 24: Human-Environment Interaction 26: Illinois Geography and Culture 28: Economic Resources
Economics		
SS.EC.1.2	Demonstrate how our choices can affect ourselves and others in positive and negative ways.	7: Principles of Democracy
SS.EC.2.2	Explain the role of money in making exchange easier.	32: Economic Choices
SS.EC.3.2	Compare the goods and services that people in the local community produce and those that are produced in other communities.	26: Illinois Geography and Culture 29: Goods and Services 30: Economic Principles
SS.EC.FL.4.2	Explain that money can be saved or spent on goods and services.	29: Goods and Services 30: Economic Principles 32: Economic Choices
History		
SS.H.1.2	Summarize changes that have occurred in the local community over time.	5: Community 26: Illinois Geography and Culture
SS.2.H.2.2	Compare individuals and groups who have shaped a significant historical change.	3: Historical Figures: Part One 4: Historical Figures: Part Two 16: Founders 34: Innovations Over TIme 35: Historic Figures
SS.H.3.2	Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.	18: Sources 34: Innovations Over TIme 35: Historic Figures

Standards		Weekly Issues

Standards		Weekly Issues
Developing Questions and Planning Inquiries		
SS.IS.1.3-5	Develop essential questions and explain the importance of the questions to self and others.	25: Developing Inquiries
SS.IS.2.3-5	Create supporting questions to help answer essential questions in an inquiry.	25: Developing Inquiries
SS.IS.3.3-5	Determine sources representing multiple points of view that will assist in answering essential questions.	26: Sources
SS.IS.4.3-5	Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.	26: Sources
SS.IS.5.3-5	Develop claims using evidence from multiple sources to answer essential questions.	27: Examining Evidence and Communicating Conclusions
SS.IS.6.3-5	Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.	27: Examining Evidence and Communicating Conclusions
SS.IS.7.3-5	Identify a range of local problems and some ways in which people are trying to address these problems.	9: Take a Stand on a Public Issue: Inquiry
SS.IS.8.3-5	Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.	9: Take a Stand on a Public Issue: Inquiry
Civics and Government		
SS.CV.1.3	Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.	1: Community
SS.CV.2.3	Explain how groups of people make rules to create responsibilities and protect freedoms.	1: Community
SS.CV.3.3	Compare procedures for making decisions in the classroom, school and community.	2: Government 5: Conflict and Compromise

Standards		Weekly Issues
SS.CV.4.3	Describe how people have tried to improve their communities over time.	1: Community
	Geography	
SS.G.1.3	Locate major landforms and bodies of water on a map or other representation.	12: Location
SS.G.2.3	Compare how people modify and adapt to the environment and culture in our community to other places.	15: Human-Environment Interaction 17: Culture
SS.G.3.3	Show how consumption of products connects people to distant places.	20: Producers and Consumers 21: Economic Principles
	Economics	
SS.EC.1.3	Compare the goods and services that people in the local community produce and those that are produced in other communities.	20: Producers and Consumers 23: Illinois Economy
SS.EC. 2.3	Generate examples of the goods and services that governments provide.	4: Structure of Government
SS.EC.FL.3.3	Describe the role of banks and other financial institutions in an economy.	22: Personal Finances
SS.EC.FL. 4.3	Explain that when people borrow, they receive something of value now and agree to repay the lender over time.	22: Personal Finances
	History	
SS.H.1.3	Create and use a chronological sequence of events.	24: Timelines
SS.H.2.3	Describe how significant people, events, and developments have shaped their own community and region.	29: The Woodland Period 30: Historic American Indians: Early Contact 31: Illinois Statehood 32: Important People of Illinois
SS.H.3.3	Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.	26: Sources

Standards		Weekly Issues
Developing Questions and Planning Inquiries		
SS.IS.1.3-5	Develop essential questions and explain the importance of the questions to self and others.	17: Collaborating to Find Solutions 32: Engage in Your Own Inquiry
SS.IS.2.3-5	Create supporting questions to help answer essential questions in an inquiry.	17: Collaborating to Find Solutions 32: Engage in Your Own Inquiry
SS.IS.3.3-5	Determine sources representing multiple points of view that will assist in answering essential questions.	16: Historical Inquiry
SS.IS.4.3-5	Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.	18: Sources
SS.IS.5.3-5	Develop claims using evidence from multiple sources to answer essential questions.	19: The Vibrant Societies of Pre-Columbian North America
SS.IS.6.3-5	Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.	19: The Vibrant Societies of Pre-Columbian North America 32: Engage in Your Own Inquiry
SS.IS.7.3-5	Identify a range of local problems and some ways in which people are trying to address these problems.	17: Collaborating to Find Solutions 32: Engage in Your Own Inquiry
SS.IS.8.3-5	Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.	3: Citizens 17: Collaborating to Find Solutions
Civics and Government		
SS.CV.1.4	Distinguish the responsibilities and powers of government officials at the local, state, and national levels.	1: Government
SS.CV.2.4	Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	3: Citizens 4: Active Civic Participation 5: Founders
SS.CV.3.4	Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, and respect for individual rights) that guide our state and nation.	4: Active Civic Participation

Standards		Weekly Issues
SS.CV.4.4	Explain how rules and laws change society and how people change rules and laws in Illinois.	2: Rules and Laws
	Geography	
SS.G.1.4	Construct and interpret maps of Illinois and the United States using various media.	7: Map Skills 8: Regions of the United States 9: Illinois Maps
SS.G.2.4	Analyze how the cultural and environmental characteristics of places in Illinois change over time.	6: Themes of Geography 11: Illinois's Change Over Time 28: Settling Illinois 31: Illinois Monuments and Parks
SS.G.3.4	Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.	10: Movement
	Economics	
SS.EC.1.4	Explain how profits reward and influence sellers.	14: Economic Principles
SS.EC. 2.4	Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).	13: Resources
SS.EC.FL.3.4	Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options).	12: Needs and Wants
SS.EC.FL. 4.4	Explain that income can be saved, spent on goods and services, or used to pay taxes.	15: Personal Finance
	History	
SS.H.1.4	Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.	19: The Vibrant Societies of Pre-Columbian North America 20: Life in Pre-Columbian North America 21: Tribes of Illinois 22: Exploration 23: Colonization and Exploration 24: French and Indian War 25: Road to Revolution 26: The American Revolution 27: A New Nation 28: Settling Illinois

Standards		Weekly Issues
		29: Westward Expansion 30: Developing Illinois 31: Illinois's Monuments and Parks
SS.H.2.4	Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.	18: Sources 20: Life in Pre-Columbian North America 22: Exploration 23: Colonization and Exploration 24: French and Indian War 25: Road to Revolution 26: The American Revolution 27: A New Nation 28: Settling Illinois 29: Westward Expansion 30: Developing Illinois 31: Illinois's Monuments and Parks
SS.H.3.4	Explain probable causes and effects of events and developments in Illinois history.	20: Life in Pre-Columbian North America 22: Exploration 23: Colonization and Exploration 24: French and Indian War 25: Road to Revolution 26: The American Revolution 27: A New Nation 28: Settling Illinois 29: Westward Expansion 30: Developing Illinois 31: Illinois's Monuments and Parks

Standards		Weekly Issues
Developing Questions and Planning Inquiries		
SS.IS.1.3-5	Develop essential questions and explain the importance of the questions to self and others.	1: What is Inquiry? 5: History on the Move 26: Chicago Fire 30: Civil Rights Inquiry
SS.IS.2.3-5	Create supporting questions to help answer essential questions in an inquiry.	1: What is Inquiry? 5: History on the Move 26: Chicago Fire 30: Civil Rights Inquiry
SS.IS.3.3-5	Determine sources representing multiple points of view that will assist in answering essential questions.	1: What is Inquiry? 5: History on the Move 26: Chicago Fire 30: Civil Rights Inquiry
SS.IS.4.3-5	Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.	1: What is Inquiry? 5: History on the Move 26: Chicago Fire 30: Civil Rights Inquiry
SS.IS.5.3-5	Develop claims using evidence from multiple sources to answer essential questions.	5: History on the Move 30: Civil Rights Inquiry
SS.IS.6.3-5	Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.	1: What is Inquiry? 5: History on the Move 26: Chicago Fire 30: Civil Rights Inquiry
SS.IS.7.3-5	Identify a range of local problems and some ways in which people are trying to address these problems.	5: History on the Move 30: Civil Rights Inquiry
SS.IS.8.3-5	Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.	1: What is Inquiry? 5: History on the Move 30: Civil Rights Inquiry
Civics and Government		

Standards		Weekly Issues
SS.CV.1.5	Distinguish the responsibilities and powers of government official at various levels and branches of government and in different times and places.	2: Government 3: Government Over Time 10: The Founders and Process 11: Constitution 12: The Bill of Rights 13: The New Nation 19: Compromises to Keep Slavery Legal 20: The Road to War 23: Building Peace
SS.CV.2.5	Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions..	10: The Founders and Process 11: Constitution 12: The Bill of Rights 13: The New Nation
SS.CV.3.5	Compare the origins, functions and structure of different systems of government.	2: Government 3: Government Over Time 10: The Founders and Process 11: Constitution
SS.CV.4.5	Explain how policies are developed to address public problems.	19: Compromises to Keep Slavery Legal
Geography		
SS.G.1.5	Investigate how the cultural and environmental characteristics of places within the United States change over time.	5: History on the Move 14: America on the Move 15: Expansion and Growth 16: The Cherokee Nation 17: Slavery in America 18: Abolition 19: Compromises to Keep Slavery Legal 20: The Road to War 21: The House Divided by War 22: Of Souls and Soldiers 23: Building Peace 24: Rebuilding the Union
SS.G.2.5	Describe how humans have utilized natural resources in the United States.	5: History on the Move 14: America on the Move 15: Expansion and Growth
SS.G.3.5	Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.	6: Natural Disasters 14: America on the Move 15: Expansion and Growth 16: The Cherokee Nation 21: The House Divided by War

Standards		Weekly Issues
		22: Of Souls and Soldiers 24: Rebuilding the Union 25: The Second Industrial Revolution
SS.G.4.5	Compare the environmental characteristics of the United States to other world regions.	4: U.S. and World Regions
Economics		
SS.EC.1.5	Analyze why and how individuals, businesses, and nations around the world specialize and trade.	8: Economic Systems 25: The Second Industrial Revolution
SS.EC.2.5	Discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence behavior in our nation's economy and around the world.	7: National and Global Economy
SS.EC.3.5	Determine the ways in which the government pays for the goods and services it provides.	9: Financial Literacy 14: America on the Move
SS.FL.4.5	Explain that interest is the price the borrower pays for using someone else's money.	9: Financial Literacy
History		
SS.H.1.5	Create and use a chronological sequence of related events to compare developments that happened at the same time.	14: America on the Move 20: The Road to War 21: The House Divided by War 27: Causes and Consequences of WWI 28: The Roaring 20's and Cultural Change 29: WWII 30: Civil Rights 31: America in the 20th and 21st Centuries
SS.H.2.5	Use information about a historical source, including the creator (author), date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.	1: What is Inquiry? 11: Constitution 15: Expansion and Growth 16: The Cherokee Nation 17: Slavery in America 18: Abolition 19: Compromises to Keep Slavery Legal 20: The Road to War 21: The House Divided by War 22: Of Souls and Soldiers 23: Building Peace 24: Rebuilding the Union 28: The Roaring 20's and Cultural Change

Standards		Weekly Issues
		29: WWII 30: Civil Rights 31: America in the 20th and 21sr Centuries
SS.H.3.5	Explain probable causes and effects of events and developments in U.S. history.	10: The Founders and Process 11: Constitution 13: The New Nation 14: America on the Move 15: Expansion and Growth 16: The Cherokee Nation 17: Slavery in America 18: Abolition 19: Compromises to Keep Slavery Legal 20: The Road to War 21: The House Divided by War 22: Of Souls and Soldiers 23: Building the Peace 24: Rebuilding the Union 25: The Second Industrial Revolution 26: The Chicago Fire 27: Causes and Consequences of WWI 28: The Roaring 20's and Cultural Change 29: WWII 30: Civil Rights 31: America in the 20th and 21st Centuries 32: Year in Review

Week	Title	Standards Covered
	Civics and Government	
1	I Am a Member of a Community	**SS.IS.6.K-2** Use listening, consensus building, and voting procedures to decide on and take action in their classroom.
2	What are Rules?	**SS.CV.1.K** Describe roles and responsibilities of people in authority. **SS.CV.2.K** Explain the need for and purposes of rules in various settings, inside and outside of the school.
3	What are Laws?	**SS.CV.2.K** Explain the need for and purposes of rules in various settings, inside and outside of the school.
4	Learning and Working Together	**SS.IS.6.K-2** Use listening, consensus building, and voting procedures to decide on and take action in their classroom.
5	Our Government	
6	Government Services	
7	Important Documents	
8	Citizens	
9	Patriotism	**SS.H.2.K** Explain the significance of our national holidays and the heroism and achievements of the people associated with them.
10	National Symbols	**SS.H.2.K** Explain the significance of our national holidays and the heroism and achievements of the people associated with them.
11	National Holidays	**SS.H.2.K** Explain the significance of our national holidays and the heroism and achievements of the people associated with them.
12	Sources	**SS.IS.2.K-2** Explore facts from various sources that can be used to answer the developed questions. **SS.IS.4.K-2** Evaluate a source by distinguishing between fact and opinion.

Week	Title	Standards Covered
	Geography	
13	Map Skills	
14	Five Themes of Geography	
15	Location	
16	Place: Physical Characteristics	**SS.G.1.K** Explain how weather, climate, and other environmental characteristics affect people's lives.
17	Place: Human Characteristics	
18	Human- Environment Interaction	**SS.G.1.K** Explain how weather, climate, and other environmental characteristics affect people's lives.
19	Movement	**SS.G.2.K** Identify and explain how people and goods move from place to place.
20	Types of Regions	
21	Culture	
	Economics	
22	Needs and Wants	**SS.EC.1.K** Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want)
23	Goods and Services	**SS.G.2.K** Identify and explain how people and goods move from place to place.
24	Economic Choices	
25	Economic Activities	**SS.EC.1.K** Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).
26	Spending and Saving	

Week	Title	Standards Covered
		History
27	Time	**SS.H.1.K** Compare life in the past with life today.
28	Changes over Time	**SS.H.1.K** Compare life in the past with life today.
29	Comparing Children Over Time	**SS.H.1.K** Compare life in the past with life today. **SS.IS.5.K-2** Ask and answer questions about arguments and explanations.
30	Inventions	**SS.H.1.K** Compare life in the past with life today. **SS.IS.5.K-2** Ask and answer questions about arguments and explanations.
31	Transportation Over Time	**SS.H.1.K** Compare life in the past with life today. **SS.IS.5.K-2** Ask and answer questions about arguments and explanations.
32	Communication Over Time	**SS.H.1.K** Compare life in the past with life today. **SS.IS.5.K-2** Ask and answer questions about arguments and explanations.
		Developing Inquiries
33	What is a Question?	**SS.IS.1.K-2** Create questions to help guide inquiry about a topic with guidance from adults and/or peers.
34	Asking a Question	**SS.IS.1.K-2** Create questions to help guide inquiry about a topic with guidance from adults and/or peers. **SS.IS.5.K-2** Ask and answer questions about arguments and explanations.
35	Today's Inquiry: Mountains	**SS.IS.1.K-2** Create questions to help guide inquiry about a topic with guidance from adults and/or peers. **SS.IS.2.K-2** Explore facts from various sources that can be used to answer the developed questions. **SS.IS.3.K-2** Gather information from one or two sources with guidance and support from adults and/or peers. **SS.IS.5.K-2** Ask and answer questions about arguments and explanations.

Week	Title	Standards Covered
		SS.G.1.K Explain how weather, climate, and other environmental characteristics affect people's lives.
36	Create Your Own Inquiry	**SS.IS.1.K-2** Create questions to help guide inquiry about a topic with guidance from adults and/or peers. **SS.IS.2.K-2** Explore facts from various sources that can be used to answer the developed questions. **SS.IS.3.K-2** Gather information from one or two sources with guidance and support from adults and/or peers. **SS.IS.5.K-2** Ask and answer questions about arguments and explanations.

Week	Title	Standards Covered
	Civics and Government	
1	Community	**SS.CV.2.1** Identify and explain how rules function in various settings, inside and outside of the school.
2	Rules and Laws	**SS.CV.2.1** Identify and explain how rules function in various settings, inside and outside of the school.
3	Principles of Democracy	
4	Purpose and Structure of Government	
5	Government Services	**SS.CV.1.1** Explain how all people, not just official leaders, play important roles in a community. **SS.EC.FL.3.1** Explain how people earn pay or income in exchange for work.
6	Important Documents	
7	Citizens	**SS.CV.1.1** Explain how all people, not just official leaders, play important roles in a community.
8	Patriotism	
9	National Symbols	
10	National Holidays	**SS.H.2.1** Describe individuals and groups who have shaped a significant historical change.
11	Founders	**SS.H.2.1** Describe individuals and groups who have shaped a significant historical change.
12	Sources	**SS.IS.2.K-2** Explore facts from various sources that can be used to answer the developed questions. **SS.IS.4.K-2** Evaluate a source by distinguishing between fact and opinion.
	Geography	
13	Map Skills	**SS.G.1.1** Construct and interpret maps and other representations to navigate a familiar place.

Week	Title	Standards Covered
14	Five Themes of Geography	
15	Location	**SS.G.1.1** Construct and interpret maps and other representations to navigate a familiar place.
16	Place: Physical Characteristics	
17	Place: Human Characteristics	
18	Human- Environment Interaction	
19	Movement	
20	Regions of the United States	**SS.G.1.1** Construct and interpret maps and other representations to navigate a familiar place.
21	Culture	
Economics		
22	Needs and Wants	
23	Goods and Services	**SS.EC.2.1** Describe the skills and knowledge required to produce certain goods and services. **SS.EC.FL.3.1** Explain how people earn pay or income in exchange for work.
24	Economic Choices	**SS.EC.1.1** Explain and give examples of when choices are made that something else is given up.
25	Economic Activities	**SS.EC.2.1** Describe the skills and knowledge required to produce certain goods and services. **SS.EC.FL.3.1** Explain how people earn pay or income in exchange for work.
26	Spending and Saving	**SS.EC.1.1** Explain and give examples of when choices are made that something else is given up.

Week	Title	Standards Covered
		History
27	Time	**SS.H.1.1** Create a chronological sequence of multiple events.
28	Changes Over Time	**SS.H.1.1** Create a chronological sequence of multiple events.
29	Comparing Children Over Time	**SS.IS.1.K-2** Create questions to help guide inquiry about a topic with guidance from adults and/or peers **SS.H.1.1** Create a chronological sequence of multiple events. **SS.H.3.1** Compare perspectives of people in the past to those of people in the present.
30	Inventions	**SS.IS.1.K-2** Create questions to help guide inquiry about a topic with guidance from adults and/or peers **SS.H.2.1** Describe individuals and groups who have shaped a significant historical change.
31	Transportation Over Time	**SS.IS.3.K-2** Gather information from one or two sources with guidance and support from adults and/or peers. **SS.H.1.1** Create a chronological sequence of multiple events. **SS.H.3.1** Compare perspectives of people in the past to those of people in the present.
32	Communication Over Time	**SS.H.1.1** Create a chronological sequence of multiple events. **SS.H.3.1** Compare perspectives of people in the past to those of people in the present.
		Developing Questions and Planning Inquiries
33	What is Inquiry?	**SS.IS.2.K-2** Explore facts from various sources that can be used to answer the developed questions. **SS.IS.4.K-2** Evaluate a source by distinguishing between fact and opinion. **SS.IS.5.K-2** Ask and answer questions about arguments and explanations.
34	Questions Come From Many Places: Part One	**SS.IS.1.K-2** Create questions to help guide inquiry about a topic with guidance from adults and/or peers

Week	Title	Standards Covered
		SS.IS.2.K-2 Explore facts from various sources that can be used to answer the developed questions. **SS.IS.4.K-2** Evaluate a source by distinguishing between fact and opinion.
35	Questions Come From Many Places: Part Two	**SS.IS.1.K-2** Create questions to help guide inquiry about a topic with guidance from adults and/or peers **SS.IS.3.K-2** Gather information from one or two sources with guidance and support from adults and/or peers.
36	Anansi and Inquiry	**SS.IS.1.K-2** Create questions to help guide inquiry about a topic with guidance from adults and/or peers **SS.IS.5.K-2** Ask and answer questions about arguments and explanations. **SS.IS.6.K-2** Use listening, consensus building, and voting procedures to decide on and take action in their classroom.

Week	Title	Standards Covered
	Inquiry	
1	Inquiry Is a Process	**SS.IS.1.K-2** Create questions to help guide inquiry about a topic with guidance from adults and/or peers. **SS.IS.2.K-2** Explore facts from various sources that can be used to answer the developed questions. **SS.IS.3.K-2** Gather information from one or two sources with guidance and support from adults and/or peers.
2	Values, Beliefs, and Culture	**SS.IS.1.K-2** Create questions to help guide inquiry about a topic with guidance from adults and/or peers. **SS.G.2.2** Identify some cultural and environmental characteristics of your community and compare to other places.
3	Historical Figures: Part One	**SS.IS.2.K-2** Explore facts from various sources that can be used to answer the developed questions. **SS.IS.3.K-2** Gather information from one or two sources with guidance and support from adults and/or peers. **SS.IS.4.K-2** Evaluate a source by distinguishing between fact and opinion. **SS.IS.5.K-2** Ask and answer questions about arguments and explanations. **SS.H.2.2** Compare individuals and groups who have shaped a significant historical change.
4	Historical Figures: Part Two	**SS.IS.3.K-2** Gather information from one or two sources with guidance and support from adults and/or peers. **SS.IS.5.K-2** Ask and answer questions about arguments and explanations. **SS.IS.6.K-2** Use listening, consensus building, and voting procedures to decide on and take action in their classroom. **SS.H.2.2** Compare individuals and groups who have shaped a significant historical change.
	Civics and Government	
5	Community	**SS.CV.2.2** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

Week	Title	Standards Covered
		SS.H.1.2 Summarize changes that have occurred in the local community over time.
6	Rules and Laws	**SS.CV.1.2** Explain what governments are and some of their functions (e.g. making and enforcing laws, protecting citizens, and collecting taxes). **SS.CV.2.2** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
7	Principles of Democracy	**SS.EC.1.2** Demonstrate how our choices can affect ourselves and others in positive and negative ways. **SS.IS.6.K-2** Use listening, consensus building, and voting procedures to decide on and take action in their classroom. **SS.CV.2.2** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority
8	Important Documents	
9	Purpose and Structure of Government	**SS.CV.1.2** Explain what governments are and some of their functions. e.g. making and enforcing laws, protecting citizens, collecting taxes. **SS.IS.6.K-2** Use listening, consensus building, and voting procedures to decide on and take action in their classroom.
10	Government Services	**SS.CV.1.2** Explain what governments are and some of their functions (e.g. making and enforcing laws, protecting citizens, and collecting taxes).
11	Citizens	**SS.CV.2.2** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
12	Patriotism	
13	Patriotic Symbols	
14	Memorials and Monuments	
15	National Holidays	

Week	Title	Standards Covered
16	Founders	**SS.H.2.2** Compare individuals and groups who have shaped a significant historical change.
17	Culture	**SS.G.2.2** Identify some cultural and environmental characteristics of your community and compare to other places.
18	Sources	**SS.H.3.2** Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.
	Geography	
19	Map Skills	**SS.G.1.2** Construct and interpret maps and other graphic representations of both familiar and unfamiliar places.
20	Themes of Geography	
21	Location	**SS.G.1.2** Construct and interpret maps and other graphic presentations of both familiar and unfamiliar places.
22	Place: Physical Characteristics	**SS.G.1.2** Construct and interpret maps and other graphic presentations of both familiar and unfamiliar places. **SS.G.2.2** Identify some cultural and environmental characteristics of your community and compare to other places.
23	Place: Human Characteristics	**SS.G.3.2** Explain how people in your community use local and distant environments to meet their daily needs.
24	Human-Environment Interaction	**SS.G.3.2** Explain how people in your community use local and distant environments to meet their daily needs.
25	Movement	**SS.G.1.2** Construct and interpret maps and other graphic presentations of both familiar and unfamiliar places.
26	Illinois Geography and Culture	**SS.EC.3.2** Compare the goods and services that people in the local community produce and those that are produced in other communities. **SS.G.2.2** Identify some cultural and environmental characteristics of your community and compare to other places.

Week	Title	Standards Covered
		SS.G.3.2 Explain how people in your community use local and distant environments to meet their daily needs. **SS.H.1.2** Summarize changes that have occurred in the local community over time.
27	Regions of the World	**SS.G.1.2** Construct and interpret maps and other graphic presentations of both familiar and unfamiliar places.
		Economics
28	Economic Resources	**SS.G.3.2** Explain how people in your community use local and distant environments to meet their daily needs.
29	Goods and Services	**SS.EC.3.2** Compare the goods and services that people in the local community produce and those that are produced in other communities. **SS.EC.FL.4.2** Explain that money can be saved or spent on goods and services.
30	Economic Principles	**SS.EC.3.2** Compare the goods and services that people in the local community produce and those that are produced in other communities. **SS.EC.FL.4.2** Explain that money can be saved or spent on goods and services.
31	Economic Activity	
32	Economic Choices	**SS.EC.FL.4.2** Explain that money can be saved or spent on goods and services. **SS.EC.2.2** Explain the role of money in making exchange easier.
		History
33	Sequence and Chronology	
34	Innovations Over Time	**SS.H.2.2** Compare individuals and groups who have shaped a significant historical change. **SS.H.3.2** Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.

Week	Title	Standards Covered
35	Historic Figures	**SS.H.2.2** Compare individuals and groups who have shaped a significant historical change. **SS.IS.1.K-2** Create questions to help guide inquiry about a topic with guidance from adults and/or peers. **SS.IS.3.K-2** Gather information from one or two sources with guidance and support from adults and/or peers. **SS.H.3.2** Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.
36	Solving Problems in the Community	**SS.IS.1.K-2** Create questions to help guide inquiry about a topic with guidance from adults and/or peers. **SS.IS.2.K-2** Explore facts from various sources that can be used to answer the developed questions. **SS.IS.3.K-2** Gather information from one or two sources with guidance and support from adults and/or peers. **SS.IS.4.K-2** Evaluate a source by distinguishing between fact and opinion. **SS.IS.5.K-2** Ask and answer questions about arguments and explanations.

Week	Title	Standards Covered
	Civics and Government	
1	Community	**SS.CV.1.3** Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities. **SS.CV.2.3** Explain how groups of people make rules to create responsibilities and protect freedoms. **SS.CV.4.3** Describe how people have tried to improve their communities over time.
2	Government	**SS.CV.3.3** Compare procedures for making decisions in the classroom, school, and community
3	Important Documents	
4	Structure of Government	**SS.EC.2.3** Generate examples of the goods and services that governments provide.
5	Conflict and Compromise	**SS.CV.3.3** Compare procedures for making decisions in the classroom, school, and community
6	Citizens	
7	Patriotism and National Symbols	
8	Heroes and Holidays	
9	Take a Stand on a Public Issue: Inquiry	**SS.IS.7.3-5** Identify a range of local problems and some ways in which people are trying to address these problems. **SS.IS.8.3-5** Use listening, consensus building and voting procedures to decide on and take action in their classroom and school.
	Geography	
10	Map Skills	.
11	The Five Themes	

Week	Title	Standards Covered
12	Location	**SS.G.1.3** Locate major landforms and bodies of water on a map or other representation.
13	Place: Physical Characteristics	
14	Place: Human Characteristics	
15	Human-Environment Interaction	**SS.G.2.3** Compare how people modify and adapt to the environment and culture in our community to other places.
16	Movement	
17	Culture	**SS.G.2.3** Compare how people modify and adapt to the environment and culture in our community to other places.
	Economics	
18	Wants and Needs	
19	Resources	
20	Producers and Consumers	**SS.EC.1.3** Compare the goods and services that people in the local community produce and those that are produced in other communities. **SS.G.3.3** Show how consumption of products connects people to distant places.
21	Economic Principles	**SS.G.3.3** Show how consumption of products connects people to distant places.
22	Personal Finances	**SS.EC.FL.3.3** Describe the role of banks and other financial institutions in an economy. **SS.EC.FL.4.3** Explain that when people borrow, they receive something of value now and agree to repay the lender over time
23	Illinois Economy	**SS.EC.1.3** Compare the goods and services that people in the local community produce and those that are produced in other communities.

Week	Title	Standards Covered
		History
24	Timelines	**SS.H.1.3** Create and use a chronological sequence of events.
25	Developing Inquiries	**SS.IS.1.3-5** Develop essential questions and explain the importance of the questions to self and others. **SS.IS.2.3-5** Create supporting questions to help answer questions in an inquiry.
26	Sources	**SS.H.3.3** Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed. **SS.IS.3.3-5** Determine sources representing multiple points of view that will assist in answering essential questions. **SS.IS.4.3-5** Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
27	Examining Evidence and Communicating Conclusions	**SS.IS.5.3-5** Develop claims using evidence from multiple sources to answer essential questions. **SS.IS.6.3-5** Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
28	Taking Action	
29	The Woodland Period	**SS.H.2.3** Describe how significant people, events, and developments have shaped their own community and region.
30	Historic American Indians	**SS.H.2.3** Describe how significant people, events, and developments have shaped their own community and region.
31	Illinois Statehood	**SS.H.2.3** Describe how significant people, events, and developments have shaped their own community and region.
32	Important People of Illinois	**SS.H.2.3** Describe how significant people, events, and developments have shaped their own community and region.

Week	Title	Standards Covered
		Unit 1: Civics and Government
1	Government	**SS.CV.1.4** Distinguish the responsibilities and powers of government officials at the local, state, and national levels.
2	Rules and Laws	**SS.CV.4.4** Explain how rules and laws change society and how people change rules and laws in Illinois.
3	Citizens	**SS.CV.2.4** Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. **SS.IS.8.3-5** Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.
4	Active Civic Participation	**SS.CV.2.4** Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. **SS.CV.3.4** Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, respect for individual rights) that guide our state and nation.
5	Founders	**SS.CV.2.4** Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
		Unit 2: Geography
6	Themes of Geography	**SS.G.2.4** Analyze how the cultural and environmental characteristics of places in Illinois change over time.
7	Map Skills	**SS.G.1.4** Construct and interpret maps of Illinois and the United States using various media.
8	Regions of the United States	**SS.G.1.4** Construct and interpret maps of Illinois and the United States using various media.
9	Illinois Maps	**SS.G.1.4** Construct and interpret maps of Illinois and the United States using various media.
10	Movement	**SS.G.3.4** Describe some of the current movements of goods, people, jobs, or information to, from, or within Illinois, and explain reasons for the movements.
11	Illinois's Change Over Times	**SS.G.2.4** Analyze how the cultural and environmental characteristics of places in Illinois change over time.

Week	Title	Standards Covered
		Unit 3: Economics
12	Needs and Wants	**SS.EC.FL.3.4** Analyze how spending choices are influenced by price as well as many other factors (e.g. advertising, peer pressure, options).
13	Resources	**SS.EC.2.4** Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).
14	Economic Principles	**SS.EC.1.4** Explain how profits reward and influence sellers.
15	Personal Finance	**SS.EC.FL.4.4** Explain that income can be saved, spent on goods and services, or used to pay taxes.
		Unit 4: Inquiry
16	Historical Inquiry	**SS.IS.3.3-5** Determine sources representing multiple points of view that will assist in answering essential questions.
17	Collaboration in Finding Solutions	**SS.IS.1.3-5** Develop essential questions and explain the importance of the questions to self and others. **SS.IS.2.3-5** Create supporting questions to help answer essential questions in an inquiry. **SS.IS.7.3-5** Identify a range of local problems and some ways in which people are trying to address these problems. **SS.IS.8.3-5** Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.
		Unit 5: History: Part One
18	Sources	**SS.H.2.4** Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois. **SS.IS.4.3-5** Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
19	The Vibrant Societies of Pre-Columbian North America	**SS.IS.5.3-5** Develop claims using evidence from multiple sources to answer essential questions. **SS.IS.6.3-5** Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources. **SS.H.1.4** Explain connections among historical contexts and why individuals

Week	Title	Standards Covered
		and groups differed in their perspectives during the same historical period.
20	Life in Pre-Columbian North America	**SS.H.1.4** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period. **SS.H.2.4** Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois. **SS.H.3.4** Explain probable causes and effects of events and developments in Illinois history.
21	Tribes of illinois	**SS.H.1.4** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.
22	Exploration	**SS.H.1.4** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period. **SS.H.2.4** Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois. **SS.H.3.4** Explain probable causes and effects of events and developments in Illinois history.
23	Colonization and Exploration	**SS.H.1.4** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period. **SS.H.2.4** Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois. **SS.H.3.4** Explain probable causes and effects of events and developments in Illinois history.
24	French and Indian War	**SS.H.1.4** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period. **SS.H.2.4** Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois. **SS.H.3.4** Explain probable causes and effects of events and developments in Illinois history.
25	The Road to Revolution	**SS.H.1.4** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period. **SS.H.2.4** Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.

Week	Title	Standards Covered
		SS.H.3.4 Explain probable causes and effects of events and developments in Illinois history.
26	The American Revolution	**SS.H.1.4** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period. **SS.H.2.4** Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois. **SS.H.3.4** Explain probable causes and effects of events and developments in Illinois history.
27	A New Nation	**SS.H.1.4** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period. **SS.H.2.4** Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois. **SS.H.3.4** Explain probable causes and effects of events and developments in Illinois history.
	Unit 6: History: Part Two	
28	Settling Illinois	**SS.G.2.4** Analyze how the cultural and environmental characteristics of places in Illinois change over time. **SS.H.1.4** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period. **SS.H.2.4** Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois. **SS.H.3.4** Explain probable causes and effects of events and developments in Illinois history.
29	Westward Expansion	**SS.H.1.4** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period. **SS.H.2.4** Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois. **SS.H.3.4** Explain probable causes and effects of events and developments in Illinois history.
30	Developing Illinois	**SS.H.1.4** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

Week	Title	Standards Covered
		SS.H.2.4 Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois. **SS.H.3.4** Explain probable causes and effects of events and developments in Illinois history.
31	Illinois's Monuments and Parks	**SS.G.2.4** Analyze how the cultural and environmental characteristics of places in Illinois change over time. **SS.H.1.4** Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period. **SS.H.2.4** Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois. **SS.H.3.4** Explain probable causes and effects of events and developments in Illinois history.
	Unit 7: Do Your Own Inquiry	
32	Engage in Your Own Inquiry	**SS.IS.6.3-5** Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources. **SS.IS.7.3-5** Identify a range of local problems and some ways in which people are trying to address these problems. **SS.IS.2.3-5** Create supporting questions to help answer essential questions in an inquiry. **SS.IS.1.3-5** Develop essential questions and explain the importance of the questions to self and others.

Week	Title	Standards Covered
	Unit 1: Inquiry	
1	What is Inquiry?	**SS.H.2.5** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. **SS.IS.1.3-5** Develop essential questions and explain the importance of the questions to self and others. **SS.IS.2.3-5** Create supporting questions to help answer questions in an inquiry. **SS.IS.3.3-5** Determine sources representing multiple points of view that will assist in answering essential questions. **SS.IS.4.3-5** Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources. **S.IS.5.3-5** Develop claims using evidence from multiple sources to answer essential questions. **SS.IS.6.3-5** Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources. **SS.IS.8.3-5** Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.
	Unit 2: Government	
2	Government	**SS.CV.1.5** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. **SS.CV.3.5** Compare the origins, functions and structure of different systems of government.
3	Government Across TIme	**SS.CV.1.5:** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. **SS.CV.3.5:** Compare the origins, functions and structure of different systems of government.
	Unit 3: Geography	
4	U.S. and World Regions	**SS.G.4.5** Compare the environmental characteristics of the United States to other world regions.

Week	Title	Standards Covered
5	History on the Move	**SS.G.1.5** Investigate how the cultural and environmental characteristics of places within the United States change over time. **SS.G.2.5** Describe how humans have utilized natural resources in the United States. **SS.IS.1.3-5** Develop essential questions and explain the importance of the questions to self and others. **SS.IS.2.3-5** Create supporting questions to help answer essential questions in an inquiry. **SS.IS.3.3-5** Determine sources representing multiple points of view that will assist in answering essential questions. **SS.IS.4.3-5** Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources. **SS.IS.5.3-5** Develop claims using evidence from multiple sources to answer essential questions. **SS.IS.6.3-5** Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources. **SS.IS.7.3-5** Identify a range of local problems and some ways in which people are trying to address these problems. **SS.IS.8.3-5** Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.
6	Natural Disasters	**SS.G.3.5:** Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.
Unit 4: Economics		
7	National and Global Economy	**SS.EC.2.5** Discover how positive incentives (e.g. sale prices and earning money) and negative incentives influence behavior in our nation's economy and around the world.
8	Economic Systems	**SS.EC.1.5** Analyze why and how individuals, businesses, and nations around the world specialize and trade.

Week	Title	Standards Covered
9	Personal Finance	**SS.FL.4.5** Explain that interest is the price the borrower pays for using someone else's money. **SS.EC.3.5** Determine the ways in which the government pays for the goods and services it provides.
		Unit 5: Foundations of a New Nation
10	The Founders and Process	**SS.CV.1.5** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. **SS.CV.2.5** Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions. **SS.CV.3.5** Compare the origins, functions and structure of different systems of government. **SS.H.3.5** Explain probable causes and effects of events and developments in U.S. history.
11	Constitution	**SS.CV.1.5** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. **SS.CV.2.5** Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions. **SS.CV.3.5** Compare the origins, functions and structure of different systems of government. **SS.H.2.5** Use information about a historical source—including the maker, date, place of origin, intended audience, and purpose—to judge the extent to which the source is useful for studying a particular topic. **SS.H.3.5** Explain probable causes and effects of events and developments in U.S. history.
12	The Bill of Rights	**SS.CV.1.5** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. **SS.CV.2.5** Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.

Week	Title	Standards Covered
13	The New Nation	**SS.CV.1.5** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. **SS.CV.2.5** Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions. **SS.H.3.5** Explain probable causes and effects of events and developments in U.S. history.
Unit 6: America on the Move		
14	America on the Move	**SS.G.1.5** Investigate how the cultural and environmental characteristics of places within the United States change over time. **SS.G.2.5** Describe how humans have utilized natural resources in the United States. **SS.G.3.5** Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places. **SS.EC.3.5** Determine the ways in which the government pays for the goods and services it provides. **SS.H.1.5** Create and use a chronological sequence of related events to compare developments that happened at the same time. **SS.H.3.5** Explain probable causes and effects of events and developments in U.S. history.
15	Expansion and Growth	**SS.G.1.5** Investigate how the cultural and environmental characteristics of places within the United States changeover time. **SS.G.2.5** Describe how humans have utilized natural resources in the United States. **SS.G.3.5** Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places. **SS.H.2.5** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic.

Week	Title	Standards Covered
		SS.H.3.5 Explain probable causes and effects of events and developments in U.S. history.
16	The Cherokee Nation	**SS.G.1.5** Investigate how the cultural and environmental characteristics of places within the United States changeover time. **SS.G.3.5** Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places. **SS.H.2.5** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. **SS.H.3.5** Explain probable causes and effects of events and developments in U.S. history.
		Unit 7: Civil War
17	Slavery in America	**SS.G.1.5** Investigate how the cultural and environmental characteristics of places within the United States changeover time. **SS.H.2.5** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. **SS.H.3.5** Explain probable causes and effects of events and developments in U.S. history.
18	Abolition	**SS.G.1.5** Investigate how the cultural and environmental characteristics of places within the United States changeover time. **SS.H.2.5** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. **SS.H.3.5** Explain probable causes and effects of events and developments in U.S. history.
19	Compromises to Keep Slavery Legal	**SS.CV.4.5** Explain how policies are developed to address public problems.

Week	Title	Standards Covered
		SS.CV.1.5 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. **SS.G.1.5** Investigate how the cultural and environmental characteristics of places within the United States changeover time. **SS.H.2.5** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. **SS.H.3.5** Explain probable causes and effects of events and developments in U.S. history.
20	The Road to War	**SS.CV.1.5** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. **SS.G.1.5** Investigate how the cultural and environmental characteristics of places within the United States change over time. **SS.H.1.5** Create and use a chronological sequence of related events to compare developments that happened at the same time. **SS.H.2.5** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. **SS.H.3.5** Explain probable causes and effects of events and developments in U.S. history.
21	The House Divided by War	**SS.G.1.5** Investigate how the cultural and environmental characteristics of places within the United States changeover time. **SS.G.3.5** Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places. **SS.H.1.5** Create and use a chronological sequence of related events to compare developments that happened at the same time. **SS.H.2.5** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic.

Week	Title	Standards Covered
		SS.H.3.5 Explain probable causes and effects of events and developments in U.S. history.
22	Of Souls and Soldiers	**SS.G.1.5** Investigate how the cultural and environmental characteristics of places within the United States changeover time. **SS.G.3.5** Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places. **SS.H.2.5** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. **SS.H.3.5** Explain probable causes and effects of events and developments in U.S. history.
	Unit 8: Reconstruction	
23	Building the Peace	**SS.CV.1.5** Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. **SS.G.1.5** Investigate how the cultural and environmental characteristics of places within the United States changeover time. **SS.H.2.5** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. **SS.H.3.5** Explain probable causes and effects of events and developments in U.S. history.
24	Rebuilding the Union	**SS.G.1.5** Investigate how the cultural and environmental characteristics of places within the United States change over time. **SS.G.3.5** Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places. **SS.H.2.5** Use information about a historical source–including the maker, date, place of origin, intended audience, and purpose–to judge the extent to which the source is useful for studying a particular topic.

Week	Title	Standards Covered
		SS.H.3.5 Explain probable causes and effects of events and developments in U.S. history.
25	The Second Industrial Revolution	**SS.G.3.5** Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places. **SS.EC.1.5** Analyze why and how individuals, businesses, and nations around the world specialize and trade. **SS.H.3.5** Explain probable causes and effects of events and developments in U.S. history.
26	The Chicago Fire	**SS.IS.1.3-5** Develop essential questions and explain the importance of the questions to self and others. **SS.IS.2.3-5** Create supporting questions to help answer questions in an inquiry. **SS.IS.3.3-5** Determine sources representing multiple points of view that will assist in answering essential questions. **SS.IS.4.3-5** Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources. **S.IS.5.3-5** Develop claims using evidence from multiple sources to answer essential questions. **SS.IS.6.3-5** Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources. **SS.H.3.5** Explain probable causes and effects of events and developments in U.S. history.
Unit 9: WWI to the 21st Century		
27	Causes and Consequences of WWI	**SS.H.1.5:** Create and use a chronological sequence of related events to compare developments that happened at the same time. **SS.H.3.5:** Explain probable causes and effects of events and developments in U.S. history.
28	The Roaring 20's and Cultural Change	**SS.H.1.5:** Create and use a chronological sequence of related events to compare developments that happened at the same time.

Week	Title	Standards Covered
		SS.H.2.5: Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. **SS.H.3.5:** Explain probable causes and effects of events and developments in U.S. history.
29	WWII	**SS.H.1.5:** Create and use a chronological sequence of related events to compare developments that happened at the same time. **SS.H.2.5:** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. **SS.H.3.5:** Explain probable causes and effects of events and developments in U.S. history.
30	Civil Rights	**SS.IS.1.3-5** Develop essential questions and explain the importance of the questions to self and others. **SS.IS.2.3-5** Create supporting questions to help answer essential questions in an inquiry. **SS.IS.3.3-5** Determine sources representing multiple points of view that will assist in answering essential questions. **SS.IS.4.3-5** Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources. **SS.IS.5.3-5** Develop claims using evidence from multiple sources to answer essential questions. **SS.IS.6.3-5** Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources. **SS.IS.7.3-5** Identify a range of local problems and some ways in which people are trying to address these problems. **SS.IS.8.3-5** Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.

Week	Title	Standards Covered
		SS.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time. **SS.H.2.5:** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. **SS.H.3.5:** Explain probable causes and effects of events and developments in U.S. history.
31	America in the 20th and 21st Centuries	**SS.H.1.5** Create and use a chronological sequence of related events to compare developments that happened at the same time. **SS.H.2.5** Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic. **SS.H.3.5** Explain probable causes and effects of events and developments in U.S. history.
Unit 10: Year in Review		
32	Year in Review	**SS.H.3.5:** Explain probable causes and effects of events and developments in U.S. history.

Quote #87783

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0	IL0	Illinois Kindergarten: My World Studies Weekly - Near and Far	4	$53.70	72	$3,866.40
1	IL1	(IL) The World Around Me Studies Weekly: Yesterday a	4	$53.70	68	$3,651.60
2	IL2	Connecting Communities Studies Weekly: Illinois	4	$53.70	70	$3,759.00
3	IL3	Our Community Studies Weekly: Illinois	4	$53.70	55	$2,953.50
4	IL4	Illinois Studies Weekly: Our State, Our Nation	3	$53.70	65	$3,490.50
5	IL5	Illinois Studies Weekly: Our Nation, Our World	3	$53.70	54	$2,899.80
					Total	**$20620.8**
Science						
0	EXSN0	Explore Science Studies Weekly: Kindergarten	4	$83.70	72	$6,026.40
0	EXSN0-KIT	Explore Science Studies Weekly: Kindergarten (Kit)	1	$997.00	4	$3,988.00
1	EXSN1	Explore Science Studies Weekly: First Grade	4	$83.70	68	$5,691.60
1	EXSN1-KIT	Explore Science Studies Weekly: First Grade (Kit)	1	$797.00	4	$3,188.00
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2	EXSN2-KIT	Explore Science Studies Weekly: Second Grade (Kit)	1	$997.00	4	$3,988.00
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3	EXSN3-KIT	Explore Science Studies Weekly: Third Grade (Kit)	1	$697.00	4	$2,788.00
4	EXSN4	Explore Science Studies Weekly: Fourth Grade	3	$83.70	65	$5,440.50
4	EXSN4-KIT	Explore Science Studies Weekly: Fourth Grade (Kit)	1	$997.00	3	$2,991.00
5	EXSN5	Explore Science Studies Weekly: Fifth Grade	3	$83.70	54	$4,519.80
5	EXSN5-KIT	Explore Science Studies Weekly: Fifth Grade (Kit)	1	$1,097.00	3	$3,291.00
					Total	**$52374.8**

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Prepared For:
Jill Larson
Cmty Unit SD 16
600 N Cedar St,
New Berlin, IL 62670

K-8 i-Ready Assessment & Instruction 4-year

4/29/2024

Dear Jill Larson,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2024-2025 Quote ID: 368678.4 Quote Valid through: 12/31/2024

Product	List Price	Net Price
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Professional Learning	$6,600.00	$6,600.00
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i-Ready Partners Services Includes:

- *Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment*
- *Implementation Management: Partner Success Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management*
- *Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources*
- *Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support*

List Total:	$97,605.00
Savings:	$14,449.16
Shipping/Tax/Other:	$0.00
Total:	**$83,155.84**

Thank you again for your interest in Curriculum Associates.

Sincerely

Eileen Townsend
(314) 440-3851
etownsend@cainc.com

Please submit this quote with your purchase order

Curriculum Associates

Quote ID: 368678.4 **Date:** 4/29/2024 **Quote Valid through:** 12/31/2024

Prepared For:
Jill Larson
Cmty Unit SD 16
600 N Cedar St,
New Berlin, IL 62670
jlarson@pretzelpride.com
(217) 488-2040

Your Representative:
Eileen Townsend
(314) 440-3851
etownsend@cainc.com

K-8 i-Ready Assessment & Instruction 4-year

New Berlin ES 600 N Cedar St, New Berlin, IL 62670

Total Building Enrollment: 414, Grade Range: PK - 5

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Learning)	Multiple	28024.0	1	$0.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Purchase Add-On Pilot	Multiple	22021.0	414	$0.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 3 Years	Multiple	15015.0	1	$55,639.00	$53,914.19	$53,914.19
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 3 Years	Multiple	27941.0	1	$6,000.00	$0.00	$0.00
					Subtotal:	$53,914.19
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$53,914.19

New Berlin Junior HS 300 E Ellis St, New Berlin, IL 62670

Total Building Enrollment: 170, Grade Range: 6 - 8

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Complements Onsite and Virtual Professional Learning)	Multiple	28024.0	1	$0.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Purchase Add-On Pilot	Multiple	22021.0	170	$0.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 200 or fewer Students 3 Years	Multiple	15013.0	1	$23,366.00	$22,641.65	$22,641.65
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 3 Years	Multiple	27941.0	1	$6,000.00	$0.00	$0.00
					Subtotal:	$22,641.65
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$22,641.65

Cmty Unit SD 16 600 N Cedar St, New Berlin, IL 62670

Total Building Enrollment: 585, Grade Range: PK - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Professional Learning Session (up to 6 hours) AY 24-25	Multiple	38557.0	3	$2,200.00	$2,200.00	$6,600.00
					Subtotal:	$6,600.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$6,600.00

Total

List Total:	$97,605.00
Savings:	$14,449.16
Merchandise Total:	$83,155.84
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	**$83,155.84**

Special Notes

All i-Ready purchases require professional learning.
iRDY Piloted 1st year, years 2+ paid with projected price increase included

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y3M

Curriculum Associates®

Information on Professional Learning Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PL sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put it employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PL Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

i-Ready Partners

Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.

Account Management

Professional Development

Educational Consultants

Achievement Analytics

Technical Support

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals

Curriculum Associates

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Curriculum Associates®

Placing an Order

Email: Orders@cainc.com
Fax: 1-800-366-1158
Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more informationabout placing orders or contact CA's customer service department (1-800-225-0248) and reference quote numberfor questions.
Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000 to $4,999.99	10% of order

Order Amount	Freight Amount
$5,000.00 to $99,999.99	9% of order
$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- Interior Location Delivery $50/shipment location
- White Glove Delivery Service $350/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change $100/shipment location
- Freight Storage $150/day/shipment location
- Freight Carrier Redelivery $100/shipment location

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listedabove) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequentshipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.
Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional-learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at i-ready.com/support.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund within 90 days of license start date. After 90 days, your non-print products purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.

i-Ready Assessment & Personalized Instruction

Accelerate All Students to Grade-Level Success

By the numbers...

More than **13 million students** across the U.S. use i-Ready.

Curriculum Associates®

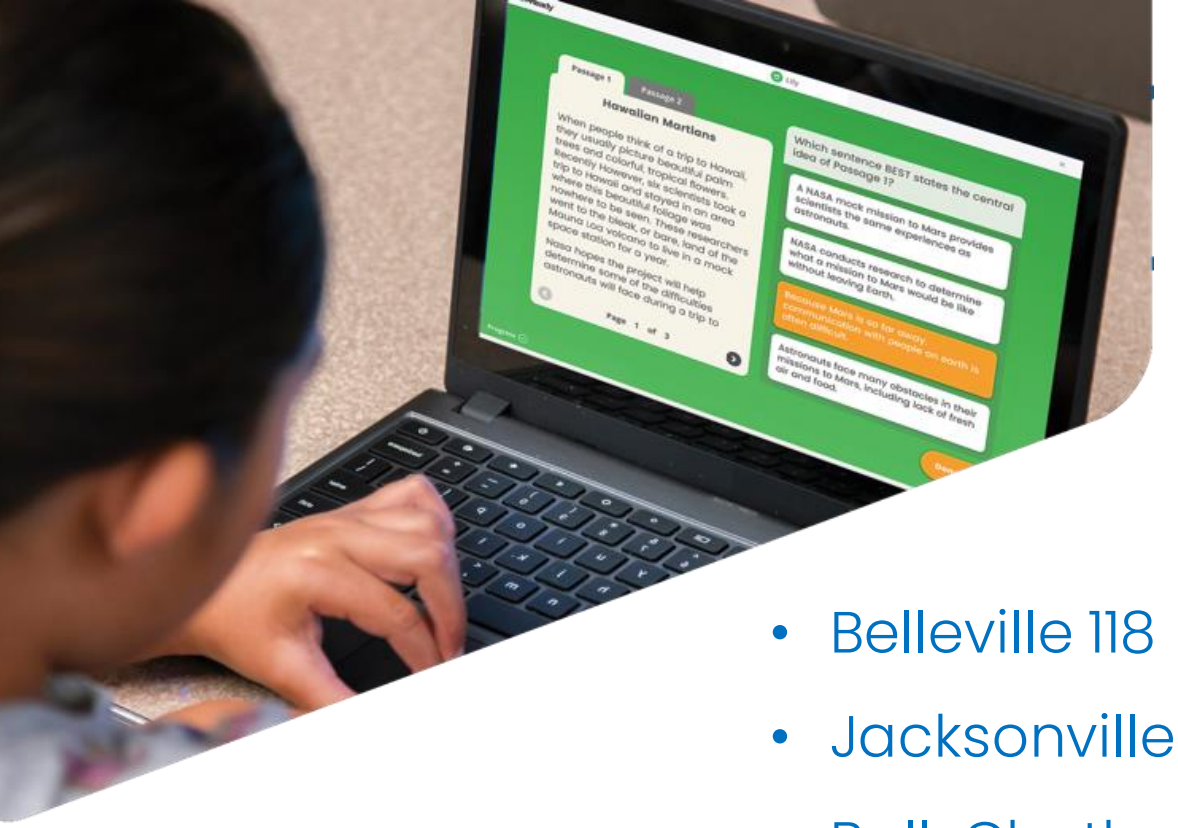
i-Ready®

By the numbers...

Approximately **33%** of all K–8 students in the United States use i-Ready.

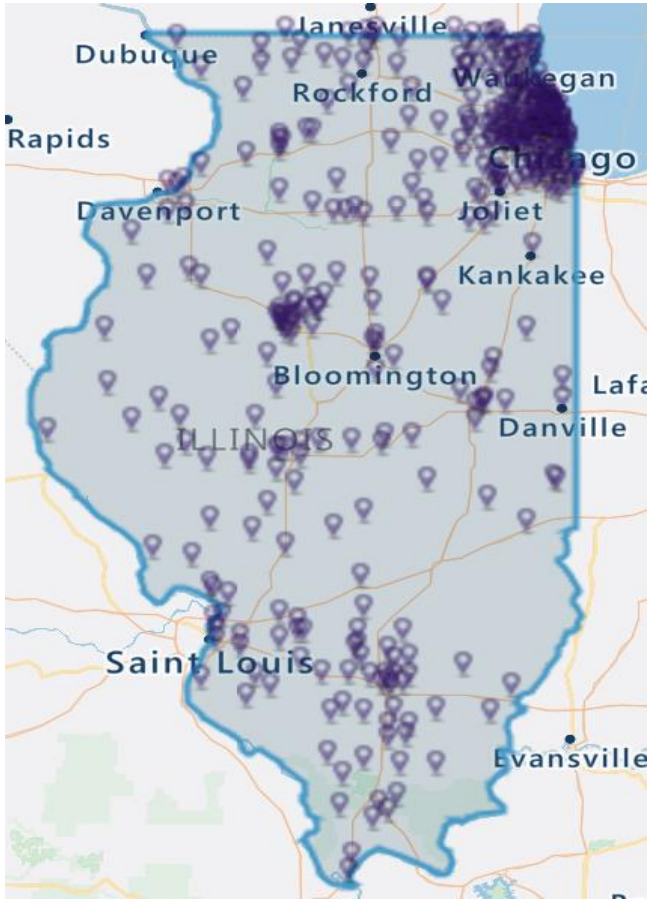
Curriculum Associates®

i-Ready®



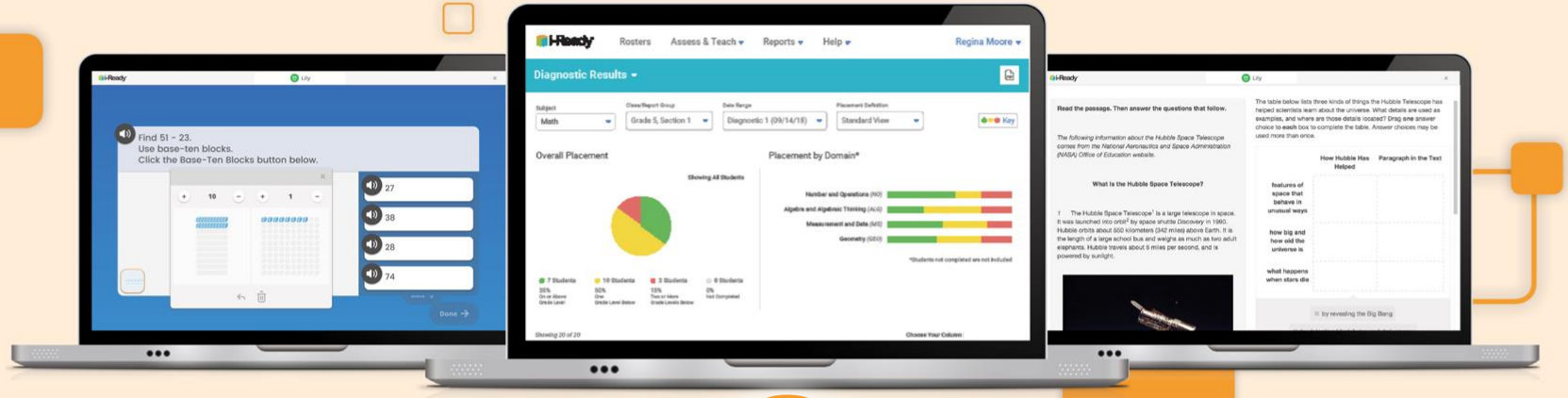
Illinois i-Ready Partner Districts include…

- Belleville 118
- Jacksonville 117
- Ball-Chatham
- Roxana
- Centralia
- Litchfield
- Carlinville
- Hillsboro

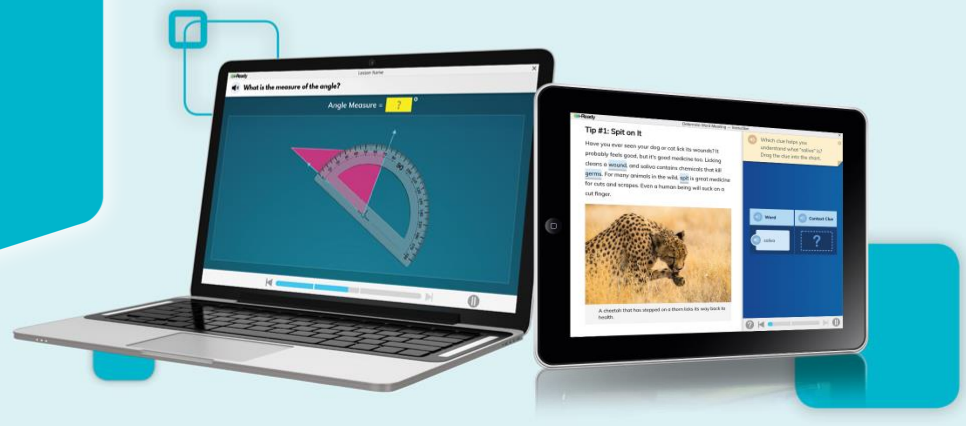


i-Ready

i-Ready Diagnostic and Progress Monitoring Assessment Suite



Teacher-Led Instruction



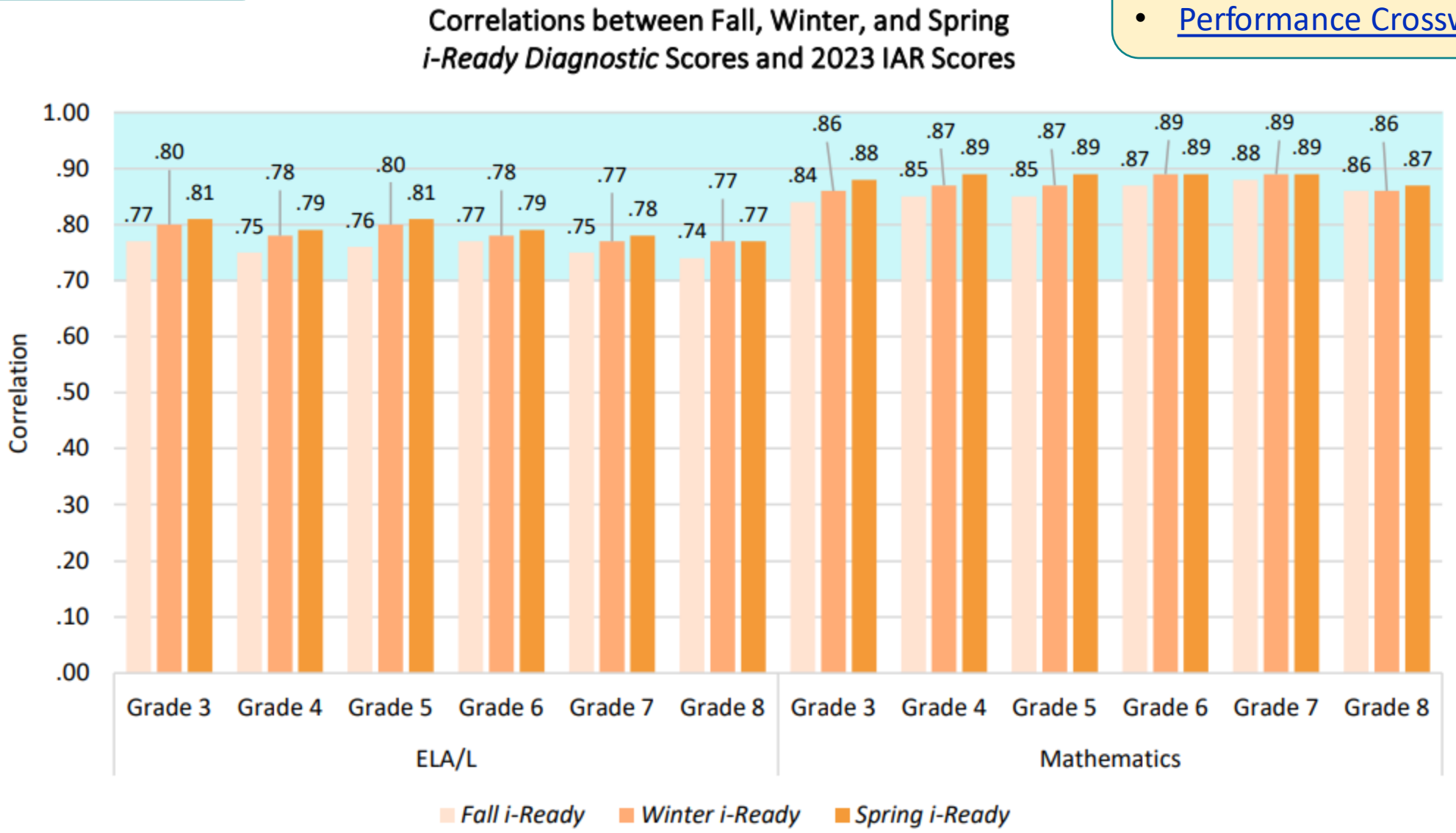
Online Instruction

Highly Correlated with IAR

Diagnostic

iReady-to-2023 IAR

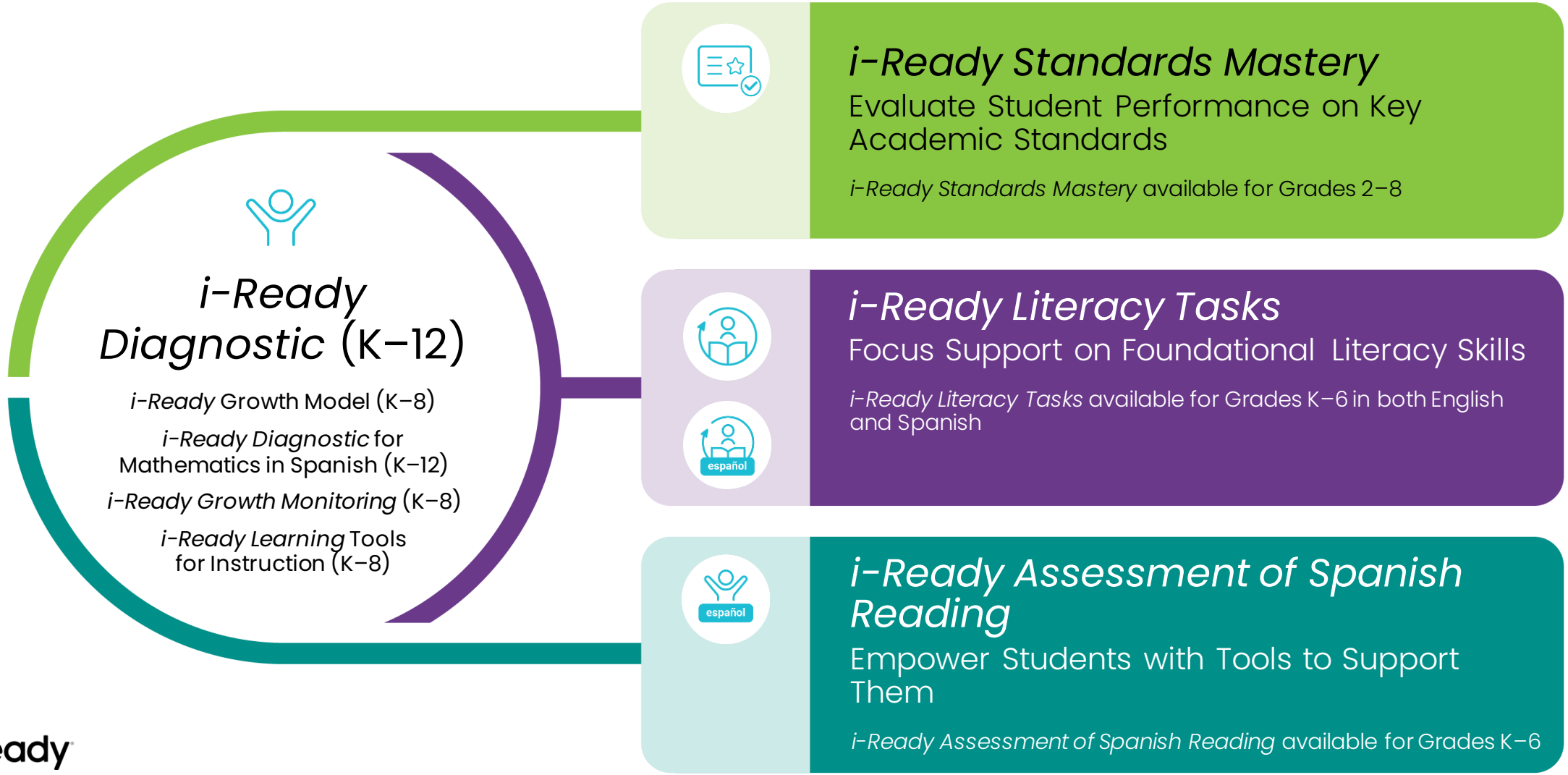
- Correlation Brief
- Performance Crosswalk



i-Ready

CLEAR DATA

i-Ready Assessment Suite (K–12)



i-Ready Standards Mastery

Evaluate Student Performance on Key Academic Standards

i-Ready Standards Mastery available for Grades 2–8

i-Ready Literacy Tasks

Focus Support on Foundational Literacy Skills

i-Ready Literacy Tasks available for Grades K–6 in both English and Spanish

i-Ready Assessment of Spanish Reading

Empower Students with Tools to Support Them

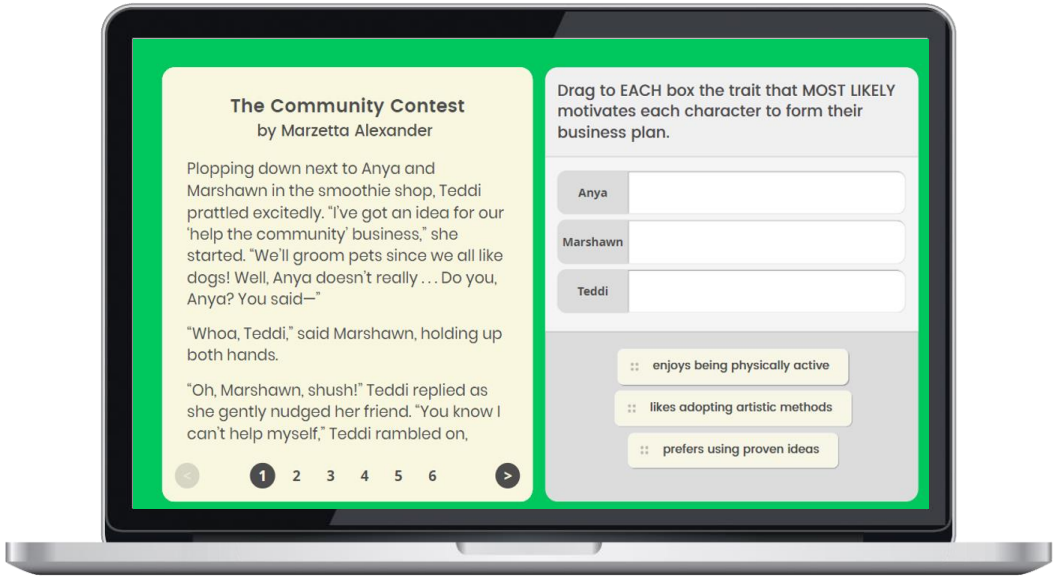
i-Ready Assessment of Spanish Reading available for Grades K–6

i-Ready

OVERVIEW

i-Ready Diagnostic

i-Ready Diagnostic is designed with teachers in mind. The assessment reflects the core belief that all students can grow and achieve grade-level expectations. This Diagnostic assessment helps educators see where students are, set expectations for growth, and connect the right instructional tools to help them get there.



Key Facts:

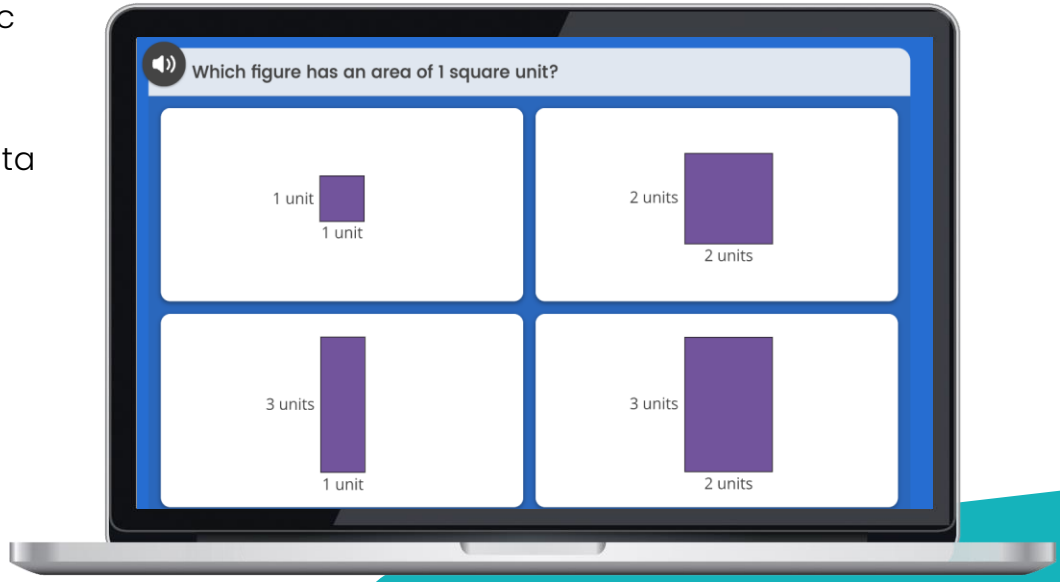
- Grades K–12
- Adaptive assessment
- Growth model to track progress and create goals
- Intuitive reports for educators, students, and families
- Completed in approximately 45 minutes depending on grade

Reading Domains:

- Phonological Awareness
- Phonics
- Vocabulary
- Comprehension: Literature
- Comprehension: Informational Text (Grades K–6)

Math Domains:

- Number and Operations
- Algebra and Algebraic Thinking
- Geometry
- Measurement and Data



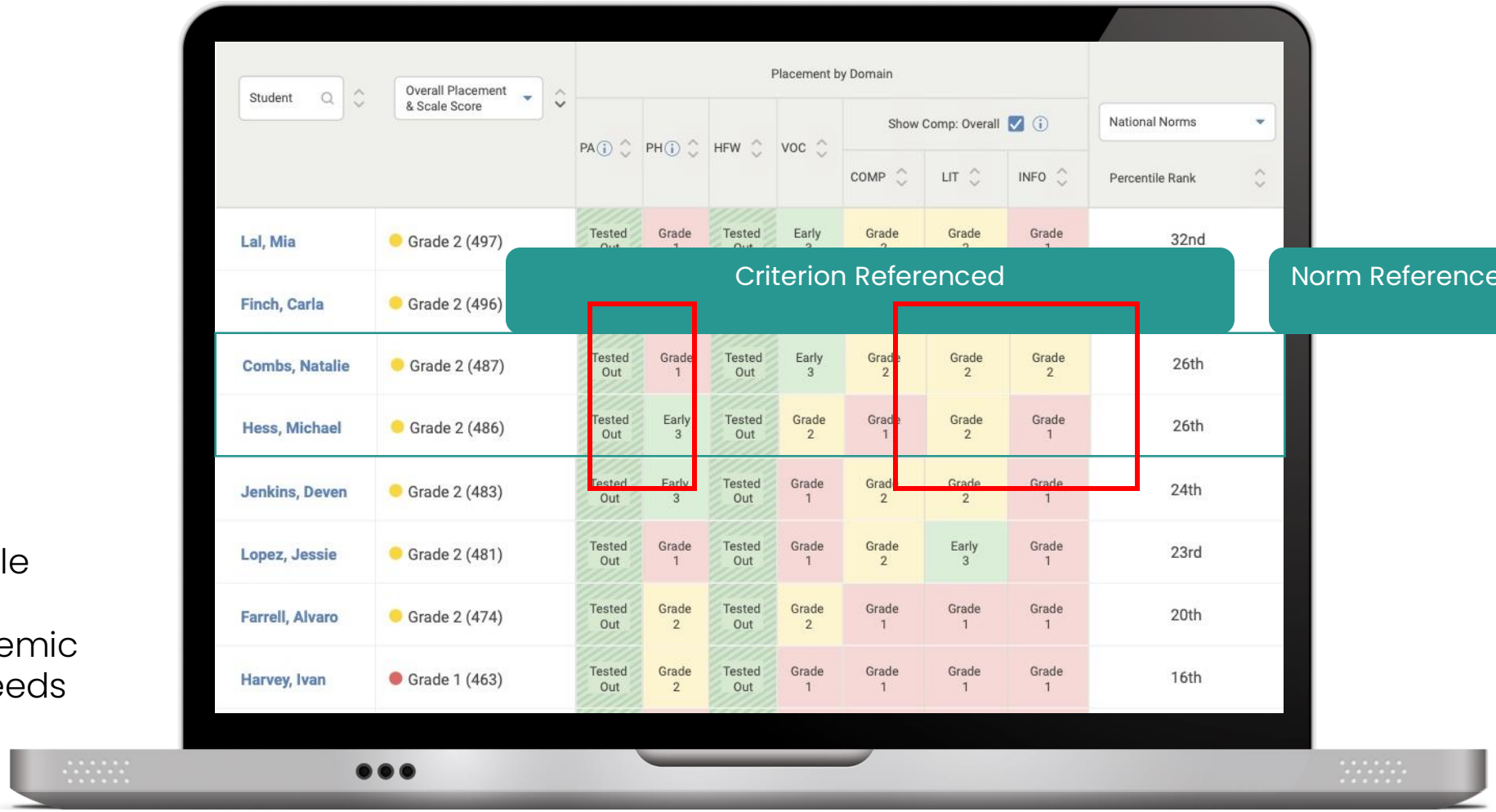
i-Ready

CLEAR DATA

Understand Precisely the Skills Your Students Need

Data built to align to academic standards by domain

Same percentile rank, but very different academic profiles and needs

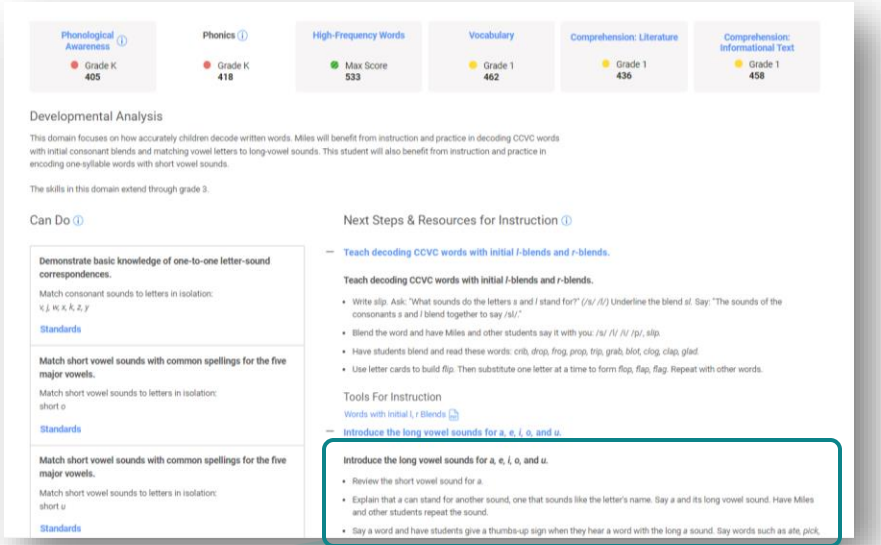


i-Ready

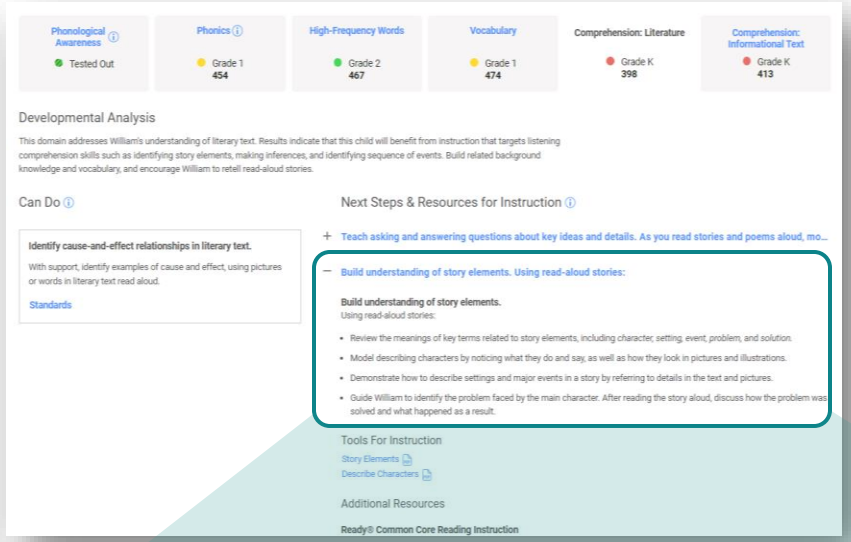
CLEAR DATA

Norm-Referenced Data Can't Give the Specificity Needed in Classrooms

Natalie



Michael



Introduce the long vowel sounds for *a, e, i, o,* and *u.*

- Review the short vowel sound for *a*.
- Explain that *a* can stand for another sound, one that sounds like the letter's name. Say *a* and its long vowel sound. Have Miles and other students repeat the sound.
- Say a word and have students give a thumbs-up sign when they hear a word with the long *a* sound. Say words such as *ate, pick,*

— **Build understanding of story elements. Using read-aloud stories:**

Build understanding of story elements.
Using read-aloud stories:

- Review the meanings of key terms related to story elements, including *character, setting, event, problem,* and *solution.*
- Model describing characters by noticing what they do and say, as well as how they look in pictures and illustrations.
- Demonstrate how to describe settings and major events in a story by referring to details in the text and pictures.
- Guide William to identify the problem faced by the main character. After reading the story aloud, discuss how the problem was solved and what happened as a result.

i-Ready

Criterion-Referenced Data Helps Meet the Unique Needs of Each Student

Natalie

Introduce the long vowel sounds for *a*, *e*, *i*, *o*, and *u*.

- Review the short vowel sound for *a*.
- Explain that *a* can stand for another sound, one that sounds like the letter's name. Say *a* and its long vowel sound. Have Miles and other students repeat the sound.
- Say a word and have students give a thumbs-up sign when they hear a word with the long *a* sound. Say words such as *ate, pick,*

Tools for Instruction

Match Vowel Letters and Long Sounds

A single vowel letter can have varied sounds, as in *m**a**n, m**a**ne, M**a**, m**a**rk, m**a**re,* and ***a**bout*. By forming new vowel-letter/vowel-sound associations, beginning readers expand their awareness of the variability of matching vowel letters and vowel sounds. Students begin decoding words with a single short sound for each vowel letter, and then move on to long sounds. They learn that a long vowel sound is the same as the name of the vowel letter: /ā/, /ē/, /ī/, /ō/, /yo͞o/.

Two Ways to Teach

Identify Beginning Long Sounds 10–15 minutes

- Display one lowercase vowel letter, such as *e,* and have students say the letter name.
- Explain that the long vowel sound in a word is the same as the name of the letter. Then say, *The long e sound is /ē/. What is the long sound for the vowel e?* (/ē/)
- Tell students that you will say some words and you want them to listen carefully for the beginning sound of each word. If the word has the long *e* sound, have students hold up the vowel letter card.
- Say words including several that begin with the targeted long vowel sound. (The word should begin with the target letter, even if it is part of a vowel pair.) See the example below.

Michael

Build understanding of story elements. Using read-aloud stories:

Build understanding of story elements.
Using read-aloud stories:

- Review the meanings of key terms related to story elements, including *character, setting, event, problem,* and *solution.*
- Model describing characters by noticing what they do and say, as well as how they look in pictures and illustrations.
- Demonstrate how to describe settings and major events in a story by referring to details in the text and pictures.
- Guide William to identify the problem faced by the main character. After reading the story aloud, discuss how the problem was solved and what happened as a result.

Tools for Instruction

Story Elements

Students benefit in important ways from learning to identify and describe the characters, setting, and significant events in a story. Recognizing story elements helps readers remember and retell a story. It also creates a mental map for comprehending new stories. Describing story elements is an early step toward becoming a close reader of literary texts. Provide plenty of practice with read alouds and stories of students' own experiences.

Three Ways to Teach

Teach With Fairy Tales 15–20 minutes

When first teaching students to identify and describe story elements, use familiar stories such as fairy tales. Read aloud a picture-book version of a fairy tale, such as *Lon Po Po: A Red-Riding Hood Story From China,* by Ed Young. At strategic points, pause and guide students to respond to prompts such as these.

- *Who is this story about? Is this character real or make-believe? What clues help you know this?*
- *Does this story take place now or long ago? What are some hints?*
- *Where does this story happen? Is this a real or make-believe place? How do you know?*
- *What was the first thing that happened to [character's name]? What happened next?*

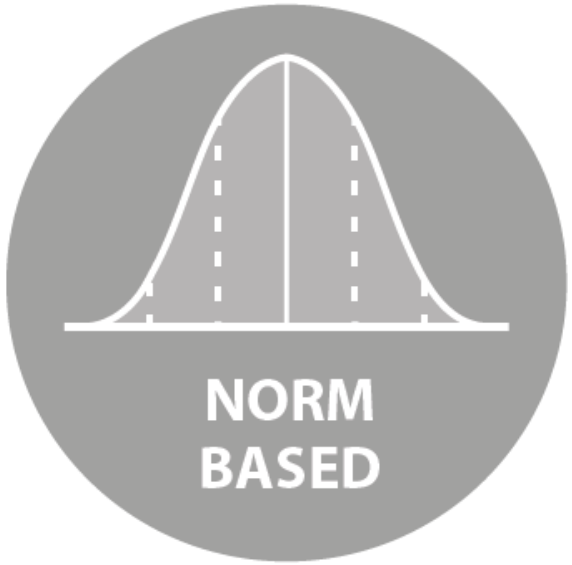
As you identify story elements, record them in **Story Elements Chart** (page 3) with words and/or simple

i-Ready

Meaningful Scores

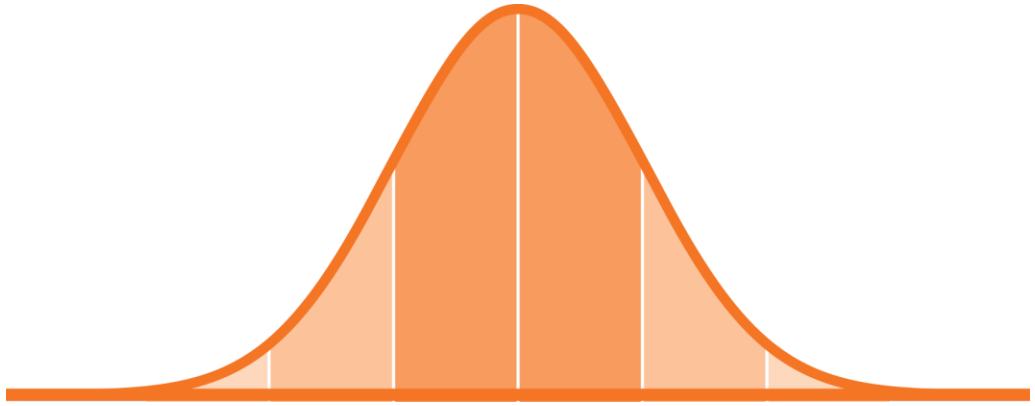
Multiple Ways to Understand Student Performance

- *i-Ready Diagnostic* reports multiple types of scores to present a well-rounded view of each student's proficiency levels.
- The Diagnostic provides scores that allow for both criterion-referenced and norm-referenced interpretations to give educators a full picture of student performance.



Normative v. criterion data always "tell" very different stories; Today, that difference is larger than ever.

Normative metrics compare kids versus other kids



Criterion metrics compare kids versus learning standards

NAEP

ILLINOIS LEARNING STANDARDS

Measuring Growth with Performance

i-Ready's growth model provides two critical perspectives on growth to support teacher and student goal-setting:

Typical Growth

Average growth for a student at a given placement level; an ideal measure for making comparisons across students.

Stretch Growth

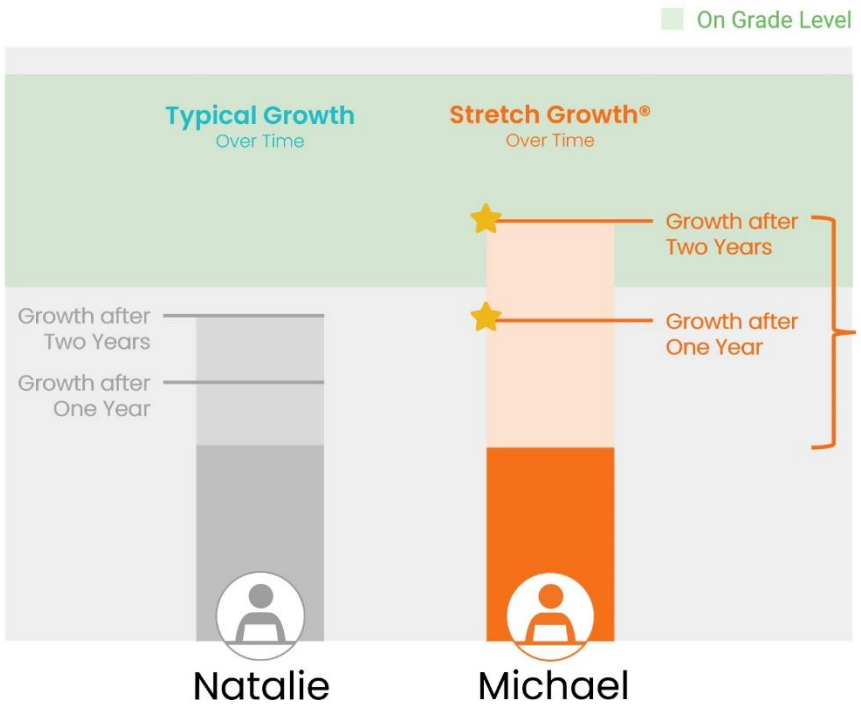
Ambitious goals that mark amount of growth that a student should target to achieve grade-level proficiency and more.

Goal setting relevant to today's unique situation

NEW RESEARCH!

Stretch Growth as a Recovery Metric

Provide an ambitious, attainable, and efficient path to grade-level attainment.



Stretch Growth is designed to get students where they need to be faster.

Data from research conducted on 1.9 million mathematics students shows:

- 73 percent of Grade 3 students who hit one year of Stretch Growth placed Mid or Above Grade Level.
- After hitting two years of Stretch Growth, 98 percent of students were on grade level by the end of Grade 4.

Read *Measuring Academic Success Post-Pandemic: A Vital Metric for Recovery*

Connected Instruction

OVERVIEW

Connected Instruction

- Meet students where they are.
- Prepare students for grade-level learning.
- Help all students achieve with rigorous content.

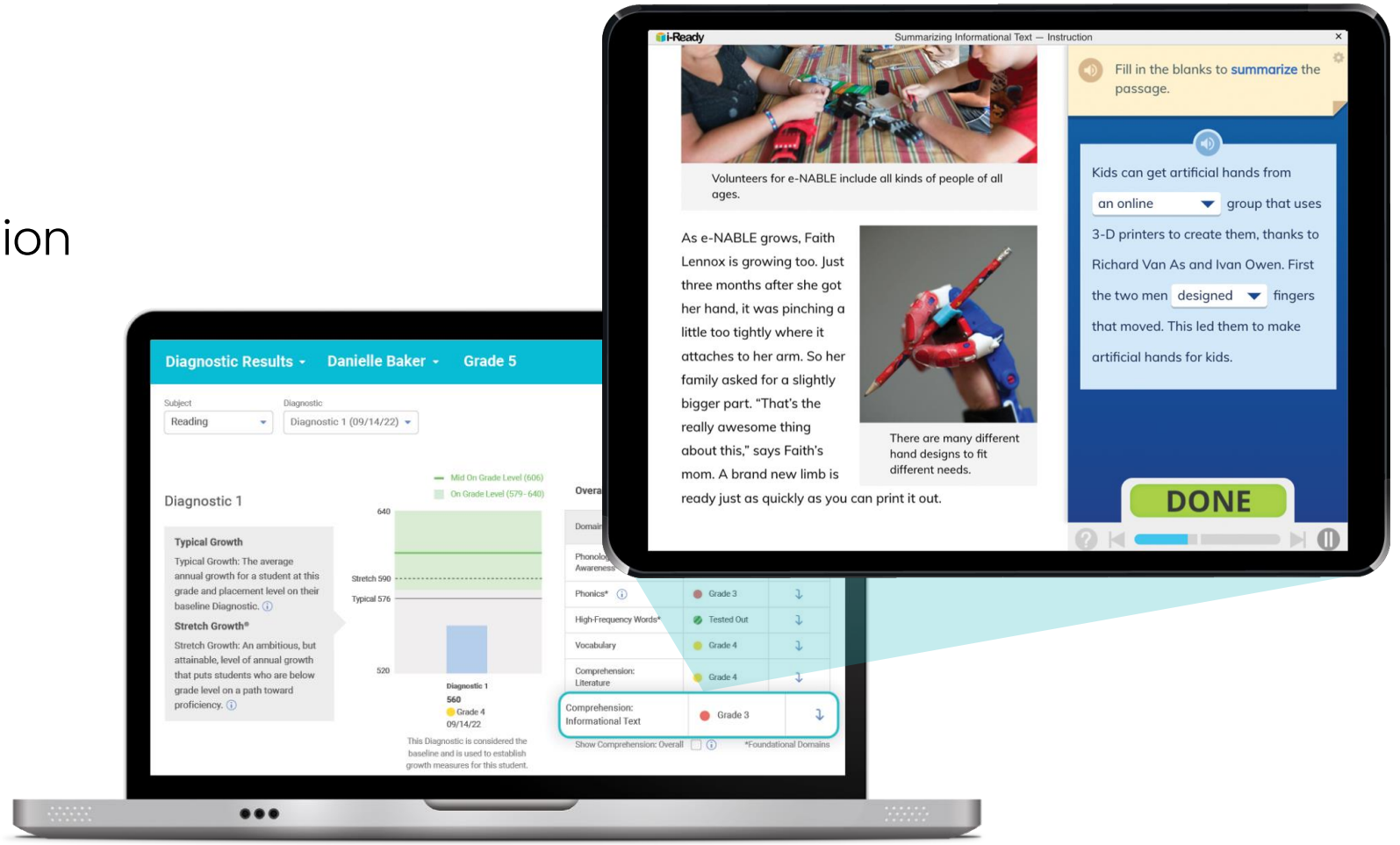
i-Ready

i-Ready

Personalized Instruction

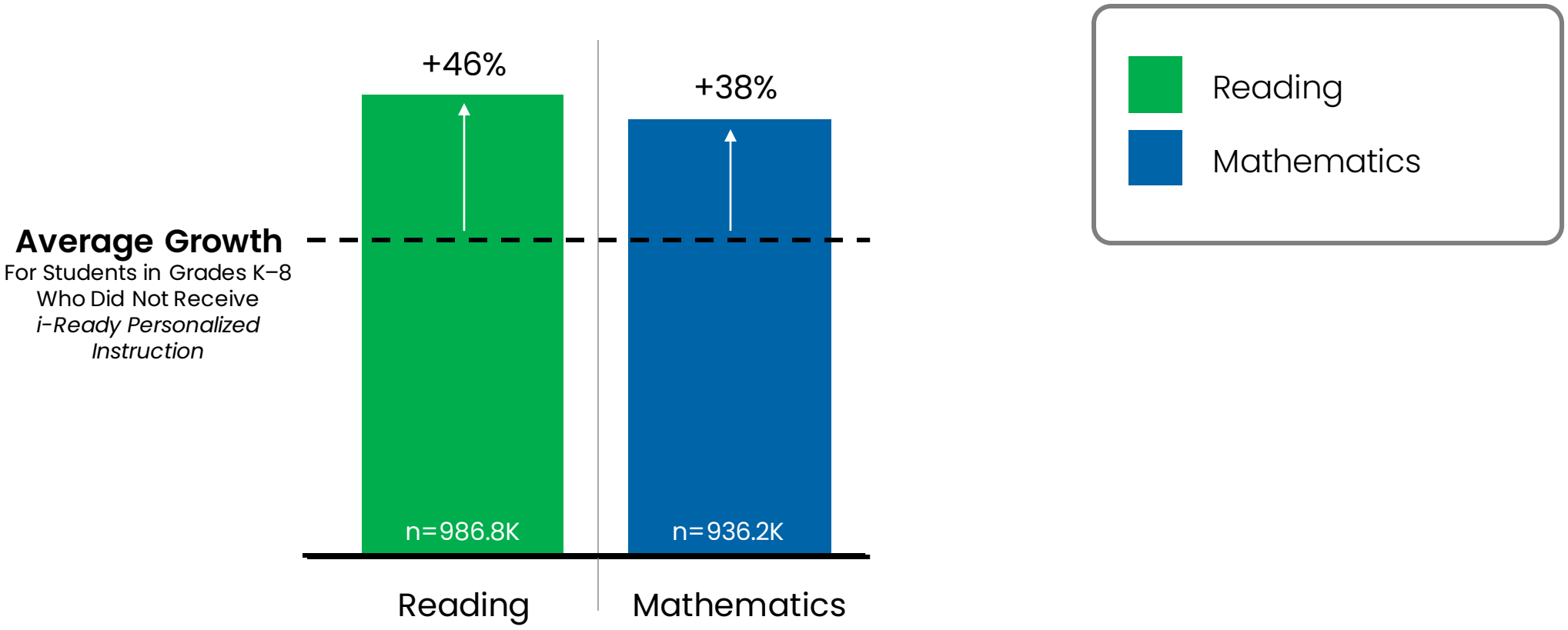
Grades K–8

- Data-driven differentiation
- Adaptive, interactive, and engaging
- Flexible to implement
- Robust reporting



CONNECTED INSTRUCTION

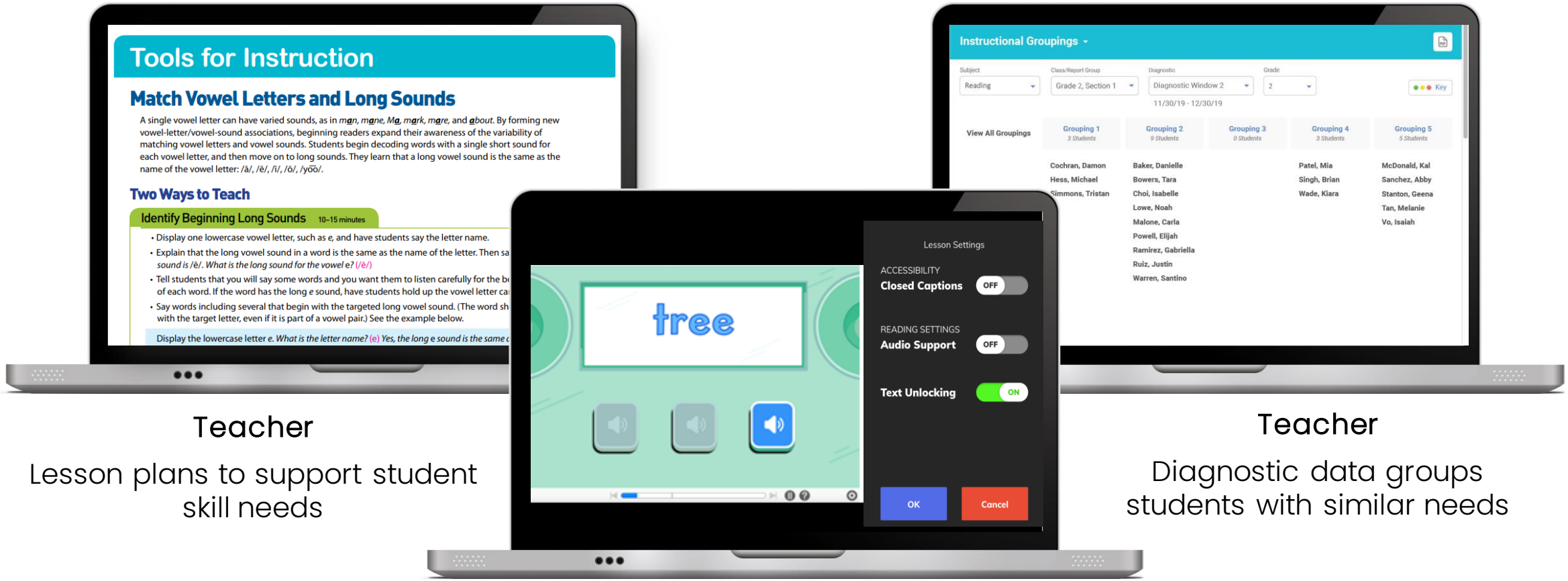
Precise Instruction Powered by Clear Data and Proven to Work



i-Ready

CONNECTED INSTRUCTION

Meet Students Where They Are



Teacher

Lesson plans to support student skill needs

Teacher

Diagnostic data groups students with similar needs

Student

Personalized differentiated lessons

i-Ready

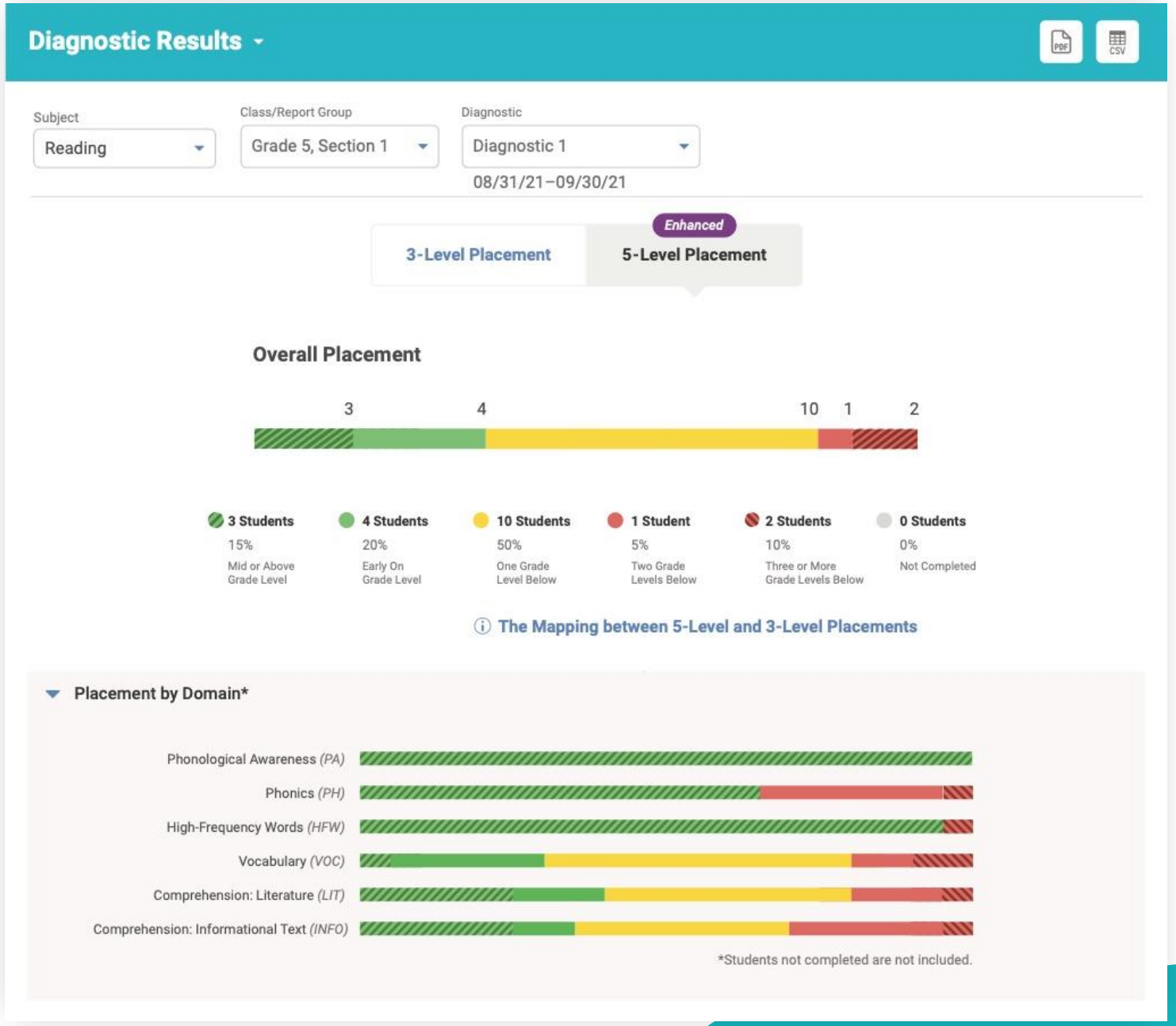
Actionable Reporting

OVERVIEW: INTUITIVE REPORTS

Intuitive Reports

- Diagnostic Results
- Diagnostic Growth
- Instructional Groupings
- Prerequisites
- Tools for Scaffolding Comprehension
- Personalized Instruction Summary
- State Standards Performance

Most reports available at the student, class, and school/district level. Data exports are also included.

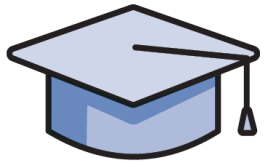


COMMITTED SERVICE

Ensure You Always Have an Exceptional Partner at the Ready

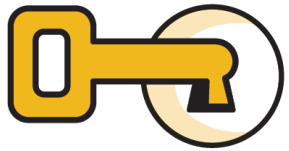
Partner Success

Dedicated partner working with schools to integrate *i-Ready* data into classrooms and achieve your district goals



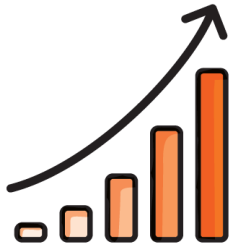
Professional Learning

Experienced educators focused on best teaching practices to drive student achievement



Educational Consultants

Program design and pedagogy experts providing strategic guidance



Achievement Analytics

Ongoing analysis on performance, growth, and trends in student success

Technical Support

Responsive technical support and proactive issue identification

i-Ready

COMMITTED SERVICE

Save Time with an Integrated Platform

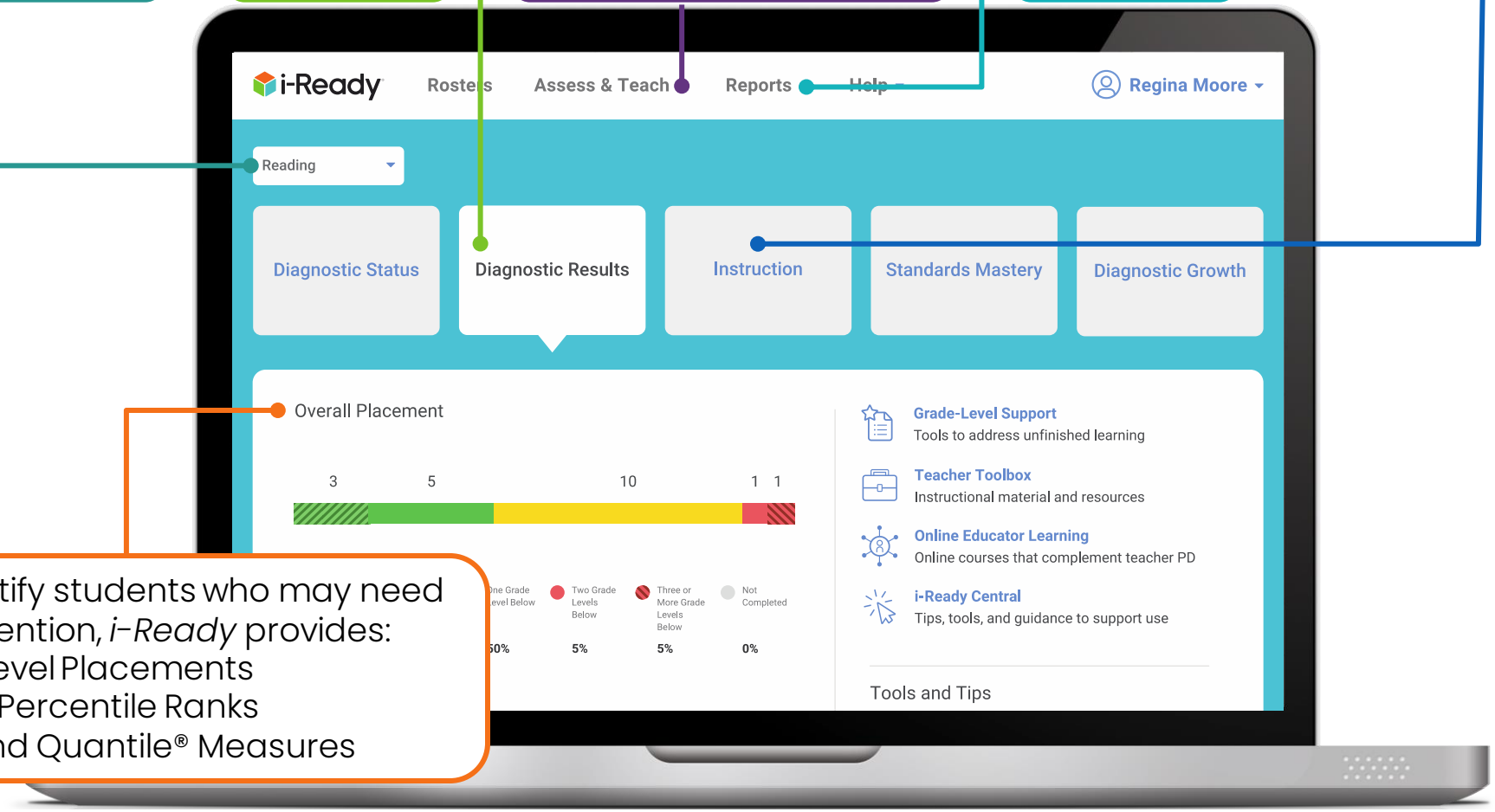
Both Reading and Mathematics

Universal Screener

Differentiated Instructional Resources

Progress Monitoring

Personalized Online Instruction



To help identify students who may need tiered intervention, *i-Ready* provides:

- Grade-Level Placements
- National Percentile Ranks
- Lexile® and Quantile® Measures

i-Ready

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Curriculum Associates®

New Berlin CUSD 16

SAVVAS

Jill Larson
Superintendent
New Berlin CUSD 16
600 N Cedar St
New Berlin, IL 62670-4608
United States

Quote Number: 268326-1
Quote Creation Date: 05-02-2024
Quote Expiration Date: 09-30-2024

Quote Release: 1

Precalculus, Calculus, and Stats: Modeling the World

Price Quote Summary

Solution	Base Amount	Total
Bock: Stats: Modeling the World	$ 4,844.37	$ 4,844.37
Demana: Calculus: Graphing,	$ 5,110.84	$ 5,110.84
Demana: Precalculus: Graphical,	$ 4,917.87	$ 4,917.87
Solution Subtotal	**$ 14,873.08**	**$ 14,873.08**
Shipping & Handling		**$ 1,189.85**
Total		**$ 16,062.93**

Price Quote Detail

ISBN	Description	Price	Charged Qty	Total Charged
Bock: Stats: Modeling the World				
Bock, Stats: Modeling the World AP Edition, 6th Edition ©2023				
9780137833795	Bock, Stats: Modeling the World, 6e AP* Edition ©2023 Student Edition + 6yr MyMathLab for School w/etext	234.97	20	$4,699.40
9780137833689	Bock, Stats: Modeling the World, 6e AP* Edition ©2023 Teacher's Edition	144.97	1	$144.97
	Bock, Stats: Modeling the World AP Edition, 6th Edition ©2023 Subtotal			**$ 4,844.37**
	Bock: Stats: Modeling the World Subtotal			**$ 4,844.37**
Demana: Calculus: Graphing, Numerical, Algebraic				
Demana, Calculus: Graphical, Numerical, Algebraic AP Edition, 6th Edition ©2020				

New Berlin CUSD 16

ISBN	Description	Price	Charged Qty	Total Charged
9781418300234	ADVANCED PLACEMENT CALCULUS GRAPHICAL NUMERICAL ALGEBRAIC SIXTH EDITIONSTUDENT EDITION + MY MATH LAB 6-YEAR LICENSE COPYRIGHT 2020	246.47	20	$4,929.40
9781418300265	ADVANCED PLACEMENT CALCULUS GRAPHICAL NUMERICAL ALGEBRAIC SIXTH EDITION ANNOTATED TEACHER EDITION COPYRIGHT 2020	156.47	1	$156.47
9781418300272	ADVANCED PLACEMENT CALCULUS GRAPHICAL NUMERICAL ALGEBRAIC SIXTH EDITION SOLUTIONS MANUAL COPYRIGHT 2020	24.97	1	$24.97
	Demana, Calculus: Graphical, Numerical, Algebraic AP Edition, 6th Edition ©2020 Subtotal			**$ 5,110.84**
	Demana: Calculus: Graphing, Numerical, Algebraic Subtotal			**$ 5,110.84**

Demana: Precalculus: Graphical, Numerical Algebraic

Demana, Precalculus: Graphical, Numerical, Algebraic Common Core Edition, 10th Edition ©2019

9780134782027	PRECALC: GRAPHL NUM ALG COMMON CORE+MML 6YR	238.47	20	$4,769.40
9780134673295	Annotated Instructor's Edition for Precalculus: Graphical, Numerical, Algebraic Common Core 10th edition ©2019	148.47	1	$148.47
	Demana, Precalculus: Graphical, Numerical, Algebraic Common Core Edition, 10th Edition ©2019 Subtotal			**$ 4,917.87**
	Demana: Precalculus: Graphical, Numerical Algebraic Subtotal			**$ 4,917.87**
	Solution Subtotal			**$ 14,873.08**
		Shipping and Handling		**$ 1,189.85**
			Total	**$ 16,062.93**

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Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

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phone: 1-800-848-9500

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2024-2025
New Berlin Elementary School
Schoolwide Plan
Section 1114, Every Student Succeeds Act

School Information

School Name:	New Berlin Elementary School
RCDT:	510840160262001
Address:	600 N. Cedar
City, State, Zip Code	New Berlin, IL 62670
Telephone	(217) 488-6054
Principal	Matt Jokisch
Email Address	mjokisch@pretzelpride.com

Planning Year	Poverty Rate at Board Approval	40% Waiver	Local BOE Approval
2023-2024	35%	Yes	05/16/2024

District Information

District Name	New Berlin CUSD 16
Superintendent	Mrs. Jill Larson
Telephone	(217) 488-2040
Email Address	jlarson@pretzelpride.com

_____ _____

Superintendent's Signature Date

Schoolwide Plan Components

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

Name	Representation
Jill Larson	Superintendent
Shelley Haas	Interim Elementary Principal
Amanda Fleshman	Reading Interventionist
Micah Bashara	Reading Interventionist
Peyton Kirkpatrick	Social Worker
Renee Cooper	Teacher
Emily Sworobowicz	Parent
Liz Birch	Parent

2. If applicable, please indicate 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: N/A

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

a. Include a copy of the document used to conduct the needs assessment.

Local stakeholder meetings and surveys were also conducted over the course of the school year on topics including: reading professional development, training in how to utilize interventions, prioritizing enrichment activities, and more individualized support for those that need it. Survey data, sign-in sheets, agendas, and SIP evaluations on file with each building administrator. Specific to ELA programming and instruction, a literacy consultant will be utilized to provide teachers training reading research, whole and small group boot camp, and running records. The reading interventionist will provide teachers with curriculum support and provide professional development opportunities to strengthen best practices in the areas of literacy.

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;

The staff at New Berlin Elementary supports the development of the whole child from kindergarten to fifth grade. Priority is placed on guiding and developing self-awareness and self-management skills to achieve school and life success. Ongoing data is reviewed to shape, inform, and drive the instructional needs of all the students.

All students are taught the core curriculum lessons and in-class supports are used to reinforce further learning needs. The elementary master schedule has a dedicated intervention block of 30 minutes where all K-5 students are provided small group time where students work on individual learning goals that are based on formative and summative assessments. Instructional support is provided throughout the day with the most at-risk learners being provided services and supports that lead to instructional growth.

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

New Berlin Elementary School teachers use the Common Core State Standards to support grade level curriculum for ELA (Reading and Language Arts) and math. Within the New Berlin Elementary School MTSS Plan, teachers are provided with research-based instructional strategies to support instruction in the classroom. Below is a list of instructional methods used by our teaching staff.

- Systematic and explicit phonics instruction
- Shared Reading targeting comprehension support
- Small group reading instruction focusing on targeted skills
- Small group math instruction focusing of targeted skills
- Explicit writing instruction with modeling and support
- Title 1 reading intervention-push-in and push-out.
- Title 1 math intervention push-in support
- Use of technology to reinforce targeted skills
- SEL lessons with a social worker and classroom teacher.

Teachers look closely at data and collaborate with teachers, interventionists, and administrators to determine what specific deficits the students demonstrate in order to begin a classroom intervention. Below is a list of approved research-based classroom interventions classroom teachers will use to support the tier 1 academic curriculum as stated in the MTSS plan:

- i-Ready Tools for Instruction lessons targeting specific standards
- HMH Into Reading intervention resources
- SAVVAS myView intervention resources
- University of Florida Literacy Institute Foundations that align to the Common Core State Standards
- Florida Center for Reading Research Student Center Activities focusing on each Pillar of Reading
- Math interventions for 24-25 school year will be aligned to the new SAVAAS curriculum

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.

All students kindergarten through fifth grade participate in a school-wide screener three times a year to determine strengths and reading/math deficits. These universal assessments are administered and scored through a matrix in the fall, winter, and spring. Each student's scores are reviewed and used to develop tiers as determined through the district's MTSS process to further analyze and determine the learning plan needs of each student.

In addition to classroom support, students who have been identified as being at risk of not meeting the State academic standards may also participate in Literacy and Math Support. As an added intervention, trained staff members will work with small groups of K-5 students targeting specific areas of need. Plans for students identified needing pull-out Tier 2b support may include additional intervention services as follows:

- Small group targeted intervention 20-30 minutes daily outside of classroom Tier 1 material with a high qualified teacher
- Fundations Wilson Language Training Training Corporation
- i-Ready Tools for instruction lessons targeting specific standards
- Math interventions for 24-25 school year will be determined after receiving updated training in June for the new curriculum

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

The goal of New Berlin Elementary is to provide a safe and positive learning environment for the students, teachers, and staff. Each grade level participates in classroom social-emotional learning during the school year. Classroom guidance series are age appropriate and universal lessons that every student experiences. Weekly, students participate in SEL lessons guided by the classroom teacher using the curriculum *Purposeful People;* these lessons are aligned to the Illinois Social Emotional Standards. In addition, students participate in classroom SEL daily during community time. By the time a student has completed K-5th grades at NBE, they will have met all age appropriate learning standards. In addition to each grade level series, the social worker and other school staff does one theme week per quarter during which every classroom will have an additional lesson related to the theme (1st Q- Expectation Stations (PBIS); 2nd Q-Red Ribbon Week; 3rd Q-Friendship Week; 4th Q-(Career Day). Finally, the social worker may also teach additional lessons throughout the year to address specific classroom needs. Additional classroom guidance topics often include: Personal Safety, Focus and Attention, Conflict Resolution, Character Education, Test Anxiety, Personal Space, Tattling, Emotion Regulation, and other lessons as requested by teachers.

The implementation of Positive Behavior Interventions and Supports (PBIS) System provides New Berlin Elementary with a Tier 1, schoolwide system that guides consistency in expected behaviors that result in students being safe and prepared to learn. As a part of the PBIS program, there is a school wide token economy system used to reinforce the positive behavior. The following are the MTSS Behavior Strategies and/or Interventions:

Tier 1 Behavior Strategies
Whole Class Visual schedule
Specific praise connected to desired behavior
Emotional check ins using zones of regulation or emotion elements
Explicit directions with modeling
Positive correction
Calm down corner (with and without sensory items for different student needs)
"If ___ /then _____" statements
"You wanted _____" Sentence stems connected to behavior
Line up spots, seat spots for designated appropriate areas
Teacher proximity
Controlled choice
Brain breaks/ frequent movement
Preferential seating
Specific classroom jobs that are specific to students' skills that contribute to classroom community
Brag tags

Tier 2A Behavior Interventions
Scheduled breaks associated with an individual student visual schedule
Rewards for asking for help
Token/collection chart with desired incentive
Teacher CICO at few designated times associated with behavior (transitions, beginning, middle and end of day, etc)
Any strategy listed in Tier 1 that is connected to the student's documented behavior
Brag tags

Tier 2B Behavior Interventions
Scheduled breaks associated with the visual schedule
Meaningful work opportunities for students to engage in non-academic activities to have an "accomplished and productive" feeling that is not related to academics or learning. This is pre-arranged with another adult in the building for the student to engage in a "community service type activity" that is their choice and aligns to their strengths. *ex) Wiping tables with custodian, cutting salty dough in the office, etc*
Token/collection chart with desired incentive more specific
Social worker or other adult CICO
Group and/or individual social group sessions with social worker
Any strategy listed in Tier 1 and Tier 2A that is connected to the student's documented behavior

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

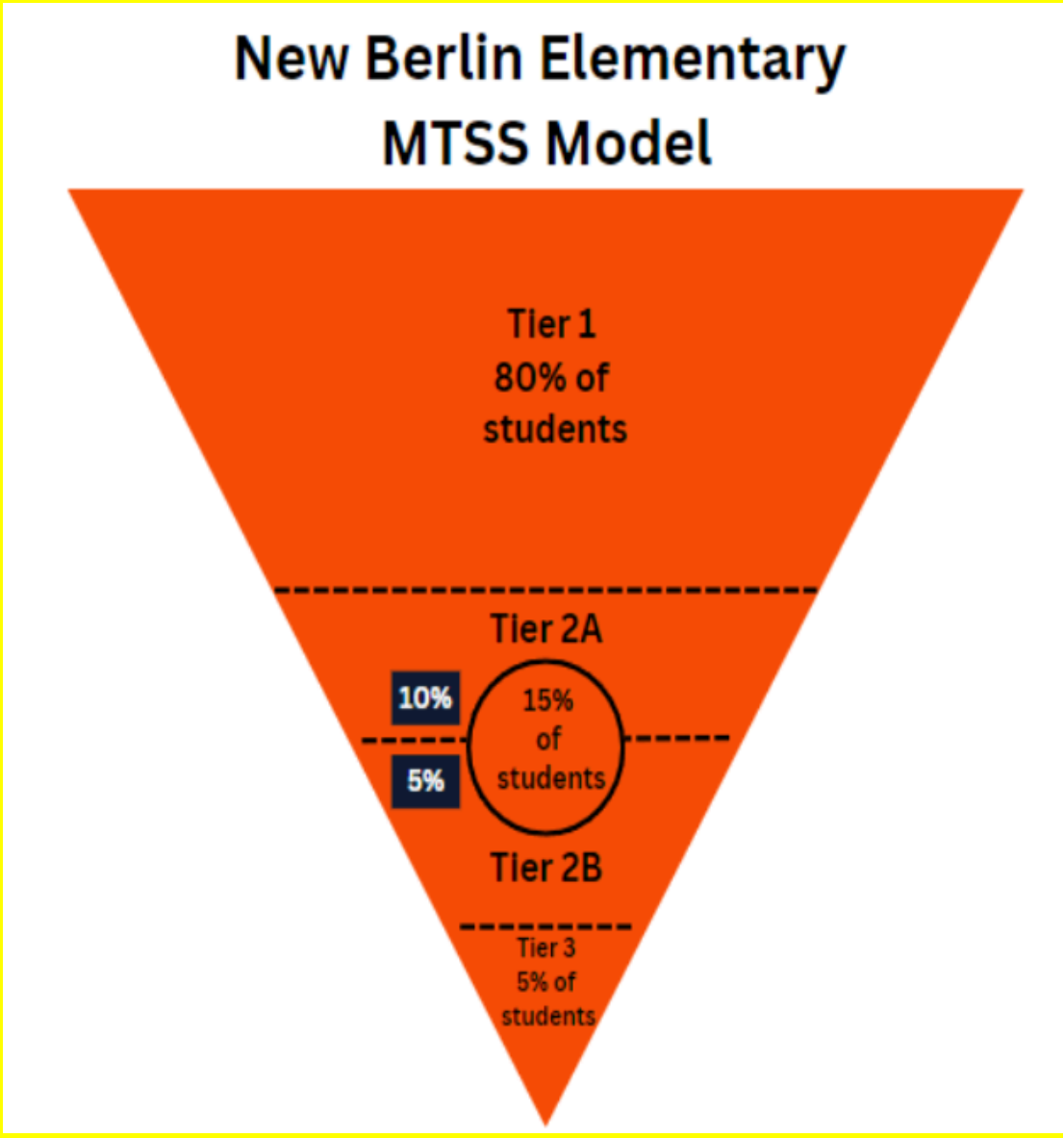
Not applicable. New Berlin concentrates all Title I funding and supports to our K-5 students only.

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

New Berlin Elementary School will continually monitor and improve upon their academic standards to ensure the high level of rigor for all of their robust programs. Through ongoing collaborative conversations, in-depth data review of systems will be used to identify the root cause of achievement and growth, evaluate the core curriculum as well as its secondary and tertiary supports for learners to address and increase. All staff will continue to receive systematic, explicit professional development to support staff in understanding how to teach the core curriculum and differentiate instruction for all students, time to collaborate, instructional coaching support and support for principals and their leadership teams. In addition, teams will work together to address and increase student achievement, behavioral practices and social emotional supports for all students. It is our hope students will gain support from each other, enhance their engagement and develop the foundations of societal preparedness.

New Berlin Elementary School uses a Multi-Tiered Systems of Support (MTSS) to prevent and respond to student behavior. Social-Emotional Learning Standards, Positive Behavior Interventions and Supports (PBIS) and restorative practices are components of the system. MTSS provides three tiers of intervention and problem solving processes for students both academically and behaviorally. The tiers provide a layered approach to intervening with additional evidenced based interventions and progress monitoring.

Tier I provides prevention and core curriculum/instruction for all students. Tier II (A&B) interventions are in place for those needing more opportunities and supports than provided to all students. Tier III is for those few students who are needing more intensive support in addition to receiving Tier I and Tier II (A&B). These systems utilize a proactive approach to establish support for all students in school to achieve social-emotional and academic success.



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

Through Professional Learning Communities and School Improvement Days, New Berlin Elementary School provides ongoing professional development and activities for teachers, paraprofessionals, and other school personnel to improve instruction and use data from academic assessments that align to the cycles outlined in the MTSS plan. Through the School Improvement Planning process, New Berlin Elementary has outlined three goals:1.)Strengthen the school-wide social-emotional environment, 2.)Increase student growth and achievement in literacy, 3.)Increase student growth and achievement in numeracy.

The school improvement days (4 half day training and 10 - 2 ¼ hour early dismissals plus 4 TI days), as well as team time meetings, grade level meetings, and mentor training are all designed to guide the professional development of all teachers. The following outlines professional development topics/trainings that have been an area of focus for the 2024 - 25 school year:

- Universal Screener Implementation Trainings for i-Ready
- School-wide Savvas Literacy Implementation Check Year 4
- Year 3- with math consultant on math practices and extended response
- Monthly Grade Level meetings
- Weekly teacher collaboration
- KIDS training for Kindergarten teachers
- ELL: How to use the Can-Do Descriptors
- Common Core Standards: Prioritizing, Unwrapping, and Developing Learning Progressions
- SST Data Review Days
- Teachers Student Accountability/ Engagement/ and Discussions
- Data Analysis plan based on universal screeners and curriculum assessments
- Vertical alignment of Math and ELA Standards
- All Teachers End of Year Data Review and Celebrations
- Implementing and sustaining the system for multi-tiered system of supports
- Math fluency - Understanding, assessing, and practicing in the classroom
- Math Practices: C-R-A (Concrete - Representational - Abstract)
- Small group reading curriculum support
- Updated BEEP model for informal observations
- Conscious Discipline
- Technology Integration
- Improving consistent communication with parents

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

The following activities will be conducted in an effort to support the district's Early Childhood programs:

The PreK Parent Coordinator will network with other programs in the state to find resources for parents. (May or may not have due to grant funding)

During Kindergarten Orientation night, parents will receive a list of kindergarten readiness skills and suggestions about how parents can help prepare children for Kindergarten.

All incoming kindergarten students will be screened in order to balance classrooms and ensure the most appropriate classroom placement along with input if the student attends our Pre-K program.

For incoming kindergarten students, the staff will provide orientation opportunities for incoming kindergarten students. Pre-K students will visit Kindergarten classrooms in their building so they can better transition the following year.

ADOPTION

This School-Wide Title Plan has been developed jointly with, and agreed on with administrators, teachers, school staff, community members, and parent(s)/guardian(s) of children who attend the Title 1 school, as evidenced by

_____	_____
Name	**Title**
_____	_____
Name	**Title**
_____	_____
Name	**Title**
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Name	**Title**
_____	_____
Name	**Title**

This plan was adopted by the **New Berlin CUSD #16** on _____ and will be in effect for the period of the 2024 - 25 school year.

Revised May 2024
BOE Approved May 2024

New Berlin Elementary School
Title 1 School-Parent-Student Compact

Goals

We, the New Berlin Elementary School, establish this school Community compact so that:

- **Goal 1: Reading:** Every student will learn to read, read often, and enjoy reading through a focused alliance of family support and engaging classroom instruction.
- **Goal 2: Studying:** Every student will become a self-directed learner through teaching that incorporates study skills, homework practices that build study habits, and parental guidance.
- **Goal 3: School Community:** The school will function as a community of its constituents-parents, students, teachers, and other school personnel.

Responsibilities

School Responsibilities

- Create a welcoming and positive learning environment for students and parents.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, Title I Site Plan, and schoolwide improvement plan.
- Hold an annual meeting to inform parents of the school's participation in Title I-A criteria, program, and parent involvement and other parent involvement/training activities. These meetings will be held at convenient times, based on input from parents, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I-A programs (participating students), and will encourage them to attend.
- Frequently assess students and provide ongoing feedback to parents, in formats easy to understand and at reasonable intervals, on how the student is progressing academically.
- Provide opportunities for parents to participate in decisions about the education of their child.
- Classroom teacher will give each parent an individual student report in written form about the performance of their child on the state assessment in at least math, writing, and reading.
- Ensure that all certified and classified Title I staff are highly qualified.

Parent & Family Responsibilities

- Make sure that my child is on time and strives for 100 percent attendance, and contact the school if my child is absent.
- Establish a time and place for homework and work with my child to get it handed in the next day.
- Monitor the amount of television my child watches and ensure that my child gets enough sleep each night.
- Attend conferences and Title I family nights, look at school work, and call the school as needed to monitor my child's progress.
- Check with my child daily for information sent home from school, read it and respond, if necessary.
- Participate, as appropriate, in decisions relating to my child's education. If possible, be a member of the school or the District's policy advisory groups, Site Council, or Title I Site Planning Team.
- Read at least 15 minutes, a minimum of four times a week with my child, outside of school time.

Student Responsibilities

- Come to school each day ready to learn and do my best.
- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.

- Give my parents (or the adult who is responsible for me) all papers and information sent home with me from the school.
- Complete my class work/homework and ask for help when I don't understand.

Year at a Glance Curriculum Map

World History Studies Weekly

Scope and Sequence

Standards-Based Classroom Periodicals™

6

Note: State correlations for World History Studies Weekly will be available beginning in December 2009. Correlations for all 50 states will be completed by April 2010. Go to www.studiesweekly.com and click on your state.

AUGUST - SEPTEMBER:

Week 1: Planet Earth

This week's paper will focus on maps, mapmakers and geographic terms. Students will learn about the Continental Drift Theory of Alfred Wegener and the evidence he used to develop his theory. Articles will also discuss some of the historic and modern man-made wonders on our planet.

Week 2: Studying the Earth

This week's paper will focus on Earth's natural wonders, as well as some amazing geographical facts and records. Students will learn about scientists who study people—archaeologists, historians, anthropologists, sociologists and political scientists.

Week 3: Earliest Humans

This week's paper will focus on the earliest peoples, beginning with the hunter-gatherers, discovery of fire and earliest weapons. Articles will also discuss major changes such as domestication of animals, formation of settlements and the discovery of farming during Neolithic and Paleolithic eras. Students will learn about how leisure time gave earliest humans time to devote to better weapons, shelter, clothing, pottery and cave paintings.

Week 4: Historic Times Begin

This week's paper will focus on the earliest historic people. Articles will discuss Mesopotamia, cuneiform writing, laws of Hannibal and polytheism. Students will learn about the contributions of the Assyrians (first paved roads, postal system, etc.) and the Chaldeans (calendar with seven-day week, astronomy/astrology, etc.).

Week 5: The Purple People—Seafaring Phoenicians

This week's paper will focus on the ancient Phoenicians who lived in present-day Lebanon. Articles will discuss sea traders of the Mediterranean, their ships and the exploration of Hanna. Students will learn about the first alphabet, purple dye and other cultural advancements of the Phoenicians.

Week 6: Life in Ancient Egypt

This week's paper will focus on the ancient Egyptians and the development of their powerful culture. Articles will discuss the geography of Egypt, the importance of the Nile, religion and hieroglyphics. Students will learn about paper and other inventions and discoveries of the ancient Egyptians.

Week 7: Build Me a Pyramid

This week's paper will focus on ancient leaders such as Hatshepsut, Ramses XI and Tutankhamen, the boy king. Articles will discuss archaeologists Howard Carter, Dr. Kent Weeks and Jean-François Champollion, the man who cracked hieroglyphics. Students will also read about the ancient Egyptian architecture.

OCTOBER - DECEMBER:

Week 8: African Kingdoms

This week's paper will focus on African kingdoms such as Kush, Ghana, Mali and Songhai. Articles will discuss the geography, architecture, culture and contributions of each kingdom.

Week 9: Ancient Israelites

This week's paper will focus on the history, culture and geography of the Israelites. Articles will discuss Judaism, the history of the disputed land of Palestine and well-known Israelites and their contributions to the world.

Week 10: It's Greek to Me

This week's paper will focus on the ancient Greeks, including the geography of Greece. Articles will discuss Sparta and Athens, the beginning of democratic government and the Persian Wars. Students will read about the development of a writing system through culture contact with the Phoenicians and the first Olympic Games.

Week 11: Greek Civilization Flourishes

This week's paper will focus on the Golden Age of the Greeks, including the architecture of the time. Articles will discuss famous Greeks in history—philosophers and leaders such as Pericles, Socrates, Aesop, etc. Students will also learn about the Peloponnesian War.

Week 12: More Worlds to Conquer

This week's paper will focus on Alexander the Great and his Macedonian Empire. Articles will discuss architecture and the empire's contributions to civilization, as well as its collapse. Students will use maps to study the extent and geography of the empire.

Week 13: Ancient India

This week's paper will focus on Hinduism, Buddhism, Sikhism and the geography of India. Articles will discuss the civilizations and archaeological discoveries at Harappa and Mohenjo Daro, the Aryans, Sanskrit, caste system, as well as the Maurya and Gupta empires. Students will learn about contributions made by these cultures.

Week 14: Ancient China

This week's paper will focus on Ancient China and dynastic rule, including the geography of China and how it was isolated from rest of world. Articles will discuss the Takla Makan Mummies, early writing system, Confucius, Laozi, the Great Wall, the Silk Road and Qin Shi Huangdi. Students will read about the contributions of ancient Chinese cultures to the world.

JANUARY - FEBRUARY:

Week 15: Ancient Japan

This issue will focus on the geography of Japan and how geography shaped its opinion of the outside world. Articles will discuss shoguns, samurai, culture and architecture of ancient Japan. Students will read about the contributions of ancient Japanese cultures to the world.

Week 16: Roaming with the Romans

This week's paper will focus on the early Romans, the Etruscan conquest and the spread of Greek ideas to the Romans. Articles will discuss government, religion, architecture and the geography of Rome and Italy. Students will learn about the Punic Wars and the increasing power of Rome.

Week 17: Golden Age of Rome

This week's paper will focus on the Golden Age of Rome. Articles will discuss the Pax Romana, famous Romans, the cities of Pompeii and Herculeum and everyday life of citizens of the Roman Empire.

Week 18: Barbarians Spread through Europe

This week's paper will focus on the Roman Empire, including Caesar, Constantine and Hadrian's Wall. Articles will discuss the contributions of the empire to the world. Students will read about the Romans' clash with the Vikings in the British Isles and the barbarian invasions that led to the fall of Rome.

Week 19: The Spread of Christianity

This week's paper will focus on Jesus Christ, the early Christians and the Christian Church. Students will read about monks and their contribution to keeping books alive and the Catacombs of Rome.

Week 20: Mohammad and the Rise of Islamic Empire

This week's paper will focus on the geography of the Middle East, Mohammad and the spread of Islam. Students will learn about the Ottoman Empire and its contributions to science and math.

Week 21: Middle Ages

This week's paper will focus on the barbarians who came through Europe causing people to huddle for protection under the feudal system. Articles will discuss towns, money, diminishing trade and the fading of the Greek and Roman democratic ideals. Students will also read about life in a castle.

MARCH - MAY:

Week 22: Crusades Bring Change

This week's paper will focus on the Catholic Church, the Crusades and how culture contact brought about huge change in Medieval Europe. Articles will discuss the end of the feudal system, the renewed interest in Greek and Roman ideas and how the rise of towns and guilds brought back democratic thinkin. Students will also read about the Magna Carta.

Week 23: Age of Exploration

This week's paper will focus on the brave people who went off to explore the world. Articles will discuss such explorers as Marco Polo and Christopher Columbus, whose adventures made Europeans more and more curious about the world.

Week 24: Maya, Aztec and Inca

This week's paper will focus on the Mesoamerican Empire, including the Maya, Aztec and Inca civilizations. Articles will discuss the geography of the region and the end of each civilization.

Week 25: Rebirth in Learning

This week's paper will focus on the Renaissance. Articles will discuss famous people of the time and their contributions to the world in art, literature, architecture and knowledge.

Week 26: Reformation

This week's paper will focus on the change in the Catholic Church known as the Reformation. Articles will discuss Joan of Arc, Martin Luther and the invention of the printing press by Johannes Gutenberg.

Week 27: Oceania

This week's paper will focus on the oceanic peoples of the Pacific. Articles will discuss the contributions of Australian aborigines, Maori of New Zealand, Papuans of New Guinea and ancient Polynesians. Students will learn about contact with European explorers and archeological finds that have increased our knowledge of these cultures.

Week 28: Wrapping it Up

This week's paper will include additional information the people and places that shaped the history of our world. Students will also have an opportunity to review and reinforce some of the material presented in earlier weeks.

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RESOLUTION TO SELL/DISPOSE OF SURPLUS OR OUTDATED EQUIPMENT/SUPPLIES

WHEREAS, certain equipment or supplies owned by New Berlin C.U.S.D. #16 are no longer necessary for its operation;

RESOLVED, to list for sale of certain supplies or equipment described below:

(31)	**Work Geography Today**	**ISBE #13:978-0-03-093419-3**
(55)	**Sociology: A Down to Earth Approach**	**ISBN #0-13-238464-7**
	Misc. Books (See Attached Listing)	

The undersigned hereby certifies that he/she is the duly elected and qualified Secretary of New Berlin C.U.S.D. #16, a public school district formed pursuant to the laws of the state of Illinois, and that the foregoing is a true record of a resolution duly adopted at a meeting of the Board of Education and that said meeting was held in accordance with state law on May 16, 2024, and that said resolution is now in full force and effect without modification or rescission.

IN WITNESS WHEREOF, I have executed my name as Secretary this 16th day of May of 2024.

_____

Secretary
Board of Education

May 16, 2024

Title	ISBN	# of Copies	Location	Plan once approved
Magic Tree House: Haunted Castle on Hallows Eve	978-0-375-86090-4	6	Class	Give to students
Magic Tree House: Eve Emperor of the Penguin	978-0-545-23251-7	9	Class	give to students
Magic Tree House: Moonligh on the Magic Flute	978-0-545-29949-7	2	class	give to students
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Horrible Harry Bugs the Three Bears	978-0-545-15834-3	3	class	give to students
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The Sleepover	1 6-pk	
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Jump and Hop: Poems to Make You Move	1 6-pk	
Up, Down, and Around	1 6-pk	
The Stuck Truck	1 6-pk	
The Right Tools	1 6-pk	
Up in the Cloud Forest	1 6-pk	
In the Arctic	1 6-pk	
In the Outback	1 6-pk	

If any products are missing, please contact Customer Service at 800.225.5800 or custserv@heinemann.com

SR

Unpacking your Fountas & Pinnell Classroom™
Shared Reading Collection
Kindergarten

Welcome to your Fountas & Pinnell Classroom™. Ignite learning with these shared reading books and lessons. Use this unpacking sheet as a reference to catalog your Shared Reading Collection.

Teacher Box

RESOURCE / TITLE	QTY.	RECEIVED
• Fountas & Pinnell Classroom Shared Reading Collection Guide, Kindergarten	1	
• Lesson Folders (1 per title)	65	
• F&P Alphabet Linking Poster	1	

Big Books Box 1

RESOURCE / TITLE (1-33 of 65 titles)	QTY.	RECEIVED
The Orange Butterfly: A Story in Pictures	1	
Spots	1	
Stripes	1	
Stars	1	
Hearts	1	
School Days	1	
Wiggles: Poems to Make You Wiggle Your Fingers & Toes	1	
Scream for Ice Cream	1	
A Rainbow of Fruit	1	
The Dog Park	1	
Playing Basketball	1	
Bouncing Balls	1	
Rolling	1	
Spin, Spin, Spin	1	
Slip and Slide	1	
City ABCs	1	
Country ABCs	1	
Counting on the Farm	1	
One Summer Day: A Story in Pictures	1	
The Wheels on the Bike	1	
Miss Mary Mack	1	
The Itsy Bitsy Spider	1	
The Old Lady Who Swallowed a Fly	1	
Morning on the Farm	1	
My Little Rooster	1	
The Big Race: An Aesop Fable	1	
The Log	1	
Mondo	1	
Molly's Leash	1	
By the Light of the Moon	1	
Dancing in the Mud	1	
The Sleeping Giant	1	
The House That Jack Built	1	

Big Books Box 2

RESOURCE / TITLE (34-65 of 65 titles)	QTY.	RECEIVED
City Kid, Country Kid	1	
Pitter Patter	1	
A Scary Story: A Story for Two Voices	1	
Crunch: A Story for Two Voices	1	
Hand in Hand: Poems About Friends	1	
Ten Big Elephants	1	
Ten in the Bed	1	
Coming Around the Mountain	1	
Sticky	1	
A Bear and His Honey	1	
Coco Steps Out	1	
A Big Bear in the Little Woods	1	
Goldy	1	
Animal Masks	1	
Look Out!	1	
Fly Away	1	
On the Go	1	
Alligator Hide-and-Seek	1	
Fuzzy and Buzzy	1	
Not Quite Right	1	
Kate's Party	1	
The Sleepover	1	
Giggles: Poems to Make You Laugh	1	
Smash! Crash!	1	
Splish Splash!	1	
Jump and Hop: Poems to Make You Move	1	
Up, Down, and Around	1	
The Stuck Truck	1	
The Right Tools	1	
Up in the Cloud Forest	1	
In the Arctic	1	
In the Outback	1	

Big Book Storage

RESOURCE / TITLE	QTY.	RECEIVED
• Large Big Book Storage Bin with Wheel Base	2	

Birch

Title	ISBN	# of Copies	Location	Plan once approved
Fountas & Pinnell Classroom Interactive Read-Aloud lesson cards-Grade K	978-0-325-09829-6	1 set	Classroom	
My first math book	978-0-02-142805-2	1	Classroom	
Resources for the kindergarten class room	9780021379897	1	Classroom	
Math Masters	9780021348237	1	Classroom	
Minute Math	978-0-02-141412-3	1	Classroom	
Math at home Book 1	978-0-02-138244-6	1	Classroom	
Math at home Book 2	978-0-02-138328-3	1	Classroom	
Math at home Book 3	978-0-02-138330-6	1	Classroom	
* SMP Posters (Standards 1-8), K-2	978-0-02-138572-0	1	Classroom	
Teachers Guide Vol 1		1	Classroom	
Teachers Guide Vol 2	978-0-02-141411-6	1	Classroom	
Activty Cards	9780021409334	1	Classroom	
Assessment Handbook	9780021366040	1	Classroom	
Sing everyday CD	9780021383610	1	Classroom	
Countdown Teachers Guide Book 1	9781942598251	1	Classroom	
Countdown Teachers Guide Book 2	9781942598268	1	Classroom	
Countdown Teachers Guide Book 3	9781942598480	1	Classroom	
Diagnostic Decoding Surveys Student Materials	9780979079764	1	Classroom	
Diagnostic Decoding Surveys User's Guide	9780979079771	1	Classroom	
Rock, rap, tap & learn CD handwriting without tears	9781891627842	1	Classroom	

SR

Unpacking your Fountas & Pinnell Classroom™
Shared Reading Collection
Grade 1

Little Books Box 1

RESOURCE / TITLE (1-15 of 65 titles)	QTY.	RECEIVED
• Tray	1	
• Sleeves	3	
Monster ABCs	1 6-pk	
The Elephant	1 6-pk	
The Hippo	1 6-pk	
The Giraffe	1 6-pk	
The Flamingo	1 6-pk	
In My Bag	1 6-pk	
Scram!	1 6-pk	
The Camping Trip	1 6-pk	
Going on a Bear Hunt	1 6-pk	
Ripples in the Sea	1 6-pk	
Splash, Plop, Leap!	1 6-pk	
Run, Jump, Swim: Poems About Animals	1 6-pk	
Goldilocks and the Three Bears	1 6-pk	
Little Bear and the Three Campers	1 6-pk	
The Three Little Pigs	1 6-pk	

Little Books Box 2

RESOURCE / TITLE (16-30 of 65 titles)	QTY.	RECEIVED
• Tray	1	
• Sleeves	3	
Squawk	1 6-pk	
The Big Surprise	1 6-pk	
A Pig Tale	1 6-pk	
Antonio and the Firefly	1 6-pk	
Silly and Fun: Poems to Make You Smile	1 6-pk	
Dance and Twirl	1 6-pk	
Tap, Tap, Tappity-Tap!	1 6-pk	
Clippity Clop	1 6-pk	
Chicken Licken	1 6-pk	
Home Sweet Home	1 6-pk	
Zip, Zip, Zip	1 6-pk	
Emily: The Cat Who Thought She Was a Dog	1 6-pk	
Woof! Woof!	1 6-pk	
Not Now!	1 6-pk	
Boomer's Checkup	1 6-pk	

Little Books Box 3

RESOURCE / TITLE (31-48 of 65 titles)	QTY.	RECEIVED
• Tray	1	
• Sleeves	3	
Captain Brock, Firefighter	1 6-pk	
Rain, Sun, Wind, Snow: Poems About the Seasons	1 6-pk	
Up, Up, and Away	1 6-pk	
The Broken Ladder	1 6-pk	
The Strawberry Hunt	1 6-pk	
Lots of Snow	1 6-pk	
Creep, Crawl, Fly: Poems About Bugs	1 6-pk	
The Hungry Fly	1 6-pk	
Scrunch, the Caterpillar	1 6-pk	
Not Ladybugs!	1 6-pk	
Garden Helpers	1 6-pk	
Animal Surprises	1 6-pk	
Bigger and Bigger and Bigger	1 6-pk	
The Cactus Hotel	1 6-pk	
The Sweet Mango Tree	1 6-pk	
Food Store in the Woods	1 6-pk	
How Animals Eat	1 6-pk	
Bone Riddles	1 6-pk	

Little Books Box 4

RESOURCE / TITLE (49-65 of 65 titles)	QTY.	RECEIVED
• Tray	1	
• Sleeves	3	
Zoom In and Out	1 6-pk	
Inventions and Nature	1 6-pk	
Jumping into the Leaves	1 6-pk	
The Frog Who Couldn't Jump	1 6-pk	
The Creaky House: A Tale from Europe	1 6-pk	
The Gingerbread Girl: A European Folktale	1 6-pk	
Three Billy Goats Gruff: A Tale from Norway	1 6-pk	
The Big Mix-Up	1 6-pk	
The Right Spot	1 6-pk	
Snail's Big Adventure	1 6-pk	
Oh, Good!	1 6-pk	
The Farmer and the Crow	1 6-pk	
The Big, Green, Scary Monster	1 6-pk	
Old to New	1 6-pk	
The Great Detective	1 6-pk	
The Singing Wolf: An Aesop Fable	1 6-pk	
The Donkey and the Farmer: An Aesop Fable	1 6-pk	

If any products are missing, please contact Customer Service at 800.225.5800 or custserv@heinemann.com

Title	ISBN	# of Copies	Location	Plan once approved
Scott Foresman Science teachers manual	0-328-11387-5	1	classroom	Throw Away
Scott Foresman Science	0-328-11387-6	19	Classroom	send with students or throw away
Macmillan/mcgraw-hill People and Places manual	002149262X	1	classroom	throw away
Mcgraw - Hill People and Places	002149262X	7	classroom	send with students or throw away
McGraw Hill Education Everyday Mathematics	978-0-02-143078-9	12	classroom	Send with Sudents
Scott Foresman Reading Street	978-0-328-24344-0	8	classroom	send with students

This Instrument Prepared By
and Return to:
Jason E. Brokaw
Giffin Winning Cohen &
Bodewes, P.C.
900 Community Drive
Springfield, Illinois 62703
(217) 525-1571

FOR RECORDER'S USE ONLY

EASEMENT AGREEMENT

This EASEMENT AGREEMENT (this "Agreement") dated as of _____, 2024, is entered into by and between **NEW BERLIN COMMUNITY SCHOOL DISTRICT #16** ("Grantor"), and **VILLAGE OF NEW BERLIN, an Illinois municipal corporation** ("Grantee"); and together with Grantor sometimes hereinafter referred to individually as a "Party" and collectively as the "Parties").

RECITALS

A. Grantor is the owner of a certain parcel of land in the Village of New Berlin, County of Sangamon and State of Illinois, legally described in **Exhibit A** attached hereto (the "Subject Parcel");

B. Grantee is the recipient of grant funding pursuant to the Safe Routes to School Program for the purpose of installing and improving sidewalk access to and between the school buildings in the Village of New Berlin.

C. Grantor's Subject Parcel is the ideal location for such installation and improvement of sidewalk(s);

D. Grantee desires to receive from Grantor and Grantor desires to grant to Grantee certain easement rights with respect to a portion of the Subject Parcel for the purposes described in this Agreement, and subject to the terms and conditions of this Agreement.

AGREEMENTS

NOW, THEREFORE, for and in consideration of Grantee's payment of Ten and 00/100 Dollars ($10.00) to Grantor, the covenants and agreements herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

1. Grant of Easement. Grantor, for itself and its officers, trustees, personal representatives, successors and assigns, hereby grant and convey unto Grantee a perpetual, non-exclusive easement (the "Permanent Easement") over, upon, across, in, through, and under that portion of the Subject Parcel legally described on **Exhibit B**, attached hereto (the "Permanent Easement Property"). The Permanent Easement shall also be referred to as the "Easement".

2. Permitted Use. The Easement shall be used by Grantee solely for the purpose of installing and maintaining a sidewalk(s) along the west 15' of the property.

3. Covenants. It is further covenanted between the Grantor and the Grantee, as follows:

a. During the term of the Easement, the Grantor shall not place, erect, construct or permit a building, structure or other above or below ground obstruction that may interfere with the purposes for which the respective Easement is granted.

b. That all sidewalks, equipment, systems, and other facilities, installed on or under the above-described lands at the Grantee's expense, shall remain the property of the Grantee, removable at the option of the Grantee.

c. That the Grantor covenants that it is the sole owner of the Subject Parcel; that Grantor is seized of and has the right to convey the Easement, rights, and privileges herein granted; and that the Grantee shall have quiet and peaceable possession, use, and enjoyment of the Easement, rights, and privileges herein granted.

d. That the Grantee shall make reasonable efforts to preserve any driveway or driveway improvements, parking area, crops, fence, lawn, trees, shrubbery, or other items of landscaping or natural foliage which the Grantors desire to have preserved while installing, excavating, operating, repairing, maintaining, improving, modifying, relocating and replacing of said sidewalk(s) whether above or below ground, on the Permanent Easement Property provided, however, the Grantee shall have the right to remove any such improvements, landscaping, or natural foliage located on the Permanent Easement Property where such removal is reasonably necessary and economical to install, excavate, operate, repair, maintain, improve, modify, relocate and replace the sidewalk(s) or to access equipment located on the Permanent Easement Property.

e. No use of the Easement by Grantee and its contractors, consultants, subcontractors, subconsultants, materialmen, suppliers, workers, successors, and assigns shall violate any applicable law, rule or regulation relating to the Easement.

f. To the extent allowed by law, the Grantee shall indemnify and hold the Grantor harmless against any claim of liability or loss from personal injury or property damages resulting from or arising out of the negligence or willful misconduct of the Grantee and its contractors, consultants, subcontractors, subconsultants, materialmen, suppliers, workers,

successors, and assigns, except to the extent such claims or damages may be due to or caused in whole or in part by the negligence or willful misconduct of Grantor, its contractors or agents.

g. In the event that the terms of this Agreement are violated by Grantor, Grantor's agents or employees, then, upon written notice by Grantee to Grantor, Grantor shall promptly correct the violation at Grantor's expense.

h. Grantor reserves all rights attendant to its ownership of the Permanent Easement Property, including, but not limited to, the use and enjoyment of the Permanent Easement Property for all purposes not inconsistent with the terms and conditions of this Agreement.

i. Grantor may grant, create, or suffer any claim, lien, encumbrance, easement, restriction or other charge or exception to title to the Subject Parcel (each, an "Encumbrance") so long as such Encumbrance is subject to this Agreement and the Easement granted herein.

j. Grantee shall cause all work conducted with respect to the Easement to be completed free from mechanic's liens and actions filed against the Easement to foreclose on the Easement through a recorded *lis pendens*.

4. Binding Effect. This Agreement shall be binding upon and inure to the benefit of the Parties and their respective heirs, trustees, personal representatives, successors and assigns. It is the intention of the Parties that this Agreement and all of the various rights, obligations, restrictions and Easement created in this Agreement shall run with the land and shall inure to the benefit of and be binding upon all future owners, users of any of the Subject Parcel and the Easement, assignees of Grantee and lessees of the Subject Parcel and all persons claiming under them. The Easement is appurtenant to the Subject Parcel.

5. Notices. All notices required to be given by any of the provisions of this Agreement to a Party, unless otherwise stated, shall be in writing and delivered in person or by a national overnight delivery service (and shall be effective when received, when refused or when the same cannot be delivered) to the appropriate Party at the address set forth below (or at such other address designated in prior writing to the other Party):

To Grantor: New Berlin Community School District #16
%Superintendent
600 Cedar Street
New Berlin, IL 62670

To Grantee: Village of New Berlin
P. O. Box 357
New Berlin, IL 62670

Each Party shall promptly deliver notice to the other Party of changes in address or ownership of the Subject Parcel or ownership interest in this Agreement, as appropriate.

6. Force Majeure. The time for performance by Grantor or Grantee of any term, provision, or covenant of this Agreement shall be deemed extended by time lost due to delays resulting from strikes, civil riots, floods, labor or supply shortages, material or labor restrictions by governmental authority, litigation, injunctions, and any other cause not within the control of Grantor or Grantee, as the case may be.

7. Recording. This Agreement shall be recorded by Grantee at its sole cost and expense.

8. Miscellaneous. This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois, without reference to its conflict of laws rules. Each Party hereby irrevocably submits to the exclusive jurisdiction of any federal or state court located in Sangamon County, Illinois in connection with any dispute arising out of or in connection with this Agreement. The non-prevailing Party in any litigation in connection with this Agreement shall be responsible for the prevailing Party's reasonable legal fees and expenses. EACH PARTY HEREBY WAIVES TRIAL BY JURY IN ANY ACTION, PROCEEDING OR COUNTERCLAIM BROUGHT BY EITHER PARTY AGAINST THE OTHER ON ANY MATTERS WHATSOEVER ARISING OUT OF OR IN ANY WAY CONNECTED WITH THIS AGREEMENT.

9. Captions and Headings; Exhibits. The captions and headings in this Agreement are for convenience and shall not be held or deemed to define, limit, describe, explain, modify, amplify or add to the interpretation, construction or meaning of any provisions of or the scope or intent of this Agreement. The Exhibits hereto (i) are incorporated in this Agreement by reference in their entirety, and (ii) unless expressly otherwise provided herein, shall be prepared by Grantor and shall be subject to Grantee's prior written approval.

10. Cumulative Remedies. Except as otherwise expressly provided herein, each and every one of the rights, benefits and remedies provided to either Party by this Agreement, or by any instrument or documents executed pursuant to this Agreement, are cumulative and shall not be exclusive of any other of said rights, remedies and benefits allowed by law or equity to such Party.

11. Counterparts. This Agreement may be executed in one or more counterparts, and by the Parties in separate counterparts, each of which when executed shall be deemed to be an original but all of which taken together shall constitute one and the same agreement.

12. Severability. If any provision of this Agreement is deemed unenforceable in whole or in part, such provision shall be limited to the extent necessary to render the same valid or shall be excised from this Agreement, as circumstances require, and this Agreement shall be construed as if such provision had been so limited or as if such provision had not been included herein, as the case may be. Additionally, if any laws, rules or regulations promulgated by any state, county or local jurisdiction, including without limitation those concerning zoning, subdivision or land use, or should any court of competent jurisdiction, make the Easement either void or voidable, Grantor agrees that upon the written request of Grantee, Grantor and Grantee shall convert the Easement to a ground lease between Grantor, as lessor, and Grantee, as lessee, which ground lease shall (i)

permit uses consistent with those set forth in Section 2 hereof, and (ii) otherwise include only those terms and conditions consistent with this Agreement.

13. Entire Understanding and Amendment. This Agreement constitutes the entire understanding between the Parties with regard to the subject matter hereof and there are no representations, inducements, conditions, or other provisions other than those expressed herein. This Agreement may not be modified, amended, altered or changed in any respect except by written agreement signed by both Parties. No waiver of any breach of any terms of this Agreement shall be effective unless made in writing signed by the waiving Party, and no such waiver shall be construed as a waiver of any subsequent breach of that term or of any other term of the same or different nature. The failure of either Party to object to any breach of any term or condition of this Agreement shall not be deemed a waiver of any term or condition of this Agreement and shall not be deemed a waiver of any right or remedy the nonbreaching party may have arising out of the breach, nor shall it deemed a waiver of its right to subsequently enforce the term or condition.

14. Further Acts. Grantor shall cooperate with Grantee in executing any documents reasonably necessary to protect Grantee's rights under this Agreement or Grantee's use of the Easement and to take such commercially reasonable action as Grantee may reasonably request in writing to effect the intent of this Agreement. All costs associated with obtaining and maintaining all government approvals by Grantee or Grantee's contractors or agents shall be the sole responsibility of Grantee.

15. Relationship of Parties; No Sale. Grantee's status shall be strictly construed as a holder of easements on the Subject Parcel limited to its express rights granted herein. Nothing herein shall be construed to render Grantee a fee interest owner of the Subject Parcel, nor as an actual or constructive transfer of ownership of or a fee interest in the Subject Parcel to Grantee. The Parties expressly intend that for all times and for all purposes, Grantor shall be and remain the sole and exclusive owner of the Subject Parcel during its lawful fee ownership thereof with the full benefits and rights of ownership thereof, subject only to the rights expressly granted to Grantee herein for the duration of the Easement.

16. Singular/Plural Form. It is further understood, whenever necessary, words used in this instrument in the singular shall be construed to read in the plural and that words used in the masculine gender shall be construed to read in the feminine or words used in the neutral gender shall be construed to be read in the masculine or feminine gender, whichever is appropriate.

17. Homestead. The undersigned waives any and all rights under the Homestead Exemption laws of the State of Illinois.

IN WITNESS WHEREOF, the undersigned has set her hand and seal, this ____ day of _____, 2024.

NEW BERLIN COMMUNITY SCHOOL DISTRICT #16

By_____
Jilinda Larson, Superintendent

STATE OF ILLINOIS)
) ss.
COUNTY OF SANGAMON)

I, _____, a Notary Public in and for the county and state aforesaid, DO HEREBY CERTIFY that Jilinda Larson, who is, personally known to me to be the Superintendent of New Berlin Community School District #16, and who is also known to me to be the same person whose name is subscribed to the foregoing instrument, appeared before me this day in person and acknowledged that as such Superintendent she signed, sealed and delivered said instrument, pursuant to authority of the Board, as their free and voluntary act and as the free and voluntary act and deed of said Board as aforesaid, for the uses and purposes therein set forth.

Given under my hand and notarial seal on this _____ day of _____, 2024.

_____
Notary Public

ACCEPTED this _____ day of _____, 2024, by the Village of New Berlin, an Illinois municipal corporation, pursuant to authority given by the _____of said Village at a regular meeting of the council.

VILLAGE OF NEW BERLIN, an Illinois municipal corporation

ATTEST: By_____
Mike Krall, Village President

_____

_____
_____, Village Clerk

EXEMPT UNDER THE PROVISIONS OF 35 ILCS 200, SEC. 31-45
Para. (b)(1) Real Estate Tax Transfer Tax law.

_____

Date Buyer, Seller or Representative

EXHIBIT A

Part of the East half of the Southeast quarter of Section 19, Township 15 North, Range 7 West of the Third Principal Meridian, Sangamon County, Illinois described as follows:
From the Northwest corner of the Southeast quarter of the Southeast quarter of said Section 19, thence North on the quarter quarter section line 264.89 feet; thence deflecting to the right 90 degrees 53 minutes 25 seconds, 30.00 feet to the point of beginning; thence continuing along said line 439.80 feet; thence deflecting to the right 89 degrees 10 minutes 20 seconds, 594.72 feet; thence deflecting to the right 90 degrees 49 minutes 37 seconds, 439.15 feet; thence deflecting to the right 89 degrees 06 minutes 38 seconds, 594.74 feet to the point of beginning.
Subject to easements, covenants and restrictions of record and highways as now located.

Property Address: 600 N. Cedar Street, New Berlin, IL 62670
P.I.N. 20-19-426-001

EXHIBIT B

PERMANENT EASEMENT DESCRIPTION FOR VILLAGE OF NEW BERLIN

The West 15 feet of the following described property:

Part of the East Half (E 1/2) of the Southeast Quarter (SE 1/4) of Section Nineteen (19), Township Fifteen (15) North, Range Seven (7) West of the Third Principal Meridian, Sangamon County, Illinois described as follows:

From the Northwest corner of the Southeast Quarter (SE 1/4) of the Southeast Quarter (SE 1/4) of said Section Nineteen (19), thence North on the quarter quarter section line 264.89 feet; thence deflecting to the right 90°53'25" 30.00 feet to the point of beginning; thence continuing along said line 439.80 feet; thence deflecting to the right 89°10'20" 594.72 feet; thence deflecting to the right 90°49'37" 439.15 feet; thence deflecting to the right 89°06'38" 594.74 feet to the point of beginning.

This Instrument Prepared By
and Return to:
Jason E. Brokaw
Giffin Winning Cohen &
Bodewes, P.C.
900 Community Drive
Springfield, Illinois 62703
(217) 525-1571

FOR RECORDER'S USE ONLY

EASEMENT AGREEMENT

This EASEMENT AGREEMENT (this "Agreement") dated as of _____, 2024, is entered into by and between **NEW BERLIN COMMUNITY SCHOOL DISTRICT #16** ("Grantor"), and **VILLAGE OF NEW BERLIN, an Illinois municipal corporation** ("Grantee"); and together with Grantor sometimes hereinafter referred to individually as a "Party" and collectively as the "Parties").

RECITALS

A. Grantor is the owner of a certain parcel of land in the Village of New Berlin, County of Sangamon and State of Illinois, legally described in **Exhibit A** attached hereto (the "Subject Parcel");

B. Grantee desires to receive from Grantor and Grantor desires to grant to Grantee certain easement rights with respect to a portion of the Subject Parcel for the purposes described in this Agreement, and subject to the terms and conditions of this Agreement.

AGREEMENTS

NOW, THEREFORE, for and in consideration of Grantee's payment of Ten and 00/100 Dollars ($10.00) to Grantor, the covenants and agreements herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereby agree as follows:

1. Grant of Easement. Grantor, for itself and its officers, trustees, personal representatives, successors and assigns, hereby grant and convey unto Grantee a perpetual, non-exclusive easement (the "Permanent Easement") over, upon, across, in, through, and under that portion of the Subject Parcel legally described on **Exhibit B**, attached hereto (the "Permanent Easement Property") and depicted on **Exhibit C**, attached hereto ("Plat of Easement"). The Permanent Easement shall also be referred to as the "Easement".

2. Permitted Use. The Easement shall be used by Grantee solely for the purpose of installing, excavating, operating, repairing, maintaining, improving, modifying, relocating and replacing over, upon, across, in, through, and under that portion of the Permanent Easement Property (and, all lots, streets, roads, or highways abutting the Subject Parcel) pipes and distribution lines and systems for the transport of sanitary sewer, water, and by-products of the treatment of water, together with all necessary facilities and appurtenances incident to installing, excavating, operating, repairing, maintaining, improving, modifying, relocating and replacing said pipes and distribution lines, including, without limitation, all pipe, valves, fittings, flanges, utility tracers, markers, and hydrants and other hardware required to convey water and by-products of the treatment of water, together with the perpetual right of pedestrian and vehicular access, ingress and egress at all reasonable times to and from the Permanent Easement Property. Grantee agrees to access the Easements via the shortest and most direct route utilizing the public road, to the extent practical..

3. Covenants. It is further covenanted between the Grantor and the Grantee, as follows:

a. During the term of the Easement, the Grantor shall not place, erect, construct or permit a building, structure or other above or below ground obstruction that may interfere with the purposes for which the respective Easement is granted.

b. That all pipes, equipment, systems, and other facilities, installed on or under the above-described lands at the Grantee's expense, shall remain the property of the Grantee, removable at the option of the Grantee.

c. That the Grantor covenants that it is the sole owner of the Subject Parcel; that Grantor is seized of and has the right to convey the Easement, rights, and privileges herein granted; and that the Grantee shall have quiet and peaceable possession, use, and enjoyment of the Easement, rights, and privileges herein granted.

d. That the Grantee shall make reasonable efforts to preserve any driveway or driveway improvements, parking area, crops, fence, lawn, trees, shrubbery, or other items of landscaping or natural foliage which the Grantor desires to have preserved while installing, excavating, operating, repairing, maintaining, improving, modifying, relocating and replacing of said pipes, lines, and distribution systems, whether above or below ground, on the Permanent Easement Property provided, however, the Grantee shall have the right to remove any such improvements, landscaping, or natural foliage located on the Permanent Easement Property where such removal is reasonably necessary and economical to install, excavate, operate, repair, maintain, improve, modify, relocate and replace the sanitary sewer or water pipes and distribution systems or to access equipment located on the Permanent Easement Property.

e. No use of the Easement by Grantee and its contractors, consultants, subcontractors, subconsultants, materialmen, suppliers, workers, successors, and assigns shall violate any applicable law, rule or regulation relating to the Easement.

f. To the extent allowed by law, the Grantee shall indemnify and hold the Grantor harmless against any claim of liability or loss from personal injury or property damages resulting from or arising out of the negligence or willful misconduct of the Grantee and its contractors, consultants, subcontractors, subconsultants, materialmen, suppliers, workers, successors, and assigns, except to the extent such claims or damages may be due to or caused in whole or in part by the negligence or willful misconduct of Grantor, its contractors or agents.

g. In the event that the terms of this Agreement are violated by Grantor, Grantor's agents or employees, then, upon written notice by Grantee to Grantor, Grantor shall promptly correct the violation at Grantor's expense.

h. Grantor reserves all rights attendant to its ownership of the Permanent Easement Property, including, but not limited to, the use and enjoyment of the Permanent Easement Property for all purposes not inconsistent with the terms and conditions of this Agreement.

i. Grantor may grant, create, or suffer any claim, lien, encumbrance, easement, restriction or other charge or exception to title to the Subject Parcel (each, an "Encumbrance") so long as such Encumbrance is subject to this Agreement and the Easement granted herein.

j. Grantee shall cause all work conducted with respect to the Easement to be completed free from mechanic's liens and actions filed against the Easement to foreclose on the Easement through a recorded *lis pendens*.

k. To the extent possible, the Grantee will, following its activities consistent with the purposes described in Section 2 hereof, restore the condition of the surface of the Permanent Easement Property with soil of like kind and quality of that which existed at the commencement of work.

4. Binding Effect. This Agreement shall be binding upon and inure to the benefit of the Parties and their respective heirs, trustees, personal representatives, successors and assigns. It is the intention of the Parties that this Agreement and all of the various rights, obligations, restrictions and Easement created in this Agreement shall run with the land and shall inure to the benefit of and be binding upon all future owners, users of any of the Subject Parcel and the Easement, assignees of Grantee and lessees of the Subject Parcel and all persons claiming under them. The Easement is appurtenant to the Subject Parcel.

5. Notices. All notices required to be given by any of the provisions of this Agreement to a Party, unless otherwise stated, shall be in writing and delivered in person or by a national overnight delivery service (and shall be effective when received, when refused or when the same cannot be delivered) to the appropriate Party at the address set forth below (or at such other address designated in prior writing to the other Party):

To Grantor: New Berlin Community School District #16
%Superintendent
600 Cedar Street
New Berlin, IL 62670

To Grantee: Village of New Berlin
P. O. Box 357
New Berlin, IL 62670

Each Party shall promptly deliver notice to the other Party of changes in address or ownership of the Subject Parcel or ownership interest in this Agreement, as appropriate.

6. Force Majeure. The time for performance by Grantor or Grantee of any term, provision, or covenant of this Agreement shall be deemed extended by time lost due to delays resulting from strikes, civil riots, floods, labor or supply shortages, material or labor restrictions by governmental authority, litigation, injunctions, and any other cause not within the control of Grantor or Grantee, as the case may be.

7. Recording. This Agreement shall be recorded by Grantee at its sole cost and expense.

8. Miscellaneous. This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois, without reference to its conflict of laws rules. Each Party hereby irrevocably submits to the exclusive jurisdiction of any federal or state court located in Sangamon County, Illinois in connection with any dispute arising out of or in connection with this Agreement. The non-prevailing Party in any litigation in connection with this Agreement shall be responsible for the prevailing Party's reasonable legal fees and expenses. EACH PARTY HEREBY WAIVES TRIAL BY JURY IN ANY ACTION, PROCEEDING OR COUNTERCLAIM BROUGHT BY EITHER PARTY AGAINST THE OTHER ON ANY MATTERS WHATSOEVER ARISING OUT OF OR IN ANY WAY CONNECTED WITH THIS AGREEMENT.

9. Captions and Headings; Exhibits. The captions and headings in this Agreement are for convenience and shall not be held or deemed to define, limit, describe, explain, modify, amplify or add to the interpretation, construction or meaning of any provisions of or the scope or intent of this Agreement. The Exhibits hereto (i) are incorporated in this Agreement by reference in their entirety, and (ii) unless expressly otherwise provided herein, shall be prepared by Grantor and shall be subject to Grantee's prior written approval.

10. Cumulative Remedies. Except as otherwise expressly provided herein, each and every one of the rights, benefits and remedies provided to either Party by this Agreement, or by any instrument or documents executed pursuant to this Agreement, are cumulative and shall not be exclusive of any other of said rights, remedies and benefits allowed by law or equity to such Party.

11. Counterparts. This Agreement may be executed in one or more counterparts, and by the Parties in separate counterparts, each of which when executed shall be deemed to be an original but all of which taken together shall constitute one and the same agreement.

12. Severability. If any provision of this Agreement is deemed unenforceable in whole or in part, such provision shall be limited to the extent necessary to render the same valid or shall be excised from this Agreement, as circumstances require, and this Agreement shall be construed as if such provision had been so limited or as if such provision had not been included herein, as the case may be. Additionally, if any laws, rules or regulations promulgated by any state, county or local jurisdiction, including without limitation those concerning zoning, subdivision or land use, or should any court of competent jurisdiction, make the Easement either void or voidable, Grantor agrees that upon the written request of Grantee, Grantor and Grantee shall convert the Easement to a ground lease between Grantor, as lessor, and Grantee, as lessee, which ground lease shall (i) permit uses consistent with those set forth in Section 2 hereof, and (ii) otherwise include only those terms and conditions consistent with this Agreement.

13. Entire Understanding and Amendment. This Agreement constitutes the entire understanding between the Parties with regard to the subject matter hereof and there are no representations, inducements, conditions, or other provisions other than those expressed herein. This Agreement may not be modified, amended, altered or changed in any respect except by written agreement signed by both Parties. No waiver of any breach of any terms of this Agreement shall be effective unless made in writing signed by the waiving Party, and no such waiver shall be construed as a waiver of any subsequent breach of that term or of any other term of the same or different nature. The failure of either Party to object to any breach of any term or condition of this Agreement shall not be deemed a waiver of any term or condition of this Agreement and shall not be deemed a waiver of any right or remedy the nonbreaching party may have arising out of the breach, nor shall it deemed a waiver of its right to subsequently enforce the term or condition.

14. Further Acts. Grantor shall cooperate with Grantee in executing any documents reasonably necessary to protect Grantee's rights under this Agreement or Grantee's use of the Easement and to take such commercially reasonable action as Grantee may reasonably request in writing to effect the intent of this Agreement. All costs associated with obtaining and maintaining all government approvals by Grantee or Grantee's contractors or agents shall be the sole responsibility of Grantee.

15. Relationship of Parties; No Sale. Grantee's status shall be strictly construed as a holder of easements on the Subject Parcel limited to its express rights granted herein. Nothing herein shall be construed to render Grantee a fee interest owner of the Subject Parcel, nor as an actual or constructive transfer of ownership of or a fee interest in the Subject Parcel to Grantee. The Parties expressly intend that for all times and for all purposes, Grantor shall be and remain the sole and exclusive owner of the Subject Parcel during its lawful fee ownership thereof with the full benefits and rights of ownership thereof, subject only to the rights expressly granted to Grantee herein for the duration of the Easement.

16. Singular/Plural Form. It is further understood, whenever necessary, words used in this instrument in the singular shall be construed to read in the plural and that words used in the

masculine gender shall be construed to read in the feminine or words used in the neutral gender shall be construed to be read in the masculine or feminine gender, whichever is appropriate.

17. Homestead. The undersigned waives any and all rights under the Homestead Exemption laws of the State of Illinois.

IN WITNESS WHEREOF, the undersigned has set her hand and seal, this ____ day of _____, 2024.

NEW BERLIN COMMUNITY SCHOOL DISTRICT #16

By_____
Jilinda Larson, Superintendent

STATE OF ILLINOIS)
) ss.
COUNTY OF SANGAMON)

I, _____, a Notary Public in and for the county and state aforesaid, DO HEREBY CERTIFY that Jilinda Larson, who is, personally known to me to be the Superintendent of New Berlin Community School District #16, and who is also known to me to be the same person whose name is subscribed to the foregoing instrument, appeared before me this day in person and acknowledged that as such Superintendent she signed, sealed and delivered said instrument, pursuant to authority of the Board, as their free and voluntary act and as the free and voluntary act and deed of said Board as aforesaid, for the uses and purposes therein set forth.

Given under my hand and notarial seal on this _____ day of _____, 2024.

_____
Notary Public

ACCEPTED this _____ day of _____, 2024, by the Village of New Berlin, an Illinois municipal corporation, pursuant to authority given by the _____of said Village at a regular meeting of the council.

VILLAGE OF NEW BERLIN, an Illinois municipal corporation

ATTEST: By_____
Mike Krall, Village President

_____

_____, Village Clerk

EXEMPT UNDER THE PROVISIONS OF 35 ILCS 200, SEC. 31-45
Para. (b)(1) Real Estate Tax Transfer Tax law.

_____
Date Buyer, Seller or Representative

EXHIBIT A

(Legal Description of Subject Parcel)

EXHIBIT B

(Legal Description of Sewer & Water Easement for Village of New Berlin)

Part of the Southeast Quarter of Section 19, Township 15 North, Range 7 West of the Third Principal Meridian, New Berlin, Sangamon County, Illinois, more particularly described as follows:

Commencing at a pipe found at the Southeast corner of Lot 1 of Hatfield's Addition, recorded in Book 9 on Page 73 in the Sangamon County Recorder's Office, said point lying on the West right of way line of Benton Street; thence North 01 degrees 04 minutes 54 seconds West on said West right of way line, a distance of 199.94 feet to a pipe found on the North right of way line of a Vacated Alley: thence South 88 degrees 56 minutes 52 seconds West on said North right of way line of said Vacated Alley, a distance of 631.00 feet; thence South 89 degrees 47 minutes 12 seconds West on said North right of way line, a distance of 376.68 feet to the point of beginning.

From said point of beginning; thence continuing South 89 degrees 47 minutes 12 seconds West on said North right of way line, a distance of 40.00 feet; thence North 00 degrees 29 minutes 33 seconds West, a distance of 224.57 feet; thence North 44 degrees 41 minutes 36 seconds East, a distance of 39.51 feet; thence North 00 degrees 29 minutes 33 seconds West, a distance of 11.38 feet; thence North 89 degrees 30 minutes 27 seconds East, a distance of 15.00 feet; thence South 00 degrees 29 minutes 33 seconds East, a distance of 17.62 feet; thence South 44 degrees 41 minutes 36 seconds West, a distance of 4.27 feet; thence South 00 degrees 29 minutes 33 seconds East, a distance of 243.36 feet to the point of beginning. Containing 9,904.640 square feet (0.227 acres), more or less.

EXHIBIT C

(PLAT OF EASEMENT)

INTERGOVERNMENTAL COOPERATION AGREEMENT
BETWEEN
VILLAGE OF CURRAN, ILLINOIS
AND
BOARD OF EDUCATION OF NEW BERLIN COMMUNITY UNIT SCHOOL DISTRICT 16
RELATED TO FUNDING CRIME PREVENTION PROGRAMS, TRAINING, AND INTERDICTION EFFORTS VIA CANNABIS REGULATION FUND REVENUES

This Intergovernmental Cooperation Agreement (the "Agreement") is made as of this _____ day of _____, 2024, ("Effective Date"), pursuant to Article 7, Section 10 of the Illinois Constitution of 1970 and the Intergovernmental Cooperation Act (5 ILCS 220/1 et seq.), by and between the Village of Curran, an Illinois municipal corporation and body politic and corporate ("Village") and the Board of Education of New Berlin Community Unit School District 16 ("District"), each of which shall be referred to herein individually as a "Party," and collectively as the "Parties."

RECITALS:

WHEREAS, Article VII, Section 10 of the Illinois Constitution of 1970 and the Intergovernmental Cooperation Act (5 ILCS 220/1 et seq.) provide that units of local government may contract or otherwise associate among themselves to obtain or share services;

WHEREAS, the Cannabis Regulation and Tax Act (410 ILCS 705/1-1 et seq.) (the "Act") legalized the possession and private use of cannabis for Illinois residents 21 years of age or older, effective January 1, 2020;

WHEREAS, the Act established the Cannabis Regulation Fund (the "Fund") from which a portion of the revenues, through the Local Government Distributive Fund, are distributed to units of local government to be used, pursuant to 30 ILCS 105/6z-112(c)(3)(B), "to fund crime prevention programs, training, and interdiction efforts, including detection, enforcement, and prevention efforts, relating to the illegal cannabis market and driving under the influence of cannabis." ("Law Enforcement Purposes");

WHEREAS, the Village does not maintain a municipal police department or other law enforcement agency that could otherwise utilize monies from the Fund for Law Enforcement Purposes and, therefore, have no mechanism for properly expending the funds for Law Enforcement Purposes;

WHEREAS, the Village is located within the territorial limits of the District and children who reside within the Village also attend schools of the District;

WHEREAS, the District utilizes school resource officers and other law enforcement related programs that involve Law Enforcement Purposes that benefit the children and their families who reside within the Village;

WHEREAS, it is in the public's interest for the parties to provide for the efficient use of funds made available through state law;

WHEREAS, the Village desires to transfer to the District the revenues it receives from the Fund and the District desires to accept those funds and use them for proper Law Enforcement Purposes for the Benefit of the District and the Village;

WHEREAS, this Agreement is entered into for the purpose of setting forth the terms and conditions of arranging, cooperating, and funding Law Enforcement Purposes for the public benefit.

NOW, THEREFORE, in consideration of the foregoing premises, and other good and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the Parties agree as follows:

1. Term of Agreement. This Agreement is effective from the date first written above and will remain in effect for a period of one (1) year. This Agreement shall be automatically extended for additional one (1) year periods, unless notice of termination is received at least 60 days in advance of the renewal date. Either Party may terminate this Agreement upon sixty (60) days written notice to the other Party. Neither Party is obligated by this Agreement to execute any contract resulting from cooperative efforts unless said contract is approved pursuant to each Party's contract approval process.

2. Transfer of Revenues.

A. In the first quarter of the Village's Fiscal Year, the Village shall transfer to the District the revenues the Village has received from the Fund through the Local Government Distributive Fund ("Transferred Funds"). The Village shall coordinate with the District regarding the timing and manner of transfer of said Transferred Funds.

B. The District shall utilize Transferred Funds only for proper Law Enforcement Purposes ("to fund crime prevention programs, training, and interdiction efforts, including detection, enforcement, and prevention efforts, relating to the illegal cannabis market and driving under the influence of cannabis.") pursuant to 30 ILCS 105/6z-112(c)(3)(B).

C. The District shall cooperate and assist the Village with any reporting requirements related to the expenditure of the Transferred Funds.

D. At no time shall the District be entitled to any amount greater than the amount of revenues the Village has actually received from the Fund.

E. If, at any time, the Illinois Department of Revenue, the Illinois Comptroller, or the Illinois Treasurer requires any amount of revenues to be returned, the District will cooperate with such return.

3. Limitation of Liability. All liability, loss, or damage suffered by any party as a result of any and all claims, demands, costs, expenses, or judgments arising out of, or relating to, activities of either Party will be the sole responsibility of said Party. Nothing herein will be construed as a waiver by the Parties of any governmental immunity as provided by statute or modified by court decision. No Party shall be entitled to recover incidental, consequential or special damages.

4. Relationship of Parties. The relationship of the parties is and will continue to be that of independent governmental entities. No liability or benefits, such as workers' compensation, pension rights, or insurance rights, arising out of or related to a contract for hire or employee/employer relationship accrues to the parties by virtue of this Agreement.

5. Governing Law. This Agreement and all actions arising from it must be governed by, subject to, and construed in accordance with the laws of the State of Illinois.

6. Notice. All notices, consents, approvals, and other communications under this Agreement must be in writing and will be deemed to have been duly given when received by the addressee if sent by nationally recognized overnight delivery service (return receipt requested) or ten (10) business days after the postmark if sent via regular U.S. mail to the appropriate addresses as set forth below:

If to the Village:
Village of Curran, Illinois
Attn: Mayor
6262 Moffet Street
New Berlin, IL 62670

If to the District:
New Berlin Community Unit School District 16
Attn: Superintendent
600 N. Cedar
New Berlin, IL 62670

7. General.

A. *Assignment*. This Agreement may not be assigned, transferred, or in any way disposed of without the prior written consent of the Parties.

B. *Binding Effect*. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their respective successors and assigns.

C. *Captions and Headings*. The captions and headings in this Agreement are for convenience and shall not be held or deemed to define, limit, describe, explain, modify, amplify or add to the interpretation, construction, or meaning of any provisions of or the scope or intent of this Agreement.

D. *Integrated Agreement*. This Agreement and any attachments hereto constitute the entire agreement between the Parties and supersedes all previous agreements, promises, representations, understandings, and negotiations, whether written or oral, among the parties with respect to the subject matter hereof.

E. *Amendments*. No amendment to this Agreement is effective unless it references this Agreement and is written, signed, and acknowledged by duly authorized representatives of all parties hereto.

F. *Severability*. If any provision of this Agreement is held invalid or unenforceable by any court of competent jurisdiction, the other provisions of this Agreement will remain in full force and effect. Any provision of this Agreement held invalid or unenforceable only in part or

degree will remain in full force and effect to the extent not held invalid or unenforceable.

G. *Execution of Counterparts*. This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement, and all of which, when taken together, will be deemed to constitute one and the same Agreement.

H. *Nature of Obligations*. The Parties shall cooperate with and abide by all relevant local, state, and federal laws, rules, regulations, and certifications required for the transfer, receipt, and expenditure of revenues from the Fund for Law Enforcement Purposes.

IN WITNESS WHEREOF, the Parties have caused this Intergovernmental Cooperation Agreement to be executed by their duly authorized officers as of the date first above written.

VILLAGE OF CURRAN, ILLINOIS	**BOARD OF EDUCATION OF NEW BERLIN COMMUNITY UNIT SCHOOL DISTRICT #16**
_____	_____
Signature	Signature
_____	_____
Timothy Luckey, Mayor	Jilinda Larson, Superintendent
Dated: _____	Dated: _____

From: **Kristy Weidhuner** <kweidhuner@pretzelpride.com>
Date: Mon, Apr 29, 2024 at 12:43 PM
Subject: FFA Officer Retreat
To: Hattie Llewellyn <hllewellyn@pretzelpride.com>

Good afternoon,

We are planning our annual FFA Officer Retreat and it will be an over night event, so I wanted to make sure we get the board approval for it! I do not have everything ironed out yet!

Planning Details:
We are planning to go to St. Louis for 3 days, 2 nights on June 3-5, 2024! We will be doing team building activities, planning our year, and creating memories! We plan to stay in an Airbnb outside of St. Louis!

Please let me know if there is anything else you need!

Thank you,

--
Kristy Weidhuner
New Berlin High School
Agriculture Instructor/FFA Advisor

RESOLUTION TO SELL/DISPOSE OF SURPLUS OR OUTDATED EQUIPMENT/SUPPLIES

WHEREAS, certain equipment or supplies owned by New Berlin C.U.S.D. #16 are no longer necessary for its operation;

RESOLVED, to list for sale of certain supplies or equipment described below:

(31)	**Work Geography Today**	**ISBE #13:978-0-03-093419-3**
(55)	**Sociology: A Down to Earth Approach**	**ISBN #0-13-238464-7**
	Misc. Books (See Attached Listing)	

The undersigned hereby certifies that he/she is the duly elected and qualified Secretary of New Berlin C.U.S.D. #16, a public school district formed pursuant to the laws of the state of Illinois, and that the foregoing is a true record of a resolution duly adopted at a meeting of the Board of Education and that said meeting was held in accordance with state law on May 16, 2024, and that said resolution is now in full force and effect without modification or rescission.

IN WITNESS WHEREOF, I have executed my name as Secretary this 16th day of May of 2024.

_____

Secretary
Board of Education

May 16, 2024

Title	ISBN	# of Copies	Location	Plan once approved
Magic Tree House: Haunted Castle on Hallows Eve	978-0-375-86090-4	6	Class	Give to students
Magic Tree House: Eve Emperor of the Penguin	978-0-545-23251-7	9	Class	give to students
Magic Tree House: Moonligh on the Magic Flute	978-0-545-29949-7	2	class	give to students
Magic Tree House: Dark Day in the Deep Sea	978-0-545-20598-6	3	class	give to students
Magic Tree House: Hour of the Olympics	0-590-70646-2	3	class	give to students
Horrible Harry and the Dead Letters	978-0-545-19877-6	3	class	give to students
Encyclopedia Brown Cracks the Case	978-0-545-11021-1	2	class	give to students
Marvin Redpost: A Magic Crystal?	0-439-46959-7	3	class	give to students
The Triple Rotten Day	978-0-545-07191-8	4	class	give to students
Horrible Harry on the Ropes	978-0-545-33318-4	7	class	give to students
Horrible Harry Bugs the Three Bears	978-0-545-15834-3	3	class	give to students
The Magic Finger	978-0-590-13205-3	2	class	give to students
Cam Jansen and the Summer Camp Mysteries	978-0-545-07786-6	2	class	give to students
Bailey School Kids: Ghosts Do Splash in Puddles	978-0-439-87629-2	2	class	give to students
Bailey School Kids: Werewolves Don't Go to Summer Camp	978-0-590-44061-5	3	class	give to students
Bailey School Kids: Snow Monster Mystery	0-439-05873-2	3	class	give to students
The Talented Clemetine	978-0-545-07738-5	6	class	give to students
Reading Street: Strategic Intervention Decodable Readers	0-328-14508-4	1	Rm. 309	Dispose by custodians
Reading Street: Grammar and Writing Practice Book	0-328-14623-4	2	Rm. 309	Dispose by custodians
Reading Street: Writing Center Flip Chart	978-0-328-31625-0	3	Rm. 309	Dispose by custodians
Reading Street Grade 2 Unit 1 Teacher's Manuel	978-0-328-32677-8	1	Rm. 309	Dispose by custodians
Reading Street Grade 2 Unit 1 Student Edition	978-0-328-24348-8	8	Rm. 309	Dispose by custodians
Reading Street Grade 2 Unit 2 Student Edition	978-0-328-24349-5	13	Rm. 309	dispose by custodians
Macmillian/McGraw-Hill We Live Together Sci/SS Student Book	0-02-150313-3	1	Rm. 309	dispose by custodians
Responsibility Centered Discipline Workbook 1	Not Given	1	Class	dispose by custodians
Responsibility Centered Discipline Workbook 2	Not Given	1	class	dispose by custodians
Everyday Mathematics My Reference Book	978-0-02-138351-1	7	class	dispose by custodians
Everyday Mathematics Student Math Journal	978-0-02-143082-6	3	class	dispose by custodians
Everyday Math Rule for Games Poster	978-0-07-656085-1	1	class	dispose by custodians
Everyday Math Volume 1 Teacher's Lesson Guide	978-0-02-140991-4	1	class	dispose by custodians
Everyday Math Volume 2 Teacher's Lesson Guide	978-0-02-140995-2	1	class	dispose by custodians
Everyday Math Math Masters	978-0-02-140924-2	1	class	dispose by custodians
Smekens Scaffold Comprehension Instruction Foldable	978-0-9790186-9-5	1	class	dispose by custodians
Smekens Launching Writer's Workshop	978-0-9790186-6-4	1	class	dispose by custodians

Title	ISBN	# of Copies	Location	Plan once approved
Magic Tree House: Haunted Castle on Hallows Eve	978-0-375-86090-4	6	Class	Give to students
Magic Tree House: Eve Emperor of the Penguin	978-0-545-23251-7	9	Class	give to students
Magic Tree House: Moonligh on the Magic Flute	978-0-545-29949-7	2	class	give to students
Magic Tree House: Dark Day in the Deep Sea	978-0-545-20598-6	3	class	give to students
Magic Tree House: Hour of the Olympics	0-590-70646-2	3	class	give to students
Horrible Harry and the Dead Letters	978-0-545-19877-6	3	class	give to students
Encyclopedia Brown Cracks the Case	978-0-545-11021-1	2	class	give to students
Marvin Redpost: A Magic Crystal?	0-439-46959-7	3	class	give to students
The Triple Rotten Day	978-0-545-07191-8	4	class	give to students
Horrible Harry on the Ropes	978-0-545-33318-4	7	class	give to students
Horrible Harry Bugs the Three Bears	978-0-545-15834-3	3	class	give to students
The Magic Finger	978-0-590-13205-3	2	class	give to students
Cam Jansen and the Summer Camp Mysteries	978-0-545-07786-6	2	class	give to students
Bailey School Kids: Ghosts Do Splash in Puddles	978-0-439-87629-2	2	class	give to students
Bailey School Kids: Werewolves Don't Go to Summer Camp	978-0-590-44061-5	3	class	give to students
Bailey School Kids: Snow Monster Mystery	0-439-05873-2	3	class	give to students
The Talented Clemetine	978-0-545-07738-5	6	class	give to students
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Reading Street Grade 2 Unit 2 Student Edition	978-0-328-24349-5	13	Rm. 309	dispose by custodians
Macmillian/McGraw-Hill We Live Together Sci/SS Student Book	0-02-150313-3	1	Rm. 309	dispose by custodians
Responsibility Centered Discipline Workbook 1	Not Given	1	Class	dispose by custodians
Responsibility Centered Discipline Workbook 2	Not Given	1	class	dispose by custodians
Everyday Mathematics My Reference Book	978-0-02-138351-1	7	class	dispose by custodians
Everyday Mathematics Student Math Journal	978-0-02-143082-6	3	class	dispose by custodians
Everyday Math Rule for Games Poster	978-0-07-656085-1	1	class	dispose by custodians
Everyday Math Volume 1 Teacher's Lesson Guide	978-0-02-140991-4	1	class	dispose by custodians
Everyday Math Volume 2 Teacher's Lesson Guide	978-0-02-140995-2	1	class	dispose by custodians
Everyday Math Math Masters	978-0-02-140924-2	1	class	dispose by custodians
Smekens Scaffold Comprehension Instruction Foldable	978-0-9790186-9-5	1	class	dispose by custodians
Smekens Launching Writer's Workshop	978-0-9790186-6-4	1	class	dispose by custodians

SR

Unpacking your Fountas & Pinnell Classroom™
Shared Reading Collection
Grade 1

Little Books Box 1

RESOURCE / TITLE (1-15 of 65 titles)	QTY.	RECEIVED
• Tray	1	
• Sleeves	3	
Monster ABCs	1 6-pk	
The Elephant	1 6-pk	
The Hippo	1 6-pk	
The Giraffe	1 6-pk	
The Flamingo	1 6-pk	
In My Bag	1 6-pk	
Scram!	1 6-pk	
The Camping Trip	1 6-pk	
Going on a Bear Hunt	1 6-pk	
Ripples in the Sea	1 6-pk	
Splash, Plop, Leap!	1 6-pk	
Run, Jump, Swim: Poems About Animals	1 6-pk	
Goldilocks and the Three Bears	1 6-pk	
Little Bear and the Three Campers	1 6-pk	
The Three Little Pigs	1 6-pk	

Little Books Box 2

RESOURCE / TITLE (16-30 of 65 titles)	QTY.	RECEIVED
• Tray	1	
• Sleeves	3	
Squawk	1 6-pk	
The Big Surprise	1 6-pk	
A Pig Tale	1 6-pk	
Antonio and the Firefly	1 6-pk	
Silly and Fun: Poems to Make You Smile	1 6-pk	
Dance and Twirl	1 6-pk	
Tap, Tap, Tappity-Tap!	1 6-pk	
Clippity Clop	1 6-pk	
Chicken Licken	1 6-pk	
Home Sweet Home	1 6-pk	
Zip, Zip, Zip	1 6-pk	
Emily: The Cat Who Thought She Was a Dog	1 6-pk	
Woof! Woof!	1 6-pk	
Not Now!	1 6-pk	
Boomer's Checkup	1 6-pk	

Little Books Box 3

RESOURCE / TITLE (31-48 of 65 titles)	QTY.	RECEIVED
• Tray	1	
• Sleeves	3	
Captain Brock, Firefighter	1 6-pk	
Rain, Sun, Wind, Snow: Poems About the Seasons	1 6-pk	
Up, Up, and Away	1 6-pk	
The Broken Ladder	1 6-pk	
The Strawberry Hunt	1 6-pk	
Lots of Snow	1 6-pk	
Creep, Crawl, Fly: Poems About Bugs	1 6-pk	
The Hungry Fly	1 6-pk	
Scrunch, the Caterpillar	1 6-pk	
Not Ladybugs!	1 6-pk	
Garden Helpers	1 6-pk	
Animal Surprises	1 6-pk	
Bigger and Bigger and Bigger	1 6-pk	
The Cactus Hotel	1 6-pk	
The Sweet Mango Tree	1 6-pk	
Food Store in the Woods	1 6-pk	
How Animals Eat	1 6-pk	
Bone Riddles	1 6-pk	

Little Books Box 4

RESOURCE / TITLE (49-65 of 65 titles)	QTY.	RECEIVED
• Tray	1	
• Sleeves	3	
Zoom In and Out	1 6-pk	
Inventions and Nature	1 6-pk	
Jumping into the Leaves	1 6-pk	
The Frog Who Couldn't Jump	1 6-pk	
The Creaky House: A Tale from Europe	1 6-pk	
The Gingerbread Girl: A European Folktale	1 6-pk	
Three Billy Goats Gruff: A Tale from Norway	1 6-pk	
The Big Mix-Up	1 6-pk	
The Right Spot	1 6-pk	
Snail's Big Adventure	1 6-pk	
Oh, Good!	1 6-pk	
The Farmer and the Crow	1 6-pk	
The Big, Green, Scary Monster	1 6-pk	
Old to New	1 6-pk	
The Great Detective	1 6-pk	
The Singing Wolf: An Aesop Fable	1 6-pk	
The Donkey and the Farmer: An Aesop Fable	1 6-pk	

If any products are missing, please contact Customer Service at 800.225.5800 or custserv@heinemann.com

Title	ISBN	# of Copies	Location	Plan once approved
Fountas & Pinnell Classroom Interactive Read-Aloud lesson cards-Grade K	978-0-325-09829-6	1 set	Classroom	
My first math book	978-0-02-142805-2	1	Classroom	
Resources for the kindergarten class room	9780021379897	1	Classroom	
Math Masters	9780021348237	1	Classroom	
Minute Math	978-0-02-141412-3	1	Classroom	
Math at home Book 1	978-0-02-138244-6	1	Classroom	
Math at home Book 2	978-0-02-138328-3	1	Classroom	
Math at home Book 3	978-0-02-138330-6	1	Classroom	
Teachers Guide Vol 1		1	Classroom	
Teachers Guide Vol 2	978-0-02-141411-6	1	Classroom	
Activty Cards	9780021409334	1	Classroom	
Assessment Handbook	9780021366040	1	Classroom	
Countdown Teachers Guide Book 1	9781942598251	1	Classroom	
Countdown Teachers Guide Book 2	9781942598268	1	Classroom	
Countdown Teachers Guide Book 3	9781942598480	1	Classroom	
Diagnostic Decoding Surveys Student Materials	9780979079764	1	Classroom	
Diagnostic Decoding Surveys User's Guide	9780979079771	1	Classroom	

ILLINOIS HIGH SCHOOL ASSOCIATION

The IHSA governs the equitable participation in interscholastic athletics and activities that enrich the educational experience.

May 2024

To the Principal/IHSA Official Representative Addressed:

It is time again for your school to renew its membership in the Illinois High School Association. **For the 2024-2025 school term, IHSA membership will not require payment for membership dues or state series entry fees per action of the IHSA Board of Directors.**

Your school may renew membership in the Illinois High School Association by confirming that your school continues to be Recognized by the Illinois State Board of Education and by certifying that your Board of Education/Governing Board has voted to adopt and abide by the Constitution, By-laws, Terms and Conditions, and Administrative Procedures, Guidelines, and Policies of the Association for the 2024-25 school term.

Your 2024-25 membership renewal is due by June 30, 2024. Please do not delay. Obtain your Board of Education's action on the membership resolution and email it to general@ihsa.org or fax (309) 663-7479.

Sincerely,

Craig Anderson

Craig Anderson
Executive Director

THIS FORM MUST BE SIGNED BELOW, ON THE APPROPRIATE LINE, BY THE PRINCIPAL OR OFFICIAL REPRESENTATIVE AND THE BOARD PRESIDENT OR SECRETARY.
DO NOT DETACH

To: IHSA Executive Director

We certify that NEW BERLIN High School is recognized by the Illinois State Board of Education. It is understood that failure to be recognized by the Illinois State Board of Education will disqualify our school for membership in the IHSA and that if this were to occur; it is our responsibility to immediately notify the Association of this change in status.

We further certify our Board of Education/Governing Board, at its meeting held on MAY 16, 2024, voted to renew membership in the Illinois High School Association, and to adopt and abide by the Constitution, By-laws, Terms and Conditions, and Administrative Procedures, Guidelines and Policies of the Illinois High School Association for the year of July 1, 2024, through June 30, 2025.

Blake Lucas
Principal/Official Representative Signature

Board President or Board Secretary Signature

Blake Lucas (217) 488-6012
Print Name and Phone Number

Print Name and Phone Number

NEW BERLIN High School

NEW BERLIN, Illinois

2024-25 Membership Renewal

Board Meeting Dates and Times For Fiscal Year 24/25

Date	Time
July 18, 2024	(3rd Thursday at 6:00 PM)
August 15, 2024	(3rd Thursday at 6:00 PM)
September 18, 2024	(3rd Wednesday at 6:00 PM)
October 16, 2024	(3rd Wednesday at 6:00 PM)
November 14, 2024	(2nd Thursday at 6:00 PM)
December 19, 2024	(3rd Thursday at 6:00 PM)
January 22, 2025	(3rd Wednesday at 6:00 PM)
February 20, 2025	(3rd Thursday at 6:00 PM)
March 20, 2025	(3rd Thursday at 6:00 PM)
April 24, 2025	(3rd Thursday at 6:00 PM)
May 15, 2025	(3rd Thursday at 6:00 PM)
June 19, 2025	(3rd Thursday at 6:00 PM)

7:40 Nonpublic School Students, Including Parochial and Home-Schooled Students

Part-Time Attendance

The District accepts nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education program on a space-available basis. Requests for part-time attendance must be submitted to the Building Principal of the school in the school attendance area where the students resides. All requests for attendance in the following school year must be submitted before May 1. The Board of Education will have final approval of all requests.

A student accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. He or she may participate in any co-curricular activity associated with a District class in which he or she is enrolled. The parent(s)/guardian(s) of a student accepted for partial enrollment must pay all fees, pro-rated on the basis of a percentage of full-time fees. Transportation to and/or from school is provided on regular bus routes to or from a point on the route nearest or most easily accessible to the nonpublic school or student's home. This transportation shall be on the same basis as the District provides transportation for its full-time students. Transportation on other than established bus routes is the responsibility of the parent(s)/guardian(s).

Students with a Disability

The District accepts for part-time attendance those children for whom it has been determined that special education services are needed, are enrolled in nonpublic schools, and otherwise qualify for enrollment in the District. Requests must be submitted by the student's parent/guardian. Special educational services shall be provided to such students as soon as possible after identification, evaluation, and placement procedures provided by State law, but no later than the beginning of the next school semester following the completion of such procedures. Transportation for such students shall be provided only if required in the child's individualized educational program on the basis of the child's disabling condition or as the special education program location may require.

Extracurricular Activities, Including Interscholastic Competition

Nonpublic students, regardless of whether they attend a District school part-time, will not be allowed to participate in extracurricular activities.

Assignment When Enrolling Full-Time in a District School

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a Certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

Notwithstanding the above, recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made

according to Board of Education policy 7:30, *Student Assignment*, as well as administrative procedures implementing this policy.

LEGAL REF.:

105 ILCS 5/10-20.24 and 5/14-6.01.

CROSS REF.: 4:110 (Transportation), 6:170 (Title I Programs), 6:190 (Extracurricular and Co-Curricular Activities), 6:320 (Credit for Proficiency), 7:30 (Student Assignment), 7:300 (Extracurricular Athletics)

Adopted: September 14, 2020

Holly Ruppel
[redacted]

Jill Larson, Superintendent

600 North Cedar

New Berlin, Il 62670

April 16, 2024

Jill Larson and board members,

I am writing this letter to inform you of my resignation effective July 1, 2028. At that time, I will have completed 34 years of teaching pre-k at New Berlin Elementary. It continues to be a joy to work in New Berlin with wonderful staff, families, and students. I really cannot believe I have only 4 years left, but it has been a complete joy!

Sincerely

[redacted]

Holly Ruppel

REQUEST FOR PERSONNEL SERVICES

NEW BERLIN CUSD #16

Action Requested:	Replacement	**Employee Category:**	Support	**Employment Status:**	Full-time (FT)
				If PT, No. of Hrs/Day:	
Certified Position:		**Subject/Grade/ Activity/Sport:**		**ESP Position:**	Choose an item.
NEW EMPLOYEE INFORMATION / PLACEMENT					
Name:	Llewellyn, Anna			**Hourly/Daily Rate of Pay:**	Click or tap here to enter text.
Location:	Junior High School	**Certified Degree:**		**Additional Hours:**	Click or tap here to enter text.
Salary Schedule Placement		**Step:**	0	**Annual Rate of Pay:**	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	**Placement:**	Click or tap here to enter text.	**Salary:**	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	**Placement**	Click or tap here to enter text.	**Salary:**	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	**Placement**	Click or tap here to enter text.	**Salary:**	Click or tap here to enter text.
Incumbent Name:	Weidhuner, Tabitha	**Desired Beginning Date:**	08/12/2024		
Position Supervisor:	Brandon Radford				
Action Requested by:	Brandon Radford	**Date:**	04/25/2024		

(Placement – indicate the location of the employee on the extra-curricular salary schedule: i.e. 3yrs=col. 2; salary from Appendix C)

APPOINTMENT AUTHORIZATION SIGNATURES			
Chief Financial Officer:		**Superintendent:**	
President:		**Secretary**	

Routing: Original to Chief Financial Officer – Attach resume/application/transcripts/certificates

Freshman Academy: August 2 Employment

1. Kristen McGuire
2. Alex Kruckeberg
3. Taylee Julian
4. Joe Viola
5. Olga Lopez

Junior High Step Up Staff (August 2)

1. Sarah Knepler
2. Emily Yates
3. Ryan McDonald,
4. Nicki Burke

Elementary Jump Start - #2

1. Amanda Robinson
2. Corinne Steiner
3. Shelley Haas (1 – week/opposite Jenna Cisco)
4. Melissa Charneski
5. Shelly Bandelow