

## AGENDA BOARD OF EDUCATION REGULAR MEETING

**MONDAY, APRIL 21, 2025  
6:30 PM**

**HADLEY JR. HIGH SCHOOL,  
240 HAWTHORNE BLVD,  
GLEN ELLYN, IL 60137**

- I. Call to Order
- II. Celebrations and Recognitions
  - Hadley Student Recognition
  - PTA - Community Outreach/Holiday Sharing
- III. Presentations
  - A. Kindergarten Update with FQC
  - B. 2025-2026 Elementary Schedule
- IV. Public Participation
- V. Reports
  - A. Superintendent's Report
    - Kindergarten Center Update
    - Transportation Update
  - B. Board Reports
  - C. Student Board Reports
- VI. Discussion
  - A. Board Policy Revisions - First Reading - Student Personal Technology 3
  - B. IXL Software Purchase K-8 20
  - C. HMH materials and licensing extended contract 21
  - D. Elementary Social Studies supplemental resource 23
  - E. Elementary AEC student workbooks 25
  - F. Tentative FY 2025 Amended Budget 26
- VII. Action Items
  - A. Consent Agenda
    - 1. Personnel Report 29
      - Employment Recommendations
      - Resignations
      - Resignations and Retirements
      - Administration Compensation
      - Non-Union Exempt Compensation
    - 2. Approve Probationary (Non-Tenure) Renewal Staff Contracts
    - 3. Acceptance of April 21, 2025 resignation letters from teachers
    - 4. Monthly Financial Reports 1
      - a. Disposal of Surplus Property 32

b.	Donation and Gifts	35
c.	Freedom of Information Act (FOIA) Report	36
d.	Investment Schedule	41
e.	Monthly Revenue/Expenditure Summary Report	43
f.	School District Payment Order	45
g.	Summary of Bills and Payroll	54
h.	Treasurer's Report	55
i.	Vandalism	56
5.	Board Meeting Minutes	57
	• March 17, 2025 Regular Meeting Minutes	
	• March 17, 2025 Closed Meeting Minutes	
B.	Recommendations	
1.	Approval of Increase in the Compensation of the Superintendent	
2.	Approval of Professional Services Contract	65
3.	Approve the Last Day of the 2024-2025 School Year	66
4.	Board Policy Revisions - Second Reading and Adoption	67
5.	eRate - PON Network Whole District (Switch Replacement)	114
6.	Place the 2025 FY Tentative Budget on Display	116
7.	Approve Consolidated District Plan	119
VIII.	Other/Board Governance - Learning Together	
	• Advocacy Report	
	• Book Study	
	• Board Member Recognition	
IX.	Upcoming Meetings	
X.	Adjourn to Closed Session	
XI.	Return to Open Session	
XII.	Adjournment	

---

*Superintendent Dr. Jeff McHugh*

## Board Report

**Date:** April 21, 2025  
**Title:** Student Use of Personal Technology  
**Submitted by:** Dr. Jeff McHugh, Superintendent

---

**Strategic Priority Goal Area 1: Growth Focused Learning:** The District 41 community of learners, educators and stakeholders cultivate students who are actively engaged and committed to their own learning. District 41 provides a guaranteed rigorous and differentiated learning environment where all students can demonstrate high levels of growth and success. District 41 uses data to form a detailed profile of student, school and district performance; illuminate successes; and identify opportunities for improvement.

**Strategic Priority Goal Area 6: Community Partnerships & Engagement:** District 41 is dedicated to creating and sustaining community partnerships that enhance education and provide social, emotional and academic support for our students. By creating strong connections with community partners and engaging with all five communities we serve, District 41 prepares each student for a successful future.

**Background:** Last fall, the administration began reviewing student technology use to inform policy updates. Initially focused on personal devices like smartphones and smartwatches, the review expanded to include instructional tools like Chromebooks due to community input. Feedback from meetings, a February survey, and the March Committee of the Whole meeting showed strong support—76.9% of parents and 77.5% of staff—for restricting personal device use during school hours, especially in elementary grades. Students noted distractions but also voiced concerns about emergency access and flexibility. The feedback highlighted the need for a clear, consistent policy and strong communication. At the March 17 Board meeting, Dr. McHugh recommended restricting personal devices throughout the school day for all PK-8 students. The Board supported the recommendation and next steps to finalize changes with legal counsel and the Policy Committee.

**Discussion:** The administration, legal counsel and the Board Policy Committee have all reviewed, made suggestions and present the following for review and revision.

- 7:190 AP5, Electronic Devices - NEW
- 9:10, Student Use of Personal Technology
- 9:10 AP1, Administrative Procedure -Student Use of Personal Technology
- 9:10 E1, Acceptable Use of Personal Technology Authorization (Students)
- 9:10 E2, Student Use of Personal Technology Waiver

**Other Information:** Following policy approval, the district will communicate expectations for the 2025–26 school year to parents, students, and staff.

**Budgetary Funding:** None at this time

**Recommendation:** This report is for Board discussion only and will be presented at the May 5, 2025 Board meeting.

## Policy Committee Memo Thursday, April 17, 2025

### Student Use of Personal Technology

Last fall, the administration began evaluating student technology use to guide future policy updates. While the initial focus was on personal devices such as smartphones and smartwatches, the scope expanded to include instructional technology—like Chromebooks—based on community interest. Input was gathered from students, staff, parents, and community members through meetings and a district-wide survey in February. Additional feedback was shared during the March Committee of the Whole meeting. Survey results showed strong support—76.9% of parents and 77.5% of staff—for restricting personal device use during school hours, especially in elementary grades. While students recognized the distractions devices pose, they also raised concerns about access during emergencies and flexibility during non-instructional times. Overall, the feedback emphasized the need for a clear, consistent policy, staff guidance, and parent education to support implementation in the upcoming school year.

At the March 17 Board meeting, Dr. McHugh presented the findings and recommended revising current policies and procedures to restrict personal device use—including smartwatches—throughout the school day for all PK-8 students. The Board supported the recommendation and endorsed further work with legal counsel and the Policy Committee to finalize proposed changes for Board approval.

**Recommendation:** The administration, legal counsel and the Board Policy Committee have all reviewed, made suggestions and present the following for review and revision.

7:190 AP5, Electronic Devices - NEW

9:10, Student Use of Personal Technology

9:10 AP1, Administrative Procedure -Student Use of Personal Technology

9:10 E1, Acceptable Use of Personal Technology Authorization (Students)

9:10 E2, Student Use of Personal Technology Waiver

NEW

## Students

### Student Handbook - Electronic Devices

#### Electronic Signaling Devices

Students may not use or possess electronic signaling (paging) devices or two-way radios on school property at any time, unless the Building Principal specifically grants permission.

#### Cell Phones and Other Electronic Devices

Electronic communication devices includes, but is not limited to, electronic devices, wireless telephones, personal digital assistants, or portable or mobile computers, that are capable of transmitting images or pictures. 705 ILCS 405/3-40(a). Computer means a device that accepts, processes, stores, retrieves, or outputs data and includes, but is not limited to, auxiliary storage, including cloud-based networks of remote services hosted on the Internet, and telecommunications devices connected to computers. [720 ILCS 5/17-0.5](#).

The possession and use of Cell Phones and Other Electronic Devices will only be permitted as outlined in Board policy 9:10 *Technology-Student Use of Personal Technology* and with an approved authorization form.

The School District is not responsible for the loss or theft of any electronic device brought to school.

LEGAL REF.: [705 ILCS 405/3-40\(a\)](#)  
[720 ILCS 5/17-0.5](#)

CROSS REF.: 9:10 (Technology-Student Use of Personal Technology)

Reviewed:

Adopted:

Revision Adopted:

## Technology

### Student Use of Personal Technology

The School Board is committed to providing all students a safe and secure learning environment. The use of personal technology is a privilege, not a right, and will only be permitted if a signed authorization form (Acceptable Use of Personal Technology Authorization Form) is on file with the school district indicating compliance with current procedures and safeguards and may require the payment of a fee if provided for in the related Administrative Procedure.

Examples of personal technology - Any device that is not owned or leased by the District or otherwise authorized for District use and: (1) transmits sounds, images, text, messages, videos, or electronic information, (2) electronically records, plays, or stores information, or (3) accesses the Internet, or private communication or information networks. This includes computers, tablets, smartphones, smartwatches, and other devices.

~~Examples of electronic devices that are used as study aids include, but are not limited to: devices with audio or video recording, MP3 players, some cellular telephones, smartphones, laptop computers, Chromebooks®, and tablet computers or devices, e.g., iPads®.~~

~~Examples of electronic devices that are not used as study aids include but are not limited to: hand-held electronic games, CD players, MP3 players, web-enabled devices of any type such as wearables, global positioning systems (GPS), radios, and cellular telephones (with or without cameras) used for a purpose other than a study aid.~~

The use of technology as educational material in a curriculum-based program is not a necessity but a privilege, and a student does not have an absolute right to use the student's his or her electronic device while at school. If applicable, use of technology as a study aide must be in accordance with using technology as a study aid must always follow the established applicable District policies, rules, and procedures. Using technology at all other times must ~~always follow the~~ be in accordance with established rules for cell phones and other electronic devices at school, as well as applicable District policies, rules and procedures.

The District is not responsible for the loss, theft, or damage of personal technology. ~~In order to achieve this goal, the use of personal technology on school grounds by students will be allowed under the following conditions:~~

#### **For all students in grades Pre-K through 58:**

1. Personal technology will not be utilized during school hours, unless use is authorized by an approved Acceptable Use of Personal Technology Authorization.
2. During school hours, personal technology must be powered off and put away, kept off and out of sight unless use is authorized by an approved Acceptable Use of Personal Technology Authorization. This includes removing smartwatches from wrists.  
~~2. students will be required to turn off all personal technology and keep it off their person.~~
3. Use of Ppersonal technology ~~will be~~ is permitted before and after school.
4. Personal technology ~~They~~ may not be used for creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions or non-consensual dissemination of

private sexual images as defined in State law, i.e., sexting. Possession is prohibited regardless of whether the depiction violates State law. Any ~~personal technology cellular phone or electronic device~~ may be searched upon reasonable suspicion of sexting or other violations of policy. Such search shall be limited in scope and shall extend only as is necessary to determine whether a violation has occurred based upon the reasonable suspicion. All sexting violations will require school administrators to follow student discipline policies in addition to contacting the police and reporting suspected child abuse or neglect when appropriate.

~~Electronic study aids may be used during the school day if:~~

- ~~1. Use of the device is provided in the student's IEP, or~~
- ~~2. Parents apply for a waiver for medical/academic purposes during school hours with a completed and approved 9:10 E1, *Acceptable Use of Personal Technology Authorization Form*~~

~~If personal technology usage is deemed inappropriate disciplinary action will be taken as outlined in Student Discipline Policy 7:190.~~

~~**For students in grades 6 through 8:**~~

- ~~1. Personal technology will be allowed during school hours as long as it is stored out of sight and non-disruptive.~~
- ~~2. Personal technology may be utilized during school for academic purposes with direct guidance from teachers.~~
- ~~3. Personal technology is not allowed during lunch hours.~~
- ~~4. Students will be allowed to use personal technology before and after school on District property or during district-sponsored or related activities as long as it is not disruptive or inappropriate.~~
- ~~5. Personal technology shall not be used for inappropriate purposes.~~
- ~~6. They may not be used for creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions or non-consensual dissemination of private sexual images as defined in State law, i.e., sexting. Possession is prohibited regardless of whether the depiction violates State law. Any cellular phone or electronic device may be searched upon reasonable suspicion of sexting or other violations of policy. All sexting violations will require school administrators to follow student discipline policies in addition to contacting the police and reporting suspected child abuse or neglect when appropriate.~~

Electronic study aids may be used during the school day if:

1. Use of the device is provided in the student's IEP, or
2. Parents apply for a waiver for medical/academic purposes during school hours with a completed and approved 9:10 E1, *Acceptable Use of Personal Technology Authorization Form*.

Examples of electronic devices that are used as study aids include: devices with audio or video recording, MP3 players, some cellular phones, smartphones, laptop computers, Chromebooks®, and tablet computers or devices, e.g., iPads®.

Examples of electronic devices that are not used as study aids include: hand-held electronic games, MP3 players used for a purpose other than a study aid, global positioning systems (GPS),

radios, and cellular and smartphones (with or without cameras) used for a purpose other than a study aid.

If applicable, using technology as a study aid must always follow the established rules in 9:10 E1, Acceptable Use of Personal Technology Authorization Form.

If personal technology usage is deemed inappropriate, disciplinary action will be taken as outlined in Policy 7:190, Student Behavior

Reviewed: July 8, 2014, December 8, 2014, June 27, 2016, December 13, 2021,  
May 20, 2024, April 21, 2025

Adopted: August 11, 2014

Revisions Adopted: January 12, 2015, August 1, 2016, January 18, 2022, June 1, 2024

---

## Definitions

**“Bring your own device (BYOD) or bring your own technology (BYOT) program”:** Programs under which students and/or employees are authorized to use personal technology devices not owned or licensed by the District, including personal computers, cell phones, and smart phones, for certain educational, extra-curricular, and/or business purposes identified in the program.

**“District business”:** Any work conducted as an employee of the District, whether for educational, extra-curricular, or other business or operational purposes of the District. This includes communications with members of the District community in which the employee conducts or performs such work. District business might relate to education, instruction, student and employee relations and discipline, extra-curricular activities, professional activities, and other District operations. “District business” does not include protected concerted union activity.

**“on District property or at related events and activities”:** Use is considered to be on District property or at a related event or activity when it occurs on, or within sight of, school grounds at any time, including before, during, and after school hours; off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school; and when traveling to or from school or a school activity, function, or event through District-sponsored transportation. Simply because use does not occur on District property or at a related event or activity does not mean the use is not subject to this AUP or other District policies and procedures, including discipline policies and procedures. For example, student or employee misconduct on technology may lead to consequences under this AUP or other District policies and procedures if the conduct materially and substantially interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of an employee; or (b) endanger the health or safety of students, employees, or school property, regardless of when or where that misconduct occurs.

**“Electronic resources”:** The District’s “electronic resources” include, but are not limited to, the District’s electronic networks and information systems, such as the Internet, Wi-Fi, electronic data networks, and infrastructure for oral, visual, and written electronic communication, including electronic mail, text messaging, instant messaging, and chat programs. “Electronic resources” also include technology owned or licensed by the District and provided by the District for use by its employees or students, including, if offered, technology issued to students and/or employees (i.e., a “one-to-one” program), and District and District-authorized webpages and social media or websites. If a user accesses the District’s electronic resources, including Internet service or Wi-Fi, with a personal technology device, that use is also considered use of “electronic resources” that is covered by this AUP.

**“Includes” or “Including”:** When used in this AUP and any related administrative procedures, handbooks, and guidelines implementing this AUP, “includes” means “includes, but not limited to” and “including” means “including, but not limited to” and reference a non-exhaustive list.

**“Internet publications”:** Webpages that are limited to the provision of information, allowing users to view content but not to contribute to the content of the webpage.

**“Members of the District community”:** Students, parents, residents, employees, contractors and volunteers of the District, and other individuals serving, served by, and/or working with or for the District.

**“One-to-one program”:** Program through which the District issues all students and/or employees, or certain groups of students and/or employees, District-owned or -licensed personal technological devices, such as personal computers and laptop computers, for educational, extra-curricular and/or business purposes identified in the program. The participant in the one-to-one program typically may take the technological device with them when they leave school grounds for use outside of normal school or business hours.

**“Personal purposes”:** Any uses other than uses for “District business,” such as accessing personal cell or smart phones, email, and social media websites such as Twitter, Facebook, and others for purposes other than District business. “Personal purposes” includes protected concerted union activity.

**“Personal technology”:** All technology that is not owned or licensed by the District.

**“Protected concerted union activity”:** Actions by employees concerning wages or working conditions, such as discussing work-related issues or terms and conditions of employment between employees or with members of the District community.

**“Social media websites”:** Webpages that do not simply provide information, but rather allow users to comment, exchange or share content, collaborate, and/or interact. Also known as social networking websites. Examples of social media websites include Internet forums, weblogs (or “blogs”), video logs (or “vlogs”), wikis, social networks (such as Facebook, Twitter, and MySpace), podcasts,

---

photograph and video sharing programs (such as YouTube and Instagram), rating websites, music-sharing websites, and crowdsourcing.

**“Technology”**: Includes desktop computers, laptop computers, tablet computers, cell phones and smart phones, text messaging services, instant messaging services, and other technology, as well as any webpages or social media profiles, such as Internet forums, weblogs (or “blogs”), video logs (or “vlogs”), wikis, social networks and social media pages (such as Facebook-~~and X~~,~~(formerly known as Twitter), and MySpace~~), podcasts, photograph and video sharing programs (such as YouTube and Instagram), rating websites, music-sharing websites, and crowdsourcing.

**“User”**: A user of the District’s electronic resources is any person who uses the District’s electronic resources, with or without District authorization, and may include students, parents, employees, contractors, and volunteers of the District

## Technology

### Administrative Procedure - Student Use of Personal Technology

Examples of personal technology - Any device that is not owned or leased by the District or otherwise authorized for District use and: (1) transmits sounds, images, text, messages, videos, or electronic information, (2) electronically records, plays, or stores information, or (3) accesses the Internet, or private communication or information networks. This includes computers, tablets, smartphones, smartwatches, and other devices.

~~Examples of electronic devices that are used as study aids include, but are not limited to: devices with audio or video recording, MP3 players, some cellular telephones, smartphones, laptop computers, Chromebooks®, and tablet computers or devices, e.g., iPads®.~~

~~Examples of electronic devices that are not used as study aids include but are not limited to: hand-held electronic games, CD players, MP3 players used for a purpose other than a study aid, global positioning systems (GPS), radios, and cellular telephones (with or without cameras) used for a purpose other than a study aid.~~

The use of technology as educational material in a curriculum-based program is not a necessity but a privilege, and a student does not have an absolute right to use the student's his or her electronic device while at school. If applicable, use of technology as a study aid must be in accordance with applicable District policies, using technology as a study aid must always follow the established rules, and procedures. Using technology at all other times must be in accordance with always follow the established rules for cell phones and other electronic devices at school, as well as applicable District policies, rules and procedures.

#### For all grades ~~Grades Pre-K through 58:~~

- ~~1. Personal technology will not be utilized during school hours, unless use is authorized by an approved Acceptable Use of Personal Technology Authorization. The school district is not responsible for personal technology devices in the event of loss, damage, or theft. The school will not store personal technology except as provided herein., unless there is a violation.~~
- ~~2. Students must turn off personal technology prior to entering the school building. Upon entering the school, personal technology must be placed in a backpack, cubby, or locker. Personal technology is not allowed to be powered on inside the school.~~
- ~~2. During school hours, personal technology must be powered off, put away, kept off and out of sight unless use is authorized by an approved Acceptable Use of Personal Technology Authorization. Students will not be allowed to carry personal technology into the classroom setting. The school will not store personal technology.~~
1. If a student is carrying or using personal technology during the school day, in violation of District policies, procedures or rules:

  - a. At the teacher's discretion a verbal directive to turn off the device and put it away; out of sight will be issued.
  - b. The device will be taken from the student, labeled, and given to the office staff.

- ~~c. Parents/guardians will be notified of the student's personal technology behavior.~~
- ~~d. An arrangement between the parent/guardian and school staff will be made to retrieve the device.~~
- ~~e. The device will not be released until a parent/guardian has had a conversation with a school administrator, teacher, or office staff.~~
- ~~f. If school staff are unable to reach the parent/guardian during school hours, the device will remain overnight in a secured area at the school.~~
- ~~4. , it will be taken from the student, labeled, and given to the office staff. Parents will be notified of their student's personal technology behavior, and an arrangement between the parent and the school staff will be made to retrieve the personal technology. Personal technology will not be released until parents/guardians have had a conversation with a school administrator, teacher, or office staff. The personal technology will remain overnight at the school, in a secured area, if the school is unable to make contact with the parent(s) during school hours.~~
- ~~5. Outside of school hours, students may turn on and use their personal technology, ~~once they are outside of the building.~~~~
- ~~6.2. Collaboration between the child's teacher and the parent is critical to determine if there is a need for personal technology in the classroom. If a teacher believes personal technology would benefit a student's academic success, the teacher may be the individual who starts the collaborative process with the parent.~~
- ~~7.3. If the parent determines that a waiver for academic or medical purposes would be useful for the child~~the his or her child~~, the parent must complete the waiver form 9:10-E2, 9:10-E2, Student Use of Personal Technology Waiver Request. The form must be signed by the parent, teacher, school principal, and other appropriate school personnel, as necessary. Parents may apply for a waiver at any point throughout the school year. A waiver must be reapplied for each school year.~~
- ~~8.4. Once the waiver has been signed by all necessary individuals, the student may use the student's ~~his or her~~ personal technology under the guidance of the teacher during the class period in which the waiver was intended to be used.~~
- ~~5. Personal technology may not be used for creating, sending, sharing, viewing, receiving, or possessing indecent visual depictions or non-consensual dissemination of private sexual images as defined in State law, i.e., sexting. Possession is prohibited regardless of whether the depiction violates State law. Any personal technology may be searched upon reasonable suspicion of sexting or other violations of policy. Such search shall be limited in scope and shall extend only as is necessary to determine whether a violation has occurred based upon the reasonable suspicion. All sexting violations will require school administrators to follow student discipline policies in addition to contacting the police and reporting suspected child abuse or neglect when appropriate.~~
- ~~9.6. If usage of approved personal technology is deemed inappropriate, disciplinary action will be taken as outlined in 7:190, Student Behavior s Discipline Policy 7:190 and may result in revoking the waiver.~~

**Grades 6 through 8:**

- ~~1. The school or district is not responsible for personal technology devices in the event of loss, damage, or theft.~~
- ~~2. Students may keep technology on their person, but it must be turned off and out of sight prior to entering the school building.~~
- ~~3. Personal technology cannot be used in the hallways, cafeteria, locker rooms, restrooms, or outside of the classroom during the school day.~~
- ~~4. If a student is using personal technology during the school day outside of the acceptable use, it will be taken from the student, labeled, and given to the office staff. Parents will be notified of their student's personal technology behavior, and an arrangement between the parent and the school staff will be made to retrieve the personal technology. The personal technology will not be released until parents/guardians have had a conversation with a school administrator, teacher, or office staff. The personal technology will remain overnight at the school, in a secured area, if the school is unable to make contact with the parent(s) during school hours.~~
- ~~5. Collaboration between the child's teacher and the parent is critical to determine if there is a need for personal technology in the classroom. A teacher may be the individual who starts the collaborative process with the parent, if the teacher believes personal technology would benefit the student's academic success.~~
- ~~6. If the parent determines that a waiver for academic or medical purposes would be useful for his or her child, the parent must complete the waiver form 9:10 E2. The form must be signed by the parent, teacher, school principal, and other appropriate school personnel, as necessary. Parents may apply for a waiver at any point throughout the school year. A waiver must be reapplied for each school year.~~
- ~~7. Once the waiver has been signed by all necessary individuals, the student may use his or her personal technology under the guidance of the teacher during the class period in which the waiver was intended to be used.~~
- ~~8. If personal technology usage is deemed inappropriate, disciplinary action will be taken as outlined in Student Discipline Policy 7:190 and may result in revoking the waiver.~~

Reviewed: August 25, 2014, December 8, 2014, December 13, 202, April 21+, 2025

Adopted: August 25, 2014

Revisions Adopted: January 12, 2015, January 22, 2022

## Definitions

~~“Bring your own device (BYOD) or bring your own technology (BYOT) program”~~: Programs under which students and/or employees are authorized to use personal technology devices not owned or licensed by the District, including personal computers, cell phones, and smart phones, for certain educational, extra-curricular, and/or business purposes identified in the program.

~~“District business”~~: Any work conducted as an employee of the District, whether for educational, extra-curricular, or other business or operational purposes of the District. This includes communications with members of the District community in which the employee conducts or performs such work. District business might relate to education, instruction, student and employee relations and discipline, extra-curricular activities, professional activities, and other District operations. “District business” does not include protected concerted union activity.

~~“on District property or at related events and activities”~~: Use is considered to be on District property or at a related event or activity when it occurs on, or within sight of, school grounds at any time, including before, during, and after school hours; off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school; and when traveling to or from school or a school activity, function, or event through District-sponsored transportation. Simply because use does not occur on District property or at a related event or activity does not mean the use is not subject to this AUP or other District policies and procedures, including discipline policies and procedures. For example, student or employee misconduct on technology may lead to consequences under this AUP or other District policies and procedures if the conduct materially and substantially interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of an employee; or (b) endanger the health or safety of students, employees, or school property, regardless of when or where that misconduct occurs.

~~“Electronic resources”~~: The District’s “electronic resources” include, but are not limited to, the District’s electronic networks and information systems, such as the Internet, Wi-Fi, electronic data networks, and infrastructure for oral, visual, and written electronic communication, including electronic mail, text messaging, instant messaging, and chat programs. “Electronic resources” also include technology owned or licensed by the District and provided by the District for use by its employees or students, including, if offered, technology issued to students and/or employees (i.e., a “one to one” program), and District and District authorized webpages and social media or websites. If a user accesses the District’s electronic resources, including Internet service or Wi-Fi, with a personal technology device, that use is also considered use of “electronic resources” that is covered by this AUP.

~~“Includes” or “Including”~~: When used in this AUP and any related administrative procedures, handbooks, and guidelines implementing this AUP, “includes” means “includes, but not limited to” and “including” means “including, but not limited to” and reference a non-exhaustive list.

~~“Internet publications”~~: Webpages that are limited to the provision of information, allowing users to view content but not to contribute to the content of the webpage.

~~“Members of the District community”~~: Students, parents, residents, employees, contractors and volunteers of the District, and other individuals serving, served by, and/or working with or for the District.

~~“One to one program”~~: Program through which the District issues all students and/or employees, or certain groups of students and/or employees, District-owned or licensed personal technological devices, such as personal computers and laptop computers, for educational, extra-curricular and/or business purposes identified in the program. The participant in the one to one program typically may take the technological device with them when they leave school grounds for use outside of normal school or business hours.

~~“Personal purposes”~~: Any uses other than uses for “District business,” such as accessing personal cell or smart phones, email, and social media websites such as Twitter, Facebook, and others for purposes other than District business. “Personal purposes” includes protected concerted union activity.

~~“Personal technology”~~: All technology that is not owned or licensed by the District.

~~“Protected concerted union activity”~~: Actions by employees concerning wages or working conditions, such as discussing work-related issues or terms and conditions of employment between employees or with members of the District community.

~~“Social media websites”~~: Webpages that do not simply provide information, but rather allow users to comment, exchange or share content, collaborate, and/or interact. Also known as social networking websites. Examples of social media websites include Internet forums, weblogs (or “blogs”), video logs (or “vlogs”), wikis, social networks (such as Facebook, Twitter, and MySpace), podcasts,

~~photograph and video sharing programs (such as YouTube and Instagram), rating websites, music sharing websites, and crowdsourcing.~~

~~**“Technology”:** Includes desktop computers, laptop computers, tablet computers, cell phones and smart phones, text messaging services, instant messaging services, and other technology, as well as any webpages or social media profiles, such as Internet forums, weblogs (or “blogs”), video logs (or “vlogs”), wikis, social networks and social media pages (such as Facebook, Twitter, and MySpace), podcasts, photograph and video sharing programs (such as YouTube and Instagram), rating websites, music sharing websites, and crowdsourcing.~~

~~**“User”:** A user of the District’s electronic resources is any person who uses the District’s electronic resources, with or without District authorization, and may include students, parents, employees, contractors, and volunteers of the District~~

## Technology

### Exhibit - Acceptable Use of Personal Technology Authorization Form (Students)

**\*\*\*\*The following section must be completed by all students.\*\*\*\***

By signing below, I acknowledge that I have received, read, and understand Policy 9:10, *Student Use of Personal Technology*, and any implementing administrative procedures, handbooks, and guidelines. I agree to all terms of the policy and related materials. I understand that it is my responsibility to become acquainted with the policy and related materials, and to keep up-to-date on any changes that may be implemented from time to time. I understand that I am expected to comply by the policy and related materials, that I may not be notified immediately by the District of changes to the policy and related materials, and that my ignorance of the policy and related materials is not an excuse for a violation or other misconduct. I understand that I may be disciplined (up to and including suspension and expulsion) and/or subject to other legal action for violations of the policy and related materials.

User's Full Name (Please print)	Grade (for Students)
User's Signature	Date

**\*\*\*\*The following section must be completed by each student user's parent/guardian \*\*\*\***

As the parent/guardian of the student signing above, I acknowledge that I have received, read, and understand Policy 9:10, *Student Use of Personal Technology*, and any implementing administrative procedures, handbooks, and guidelines. I agree to all terms of the policy and related materials for myself and for my student. I understand that it is my responsibility to make sure my student and I are acquainted with the policy and related materials and keep up-to-date on any changes that may be implemented from time to time. I understand that my student is expected to comply with the policy and related materials, that my student and I may not be notified immediately by the District of changes to the policy and related materials, and that my or my student's ignorance of the policy and related materials is not an excuse for a violation or other misconduct. I understand that my student may be disciplined (up to and including suspension and expulsion) and/or subject to other legal action for violations of the policy and related materials. Additionally, as the parent/guardian of the student signing above, I agree to indemnify the School District, including its Board of Education, Board members, officers, agents, volunteers, independent contractors, and employees for any causes of action, losses, costs, or damages, including reasonable attorney fees, incurred by the District related to, or arising out of, any breach of Policy 9:10, Student Use of Personal Technology.

Parent/Guardian's Full Name (Please print)	
Parent/Guardian's Signature	Date

A user may contact the Director of Instructional Technology **and Innovation** with questions about this policy.

Reviewed: July 8, 2014; December 8, 2014, December 13, 2021, April 21, 2025  
Adopted: August 11, 2014  
Revisions Adopted: January 12, 2015

**Technology**

**Exhibit – Student Use of Personal Technology Waiver Request -To be submitted to the Building Principal**

Name of Student:		
School/Grade:		School Year:

I, the parent of the above named student, do hereby request a waiver to Board policy 9:10 *Student Use of Personal Technology*. In support of this waiver request, I am acknowledging that one of the following statements is true and accurate (please check at least one box):

Purpose for waiver

- Medical – as deemed appropriate by a physician (attach documentation)
- Medical – as deemed appropriate by the appropriate school personnel (please explain below):

---



---



---

- Academic- at the request of the parent (please explain below):

---



---



---

I further acknowledge that I have reviewed and discussed Policy 9:10, Student Use of Personal Technology ~~Policy 9:10~~ with my student and understand this waiver is good until June 15 of the current school year.

I understand the use of personal technology is a privilege, not a right. If personal technology usage is deemed inappropriate, disciplinary action will be taken as outlined in Policy 7:190, Student Behavior Discipline ~~Policy 7:190~~ and may result in revoking the approved waiver.

Parent/Guardian Name (Please print)	
Parent/Guardian Signature	
Teacher Name (please print)	
Teacher Signature	
Principal Name (please print)	
Principal Signature	
Building Nurse (if applicable)	
Building Nurse Signature (if applicable)	
Other appropriate school personnel:	
Other appropriate school personnel Signature:	
Date:	

Reviewed: July 8, 2014; December 8, 2014, December 13, 2021  
 Adopted: August 11, 2014  
 Revisions Adopted: January 12, 2015

## Board Report

**Date:** April 21, 2025

**Title:** IXL Resource - K-8

**Submitted by:** Kristine Webster, Assistant Superintendent for Teaching, Learning and Accountability

---

**Strategic Priority Goal Area 1: Growth Focused Learning:** The District 41 community of learners, educators and stakeholders cultivate students who are actively engaged and committed to their own learning. District 41 provides a guaranteed rigorous and differentiated learning environment where all students can demonstrate high levels of growth and success. District 41 uses data to form a detailed profile of student, school and district performance; illuminate successes; and identify opportunities for improvement.

**Strategic Priority Goal Area 5: Future Ready Skills & Innovation:** District 41 prepares each student to be a productive and compassionate citizen who is culturally aware and socially responsible. The district ensures that each student is capable of pursuing a passion and pathway with the academic rigor and adaptive skills needed to thrive in an interdependent economy and world.

**Background:** In the spring of 2024, the Board of Education approved IXL as a supplemental ELA and math resource for Hadley Junior High. After a year of implementation, student engagement remains high both at school and at home for Hadley students. Staff report ease of use and value the ability to assign targeted skills for practice. Based on this positive feedback from Hadley and neighboring districts, a winter trial was conducted at the elementary level to assess its effectiveness for younger students.

**Discussion:** A K-5 winter trial was conducted with a grade-level team at each grade from first through fifth. Teachers reported strong value in the ability to assign specific skills, use diagnostic check-ins, and provide opportunities for student exploration. They also highlighted ease of use, a strong alignment to Eureka Math<sup>2</sup> and the benefits of personalized practice for students at different skill levels. Based on these findings and the success of this supplemental resource at Hadley, the administration recommends expanding IXL as a supplemental ELA and math resource at the elementary level.

**Budgetary and Financial Information:** The administration recommends a three-year contract with IXL for K-8 digital licenses. Currently, Hadley pays \$20,400 annually for IXL. Expanding the license to include K-5 will replace Zearn, resulting in an additional annual savings of \$10,000 per year. Therefore, while the total three-year cost is \$187,031, the net increase for expanding coverage to K-5 is \$95,831 over three years.

A summary of anticipated costs is provided below:

**Purchase Cost (three year contract)**

- \$187,031 (FY26 Tech Budget)

**Recommendation:** On May 5, 2025 administration will recommend the Board approve the purchase of IXL as a supplemental curricular resource K-8, as outlined above, to be funded from the Technology budget. This report is for discussion only.

## Board Report

**Date:** April 21, 2025

**Title:** K-8 Literacy Student Materials Purchase Recommendation

**Submitted by:** Dr. Kristine Webster, Assistant Superintendent for Learning, Teaching, and Accountability

---

**Strategic Priority Goal Area 1: Growth Focused Learning:** The District 41 community of learners, educators and stakeholders cultivate students who are actively engaged and committed to their own learning. District 41 provides a guaranteed rigorous and differentiated learning environment where all students can demonstrate high levels of growth and success. District 41 uses data to form a detailed profile of student, school and district performance; illuminate successes; and identify opportunities for improvement.

**Background:** In April of 2024, the Board of Education approved HMH Into Reading (K-5) and Into Literature (Hadley) as the district's core literacy curricular resource. At that time, the district entered into a one-year contract with HMH to evaluate which print materials would best support student learning before committing to a long-term agreement. Having now concluded that first year, we can bring a recommendation to the Board for a longer-term contract.

**Discussion:** Following the initial one year contract for HMH's student print and digital instructional materials, the administration recommends transitioning to a five year agreement based on teacher feedback, student engagement, and overall program effectiveness. Over the past year, teachers have had the opportunity to work with the print materials, evaluate their impact on student learning, and determine which resources best align with instructional goals.

### Teacher Feedback and Rationale for Expansion

Throughout the first year of implementation, teachers provided ongoing feedback on the usability, relevance, and effectiveness of the instructional materials. Their insights confirm that HMH curricular resources effectively support student learning, differentiated instruction, and literacy development across all grade levels.

The following key factors support the recommendation for a five-year contract:

- Effectiveness of Print Materials - Teachers report that HMH's print materials are well-structured, engaging, and developmentally appropriate, providing students with leveled texts, mini-lessons, and writing supports that enhance comprehension and literacy skills.
- Support for English Learners and Dual Language Programs - Arriba la Lectura aligns seamlessly with dual language instruction, offering high quality Spanish language literacy materials that mirror Into Reading.
- Positive Learning Outcomes - Preliminary student data, alongside teacher observations, indicate increased student engagement and literacy growth as a direct result of HMH implementation.

**Budgetary and Financial Information:** Based on the positive outcomes of the one year implementation, the administration recommends entering into a five year contract for both print and digital instructional materials to ensure long term stability, instructional continuity, and cost efficiency. Committing to a multiyear agreement allows the district to secure more favorable pricing while ensuring that educators and students have access to high quality resources over the full instructional review cycle.

Additionally, K-2 teachers have determined that a one time purchase of a class set of Start Right Readers would significantly enhance reading instruction for primary aged students. These decodable readers provide essential early literacy support, reinforcing foundational skills critical to long term reading success. Teachers have requested that these materials be included as a one time purchase as part of the contract.

Below is a summary of the projected costs for the five-year student materials purchase, including the one-time purchase of Start Right Readers for K-2 students.

**Student Print Materials and Digital Licensing Cost (K-8, 5 year contract)**

- Elementary (K-5)
  - \$626,709
- Hadley (6-8)
  - \$212,944

**Start Right Readers (K-2, one time purchase)**

- Elementary (K-2)
  - \$35,849

**Full Adoption Cost (One time payment for 5 year contract, and Start Right Readers)**

- \$ 875,502 (FY26 Teaching, Learning and Accountability budget)

**Recommendation:** As outlined above, on May 5, 2025 administration will recommend the Board approve the transition to a five year agreement with HMH for student materials based on teacher feedback, student engagement, and overall program effectiveness. Additionally, administration will recommend the Board approve the one time purchase of Start Right Readers for K-2 students to enhance early literacy instruction. This report is for discussion only.

## Board Report

**Date:** April 21, 2025

**Title:** Elementary Social Studies Supplemental Curricular Resource Recommendation

**Submitted by:** Dr. Kristine Webster, Assistant Superintendent for Learning, Teaching, and Accountability

---

**Strategic Priority Goal Area 1: Growth Focused Learning:** The District 41 community of learners, educators and stakeholders cultivate students who are actively engaged and committed to their own learning. District 41 provides a guaranteed rigorous and differentiated learning environment where all students can demonstrate high levels of growth and success. District 41 uses data to form a detailed profile of student, school and district performance; illuminate successes; and identify opportunities for improvement.

**Background:** In the fall of 2017, the elementary social studies committee convened to review and implement the updated Social Science standards. The committee determined that an integrated social studies and literacy model would best provide students with a rigorous, well-balanced learning experience aligned with these standards. Their work then focused on aligning the literacy and social studies curricula to establish a clear instructional framework and scope and sequence.

With the recent adoption of a new literacy curricular resource, a review and realignment of the integration between literacy and social studies became necessary. In alignment with Board Policy 6:40 on Curriculum Development and the Growth-Focused Learning action steps outlined in the approved Strategic Plan, a comprehensive social studies curriculum review was initiated in January 2024.

To learn more about the District 41 Curriculum Review Process, [click here](#).

**Discussion:** Administration is recommending the purchase of Studies Weekly as a supplemental curricular resource for elementary social studies, with implementation planned for the start of the 2025-2026 school year.

The elementary social studies committee, which began meeting regularly in September 2024, conducted a comprehensive review of the social studies program. The committee consisted of teachers from each grade band (K-5), the four elementary literacy coaches, building administration, the Curriculum Specialist TOSA, and representatives from special education, language programs, and technology.

During the review process, the committee gathered grade-level essential standards, sent out a survey to the elementary school teachers asking the strengths and the areas for growth of the current social studies curriculum, reviewed the Illinois State Board of Education's Social Studies Standards and Mandated Units of Study, and alignment with standards in the HMH curricular material. Administration also reached out to other districts following the integrated model who also use HMH as their core literacy curricular resource for feedback and collaboration. Based on this information, the committee investigated Studies Weekly as a supplemental resource to help address any standards that are not

explicitly addressed in the HMH curricular material. Members of the committee then conducted a one module trial of Studies Weekly at each grade level. After careful evaluation, the committee reached a unanimous decision to recommend Studies Weekly as a supplemental resource for Social Studies at the elementary level.

To ensure teachers are well-supported during the implementation of this supplemental curricular resource, administration is recommending an hour of professional development utilizing a “train the trainer” approach for the committee members. Committee members will then work with their principals to secure staff meetings and/or PLC time to lead the professional development out to the rest of the staff before the end of the school year. Additional professional development will be available next school year from Studies Weekly through office hours that can be accessed during PLC time, online professional development through their portal, and an hour of extended professional development for those wanting to dive deeper. These professional development opportunities will be further supported by the committee members, literacy coaches, and curriculum specialist TOSA.

**Budgetary and Financial Information:** Administration recommends that the district enter into a six-year contract with Studies Weekly.

Below is a summary of the anticipated costs associated with the supplemental curricular resource purchase.

**Anticipated Print Materials Cost (six years)**

\$134,271(FY26 TLA budget)

**Implementation Professional Development Cost (April 2025)**

\$500 (FY25 TLA budget)

**Full Purchase Cost** (including professional development and all teacher and student materials)

\$134,771

**Recommendation:** On May 5, 2025 administration will recommend the Board approve the purchase of Studies Weekly as a supplemental social studies curricular resource at elementary, as outlined above, to be funded from the Teaching, Learning, and Accountability budget. This report is for discussion only.

## Board Report

**Date:** April 21, 2025

**Title:** Accelerated and Enriched Curriculum (AEC) Student Workbooks

**Submitted by:** Kristine Webster, Assistant Superintendent for Teaching, Learning and Accountability

---

**Strategic Priority Goal Area 1: Growth Focused Learning:** The District 41 community of learners, educators and stakeholders cultivate students who are actively engaged and committed to their own learning. District 41 provides a guaranteed rigorous and differentiated learning environment where all students can demonstrate high levels of growth and success. District 41 uses data to form a detailed profile of student, school and district performance; illuminate successes; and identify opportunities for improvement.

**Background:** Students identified for double accelerated Accelerated and Enriched Curriculum (AEC) in 4th grade and both single and double accelerated students in 5th grade participate in a replacement mathematics program using an accelerated curriculum. Double accelerated 4th graders complete sixth grade math, while single accelerated 5th graders complete sixth grade math and double accelerated 5th graders complete seventh grade math. The instructional resource, Connected Mathematics Project (CMP), has been the curriculum used for this program and is a middle school math program aligned with the Common Core. This year, AEC teachers reviewed the updated edition of CMP student workbooks to assess their effectiveness in supporting student learning.

**Discussion:** CMP has released an updated edition of student workbooks, which AEC teachers reviewed this year. The current workbooks are not designed for direct student use, limiting students' ability to engage with and track their learning effectively. As a result, the district has not previously purchased these materials.

Based on their review, the AEC teachers found that the updated workbooks are specifically designed for student use, contain modernized content, and have the potential to enhance student engagement and accessibility. Additionally, these resources would establish a standardized, district-wide approach to supporting AEC students and align with ongoing school improvement goals focused on increasing math growth.

**Budgetary and Financial Information:** Administration recommends that the district enter into a yearly contract with Connected Mathematics Project (CMP) for student workbooks. Below is a summary of the anticipated costs:

- **Yearly Contract Cost** \$12,882 (TLA Budget)

**Recommendation:** Based on feedback from AEC teachers, on May 5, 2025 the administration will recommend the Board approve the purchase of the updated CMP student workbooks to enhance student learning and provide essential instructional resources. This report is for discussion only.

## Board Report

**Date:** April 21, 2025

**Title:** Tentative Amended Budget 2024-2025

**Submitted by:** Eric DePorter, Assistant Superintendent Finance, Facilities & Operations

---

**Strategic Priority Goal Area 6: Community Partnerships & Engagement:** District 41 is dedicated to creating and sustaining community partnerships that enhance education and provide social, emotional and academic support for our students. By creating strong connections with community partners and engaging with all five communities we serve, District 41 prepares each student for a successful future.

**Background:** The Illinois School Code requires the Board of Education to adopt an annual budget each year no later than the September 30 of each school year. The budget must be presented in tentative form and placed on display for at least 30 days before final adoption. The District must hold a public hearing before adopting the final budget. The 2024-2025 Original Budget was adopted by the Board of Education on September 16, 2024.

The District is required to amend the original budget if specific revenue or expenditure line items will exceed their budget by +/- 10% or more. The procedure for amending the budget is the same as the original budget process.

**Discussion:** In March 2025, the District purchased a property adjacent to Churchill Elementary School. This acquisition was unanticipated, as the property was not on the market when the original 2024-2025 budget was approved. Additionally, there is a possibility that the District may enter into an agreement to purchase another property prior to the end of the current fiscal year which ends June 30, 2025. Consequently, the property acquisition budget account will have exceeded its original allocation by more than 10%. To remain in compliance with the Illinois School Code, we are presenting a tentative amended 2024-2025 budget for consideration.

During the preparation of this amended budget, a review of year-to-date financial performance revealed a few additional accounts that require adjustment. A worksheet outlining these accounts is attached to this report. These proposed adjustments aim to better align the budget with projected actual figures for the fiscal year.

The changes presented within the tentative amended budget show an increase in budgeted revenue of \$347,848, along with an increase in budgeted expenditures of \$1,553,556. The net impact to the original budget will reflect an excess of expenditures over revenues of \$1,205,708.

With the ongoing construction of the Kindergarten Center, the original budget for 2024-2025 reflected a deficit of \$19,469,599. Importantly, this deficit was planned and contained expenses for the Kindergarten center of approximately \$24,280,000. Once the amended budget changes are incorporated the overall deficit would be \$20,675,307.

**Budgetary Funding:** This affects the 2024-2025 budget.

**Recommendation:** The administration recommends the Board of Education approve the resolution notifying the public of the hearing on the 2024-2025 amended budget and the placement of the 2024-2025 tentative amended budget on public display.

GLEN ELLYN SCHOOL DISTRICT 41

TENTATIVE AMENDED BUDGET CHANGE SUMMARY  
SCHOOL YEAR JULY 1, 2024 TO JUNE 30, 2025

Revenue Category	Original Budget	Amended Budget	Total Change
Interest Income	2,300,000	2,900,000	600,000
Corp Personal Prop Replacement Taxes	2,250,000	1,750,000	(500,000)
Evidence Based funding	2,118,236	2,118,236	-
Federal Funds - Grants	239,462	487,310	247,848
<b>Totals</b>	<b>6,907,698</b>	<b>7,255,546</b>	<b>347,848</b>

Revenue Detail	Account Description	Total Change
<b>Interest Income</b>		
10R000 1510 0000 00 000000	INTEREST INCOME	600,000
<b>Corp Personal Prop Replacement Taxes</b>		
10R000 1230 0000 00 000000	CORP REPLACEMENT TAXES	(500,000)
<b>Evidence Based Funding</b>		
10R000 3001 0000 00 000000	GENERAL STATE AID	(550,000)
20R000 3001 0000 00 000000	GENERAL STATE AID	550,000
<b>Federal Funding</b>		
10R000 4300 0000 00 000000	TITLE I	123,062
10R000 4932 0000 00 000000	TITLE II	124,786
	<b>Grand Total of Changes</b>	<b>347,848</b>

Expenditure Category	SERVICES	SUPPLIES	EQUIPMENT / ASSETS	Total Change
District wide			-	-
Abraham Lincoln	-	-	-	-
Ben Franklin	-	-	-	-
Churchill	-	-	-	-
Forest Glen	-	-	-	-
Hadley Jr. High	-	-	-	-
CSO	105,000	-	1,448,556	1,553,556
<b>Total Change</b>	<b>105,000</b>	<b>-</b>	<b>1,448,556</b>	<b>1,553,556</b>

Expenditure Detail	Account Description	SERVICES	SUPPLIES	EQUIPMENT / ASSETS	Total Change
<b>Services</b>					
20E000 2540 3400 00 000000	TELEPHONE SVCS	40,000			
40E000 2550 3310 00 389400	REG TRANSPORTATION/HOMELESS	65,000			
<b>Supplies</b>					
<b>Equipment / Assets</b>					
60E000 2530 5200 00 000000	LAND ACQUISITION			1,448,556	
	<b>Balances to Change Totals</b>	<b>105,000</b>	<b>-</b>	<b>1,448,556</b>	<b>1,553,556</b>

## Board Report

**Date:** April 21, 2025

**Title:** Personnel Report-Approved

**Contact:** David Bruno, Assistant Superintendent for Human Resources

**Strategic Priority Goal Area 1:** Growth Focused Learning: The District 41 community of learners, educators and stakeholders cultivate students who are actively engaged and committed to their own learning. District 41 provides a guaranteed rigorous and differentiated learning environment where all students can demonstrate high levels of growth and success. District 41 uses data to form a detailed profile of student, school and district performance; illuminate successes; and identify opportunities for improvement.

**Employment Recommendations:**

Name	School	Position	Placement/Salary	Effective Date	Budget/Funding
Ahrens, Christine	Churchill Elementary	Principal	\$123,000.00 plus 9.00% TRS & .9% THIS	July 01, 2025	Churchill Elementary Administration Salary Account
Anderson, Paige	Abraham Lincoln Elementary	5th Grade Teacher	\$58,994.00/BA	2025-2026 School Year	Lincoln Elementary teachers salary account
Baig, Faisal	Central Services Office	Director of Instructional Technology & Innovation	\$132,000.00 Plus 4.5% IMRF	July 01, 2025	Central Services Office Administration Salary Account
Beck, Clarie	Churchill Elementary	2nd Grade Teacher	\$58,994.00/BA	2025-2026 School Year	Churchill Elementary teachers salary account
Bohmer, Caden	Benjamin Franklin Elementary	3rd Grade Teacher	\$58,994.00/BA	2025-2026 School Year	Franklin Elementary teachers salary account
Brooks, Lisa	Benjamin Franklin Elementary	Special Education Paraeducator	\$21.49/\$7,413.83	March 24, 2025	Franklin Elementary Paraprofessional Salary Account
Ciardiello, Chelsea	Benjamin Franklin Elementary/Abraham Lincoln Elementary	School Social Worker	\$72,542.00/ MA+30	2025-2026 School Year	Franklin/Lincoln Elementary teachers salary account
Gutierrez, Analay	Churchill Elementary	2nd Grade Dual Spanish Teacher	\$58,994.00/BA	2025-2026 School Year	Churchill Elementary teachers salary account
Hayes, Jennifer	Hadley Jr High	Special Education Teacher	\$60,761.00/ BA+15	2025-2026 School Year	Hadley Jr High teachers salary account
Hershey, Brian	Kindergarten Center	Music Teacher	\$58,994.00/BA	2025-2026 School Year	Kindergarten Center teachers salary account
Latelle, Breanna	Kindergarten Teacher	Kindergarten Teacher	\$59,462.00/BA	2025-2026 School Year	Kindergarten Center teachers salary account

Neukirch, Diana	Central Services Office	Director of Language Programs	\$125,000.00/plus 9.00% TRS & .9% THIS	July 01,2025	Central Services Office Administrator Salary Account
Offutt, Elise	Forest Glen Elementary	5th Grade Teacher	\$62,163.00/ BA	2025-2026 School Year	Forest Glen Elementary teachers salary account
Rausch, Allison	Benjamin Franklin Elementary	Kindergarten Teacher	\$71,856.00/MA	2025-2026 School Year	Franklin Elementary teachers salary account
Schendel, Grace	Kindergarten Center	School Psychologist	\$71,972.00/MA+30	2025-2026 School Year	Kindergarten Center teachers salary account
Sear, Linda	Abraham Lincoln Elementary	Kindergarten Teacher	\$68,182.00/MA	2025-2026 School Year	Lincoln Elementary teachers salary account
Seraphin, Rachel	Kindergarten Center	Art Teacher	\$60,324.00/BA	2025-2026 School Year	Kindergarten Center teachers salary account
Terracciano, Elisiana	Benjamin Franklin Elementary	Art Teacher	\$58,994.00/BA	2025-2026 School Year	Franklin Elementary teachers salary account
Thompson, Abigail	Kindergarten Center	Physical Education Teacher	\$58,994.00/BA	2025-2026 School Year	Kindergarten Center teachers salary account
Wiegele, Samantha	Hadley Jr High	Track Coach	\$1,980.00/ Group II, Step I	March 27, 2025	Districtwide Supplemental Pay Salary Account

**Administrator Compensation:**

**Discussion:** District 41 annually establishes salary increases for administrators. The average increase for administrators this year is 4.22%. All increases will take effect July 1, 2025, and are for the 2025-2026 fiscal year.

<b>Name</b>	<b>Position</b>	<b>Annual Salary</b>
Bruno, David	Assistant Superintendent – Human Resources	\$188,245.33 plus 9.00% TRS & .9% THIS
Burke, Jeffrey	Principal – Benjamin Franklin Elementary School	\$147,379.48 plus 9.00% TRS & .9% THIS
DePorter, Eric	Assistant Superintendent – Finance, Facilities, and Operations	\$204,324.26 plus 9.00% TRS & .9% THIS
Guzzetti, Robert	Assistant Principal – Hadley Junior High School	\$119,623.02 plus 9.00% TRS & .9% THIS
Jansen, Elizabeth	Director of Special Education	\$136,469.02 plus 9.00% TRS & .9% THIS
Klespitz, Scott	Principal – Forest Glen Elementary School	\$177,400.01 plus 9.00% TRS & .9% THIS
Krehbiel, Erika	Chief Communications Officer	\$ 151,694.73 plus 4.5% IMRF
Love, Angelica	Assistant Principal-Hadley Junior High School	\$98,257.69 plus 9.00% TRS & .9% THIS
Rodriguez, Sarah	Principal-Kindergarten Center	\$140,574.35 plus 9.00% TRS & .9% THIS
Scarmardo, David	Executive Director – Buildings and Grounds	\$158,304.06 plus 4.5% IMRF
Schremp, Brian	Assistant Principal – Abraham Lincoln Elementary School	\$96,003.29 plus 9.00% TRS & .9% THIS
Shermak, Timothy	Assistant Principal – Churchill Elementary School	\$114,088.08 plus 9.00% TRS & .9% THIS
Taitel, Sarah	Assistant Principal- Forest Glen Elementary School	\$120,589.50 plus 9.00% TRS & .9% THIS
Victor, Molly	Executive Director – Student Services	\$152,845.30 plus 9.00% TRS & .9% THIS
Webster, Kris	Assistant Superintendent- Teaching, Learning And Accountability	\$190,548.98 plus 9.00 TRS & .9% THIS

**Non-Union-Exempt Compensation:**

**Discussion:** District 41 annually establishes salary increases for non-union-exempt employees. The average increase for exempt staff is 4.22%. All increases will take effect July 1, 2025, and are for the 2025-2026 fiscal year.

Name	Position	Annual Salary
Barta, Ed	Network Engineer	\$32.07 per hour
Feaster, Donna	Registered Nurse	\$56,697.97
Garcia, Ray	Technology Support	\$22.98 per hour
Hanson, Sandi	Registrar	\$28.06 per hour
Harbauer, Ken	Digital Communications Specialist	\$49.83 per hour
Mayer, Sarah	Data Administrator	\$39.03 per hour <sup>3</sup>
McGavock, Deborah	Technology Support	\$29.18 per hour
McKee, Rani	Administrative Assistant -Human Resources	\$28.27 per hour
Miller, Jeanesse	Registered Nurse	\$47,049.30
Mogk, Nancy	Executive Assistant to the Superintendent	\$47.55 per hour
Ng, Jennifer	Human Resources Manager	\$50.10 per hour
Parker, Lauren	Business Office Manager	\$52.11 per hour
Pyka, Tracy	Registered Nurse	\$47,049.30
Resendiz, Crystal	Registered Nurse	\$50,164.87
Roberts, William	Technology Support	\$24.80 per hour
Schaefer, Bob	Payroll Specialist	\$33.67 per hour
Seidler, Shannon	Administrative Assistant- Business Office	\$28.06 per hour
Slowinski, Amy	Registered Nurse	\$47,049.30
Thiese, Brian	Building Manager	\$38.59 per hour
Videlka, James	Assistant Director-Technology	\$55.45 per hour
Walgren, Maureen	Registered Nurse	\$56,697.97

**Resignations:**

Name	School	Position	Effective Date
Davis, Nancy	Churchill Elementary	Special Education Paraeducator	April 11, 2025
Gammons, Allison	Benjamin Franklin Elementary	School Secretary	March 28, 2025
Keefe, Kathryn	Abraham Lincoln Elementary	School Administrative Assistant	April 28, 2025
Ponce, Alejandra	Kindergarten Center	School Administrative Assistant	End of the 2024-2025 School Year
Sear, Linda	Churchill Elementary	Reading/Math Assistant	End of the 2024-2025 School Year
Smith, Samiria	Churchill Elementary	Special Education Paraeducator	April 15, 2025

**Resignation and Retirement:**

Name	School	Position	Effective Date
Jasso, Patricia	Abraham Lincoln Elementary	Night Custodian	May 30, 2025

**Recommendation:** It is recommended that the Board accept the actions included in this Personnel Report as presented.

## Board Report

**Date:** April 21, 2025

**Title:** Disposal of Surplus Property

**Submitted by:** Eric DePorter - Assistant Superintendent Finance, Facilities and Operations

---

**Strategic Priority Goal Area 6: Community Partnerships & Engagement:** District 41 is dedicated to creating and sustaining community partnerships that enhance education and provide social, emotional and academic support for our students. By creating strong connections with community partners and engaging with all five communities we serve, District 41 prepares each student for a successful future.

**Background:** Periodically, district administration requests board approval for disposal of equipment which is obsolete or not in working order. The assets are then donated or disposed of upon said approval.

**Discussion:** See attached spreadsheet for listing of assets for disposal.

**Other Information:** None at this time.

**Budgetary Funding:** N/A

**Recommendation:** The administration recommends approval of the resolution of disposal of surplus property.

Glen Ellyn District 41 Assets for Disposal March 2025

<b>Asset Tag</b>	<b>Current Location</b>	<b>Originating School Site</b>	<b>Description (Make, Model, etc.)</b>	<b>Serial Number</b>	<b>QTY</b>	<b>Working Order</b>	<b>Obsolete Y/N?</b>	<b>Disposal</b>
N/A	CSO	HA	Dell 3100 2 in 1 Chromebook	DPPNZW2	1	N	N	Disposal
23000354	CSO	HA	Dell 3100 2 in 1 Chromebook	JTDWHK3	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 2 in 1 Chromebook	8QRCZW2	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 2 in 1 Chromebook	9LXYHK3	1	N	N	Disposal
23000503	CSO	HA	Dell 3100 2 in 1 Chromebook	FYKXHK3	1	N	N	Disposal
23000312	CSO	HA	Dell 3100 2 in 1 Chromebook	4N1RHK3	1	N	N	Disposal
23000392	CSO	HA	Dell 3100 2 in 1 Chromebook	8JWRHK3	1	N	N	Disposal
23000488	CSO	HA	Dell 3100 2 in 1 Chromebook	74LYHK3	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 2 in 1 Chromebook	DR3QZW2	1	N	N	Disposal
23000259	CSO	HA	Dell 3100 2 in 1 Chromebook	9RQXHK3	1	N	N	Disposal
23000234	CSO	HA	Dell 3100 2 in 1 Chromebook	HNFTHK3	1	N	N	Disposal
24000163	CSO	HA	Dell 3110 2 in 1 Chromebook	30BW8W3	1	N	N	Disposal
24000025	CSO	HA	Dell 3110 2 in 1 Chromebook	2QMXGV3	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 2 in 1 Chromebook	HWXYHK3	1	N	N	Disposal
240001656	CSO	HA	Dell 3110 2 in 1 Chromebook	2Q6ZT44	1	N	N	Disposal
22000750	CSO	CSO	HP VH240A Monitor	HDLJW26KAGH	1	N	N	Disposal

**RESOLUTION FOR THE DISPOSAL  
OF SURPLUS PERSONAL PROPERTY**

WHEREAS, the Board of Education of Glen Ellyn School District 41, DuPage County, Illinois, declares that there is surplus personal property in the School District; and

WHEREAS, such property is described in the attached document; and

WHEREAS, this personal property is no longer needed for school purposes and/or is not functioning; and

NOW, THEREFORE, Be It Resolved, by the Board of Education, as follows:

1. That the Superintendent is hereby authorized to properly dispose of the property listed on the attachment.

ADOPTED this 21st day of April, 2025, by roll call vote as follows:

YES \_\_\_\_\_

NO \_\_\_\_\_

ABSENT \_\_\_\_\_

Board of Education  
Glen Ellyn School District 41  
DuPage County, Illinois

\_\_\_\_\_  
President

ATTEST:

\_\_\_\_\_  
Secretary

## Board Report

**Date:** April 21, 2025

**Title:** Donations and Gifts - March 2025

**Submitted by:** Dr. Jeff McHugh, Superintendent

**Strategic Priority Goal Area 6: Community Partnerships & Engagement:** District 41 is dedicated to creating and sustaining community partnerships that enhance education and provide social, emotional and academic support for our students. By creating strong connections with community partners and engaging with all five communities we serve, District 41 prepares each student for a successful future.

**Background:** District 41 occasionally accepts donated funds and equipment from outside sources, provided the items are in working condition and meet the needs of the District. In accordance with board policy 8:80 regarding public gifts to the district, monetary donations or non-monetary donations and gifts with a value equal to or greater than \$500 shall be reviewed by the Superintendent and approved by the Board. Donations are reviewed and vetted by building and district administration in order to make the biggest impact and be consistent with district adopted curriculum or goals.

**Discussion:** Below are donations received during the month of January..

Individual/Organization	Amount/Item	Purpose	Building
Abraham Lincoln PTA	\$1,565.43	Kdg Field Trip Admission & Transportation	Abraham Lincoln
Benjamin Franklin PTA	\$1,300.00	1st Gr Field Trip, Admission & Transportation	Ben Franklin
Churchill PTA	\$1,972.00	5th Gr Field Trip, Admis & Trans Kdg Field Trip Admission	Churchill
Forest Glen PTA	\$8,812.00	1st Gr Field Trip, Admission & Transportation Book Vending Machine Kdg Field Trip Admission & Transportation	Forest Glen

The District 41 administration and staff are appreciative of the donations, as it will positively impact the students in all schools.

**Recommendation:** The administration recommends that the Board formally accept this generous donation.

**Glen Ellyn School District 41  
FOIA Report  
March 1 - March 31, 2025**

Date Received	Date of Response	Request Summary	FOIA Officer Time	Admin Time	Attorney Contacted
03.03.25	03.05.25	<p><u>Request:</u> Matt Stockwell requested- "<i>Feel narrow our timeframe to Jan 1, 2022 and beyond, and if this is still too broad, please omit line items below \$5000.</i>"</p> <p><u>Response:</u> Unduly burdensome</p> <p><u>Appeal:</u> None at this time</p>	.5 hour	N/A	No
03.17.25	03.18.25	<p><u>Request:</u> Mike Powers requested: "<i>regarding construction and/or maintenance work planned for this year for any building owned or leased by your district that falls under the following scopes:</i>"</p> <ul style="list-style-type: none"> <li>● <b><i>HVAC (Heating, Air Conditioning, Ventilation), Exhaust Systems</i></b></li> <li>● <b><i>Roof Work, including architectural metals used for weatherproofing and/or ornamental purposes</i></b></li> <li>● <b><i>Gutters and/or Downspouts</i></b></li> <li>● <b><i>New Installation and/or Replacement of Lockers</i></b></li> <li>● <b><i>New Installation and/or Replacement of Toilet Partitions</i></b></li> <li>● <b><i>Kitchen Renovations</i></b></li> <li>● <b><i>Current HVAC Maintenance Contracts</i></b></li> </ul> <p><i>If any contracts have already been awarded, please include the names and contact information of the contractor(s) and/or subcontractor(s).</i></p> <p><u>Response:</u> Responsive information provided</p> <p><u>Appeal:</u> None at this time</p>	1.5	No	No

03.17.25	03.24.25	<p><u>Request:</u> <a href="mailto:Ad.cuius.bonum@proton.me">Ad.cuius.bonum@proton.me</a> "requested: <i>actual electronic data maintained by the Treasurer's office for the annual expenses paid to identified vendors, firms, and individuals for the fiscal years 2024, 2014, and 2004 by the school district, including any predecessor districts that existed at the end of each respective fiscal year and have since consolidated or annexed into the current district. This includes all relevant financial data from districts that, at the time, were separate entities but now form part of the current district.</i>"</p> <p><u>Response:</u> Responsive information provided</p> <p><u>Appeal:</u> None at this time</p>	1.0	No	Yes
03.17.25	03.17.25	<p><u>Request:</u> Melissa Hall requested: "<i>current employment contract for Superintendent Melissa Kaczkowski.</i>"</p> <p><u>Response:</u> Denied because the district was not in possession of a report responsive to your request.</p> <p><u>Appeal:</u> None at this time</p>	1.5	.30	Yes
03.17.25	3.21.25	<p><u>Request:</u> Melissa Hall requested: "<i>last contract for Superintendent Melissa Kaczkowski.</i>"</p> <p><u>Response:</u> Requested information provided</p> <p><u>Appeal:</u> None at this time</p>			No
03.24.25	03.28.25	<p><u>Request:</u> Helen Bosaki requested: "<i>for any meeting minutes and written communications I'm allowed to be privy to from the superintendent community advisory committee.</i>"</p> <p><u>Response:</u> Responsive information provided</p> <p><u>Appeal:</u> None at this time</p>	3.0	1.0	Yes

03.24.25	03.27.25	<p><u>Request:</u> <a href="mailto:Ad.cuius.bonum@proton.me">Ad.cuius.bonum@proton.me</a> requested: "actual electronic data maintained by the Treasurer's office for the annual expenses paid to identified vendors, firms, and individuals for the fiscal years 2019, 2009, and 1999 by the school district, including any predecessor districts that existed at the end of each respective fiscal year and have since consolidated or annexed into the current district. This includes all relevant financial data from districts that, at the time, were separate entities but now form part of the current district."</p> <p><u>Response:</u> Responsive information provided</p> <p><u>Appeal:</u> None at this time</p>	1 hour	hr	No
03.24.25	03.28.25	<p><u>Request:</u> <a href="mailto:Ad.cuius.bonum@proton.me">Ad.cuius.bonum@proton.me</a> requested: "actual electronic data maintained by the Treasurer's office for the annual expenses paid to identified vendors, firms, and individuals for the fiscal years 2020, 2010, and 2000 by the school district, including any predecessor districts that existed at the end of each respective fiscal year and have since consolidated or annexed into the current district. This includes all relevant financial data from districts that, at the time, were separate entities but now form part of the current district."</p> <p><u>Response:</u> Responsive Information provided - This will be the final time the District responds to similar requests</p> <p><u>Appeal:</u> None at this time.</p>	.50 hour	.50 hr	YES

--	--	--	--	--	--



# ISDLAF+ Monthly Statement

Glen Ellyn School District #41

## Current Portfolio

3/31/2025

Type	Code	Holding Id	Trade Date	Settle Date	Maturity Date	Description	Cost	Rate	NAV	Face/Par	Market Value
LIQ				03/31/2025		LIQ Account Balance	\$1,021,604.49	4.245%	\$1.000	\$1,021,604.49	\$1,021,604.49
MAX				03/31/2025		MAX Account Balance	\$10,499,966.81	4.259%	\$1.000	\$10,499,966.81	\$10,499,966.81
LTD				03/31/2025		LTD Account Balance			\$11.082		\$11,082,000.00
							<b>\$11,521,571.30</b>			<b>\$11,521,571.30</b>	<b>\$22,603,571.30</b>

**Time and Dollar Weighted Average Portfolio Yield:** n/a

**Weighted Average Portfolio Maturity:** n/a

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using "Market Value" and are only based on the fixed rate investments.

## Portfolio Summary

Type	Allocation (%)	Allocation (\$)	Description
LIQ	4.520%	\$1,021,604.49	LIQ Account
MAX	46.453%	\$10,499,966.81	MAX Account
LTD	49.028%	\$11,082,000.00	LTD Account

## Index

**Cost** is comprised of the total amount you paid for the investment including any fees and commissions.

**Rate** is the average monthly rate for liquid investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

**Face/Par** is the amount received at maturity for fixed rate investments.

**Market Value** reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at "Cost".



Report: Glen Ellyn Accounting  
 Account: 53-Glen Ellyn SD #41 (96403)  
 As of: 03/31/2025

Settle Date	CUSIP	Description	Coupon Rate	Final Maturity	Coupon Frequency	Face Amount	Original Cost Basis
---	CCYUSD	Cash	0.000	03/31/2025	---	1,551,915.72	1,551,915.72
---	60934N104	FEDERATED HRMS GV O INST	4.220	03/31/2025	---	7,733,735.15	7,733,735.15
---	91282CLX7	UNITED STATES TREASURY	4.125	11/15/2027	Semi-Annual	1,750,000.00	1,746,418.75
04/28/2022	3130ARP39	FEDERAL HOME LOAN BANKS	4.000	04/28/2025	Semi-Annual	250,000.00	250,000.00
05/18/2022	254673D86	Discover Bank	3.050	05/19/2025	Semi-Annual	245,000.00	245,000.00
06/15/2022	91282CEU1	UNITED STATES TREASURY	2.875	06/15/2025	Semi-Annual	600,000.00	592,770.00
07/25/2022	32022RRW9	1st Financial Bank USA	3.050	07/25/2025	Monthly	245,000.00	245,000.00
07/28/2022	95001DC40	WELLS FARGO & CO	4.500	07/28/2025	Semi-Annual	250,000.00	250,000.00
08/17/2022	14042RTQ4	Capital One, National Association	3.300	08/18/2025	Semi-Annual	245,000.00	245,000.00
08/17/2022	14042TJL2	Capital One, National Association	3.300	08/18/2025	Semi-Annual	245,000.00	245,000.00
09/02/2022	91282CFE6	UNITED STATES TREASURY	3.125	08/15/2025	Semi-Annual	250,000.00	247,390.00
09/15/2022	17330RAA3	CITIGROUP GLOBAL MARKETS HOLDINGS INC	4.600	09/15/2025	Semi-Annual	250,000.00	250,000.00
09/28/2022	91282CEQ0	UNITED STATES TREASURY	2.750	05/15/2025	Semi-Annual	500,000.00	480,900.00
10/20/2022	3133ENU32	FEDERAL FARM CREDIT BANKS FUNDING CORP	4.500	10/20/2025	Semi-Annual	500,000.00	501,390.95
01/18/2023	795451CR2	Sallie Mae Bank	4.400	01/20/2026	Semi-Annual	245,000.00	245,000.00
01/19/2023	90355GAM8	UBS Bank USA	4.350	01/20/2026	Monthly	245,000.00	245,000.00
01/20/2023	27002YFL5	EagleBank	4.500	07/21/2025	Monthly	245,000.00	245,000.00
02/02/2023	61768ENY5	Morgan Stanley Private Bank, National Association	4.250	02/02/2026	Semi-Annual	245,000.00	245,000.00
02/02/2023	61690UY20	Morgan Stanley Bank, N.A.	4.250	02/02/2026	Semi-Annual	245,000.00	245,000.00
02/08/2023	3130ATUC9	FEDERAL HOME LOAN BANKS	4.500	12/12/2025	Semi-Annual	500,000.00	505,260.00
02/13/2023	3133EPAQ8	FEDERAL FARM CREDIT BANKS FUNDING CORP	4.125	02/13/2026	Semi-Annual	500,000.00	500,345.00
03/14/2023	800364EX5	Sandy Spring Bank	4.900	03/16/2026	Semi-Annual	245,000.00	245,000.00
03/17/2023	66736ACE7	Northwest Bank	5.000	03/17/2026	Monthly	245,000.00	245,000.00
03/17/2023	05580AW91	BMW Bank of North America	4.950	03/17/2026	Semi-Annual	245,000.00	245,000.00
03/17/2023	564759SD1	Manufacturers and Traders Trust Company	4.950	03/17/2026	Semi-Annual	245,000.00	245,000.00
03/23/2023	02007GM42	Ally Bank	5.050	03/23/2026	Semi-Annual	245,000.00	245,000.00
03/24/2023	82669LKF9	Signature Bank of Arkansas	5.100	09/24/2025	Monthly	245,000.00	245,000.00
03/24/2023	23204HNP9	Customers Bancorp, Inc.	5.050	03/24/2026	Semi-Annual	245,000.00	245,000.00
03/24/2023	12547CAU2	CIBC Bank USA	5.000	03/24/2026	Semi-Annual	245,000.00	245,000.00
03/30/2023	910286GB3	United Fidelity Bank, Fsb	5.000	03/30/2026	Monthly	185,000.00	185,000.00
04/14/2023	29483ABG6	Ergo Bank	4.500	04/14/2025	Monthly	245,000.00	245,000.00
04/18/2023	45332WAU7	InBank	4.450	04/21/2025	Monthly	245,000.00	245,000.00
04/19/2023	064455AU2	Bank of Pontiac	4.500	04/20/2026	Semi-Annual	245,000.00	245,000.00
04/19/2023	73317ABZ4	Popular Bank New York Branch	4.500	04/16/2026	Quarterly	245,000.00	245,000.00
04/21/2023	549104D38	Luana Savings Bank	4.450	10/21/2025	Semi-Annual	245,000.00	245,000.00
05/08/2023	72345SLN9	Pinnacle Bank	4.600	05/08/2026	Semi-Annual	245,000.00	245,000.00
05/09/2023	05600XQB9	BMO BANK NATIONAL ASSOCIATION	4.600	05/08/2026	Semi-Annual	245,000.00	245,000.00
05/10/2023	065427AE6	Bank of Utah	4.500	05/11/2026	Monthly	100,000.00	100,000.00
05/11/2023	32116QBJ4	First National Bank of Middle Tennessee	4.500	05/11/2026	Semi-Annual	245,000.00	245,000.00
07/21/2023	174178AC7	The Citizens Bank of Philadelphia	4.750	07/21/2026	Monthly	240,000.00	240,000.00
07/26/2023	43708WKG8	Home Federal Savings Bank	4.750	07/27/2026	Semi-Annual	200,000.00	200,000.00
09/20/2023	02589AF31	American Express Bank, FSB	5.000	09/21/2026	Semi-Annual	245,000.00	245,000.00
09/21/2023	32026UZS8	First Foundation Bank	5.000	09/21/2026	Semi-Annual	245,000.00	245,000.00
09/22/2023	8562853R0	State Bank of India - New York Branch	5.050	09/22/2026	Semi-Annual	245,000.00	245,000.00
09/26/2023	227563EA7	Cross River Bank	5.000	09/28/2026	Semi-Annual	245,000.00	245,000.00
09/27/2023	024263DB8	American Bank & Trust Company Inc.	5.150	03/27/2026	Semi-Annual	245,000.00	245,000.00
09/29/2023	061785FM8	The Bank of Deerfield	5.000	09/29/2026	Monthly	245,000.00	245,000.00
09/29/2023	501798VG4	Milestone Bank	5.000	09/29/2026	Semi-Annual	245,000.00	245,000.00
09/29/2023	319267LD0	First Bank Richmond	5.150	03/30/2026	Semi-Annual	245,000.00	245,000.00
10/04/2023	59013KXD3	Merrick Bank	5.000	10/05/2026	Monthly	245,000.00	245,000.00
10/16/2023	68405VAV1	Optum Bank, Inc.	5.150	04/16/2026	Semi-Annual	245,000.00	245,000.00
10/20/2023	666613MJ0	Northpointe Bank	5.100	10/20/2026	Monthly	245,000.00	245,000.00
11/30/2023	65344AAC9	NexTier Bank, NA	5.000	12/01/2025	Monthly	245,000.00	245,000.00
12/06/2023	02519ACD7	AMERICAN COMMERCIAL BANK & TRUST NA	5.000	12/08/2025	Monthly	245,000.00	245,000.00
12/08/2023	76883EAM3	Rivers Edge Bank	5.050	12/08/2025	Monthly	245,000.00	245,000.00
12/15/2023	320055CY0	First Credit Bank	5.000	06/13/2025	Monthly	100,000.00	100,000.00
02/05/2024	05584CLF1	BNY Mellon, National Association	4.050	02/05/2027	Semi-Annual	245,000.00	245,000.00
02/07/2024	32021JKL9	First Federal Savings Bank	4.100	02/08/2027	Monthly	245,000.00	245,000.00
02/09/2024	13135NCG3	CalPrivate Bank	4.100	02/09/2027	Monthly	245,000.00	245,000.00
02/09/2024	88054RBZ2	Tennessee State Bank	4.150	02/09/2027	Semi-Annual	245,000.00	245,000.00
02/14/2024	42236XBD6	Heartland Bank	4.150	02/12/2027	Monthly	245,000.00	245,000.00
02/16/2024	90385LDU0	Ultima Bank Minnesota	4.100	02/16/2027	Monthly	245,000.00	245,000.00
03/05/2024	919853KS9	Valley National Bank	4.600	03/05/2027	Semi-Annual	245,000.00	245,000.00
11/21/2024	91282CJK8	UNITED STATES TREASURY	4.625	11/15/2026	Semi-Annual	750,000.00	756,675.00
11/21/2024	91282CFM8	UNITED STATES TREASURY	4.125	09/30/2027	Semi-Annual	750,000.00	749,700.00
11/21/2024	91282CKR1	UNITED STATES TREASURY	4.500	05/15/2027	Semi-Annual	750,000.00	756,150.00
11/21/2024	91282CFU0	UNITED STATES TREASURY	4.125	10/31/2027	Semi-Annual	750,000.00	749,700.00
11/21/2024	91282CKE0	UNITED STATES TREASURY	4.250	03/15/2027	Semi-Annual	750,000.00	751,575.00
11/21/2024	91282CKZ3	UNITED STATES TREASURY	4.375	07/15/2027	Semi-Annual	1,500,000.00	1,508,250.00
11/21/2024	91282CKJ9	UNITED STATES TREASURY	4.500	04/15/2027	Semi-Annual	750,000.00	755,925.00
11/21/2024	91282CJP7	UNITED STATES TREASURY	4.375	12/15/2026	Semi-Annual	750,000.00	753,300.00
02/13/2025	91282CMB4	UNITED STATES TREASURY	4.000	12/15/2027	Semi-Annual	1,000,000.00	993,359.38
02/18/2025	91282CMN8	UNITED STATES TREASURY	4.250	02/15/2028	Semi-Annual	1,000,000.00	1,000,000.00
02/27/2025	3130AVXG2	FEDERAL HOME LOAN BANKS	4.000	05/23/2028	Semi-Annual	1,000,000.00	993,950.23
03/21/2025	3135GAVU2	FEDERAL NATIONAL MORTGAGE ASSOCIATION	4.000	10/07/2027	Semi-Annual	1,000,000.00	998,000.00
03/25/2025	38150VS91	Goldman Sachs Bank USA	4.000	03/27/2028	Semi-Annual	245,000.00	245,000.00
---	---	---	4.130	06/12/2026	---	37,725,650.87	37,716,710.18

**Glen Ellyn School District 41**  
**Monthly Revenue/Expenditure Summary Report**  
**Comparing March 2025 Fiscal Year to Date to March 2024**

**Revenues**

Function	Category	March-24	Fiscal Year to Date February 2024	Revenue Budget 2023-2024	Percent of Budget Received	March-25	Fiscal Year to Date February 2025	Revenue Budget 2024-2025	Comparing January 2023 Fiscal Year to Date to January 2024
<b>All Funds</b>									
1100	Property Taxes	\$0	\$26,050,159	\$55,267,947	47.13%	\$606	\$27,808,933	\$57,847,932	48.07%
1200	Personal Property Taxes	\$ 186,121	\$1,748,678	\$2,837,216	61.63%	\$93,700	\$1,106,724	\$2,369,560	46.71%
1300	Tuition	\$9,000	\$66,562	\$65,000	102.40%	\$8,725	\$62,688	\$71,500	87.67%
1400	Field Trip/Bus Fees	\$0	\$0	\$0	100.00%	\$0	\$0	\$0	100.00%
1500	Interest Earnings	\$285,754	\$2,414,826	\$1,624,400	148.66%	\$299,748	\$2,806,546	\$2,721,450	103.13%
1600	Food Services	\$33,627	\$320,793	\$525,000	61.10%	\$27,696	\$366,490	\$450,000	81.44%
1700	Student Fees	\$699	\$303,514	\$347,875	87.25%	\$8,382	\$274,177	\$328,900	83.36%
1900	Donations/Misc Revenue	\$4,173	\$182,769	\$139,812	130.72%	\$0	\$119,312	\$150,980	79.02%
3000	Unrestricted State Funds	\$240,005	\$1,917,695	\$2,636,360	72.74%	\$239,940	\$1,919,520	\$2,642,402	72.64%
3100	Restricted State Funds	\$93,100	\$1,400,527	\$1,537,012	91.12%	\$87,064	\$1,149,479	\$1,800,212	63.85%
4000	Federal Funds	\$11,671	\$1,862,017	\$1,808,593	102.95%	\$6,354	\$1,415,349	\$1,590,518	88.99%
7000	Fund Transfers	\$0	\$6,850,000	\$6,850,000	100.00%	\$0	\$29,300,000	\$1,300,000	2253.85%
<b>Grand Total</b>		<b>\$864,149</b>	<b>\$43,117,540</b>	<b>\$73,639,215</b>	<b>58.55%</b>	<b>\$772,215</b>	<b>\$66,329,218</b>	<b>\$71,273,454</b>	<b>93.06%</b>

**Expenditures**

Object		March-24	Fiscal Year to Date February 2024	Expenditure Budget 2023-2024	Percent of Budget Expended	March-25	Fiscal Year to Date February 2025	Expenditure Budget 2023-2024	Percent of Budget Expended
<b>All Funds</b>									
100	Salaries	\$3,110,862	\$23,506,735	\$35,467,866	66.28%	\$3,294,797	\$24,782,712	\$37,785,125	65.59%
200	Benefits	\$699,803	\$5,353,576	\$7,311,045	73.23%	\$787,934	\$5,949,740	\$8,403,459	70.80%
300	Purchased Services	\$770,555	\$4,948,076	\$6,338,994	78.06%	\$975,067	\$6,282,093	\$8,973,475	70.01%
400	Supplies/Materials	\$110,323	\$1,683,645	\$3,275,897	51.39%	\$125,564	\$3,156,603	\$4,196,735	75.22%
500	Capital Outlay	\$185,638	\$3,815,038	\$6,602,862	57.78%	\$1,689,043	\$12,128,143	\$25,628,264	47.32%
640-642	Dues & Fees	\$1,654	\$31,566	\$68,287	46.23%	\$2,787	\$52,288	\$61,250	85.37%
610/620	Principal/Interest Payments	\$0	\$1,759,913	\$1,759,913	100.00%	\$0	\$1,757,413	\$1,757,412	100.00%
670/690	Tuition	\$298,018	\$2,113,965	\$2,110,000	100.19%	\$258,107	\$1,628,386	\$2,887,338	56.40%
660/666	Fund Transfers	\$0	\$6,850,000	\$3,085,000	222.04%	\$-	\$29,300,000	\$1,300,000	2253.85%
<b>Grand Total</b>		<b>\$5,176,854</b>	<b>\$50,062,514</b>	<b>\$66,019,864</b>	<b>75.83%</b>	<b>\$7,133,299</b>	<b>\$85,037,378</b>	<b>\$90,993,058</b>	<b>93.45%</b>

## Monthly Summary Report Overview Revenue & Expenditures March 2025

Attached please find an updated spreadsheet demonstrating the current year's month and fiscal year to date revenues and expenditures versus the previous fiscal year. This updated presentation will hopefully provide the board with greater clarity when reviewing the monthly results of operations. The results will be summarized below.

### **Revenues:**

To date, expressed as a percent of the district budget, revenues received year to date are 93.06% versus 58.55% of the budget from a year ago.

#### **Revenues are greater in the areas of:**

- Property Taxes (48.07% versus 47.13%)
- Food Services (81.44% versus 61.10%)

#### **Revenues are less in the areas of:**

- Personal Property Taxes (46.71% versus 61.63%)
- Tuition (87.67% versus 102.40%)
- Field Trip/Bus Fees (100.00% versus 100.00%)
- Interest Earnings (103.13% versus 148.66%)
- Student Fees (83.36% versus 87.25%)
- Donations/Misc Revenue (79.02% versus 130.72%)
- Unrestricted State Funds (72.64% versus 72.74%)
- Restricted State Funds (63.85% versus 91.12%)
- Fund Transfers (2253.85% versus 100%)

### **Expenditures:**

To date, expressed as a percent of the district budget, expenditures year to date are 65.59% versus 66.28% of the budget from a year ago.

#### **Expenditures are greater in the areas of:**

- Supplies/Materials (75.22% versus 51.39%)
- Dues & Fees (85.37% versus 46.23%)
- Fund Transfers (2253.85% versus 222.04%)

#### **Expenditures are less in the areas of:**

- Salaries (65.59% versus 66.28%)
- Benefits (70.80% versus 73.23%)
- Purchased Services (70.01% versus 78.06%)
- Capital Outlay (47.32% versus 57.78%)
- Principal/Interest Payments (100% versus 100%)
- Tuition (56.40% versus 100.19%)

**School District Payment Order**

The Treasurer of Glen Ellyn School District 41 in DuPage County, has paid or shall pay to the order of the attached list of vendors for accounts payable and payroll liability checks the sum of \$6,364,039.94 for the period of March 13, 2025 through April 15, 2025.

This order authorizes the Treasurer to pay board-approved bills before the meeting minutes are officially approved.

By order of the School Board of Glen Ellyn District 41.

Order Date: April 21, 2025

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
567553	03/14/2025	BOOKSTORE LTD, THE	-4,209.04	Multiple Invoices
567695	03/14/2025	AFSCME	1,880.43	Multiple Invoices
567696	03/17/2025	BOOKSTORE LTD, THE	4,252.95	Multiple Invoices
567697	03/17/2025	COMCAST	49.75	WIFI 03/05-04/04/25.
567698	03/17/2025	COSLEY ZOO	569.25	Prepayment for 1st Grade field trip on 5/22/2025. PTA is reimbursing us.. I did a transfer to cover entrance fee & will do a reverse as soon as I receive the funds from PTA. Payment to be mailed to the below as soon as possible: Cosley Zoo 1356 N Gary Ave Wheaton, IL 60187
567699	03/17/2025	DeBIAS, JOSEPH	80.00	Wrestling ref 2/21.
567700	03/17/2025	NICOR GAS	4,435.40	Multiple Invoices
567701	03/17/2025	PFEIFFER, JOHN	85.00	V-ball ref 3/6.
567702	03/17/2025	QUINLAN & FABISH MUS	157.00	Band Equipment repairs.
567703	03/17/2025	TAITEL, SARAH	214.20	MILEAGE REIMBURSEMENT.
567704	03/17/2025	WASTE MANAGEMENT WES	2,982.00	DISPOSAL SERVICES - MAR.
567705	03/17/2025	WECKER, GRACE	85.00	V-ball ref 3/11.
567706	03/21/2025	ADLER PLANETARIUM	1,025.00	3/17/2025 Field Trip 5th grade
567707	03/21/2025	COMMONWEALTH EDISON	146.65	CH ELECTRIC 02/10-03/12/25
567708	03/21/2025	LARSON EQUIPMENT & F	365.00	SHIPPING CHARGES - FG
567709	03/21/2025	SAFeway TRANSPORTATI	8,663.09	SEPT CHARTERS - HD, CH
567710	03/21/2025	ACACIA ACADEMY	3,869.16	Outplacement Tuition
567711	03/21/2025	AIR FILTER ENGINEERS	53.10	HVAC REPAIRS
567712	03/21/2025	AMERGIS HEALTHCARE S	6,300.00	Multiple Invoices
567713	03/21/2025	BOB'S DAIRY SERVICE	1,045.40	Multiple Invoices
567714	03/21/2025	COMPASS SURVEYING LT	1,200.00	TOPOGRAPHY SURVEY FOR FDK PROJECT.
567715	03/21/2025	CORRECT ELECTRIC	395.00	TROUBLESHOOT FIRE ALARM - CH
567716	03/21/2025	CURRICULUM ASSOCIATE	141.85	2nd grade Quick word handbooks Everyday Writers Student Book (yellow book). WS132 978-0-8918-7539-0 \$1.49
567717	03/21/2025	EMPOWER HEALTH SERVI	354.00	Health screening costs
567718	03/21/2025	HELPING HAND CENTER	6,522.39	Outplacement Tuition
567719	03/21/2025	HINSDALE BANK AND TR	4,363.25	Mindsight T-Support Invoice# 16527
567720	03/21/2025	HOWARD INDUSTRIES, I	125.00	Epson ELPLP95 Bulb. Quote# TT12 1490708.00
567721	03/21/2025	HYDE PARK DAY SCHOOL	14,373.18	Outplacement Tuition.
567722	03/21/2025	ILMEA	70.00	Multiple Invoices
567723	03/21/2025	ORKIN LLC	1,065.00	Multiple Invoices
567724	03/21/2025	PROCARE THERAPY	1,408.57	Multiple Invoices
567725	03/21/2025	QUINLAN & FABISH MUS	148.99	Multiple Invoices
567726	03/21/2025	ROSCOE CO	312.27	MOP SERVICE 03/07.
567727	03/21/2025	RUDY, MELINDA	120.00	Orchestra Accompanying
567728	03/21/2025	SCHOOL HEALTH	107.91	Lincoln PE Winter 2025 School Health Equipment
567729	03/21/2025	SPOTTER STAFFING	2,161.50	Multiple Invoices
567730	03/21/2025	THE COVE SCHOOL	11,705.90	Outplacement Tuition.

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
567731	03/21/2025	THOMSON REUTERS - WE	867.32	Thomson Reuters Feb 2025 Invoice# 851555587
567732	03/21/2025	WAREHOUSE DIRECT	1,939.25	Multiple Invoices
567733	03/21/2025	WIGHT & COMPANY	56,229.60	FDK CENTER - CH
567734	03/21/2025	WPS PUBLISHING	290.40	Speech Assessment Supplies
567735	03/24/2025	GREATWORKS THEATRE C	100.00	4th Grade Assembly Presentation: Number the Stars Total Fee \$1,090.00 Deposit of 100.00 to hold date due asap Payable to GreatWorks Mail deposit to: GreatWorksTheatre PO Box 6343 Libertyville, IL 60048 Balance off 990.00 due on day of performance
567736	03/31/2025	AFSCME	1,880.43	Multiple Invoices
567737	03/28/2025	ADORAMA INC	365.75	PerfectCue Remote Presenter
567738	03/28/2025	DIRECT ENERGY BUSINE	34,244.68	Multiple Invoices
567739	03/28/2025	FOREST PRESERVE-DUPA	450.00	2nd grade field trip entrance fee to Kline Creek on May 22, 2025. Mail check to Finance Department, Accounts Receivable Forest Preserve District of DuPage County PO Box 5000 Wheaton, IL 60189-5000 Check must be received before May 8th.
567740	03/28/2025	ILLINOIS ASSN OF SCH	130.00	Multiple Invoices
567741	03/28/2025	KAGAN & GAINES INC	2,475.00	Multiple Invoices
567742	03/28/2025	MORTON ARBORETUM	1,472.00	3/27/2025 3rd grade field trip Morton Arboretum May 15, 2025
567743	03/28/2025	NEXTERA ENERGY SERVI	13,751.11	GAS 02/01-02/28/2025
567744	03/28/2025	NICOR GAS	1,428.02	HD GAS 02/01-03/01/25
567745	04/15/2025	AFSCME	1,907.37	Multiple Invoices
567770	04/15/2025	AMAZON CAPITAL SERVI	35,393.41	Multiple Invoices
567771	04/15/2025	ACACIA ACADEMY	4,163.04	Outplacement Tuition
567772	04/15/2025	AHS STAFFING, LLC	5,494.13	Multiple Invoices
567773	04/15/2025	AIR FILTER ENGINEERS	51.73	HVAC REPAIRS
567774	04/15/2025	ALLEGRO APPAREL & PL	120.00	ILMEA Jazz Festival Plaques for Students
567775	04/15/2025	AMAZING PEOPLE INC.	1,800.00	The Pro-Kids Show!
567776	04/15/2025	AMERGIS HEALTHCARE S	9,450.00	Multiple Invoices
567777	04/15/2025	AMERICAN TAXI DISPAT	14,216.30	HOMELESS TRANSPORTATION
567778	04/15/2025	AMITA GLENOAKS SCHOO	13,052.94	Outplacement Tuition
567779	04/15/2025	ARMBRUST PLUMBING IN	2,152.66	Multiple Invoices
567780	04/15/2025	ASTOUND	27.16	B&G UTILITY FEE ACCT #0201-4167628-01
567781	04/15/2025	B & F CONSTRUCTION C	5,603.75	Multiple Invoices
567782	04/15/2025	BATTERIES PLUS	156.08	Multiple Invoices
567783	04/15/2025	BEHAVIORAL HEALTH SE	700.00	Multiple Invoices
567785	04/15/2025	BLICK, DICK	231.98	Multiple Invoices
567787	04/15/2025	BOB'S DAIRY SERVICE	2,800.90	Multiple Invoices
567788	04/15/2025	BOFO WATERPROOFING L	114,912.00	FQC #576 PAYMENT #10
567789	04/15/2025	BOOKSTORE LTD, THE	1,570.19	Multiple Invoices
567790	04/15/2025	BR SPORTS LTD	13,524.00	Rollerblade Rental for Hadley

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
				Students
567791	04/15/2025	BUSINESS SOLVER	417.75	MARCH SERVICE FEES
567792	04/15/2025	C.R. SCHMIDT INC	6,243.00	FQC #576 PAYMENT #10
567793	04/15/2025	CAREY ELECTRIC CONTR	384,300.00	FQC #576 PAYMENT #10
567794	04/15/2025	CENGAGE LEARNING	4,615.00	PD for Social Studies and teacher materials
567795	04/15/2025	CGMT, INC.	3,633.00	Material testing for the FDK
567796	04/15/2025	CLARE WOODS ACADEMY	7,931.80	Outplacement Tuition
567797	04/15/2025	CLIENTFIRST CONSULTI	6,806.25	Multiple Invoices
567798	04/15/2025	COMAS, FRANCISCO	85.00	V-ball ref 3/13
567799	04/15/2025	COMCAST	49.75	WIFI 04/05-05/04/25
567800	04/15/2025	COMMERCIAL MECHANICA	33,147.00	FQC #576 PAYMENT #10
567801	04/15/2025	COOKS RESTAURANT EQU	11,837.54	Multiple Invoices
567802	04/15/2025	CORRECT ELECTRIC	43,286.92	Multiple Invoices
567803	04/15/2025	CT MECHANICAL LLC	162,020.00	FQC #576 PAYMENT #10
567804	04/15/2025	CUMMINS SALES AND SE	546.74	Annual maintenance agreement for Hadley Generator
567805	04/15/2025	DEMCO	1,272.70	Multiple Invoices
567806	04/15/2025	DOHERTY CONSTRUCTION	265,700.00	FQC #576 PAYMENT #10
567807	04/15/2025	DREISILKER ELECTRIC	1,118.87	Multiple Invoices
567808	04/15/2025	DUPAGE COUNTY HEALTH	3,716.00	Multiple Invoices
567809	04/15/2025	DUPAGE FEDERATION ON	1,300.18	Translation services for February
567810	04/15/2025	DUPAGE SECURITY SOLU	287.20	Multiple Invoices
567811	04/15/2025	ELENS & MAICHIN ROOF	324,594.00	FQC #576 PAYMENT #10
567812	04/15/2025	ELIM CHRISTIAN SERVI	11,677.80	Outplacement Tuition
567813	04/15/2025	EMBRACE EDUCATION	7,680.00	Embrace Training
567814	04/15/2025	EVERLAST CLIMBING IN	13,803.00	Exterior climbing wall panels CH FDK Need new Vendor Everlast 5522 Lakeland Ave North Minneapolis, MN 55429 800-476-7366
567815	04/15/2025	EXTRA SPACE STORAGE	1,151.00	STORAGE RENTAL #1019
567816	04/15/2025	EXTRA SPACE STORAGE	934.00	STORAGE RENTAL #1033
567817	04/15/2025	FERGUSON	88.29	SUPPLIES
567818	04/15/2025	FOLLETT SOFTWARE COM	244.29	Barcodes
567819	04/15/2025	FOLLETT CONTENT SOLU	1,335.17	Multiple Invoices
567820	04/15/2025	FOX VALLEY FIRE & SA	252.50	HD FIRE EXTINGUISHER SERVICE
567821	04/15/2025	FQC	96,856.00	FQC #76 PAYMENT #10
567822	04/15/2025	FRANCZEK RADELET	7,279.00	February 2025 Billing
567823	04/15/2025	GARBRECHT, JAMES	500.00	4/3/25 CONCERT BAND CLINICIAN FOR 4 BAND CLASSES
567824	04/15/2025	GIANT STEPS	19,963.68	Outplacement Tuition
567825	04/15/2025	GREATWORKS THEATRE C	990.00	4th Grade Assembly Presentation: Number the Stars Total Fee \$1,090.00 less Deposit of 100.00 Balance of 990.00 due on day of performance Please send this check to Ben Franklin for hand deliver the day of presentation.
567826	04/15/2025	HARGRAVE BUILDERS IN	108,878.00	FQC #576 PAYMENT #10
567827	04/15/2025	HELPING HAND CENTER	7,673.40	Outplacement Tuition
567828	04/15/2025	HOWARD INDUSTRIES, I	3,939.76	KDG Center 55" Displays
567829	04/15/2025	HYA CORPORATION	8,000.00	Multiple Invoices

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
567830	04/15/2025	HYDE PARK DAY SCHOOL	12,776.16	Outplacement Tuition
567831	04/15/2025	IDENTITY GRAPHICS, L	2,583.20	Multiple Invoices
567832	04/15/2025	ILLINOIS ASBO	340.00	INDIV SCHOOL DIST MEMBERSHIP 6/1/25-5/31/26
567833	04/15/2025	ILLINOIS STATE POLIC	647.75	Multiple Invoices
567834	04/15/2025	JAC MASONRY INC	90,666.00	FQC #576 PAYMENT #10
567835	04/15/2025	JOSTENS	12.90	New Signature Charge
567836	04/15/2025	K & K IRON WORKS LLC	68,222.00	FQC #576 PAYMENT #10
567837	04/15/2025	KASPER, GEORGE	90.00	B-ball ref 3/18
567838	04/15/2025	KELLEY, KERRY	90.00	B-ball ref 3/20
567839	04/15/2025	KING, DAVID	180.00	Multiple Invoices
567840	04/15/2025	KONICA MINOLTA BUSIN	21,948.34	Multiple Invoices
567841	04/15/2025	KOZAK CUSTOM LANDSCA	2,082.00	Snow removal services 3-21-2025 #5227
567842	04/15/2025	LAB AIDS INC	7,517.40	Math Materials
567843	04/15/2025	LAKESHORE LEARNING M	1,635.36	Multiple Invoices
567844	04/15/2025	LANGUAGE LINE SERVIC	1,309.10	Translation services for March
567845	04/15/2025	LARSON EQUIPMENT & F	20,133.85	Multiple Invoices
567846	04/15/2025	LAUREATE DAY SCHOOL	7,662.13	Outplacement Tuition
567847	04/15/2025	LEARNWELL	1,697.27	Multiple Invoices
567848	04/15/2025	LEMM, RONALD	175.00	Band Solo and Ensemble Judge
567849	04/15/2025	LITTLE FRIENDS INC	4,542.72	Outplacement Tuition
567850	04/15/2025	LOMBARD ELEMENTARY D	67,014.00	SPEC ED PROGRAM FINAL
567851	04/15/2025	MARQUARDT SCHOOL DIS	707.25	Multiple Invoices
567852	04/15/2025	MAY, JOANNE	2,000.00	ORCHESTGRA MASTER CLASSES
567853	04/15/2025	MCGAVOCK, DEBORAH	66.22	MILEAGE REIMBURSEMENT
567854	04/15/2025	MEER, NANCY	314.45	MILEAGE & MEALS 3/17-3/19
567855	04/15/2025	MENARDS	771.23	REPLACED STOLEN GENERATOR FROM NEW CH PROP
567856	04/15/2025	METRO PREP	9,172.88	Multiple Invoices
567857	04/15/2025	MHS INC	288.75	Psychologist Assessment Forms
567858	04/15/2025	MIDLAND PAPER	3,475.20	Multiple Invoices
567859	04/15/2025	██████████	56.00	REFUND OF FEES
567860	04/15/2025	MORTON ARBORETUM	1,570.00	3/28/2025 2nd grade field trip arboretum 5/30/2025
567861	04/15/2025	MOXLEY, KRISTINA	301.35	MILEAGE & MEALS REIMBURSEMENT
567862	04/15/2025	██████████	256.85	REFUND OF FEES AND WALLET BALANCE
567863	04/15/2025	NASCO	313.00	Please Order! Nasco ChairMate(TM) Large Chair Backpack for 16 in. H and 18 in. H Student Chairs, Red SKU/Product Number#: EL10157
567864	04/15/2025	NCS PEARSON	1,192.49	Multiple Invoices
567865	04/15/2025	NEITLING, ALEXANDER	598.94	MILEAGE & LODGING REIMBURSEMENT
567866	04/15/2025	NET56	16,666.66	Invoice 16723 - Network Assessment Agreement - installment #2
567867	04/15/2025	NICKY'S FOLDERS/ROCH	849.60	Take home folders
567868	04/15/2025	NICOR GAS	4,734.95	Multiple Invoices
567871	04/15/2025	OFFICE DEPOT	804.84	Multiple Invoices
567872	04/15/2025	OLIVE GROVE LANDSCAP	82,685.91	Multiple Invoices
567873	04/15/2025	OPENTEXT	119.52	OpenText Feb 2025 Invoice# 2503870717

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
567874	04/15/2025	ORIENTAL TRADING CO	622.60	Multiple Invoices
567876	04/15/2025	ORKIN LLC	4,156.00	Multiple Invoices
567877	04/15/2025	PACKEY WEBB FORD	215.00	ACTUATOR
567878	04/15/2025	PARKWAY FORMING	16,650.00	FQC #576 PAYMENT #10
567879	04/15/2025	PEERLESS NETWORK, IN	2,552.60	PHONE SERVICE - APR Account #: GLENELLY5428
567880	04/15/2025	PENTEGRA SYSTEMS LLC	49,551.65	Multiple Invoices
567881	04/15/2025	PLS 3RD LEARNING	2,705.40	Multiple Invoices
567882	04/15/2025	PRIME ARCHITECTURAL	43,200.00	FQC #576 PAYMENT #10
567883	04/15/2025	PRO-ED	383.90	Speech Assessment Forms
567884	04/15/2025	PROCARE THERAPY	474.00	Contract SLP Fee
567885	04/15/2025	PUSHCOIN	3,198.91	MONTHLY FEES - MAR
567886	04/15/2025	QUEST FOOD MANAGEMEN	84,165.02	Multiple Invoices
567887	04/15/2025	QUINLAN & FABISH MUS	897.34	Multiple Invoices
567888	04/15/2025	R B CONSTRUCTION	66,600.00	FQC #576 PAYMENT #10
567889	04/15/2025	RITWAY GLASS	500.00	(2) BROKEN WINDOW REPAIR - BF
567890	04/15/2025	ROBERT E HEADRICK &	600.00	REAL ESTATE APPRAISAL
567891	04/15/2025	ROSCOE CO	1,227.41	Multiple Invoices
567892	04/15/2025	SAFEWAY TRANSPORTATI	466,575.38	Multiple Invoices
567893	04/15/2025	SANDLEBACK, MATTHEW	175.00	Band Solo and Ensemble Judge
567894	04/15/2025	SCHAEFERS, SHAUN	175.00	Band Solo and Ensemble Judge
567895	04/15/2025	SCHOLASTIC LIBRARY P	533.46	ESL Class Books
567896	04/15/2025	SCHOOL DISTRICT 54	305.00	HOMELESS TRANSPORTATION
567897	04/15/2025	SCHOOL HEALTH	2,738.47	Multiple Invoices
567898	04/15/2025	SCHOOL NURSE SUPPLY	1,304.70	Multiple Invoices
567899	04/15/2025	SCHOOL PERCEPTIONS L	1,600.00	Invoice SP Community Survey Planning
567900	04/15/2025	SCHOOL SPECIALTY, LL	21,751.64	Multiple Invoices
567901	04/15/2025	SCHOOL TECHNOLOGY AS	495.00	ID Badging Support Renewal 25-26 Quote# Q-04591
567902	04/15/2025	SEAL OF ILLINOIS	6,763.43	Outplacement Tuition
567903	04/15/2025	SHERWIN WILLIAMS CO	61.87	SUPPLIES
567904	04/15/2025	SHOOK, JASON	90.00	B-ball ref 3/26
567905	04/15/2025	SHRED-IT	1,663.86	MAR DISPOSAL
567906	04/15/2025	SOCIAL THINKING SANT	1,611.90	Professional Development -
567907	04/15/2025	SOUTH SIDE CONTROL S	2,750.75	Multiple Invoices
567908	04/15/2025	SPECIAL EDUCATION SE	3,612.15	Outplacement Tuition
567909	04/15/2025	SPOTTER STAFFING	4,356.00	Multiple Invoices
567910	04/15/2025	STAPLES ADVANTAGE	708.74	Multiple Invoices
567911	04/15/2025	STEBBINS, MIKE	90.00	B-ball ref 3/20
567912	04/15/2025	SUBURBAN LIFE PUBLIC	91.00	Subscription Renewal (1 years) Acct# 88402
567913	04/15/2025	SUMMIT SCHOOL	6,118.76	Outplacement Tuition
567914	04/15/2025	SWEETWATER	415.71	Equipment for Electronic Music
567915	04/15/2025	T-MOBILE	537.18	CELL PHONES 02/21-03/20/25
567916	04/15/2025	TEACHERS DISCOVERY	164.96	FG FLES Class supplies
567917	04/15/2025	TERRA SERVICES, INC.	30,092.00	FQC #576 PAYMENT #10
567918	04/15/2025	THE COVE SCHOOL	8,625.40	Outplacement Tuition
567919	04/15/2025	THE GRAPHIC EDGE LLC	4,929.44	Multiple Invoices
567920	04/15/2025	TPRS BOOKS	738.00	FLES books/supplies
567921	04/15/2025	TRANE	1,657.00	HVAC REPAIR
567922	04/15/2025	TROPHIES BY GEORGE	273.00	Banquet plaques/plate/medal
567923	04/15/2025	TSI COMMERCIAL FLOOR	20,387.00	FQC #576 PAYMENT #10
567924	04/15/2025	UNITED RADIO COMMUNI	41,785.00	Multiple Invoices
567925	04/15/2025	VALLEY VIEW PUBLIC S	1,594.85	HOMELESS TRANSPORTATION

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
567926	04/15/2025	VENTRIS LEARNING	300.42	Multiple Invoices
567927	04/15/2025	VILLA PARK ELECTRIC	564.52	Multiple Invoices
567928	04/15/2025	VILLAGE OF GLEN ELLY	5,335.02	Multiple Invoices
567929	04/15/2025	VT SERVICES INC	8,425.00	Multiple Invoices
567931	04/15/2025	WAREHOUSE DIRECT	9,392.92	Multiple Invoices
567932	04/15/2025	WASTE MANAGEMENT WES	3,139.43	DISPOSAL SERVICES - APR
567933	04/15/2025	WEST MUSIC CO	69.95	Music Supplies
567934	04/15/2025	WEX HEALTH INC	276.25	FSA - MONTHLY
567935	04/15/2025	WIGHT & COMPANY	31,094.85	FDK CENTER - CH
567936	04/15/2025	WILSON LANGUAGE TRAI	68.00	Elementary Assessment Booklet
567937	04/15/2025	WINESBURG, RAY	240.00	Wrestling assignor fee
567938	04/15/2025	WPS PUBLISHING	471.90	Speech Assessment
567939	04/15/2025	YWCA METROPOLITAN CH	13,250.00	Erin's Law Program
202400336	03/14/2025	GLEN ELLYN EDUCATION	19,652.32	Payroll accrual
202400337	03/14/2025	ILL MUNICIPAL RETIRE	41,191.67	Multiple Invoices
202400338	03/14/2025	ILLINOIS DEPT OF REV	66,019.04	Multiple Invoices
202400339	03/14/2025	INTERNAL REV SERVICE	218,198.56	Multiple Invoices
202400340	03/14/2025	T H I S	21,112.46	Multiple Invoices
202400341	03/14/2025	TEACHERS RETIREMENT	130,197.70	Multiple Invoices
202400342	03/14/2025	OMNI	44,086.78	Multiple Invoices
202400343	03/14/2025	EXPERT PAY	847.00	Payroll accrual
202400344	03/14/2025	TEACHERS RETIREMENT	2,999.73	Multiple Invoices
202400345	03/14/2025	WEBSTER BANK, N.A.	7,169.45	Multiple Invoices
202400346	03/14/2025	GLEN ELLYN EDUCATION	-19,652.32	Payroll accrual
202400347	03/14/2025	ILL MUNICIPAL RETIRE	-41,191.67	Multiple Invoices
202400348	03/14/2025	ILLINOIS DEPT OF REV	-66,019.04	Multiple Invoices
202400349	03/14/2025	INTERNAL REV SERVICE	-218,198.56	Multiple Invoices
202400350	03/14/2025	T H I S	-21,112.46	Multiple Invoices
202400351	03/14/2025	TEACHERS RETIREMENT	-130,197.70	Multiple Invoices
202400352	03/14/2025	OMNI	-44,086.78	Multiple Invoices
202400353	03/14/2025	EXPERT PAY	-847.00	Payroll accrual
202400354	03/14/2025	TEACHERS RETIREMENT	-2,999.73	Multiple Invoices
202400355	03/14/2025	WEBSTER BANK, N.A.	-7,169.45	Multiple Invoices
202400356	03/14/2025	GLEN ELLYN EDUCATION	19,652.32	Payroll accrual
202400357	03/14/2025	ILL MUNICIPAL RETIRE	40,993.80	Multiple Invoices
202400358	03/14/2025	ILLINOIS DEPT OF REV	65,872.63	Multiple Invoices
202400359	03/14/2025	INTERNAL REV SERVICE	217,697.36	Multiple Invoices
202400360	03/14/2025	T H I S	21,087.49	Multiple Invoices
202400361	03/14/2025	TEACHERS RETIREMENT	130,045.38	Multiple Invoices
202400362	03/14/2025	OMNI	44,086.78	Multiple Invoices
202400363	03/14/2025	EXPERT PAY	847.00	Payroll accrual
202400364	03/14/2025	TEACHERS RETIREMENT	2,953.70	Multiple Invoices
202400365	03/14/2025	WEBSTER BANK, N.A.	7,169.45	Multiple Invoices
202400366	03/14/2025	GLEN ELLYN EDUCATION	-19,652.32	Payroll accrual
202400367	03/14/2025	ILL MUNICIPAL RETIRE	-40,993.80	Multiple Invoices
202400368	03/14/2025	ILLINOIS DEPT OF REV	-65,872.63	Multiple Invoices
202400369	03/14/2025	INTERNAL REV SERVICE	-217,697.36	Multiple Invoices
202400370	03/14/2025	T H I S	-21,087.49	Multiple Invoices
202400371	03/14/2025	TEACHERS RETIREMENT	-130,045.38	Multiple Invoices
202400372	03/14/2025	OMNI	-44,086.78	Multiple Invoices
202400373	03/14/2025	EXPERT PAY	-847.00	Payroll accrual
202400374	03/14/2025	TEACHERS RETIREMENT	-2,953.70	Multiple Invoices
202400375	03/14/2025	WEBSTER BANK, N.A.	-7,169.45	Multiple Invoices
202400376	03/14/2025	GLEN ELLYN EDUCATION	19,652.32	Payroll accrual
202400377	03/14/2025	ILL MUNICIPAL RETIRE	41,078.96	Multiple Invoices
202400378	03/14/2025	ILLINOIS DEPT OF REV	65,944.64	Multiple Invoices

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	AMOUNT	DESCRIPTION
202400379	03/14/2025	INTERNAL REV SERVICE	217,918.56	Multiple Invoices
202400380	03/14/2025	T H I S	21,102.63	Multiple Invoices
202400381	03/14/2025	TEACHERS RETIREMENT	130,137.76	Multiple Invoices
202400382	03/14/2025	OMNI	44,086.78	Multiple Invoices
202400383	03/14/2025	EXPERT PAY	847.00	Payroll accrual
202400384	03/14/2025	TEACHERS RETIREMENT	2,982.81	Multiple Invoices
202400385	03/14/2025	WEBSTER BANK, N.A.	7,169.45	Multiple Invoices
202400386	03/11/2025	CSG FORTE PAYMENTS,	942.95	MONTHLY FEE - FEB
202400387	04/01/2025	MICHIGAN STATE UNIVE	183,443.40	PRINCIPAL & INTEREST
202400391	03/31/2025	GLEN ELLYN EDUCATION	19,652.32	Payroll accrual
202400392	03/31/2025	ILL MUNICIPAL RETIRE	41,183.36	Multiple Invoices
202400393	03/31/2025	ILLINOIS DEPT OF REV	65,017.91	Multiple Invoices
202400394	03/31/2025	INTERNAL REV SERVICE	219,386.92	Multiple Invoices
202400395	03/31/2025	T H I S	20,431.87	Multiple Invoices
202400396	03/31/2025	TEACHERS RETIREMENT	126,112.32	Multiple Invoices
202400397	03/31/2025	OMNI	44,186.78	Multiple Invoices
202400398	03/31/2025	EXPERT PAY	847.00	Payroll accrual
202400399	03/31/2025	TEACHERS RETIREMENT	2,897.87	Multiple Invoices
202400400	03/31/2025	WEBSTER BANK, N.A.	7,169.45	Multiple Invoices
202400401	04/01/2025	RELIANCE STANDARD LI	4,307.96	APR - LONG TERM DISABILTIY
202400402	04/01/2025	RELIANCE STANDARD LI	406.78	APR - VOL LONG TERM DISABILITY
202400403	04/01/2025	EDUCATIONAL BENEFIT	699,848.56	APR - MEDICAL, DENTAL, LIFE, AD&D
202400405	03/31/2025	ILLINOIS DEPT OF REV	-2.85	Payroll accrual
202400406	03/31/2025	INTERNAL REV SERVICE	-8.80	Multiple Invoices
202400407	03/31/2025	ILLINOIS DEPT OF REV	2.85	Payroll accrual
202400408	03/31/2025	INTERNAL REV SERVICE	8.80	Multiple Invoices
202400409	04/07/2025	EYEMED	4,207.66	VISION - APR 2025
202400410	04/09/2025	T H I S	3,729.40	EMPLOYER PAY INSURANCE
202400411	04/15/2025	GLEN ELLYN EDUCATION	19,585.92	Payroll accrual
202400412	04/15/2025	ILL MUNICIPAL RETIRE	40,362.88	Multiple Invoices
202400413	04/15/2025	ILLINOIS DEPT OF REV	62,559.13	Multiple Invoices
202400414	04/15/2025	INTERNAL REV SERVICE	206,655.14	Multiple Invoices
202400415	04/15/2025	T H I S	19,983.28	Multiple Invoices
202400416	04/15/2025	TEACHERS RETIREMENT	123,311.71	Multiple Invoices
202400417	04/15/2025	OMNI	44,194.28	Multiple Invoices
202400418	04/15/2025	EXPERT PAY	847.00	Payroll accrual
202400419	04/15/2025	TEACHERS RETIREMENT	2,829.67	Multiple Invoices
202400420	04/15/2025	WEBSTER BANK, N.A.	7,169.45	Multiple Invoices
202400421	04/10/2025	CSG FORTE PAYMENTS,	1,325.37	MONTHLY FEE - MAR
202400422	03/26/2025	WEBSTER BANK, N.A.	465.50	SERVICE FEES - DCA,FSA
202400423	03/24/2025	OLD REPUBLIC NATIONA	442,956.24	1N253 BLOOMINGDALE RD
Totals for checks			6,364,039.94	

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	Education Fund	2,022,086.65	312.85	622,407.98	2,644,807.48
20	Operations & Maintenance Fund	120,428.03	0.00	251,243.86	371,671.89
30	Debt Service Fund	0.00	0.00	183,443.40	183,443.40
40	Transportation Fund	491.72	0.00	492,061.87	492,553.59
50	Social Security/Medicare Fund	120,975.91	0.00	0.00	120,975.91
51	Ill Municipal Retirement Fund	75,762.05	0.00	0.00	75,762.05
60	Capital Projects Fund	0.00	0.00	2,474,825.62	2,474,825.62
***	Fund Summary Totals ***	2,339,744.36	312.85	4,023,982.73	6,364,039.94

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

**Glen Ellyn School District 41  
Summary of Bills and Payroll  
March 2025**

Fund	Expenditures	Payroll	Total Expenditures
Education	\$ 566,198	\$ 3,726,093	\$4,292,291
Operations & Maintenance	141,240	223,116	364,356
Debt Service	133,832	-	133,832
Transportation	442,778	676	443,454
Social Security	-	82,018	82,018
IMRF	-	50,829	50,829
Capital Projects	1,766,520	-	1,766,520
Working Cash	-	-	-
Tort	-	-	-
<b>TOTAL</b>	<b>\$ 3,050,568</b>	<b>\$ 4,082,731</b>	<b>7,133,299</b>

Glen Ellyn School District 41  
Treasurer's Report - Statement of Cash & Investments  
Mar-25

FUND	<i>*Cash &amp; Investment Balance</i>	<i>Revenues</i>	Revenues	<i>Expenditures</i>	Expenditures	Transfers & Adjustments	<i>Cash &amp; Investment Balance</i>	<i>Investments at Cost</i>
	<i>FY24 Beginning Balance</i>	<i>March</i>	July - June	<i>March</i>	July - June	YTD	3/31/2025	<i>(Information Only)</i>
Education	\$65,622,814	\$700,980	\$32,292,262	\$4,292,291	\$62,613,075	(\$1,025,290)	\$34,276,711	\$39,522,000
Operations and Maintenance	\$586,075	\$1,662	\$3,838,247	\$364,356	\$3,807,516	(\$1,429)	\$615,377	\$0
Debt Service	\$1,334,131	\$33	\$885,004	\$133,832	\$2,213,846	\$0	\$5,289	\$0
Transportation	\$3,815,469	\$8,189	\$1,561,953	\$443,454	\$2,320,790	(\$175)	\$3,056,457	\$0
Social Security	\$1,550,416	\$4,168	\$636,903	\$82,018	\$632,294	\$0	\$1,555,025	\$0
IMRF	\$1,420,754	\$3,699	\$374,557	\$50,829	\$413,769	\$0	\$1,381,542	\$0
Capital Projects	\$3,217,168	\$45,160	\$26,719,140	\$1,766,520	\$13,036,089	\$0	\$16,900,220	\$0
Working Cash	\$700,010	\$1,923	\$19,716	\$0	\$0	\$0	\$719,726	\$0
Tort	\$22,824	\$65	\$1,437	\$0	\$0	\$0	\$24,260	\$0
<b>Totals</b>	<b>\$78,269,661</b>	<b>\$765,879</b>	<b>\$66,329,218</b>	<b>\$7,133,299</b>	<b>\$85,037,378</b>	<b>(\$1,026,894)</b>	<b>\$58,534,606</b>	<b>\$39,522,000</b>

*\*Unaudited Cash & Investment Balances (with adjustments for payable accruals)*

## March 2025 Vandalism Report

<b>Date of Report</b>	<b>Facility</b>	<b>Nature of Vandalism</b>	<b>Initial Response</b>	<b>Action Taken to Repair/Replace</b>
N/A	N/A	N/A	N/A	N/A

## **Regular Board Meeting Minutes Hadley Jr. High School March 17, 2025**

### **Call to Order**

The March 17, 2025 regular board meeting was called to order at 6:00 p.m.

### **Roll Call**

The following Board members were in attendance: Jessica Buttimer, Tayyaba Syed, Ted Estes, Julie Hill, Steve Miko and Bob Bruno. Jason Loebach arrived at 6:02 p.m.

### **Adjourn to Closed Session**

*At 6:01 p.m., Board members Buttimer motioned and Estes seconded to adjourn to closed session to confidentially discuss section Section 2(c) 1 The appointment, employment, compensation, discipline, performance, or dismissal of specific employees.*

#### *Roll Call*

*Aye: Loebach, Hill, Estes, Miko, Syed Buttimer and Bruno*

*Nay: None*

*Motion passed*

### **Return to Open Session**

At 8:37 p.m., the Board returned to open session. Mr. Loebach led in the pledge of allegiance.

The following Board members were in attendance: Jessica Buttimer, Tayyaba Syed, Ted Estes, Jason Loebach, Julie Hill, Steve Miko and Bob Bruno.

Student Board Members: Alessia D'argento, Helen Manak, Tess Reinman.

**Also in Attendance:** Superintendent Dr. Jeff McHugh, Assistant Superintendent of Human Resources Dr. David Bruno, Assistant Superintendent of Teaching, Learning and Accountability Dr. Kristine Webster, Assistant Superintendent of Finance, Facilities and Operations Eric DePorter, Director of Language Programs Juan Suarez, Chief Communications Officer Erika Krehbiel, and Director of Instructional Technology and Innovation Andrew Peterman.

### **Celebrations and Recognitions:**

- **Hadley Student Recognition:** Wrestling coach Charlie McCluskey recognized students Camden Cullen and Nick Ortega, for their outstanding achievements in Hadley's wrestling program. Coach McCluskey expressed his appreciation to the Board and Hadley administration for their continued support of the wrestling program.
- **Student Art Recognition:** Forest Glen students and their parents were acknowledged for their participation in the Forest Glen PTA Art Festival. Their artwork

was proudly displayed during the board meeting, celebrating their creativity and involvement.

- **School Board Governance Recognition:** Dr. McHugh recognized the Board for achieving the School Board Governance Recognition which honors school boards who demonstrate strong leadership and a commitment to excellence in local school governance. This recognition was presented at the DuPage Division IASB Meeting in March.

*The Board recessed between 7:05 p.m.*

The following Board members were in attendance when the meeting resumed at 7:20 p.m.: Jessica Buttimer, Tayyaba Syed, Ted Estes, Jason Leobach, Julie Hill, Steve Miko and Bob Bruno.

### **Presentations**

**Strategic Plan Update:** Dr. McHugh provided an update on the Strategic Plan updates, highlighting recent changes related to Special Education, language programs, kindergarten feedback, and early learning recommendations. He noted that additional updates include adding clear metric which support closing the achievement gap and enhance services for both special education and language learners. He also noted that Goal 3 now includes a formal action step focused on preschool, aligning with previously planned efforts. Dr. McHugh outlined the proposed committee structure for the plan explaining that new subcommittees will include a mix of board, staff, community, and administration members. Staff will lead the implementation and monitoring of action steps, with updates to the board following a structured timeline aligned with strategic goals. Lastly, Dr. McHugh reviewed the communications plan and noted that a survey will be deployed next month to gather stakeholder feedback. The Board discussed the information presented and expressed appreciation for the thoughtful process. Dr. McHugh concluded by stating that the revised plan would be up for approval later in the meeting and widely shared once approved.

### **Public Participation**

Glenbard West students Peyton Weibler and Ty Gambrel presented the Board with information on their project and perspectives on dyslexia. They noted that their goal was to raise awareness, end the stigma, and advocate for immediate action to ensure students receive the help they need from qualified educators.

Rebecca Taylor commended the district for its thoughtful approach to revising the student personal technology policy. She noted that the direction the district is heading aligns with her expectations and she shared some changes she hoped would be considered for clarity.

Staff member Kathleen Hokenson, speaking on behalf of the Forest Glen One Earth Club, thanked Mr. DePorter for his efforts in reducing plastic use in school lunchrooms. She acknowledged the work of student Jo Stilling, who researched what materials are not recyclable. The One Earth Club expressed appreciation for the continued collaboration and support in advancing sustainable practices.

### **Superintendent's Report**

Dr. McHugh provided an update on the following:

- **Educator of the Year:** Churchill teacher Deb Lazzara was named Glen Ellyn Chamber of Commerce Glen Ellyn Educator of the Year. Ms. Lazzara was recognized by the Chamber last week.

- **Kindergarten Center Update:** An update was provided on the progress of the construction and the planning efforts related to the building work. Dr. McHugh thanked those involved in finalizing the agreements for before- and after-school care which will be offered by the Park District and the YMCA.
- **Superintendent Council Meetings:** Dr. McHugh provided an update on his meetings this week, which focused on technology and classroom engagement.
- **Transportation Update:** Mr. DePorter gave an update on transportation, highlighting the rocky start to the year, the switch to a new vendor, and high school tiering. He noted service improvements with Safeway and shared that all recent transportation bids came in higher than current costs. The Board discussed whether the added cost is justified and stressed the importance of accountability, better service, and clear planning for next year. Further discussion covered satisfaction metrics, the financial benefits of staying engaged with Safeway and District 87, and the importance of proactive planning—particularly for August readiness and kindergarten bus coverage. Mr. DePorter noted that operational planning for next year is already underway and that a contract amendment is being considered to formalize expectations. Questions were raised about optimizing bus stop locations and balancing convenience with efficiency. While all bids came at a premium, there was agreement that even partial un-tiering of routes could add value despite added costs.

### **Board Reports**

- Dr. Miko reported on his attendance at Hadley and Forest Glen drama events.
- Mr. Estes reported on his attendance at the recent DuPage IASB meeting.
- Mrs. Hill reported on her attendance at the LEND, PTA Executive Council, Hadley and CH PTA meetings. She also reported on the recent IASB advocacy meeting.
- Mr. Loebach reported on his attendance at the Hadley drama event and shared information about his *Rock Your Socks* initiative in recognition of World Down Syndrome Day.

### **Student Board Reports**

Student Board members shared updates on recent events, including the Hadley and Forest Glen drama performances, the Hadley Choir concert, and upcoming 8th-grade activities. They also reported on preparations for school-wide IAR testing and the St. Baldrick's fundraising event.

### **Discussion Items**

**Board Policy Revisions:** The Board of Education Policy Committee regularly reviews and updates the district's policy manual to ensure alignment with changes in Illinois and federal law, as well as current district practices. The committee utilizes the Policy Reference Education Subscription Service (PRESS) PRESS Issue 117 includes key updates focused on three areas: Board Governance, Operations and Safety, and Employment. Governance changes reflect new requirements for board member training and a Supreme Court ruling on official use of social media. Operational updates include expanded investment options, construction flexibility for early childhood facilities, and enhanced safety protocols. Employment-related revisions address new protections against discrimination, AI use limitations, and changes to federal labor standards. All proposed changes are currently for discussion and will be presented for board action on April 21, 2025. A summary of revisions can be found [here](#).

**eRate - PON Network Whole District (Switch Replacement):** Mr. Peterman noted that last school year, the District partnered with ClientFirst to evaluate and prepare a Request for Proposals (RFP) for implementing a Passive Optical Network (PON) at Forest Glen Elementary. The project confirmed that PON is a cost-effective and efficient solution, leveraging existing fiber infrastructure and significantly reducing the number of switches required. Building on the success at Forest Glen, the District now plans to expand the PON system to the remaining three elementary schools, the junior high, and the District office using available eRate funds. ClientFirst assisted with the new bid proposal, which has been submitted to the USAC portal for the required 28-day period. Administration will present the vetted bid at the April meeting for the Board to consider. The project is slated for completion over the summer, with minimal downtime during the transition. Funding will be included in the 2025–2026 technology budget.

**Student Personal Technology Recommendation:** Last fall, the administration was tasked with evaluating student technology use in District 41 to inform future policy decisions, with an initial focus on personal devices like smartphones and smartwatches. Feedback from students, staff, parents, and a community-wide survey showed strong support—especially from parents and staff—for restricting personal device use during the school day, particularly in elementary schools. While students acknowledged distractions, concerns were also raised about access to devices during emergencies and the importance of flexibility during non-instructional times. During the March 3 Committee of the Whole Meeting, the Board and community reviewed these findings and discussed the need for consistent enforcement, staff training, and family education.

Dr. McHugh shared that there has been concern raised about how this might impact emergency situations and the need for clear communication about the rationale behind the policy. He noted the importance of enforcement and ensuring the policy doesn't burden teachers and plans to clarify what "out of sight" means and ensure everyone is aligned. The Board discussion touched on the reasoning behind the policy shift, particularly for middle school and elementary students. While there was a little apprehension, the focus was on making the policy clear and helpful for both teachers and parents. It was agreed that clear communication and consistency will be crucial for the policy's success. Dr. McHugh noted that the policy will be revised by administration both at the district level and school leaders and then sent for a review by legal counsel and eventually the policy committee. A formal recommendation will be presented to the Board in April. Report [here](#).

### **Action Items**

**Consent Agenda:** *Board members Loebach motioned and Hill seconded to approve the consent agenda which included:*

- *Employment recommendations and resignations and retirements, resignations, terminations, as noted on the personnel report*
- *Donations*
- *Disposal of Surplus Property*
- *Freedom of Information Act (FOIA) Report*
- *Investment Schedule*
- *Monthly Overview of the Revenue and Expenditure Summary Report*
- *Summary of Bills and Payroll*
- *Treasurer's Report*
- *Vandalism*
- *Board Meeting Minutes of February 10, 2025 and March 3, 2025*

- *Facility Use Agreement Between Glen Ellyn District 41 and the Glen Ellyn Park District For the Park District's Before and After School Childcare Program*
- *Facility Use Agreement Between Glen Ellyn District 41 and the B.R Ryall YMCA For the YMCA's District's Before and After School Childcare Program*
- *Resolution Approving Proposed Amendments to the DuPage/West Cook Intergovernmental Agreement*

*Roll Call*

*Aye: Loebach, Hill, Estes, Buttimer, Miko, Syed and Bruno*

*Nay: None*

*Motion passed*

**Recommendations**

**Approval of Teacher Resignation Agreement and General Release** *Board members Loebach motioned and Buttimer seconded to approve the Resignation Agreement and General Release between the Board and Sarina Cimarusti, a teacher in the District, substantially in the form presented and recommended by the Superintendent and signed by the teacher and to authorize the President and Secretary to sign the Agreement.*

*Roll call:*

*Aye: Loebach, Hill, Estes, Buttimer, Miko, Syed and Bruno*

*Nay: None*

*Motion passed*

**Approval of Professional Services Contract with AHS Staffing LLC:** *Board members Loebach motioned and Estes seconded to authorize Dr. David Bruno, the Assistant Superintendent for Human Resources to enter into a Professional Service Contract with AHS Staffing LLC for a cost of approximately \$19,864.00 for the time period of March 21, 2025 through the end of the 2024-2025 school year funded from the district budget contract services special education account.*

*Roll call:*

*Aye: Loebach, Hill, Estes, Buttimer, Miko, Syed and Bruno*

*Nay: None*

*Motion passed*

**IASB Policy Manual Customization and PRESS Plus Implementation:** *Board members Loebach motioned and Buttimer to authorize the superintendent to engage with IASB to transition the Board Policy Library to PRESS Plus as outlined in the Board report.*

*Roll call:*

*Aye: Loebach, Hill, Estes, Buttimer, Miko, Syed and Bruno*

*Nay: None*

*Motion passed*

**Technology Purchases for the Kindergarten Center:** *Board members Loebach motioned and Hill seconded to authorize the technology purchases for the Kindergarten Center supported by the 2024-2025 and 2025-2026 technology budget as outlined in this report.*

*Roll call:*

*Aye: Loebach, Hill, Estes, Buttimer, Miko, Syed and Bruno  
Nay: None  
Motion passed*

**Social Studies Curricular Resource Recommendation** *Board members Loebach motioned and Buttimer seconded to approve the adoption of National Geographic as the core social studies curricular resource at Hadley Junior High, as outlined above, to be funded from the Teaching, Learning, and Accountability budget as outlined in the board report.*

*Roll call:  
Aye: Loebach, Hill, Estes, Buttimer, Miko, Syed and Bruno  
Nay: None  
Motion passed*

**2025-2026 Student Fees:** *Board members Loebach motioned and Estes seconded to approve the 2025-2026 school year student fees as outlined in the Board report.*

Prior to taking action Mr. DePorter noted that the Music Field Trip fees will not be included as listed as this is no longer assessed. Dr. Bob Bruno thanked staff for the information about fees and noted that the board and administration will continue to discuss the possibility of eliminating fees at a future meeting.

*Roll call:  
Aye: Loebach, Hill, Estes, Buttimer, Miko, Syed and Bruno  
Nay: None  
Motion passed*

**Quest Food Management Services, LLC. Contract Extension:** *Board members Loebach motioned and Buttimer seconded to authorize Assistant Superintendent of Finance, Facilities and Operations Eric DePorter to execute the proposed three year contract extension with Quest Food Management Services as outlined in the Board report.*

Mrs. Syed thanked the administration for the efforts to offer Halal meal options, acknowledging the rigorous process involved and the need to be prepared for family inquiries. Mr. DePorter provided an update noting that Halal-friendly options are now available, with communications targeted for April. He additionally noted that Quest has provided a cost effective solution to address the concern with black plastic containers.

Mrs. Buttimer expressed gratitude to the community for their advocacy, especially to Jo Stilling, a Forest Glen student who contributed research on the matter. She also suggested considering compost pickup as a future initiative.

*Roll call:  
Aye: Loebach, Hill, Estes, Buttimer, Miko, Syed and Bruno  
Nay: None  
Motion passed*

**Approve the 2022-2027 Strategic Plan Update:** *Board members Loebach motioned and Syed seconded to accept and adopt the changes to the 2022-2027 Strategic Plan as presented.*

Mr. Loebach noted his appreciation for the highlights and commitment to special education in the update.

*Roll call:*

*Aye: Loebach, Hill, Estes, Buttimer, Miko, Syed and Bruno*

*Nay: None*

*Motion passed*

### **Learning Together/Other**

**Advocacy Report:** Mrs. Hill asked Board members to share their perspectives on sending a communication to legislators to advocate for key educational priorities that are at risk of being reduced. Board members highlighted the importance of increased funding for special education, protecting student privacy, and supporting low-income students through programs like Title I as well as civil rights protections. The Board discussed the importance of having a clear communication and using their voice to make sure public schools stay strong. The group agreed that sharing it with State Superintendent Sanders, LEND, and congressional representatives will illustrate their commitment to all students in the district.

### **Upcoming Meetings**

- Monday, March 17, 2025, Regular Board meeting, 6:30p.m. at Hadley Jr. High
- Monday, April 21, 2025, Regular Board meeting, 6:30p.m. at Hadley Jr. High

### **Adjourn to Closed Session**

*Board members Loebach motioned and Buttimer seconded to adjourn to closed session to Section 2(c) 1 The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity, Section 2(c)2 Collective negotiating matters between the school board and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees, Section 2(c)5 - The purchase or lease of real property for the use of the school board, including meetings held for the purpose of discussing whether a particular parcel should be acquired, Section 2(c)6- The setting of a price for sale or lease of property owned by the school board, Section 2(c)9- Student disciplinary cases, and Section 2(c)10-The placement of individual students in special education programs and other matters relating to individual students.*

*Roll Call*

*Aye: Loebach, Hill, Estes, Miko, Syed Buttimer and Bruno*

*Nay: None*

*Motion passed*

### **Return to Open Session**

At 11:00 p.m., the Board returned to open session.

### **Adjournment**

*At 11:00 p.m. Board members Loebach motioned and Hill seconded to adjourn the March 17, 2025 regular board meeting. Approved by unanimous vote.*

Respectfully submitted,

Nancy Mogk  
Board Recording Secretary

---

Bob Bruno, Board President

---

Jess Buttimer, Board Secretary

Approved: April 21, 2025

## Board Report

**Date:** April 21, 2025

**Title:** Approval of Professional Services Contract with Phaxis Health Solutions LLC

**Submitted by:** Dr. David Bruno, Assistant Superintendent for Human Resources

---

**Strategic Priority Goal Area 1: Growth Focused Learning:** The District 41 community of learners, educators and stakeholders cultivate students who are actively engaged and committed to their own learning. District 41 provides a guaranteed rigorous and differentiated learning environment where all students can demonstrate high levels of growth and success. District 41 uses data to form a detailed profile of student, school and district performance; illuminate successes; and identify opportunities for improvement.

**Background:** A full time Special Education Teacher is needed due to a disciplinary release of the teacher in the role on March 17, 2025. Due to the sensitivity of this position, the district reacted out to contract agencies in order to fill.

**Discussion:** The contract started on April 14, 2025 and is expected to end at the end of the 2024-2025 School Year. The total contract amount for the full time Special Education teacher is \$21,420.00. The hourly rate for the full time Special Education teacher is \$85.00 per hour at 35 hours per week.

**Budgetary Funding:** The 2024-2025 district budget contract services special education account.

**Recommendation:** It is recommended the Board of Education authorize Dr. David Bruno, the Assistant Superintendent for Human Resources to enter into a Professional Service Contract with Phaxis Health Solutions LLC for a cost of approximately \$21,420.00 for the time period of April 14, 2025 through the end of the 2024-2025 school year funded from the district budget contract services special education account.

## Board Report

**Date:** April 21, 2025

**Title:** 2024-2025 School Calendar Revision and Last Day of School

**Submitted by:** Dr. Jeff McHugh Superintendent

---

**Strategic Priority Goal Area 6: Community Partnerships & Engagement:** District 41 is dedicated to creating and sustaining community partnerships that enhance education and provide social, emotional and academic support for our students. By creating strong connections with community partners and engaging with all five communities we serve, District 41 prepares each student for a successful future.

**Background:** The calendar committee annually convenes to discuss and determine the school calendar for the next school year to present to the school board. The Board approved the 2024-2025 school calendar in May of 2024.

**Discussion:** During the course of the year, the district used one (1) e-learning day when it was necessary to cancel school due to extreme weather. The District has met the state mandated student attendance days without using any of the required Tentative Emergency Days in June.

Administration recommends the following End of Year designation:

- Monday, June 2, 2025 - Last day of attendance for PreK/EC and Kindergarten students
- Tuesday, June 3, 2025 - SIP Day -Last attendance day for students in grades 1-8
- Wednesday, June 4, 2025 - Institute Day (no student attendance)

**Budgetary Funding:** N/A

**Other Information:** In the event any additional emergency days are necessary prior to the end of the school year, an amendment to the last day of school will be required to avoid a violation of Illinois School Code.

**Recommendation:** The Administration recommends the Board designate the last day of school as outlined in this report.

## Board Report

**Date:** April 21, 2025  
**Title:** Board Policy Revisions First Reading  
**Submitted by:** Dr. Jeff McHugh, Superintendent

---

**Strategic Priority Goal Area 6: Community Partnerships & Engagement:** District 41 is dedicated to creating and sustaining community partnerships that enhance education and provide social, emotional and academic support for our students. By creating strong connections with community partners and engaging with all five communities we serve, District 41 prepares each student for a successful future.

**Background:** The Board of Education Policy Committee examines the policy manual on a regular basis for revisions and updates that are necessary based on changes in Illinois, Federal law, or to reflect the District's current practices.

**Discussion:** PRESS stands for Policy Reference Education Subscription Service which is used to maintain and update the District 41 Board of Education Policy Library. Updates are issued multiple times of year and reflect changes in laws passed in the General Assembly that affect school boards and/or quality assurance five-year review. In addition, policy materials are conducted on an on-going basis. All materials are reviewed and revised to the current version of PRESS or in alignment with District practices and are reviewed by District Administration during the review process. The Board first reviewed these recommendations on March 17th.

### PRESS Issue 117

#### Board Governance:

These revisions represent changes related to new laws that were passed requiring school board members to complete training on student outcomes within their first year. Additional revisions are a result of a recent U.S. Supreme Court ruling related to a government official's social media speech that is subject to the First Amendment only if they have actual authority on the matter and act in an official capacity. The decision highlights the need for officials to distinguish between personal and official social media use.

2:110, Qualifications, Term, and Duties of Board Officers  
8:10, Connection with the Community  
9:30, Use of Social Media

#### Operations and Safety

These revisions are related to recent legislation which affecting school district operations and safety, including extending the timeframe for fund transfers and permitting broader investment options for school boards. This includes provisions to allow districts to construct or purchase buildings for early childhood education without a referendum, mandate the posting of indoor air quality resources, and require a cardiac emergency response plan and AEDs at school sites and events. Additionally measures to threat assessment team composition and the requirement of principals to report drug and firearm incidents to the state.

4:30, Revenue and Investments\_Rewritten  
4:150, Facility Management and Building Programs  
4:170, Safety  
4:170-AP1, Comprehensive Safety and Security Plan  
4:190-AP2, Threat Assessment Team (TAT)  
4:210, Provisions for Use of Working Cash Fund

Employment:

Policy revisions presented take into consideration new laws which prohibit employment discrimination based on family responsibilities and reproductive health decisions, while also restricting the use of AI in ways that could lead to unlawful bias . Employers are barred from imposing extra work authorization verification beyond federal law, and the salary threshold for exempt employees under the Fair Labor Standards Act has been increased.

5:10, Equal Employment Opportunity and Minority Recruitment

5:20, Workplace Harassment Prohibited

5:30, Hiring Process and Criteria

5:310, Compensatory Time Off

7:10, Equal Educational Opportunities

**Other**

All policies are reviewed and edited for punctuation once final and approved by the board.

**Recommendation:** The administration recommends the Board approve and adopt the board policy revisions as presented.

**School Board**

**Board Member Development**

The School Board desires that its individual members learn, understand, and practice effective governance principles. The Board is responsible for member orientation and development. Board members have an equal opportunity to attend state and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Superintendent shall provide all Board members with information regarding pertinent educational materials, publications, and notices of training or development.

**Mandatory Board Member Training**

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member elected or appointed to fill a vacancy of at least one year’s duration must complete at least four hours of professional development and leadership training in: (1) education and labor law; (2) financial oversight and accountability; (3) fiduciary responsibilities; and (4) trauma-informed practices for students and staff; and (5) improving student outcomes, within the first year of his or her first term.
2. Each Board member must complete training on the Open Meetings Act (OMA) no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of the certificate of completion with the Board. Training on the OMA Open Meetings Act is only required once.
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher’s dismissal using the optional alternative evaluation dismissal process. This dismissal process is available after the District’s PERA implementation date.

The Superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each Board member, including both mandatory and non-mandatory training.

**Professional Development; Adverse Consequences of School Exclusion; Student Behavior**

The Board President or Superintendent, or their designees, ~~shall will~~ make reasonable efforts to provide ongoing professional development to Board members about the requirements of 105 ILCS 5/10-22.6 and 105 ILCS 5/10-20.14 ~~the~~ adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments, 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.

Board Self-Evaluation

The Board will conduct periodic self-evaluations with the goal of continuous improvement.

New Board Member Orientation

The following steps are taken to orient newly elected or appointed School Board members:

1. The Board President, or Superintendent, or their designees, shall give each new Board member a copy or online access to the Board Policy Manual, the Board regular meetings minutes for the past year, and other helpful information including material explaining the District and explaining the Board’s roles and responsibilities.
2. The Board President or designee shall schedule one or more special Board meetings, or schedule time during regular meetings, for Board members to become acquainted and to review Board processes and procedures.
3. The Board President may request a veteran Board member to mentor a new member.
4. All New members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

Candidates

The Superintendent or designee shall invite all current candidates for the office of Board member to attend (1) Board meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates.

LEGAL REF.: 5 ILCS 120/1.05 and 120/2, Open Meetings Act (OMA)  
105 ILCS 5/10-16a and 5/24-16.5.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:125 (Board Member Compensation Expenses), 2:220 (Types of School Board Meetings)

Reviewed: October 20, 2003; January 18, 2011; October 15, 2013, November 21, 2016,  
March 21, 2022, May 2024, March 17, 2025

Adopted: November 17, 2003

Revision Adopted: February 7, 2011; October 15, 2013, December 5, 2016, April 18, 2022

## Community Relations

### Public Relations

The Board President is the official spokesperson for the School Board ~~to the media~~. The Superintendent or designee is the District's chief spokesperson. The Board, in collaboration with the Superintendent or designee shall plan, implement, and evaluate a District program which will:

Inform internal and external stakeholders and encourage their involvement through accurate and consistent information that is aligned with District goals and priorities.

- Develop public understanding of school operation.
- Gather community attitudes and desires for the District.
- Ensure ~~Secure~~ adequate financial support for a sound education program.
- Help the community feel a more direct responsibility for the quality of education provided by their schools.
- Earn the community's good will, respect, and trust. ~~confidence~~.
- Promote a genuine spirit of cooperation between the school and the community.
- Keep the news media and community accurately informed.

The public relations program should include:

- Regular news releases concerning District programs, policies, activities, and special event management for distribution by, for example, posting on the District website, using District social media accounts, or sending news media.
- News conferences, ~~and~~ interviews and official Board or District statements as requested or needed. The Board President and Superintendent will coordinate their respective media relations efforts. As official spokesperson for the Board, the Board President will communicate on behalf of the Board to the news media and community. Statements made by Board members when not authorized by the Board will be considered personal comments of the Board member, and Board members are encouraged to identify such statements as their personal opinions. Official Board or District statements (other than those made directly to the media) will be made through the District website and/or its social media accounts, at official District events, or through other official communication methods, such as District email or mailings. Individuals shall not speak for the District without prior approval from the Superintendent, ~~or Board president~~.
- Publications having a high quality of editorial content and effective format. All publications shall identify the District, school, department, or classroom and shall include the name of the Superintendent, the Building Principal, and/or the author and the publication date, ~~and~~
- ~~A website having a high quality of content and design, easily navigable by users and containing comprehensive information about District policies, programs, finance and activities.~~
- Other programs which highlight the District's programs and activities.

### Community Engagement

Community engagement is a process that the Board uses to actively involve diverse citizens in dialogue, deliberation, and collaborative thinking around common interests for the District's schools. Effective community engagement is essential to create trust and support among the community, Board, Superintendent, and District staff.

- ~~The Board, in consultation with the Superintendent, articulates the District's community engagement goals, determines the purpose(s) and objective(s) of any community engagement initiative. For each community engagement initiative, the Board will commit to the determined purpose(s) and objective(s), and provide information about the expected~~

~~nature of the public's involvement; the Superintendent or designee will identify the effective tools and tactics that will advance the Board's purpose(s) and objective(s).~~

~~• The Superintendent will: (1) at least annually, prepare a report of each community engagement initiative, and/or (2) prepare a final report of each community engagement initiative.~~

• The Board will periodically: (1) review whether its community engagement goal(s) initiatives are achieving the identified purpose(s) and objective(s), (2) consider what, if any, modifications would improve effectiveness, and (3) determine whether to continue individual tactics. initiatives.

•                      CROSS REF.:                      2:110 (Qualifications, Term, and Duties of Board Officers)  
LEGAL REF.:            23 Ill. Admin. Code § 1.210.

Reviewed: December 13, 2004, November 14, 2011, January 25, 2016, March 17, 2025

Approved: January 24, 2005

Revisions: November 28, 2011, February 8, 2016

## Technology

### Internet Publications and District Social Media

#### **Applicability**

This section applies to all students and employees of the District who establish and/or operate Internet publications and/or social media websites (“websites”) for educational, extra-curricular, or other purposes related to District business, and any other individual operating or attempting to operate a website suggesting approval by or official affiliation with the District. Media for social interaction, using highly accessible web-based and/or mobile technologies that allow users to share content and/or engage in interactive communication through online communities. This includes, but is not limited to, services such as Facebook, LinkedIn, TwitterX (formerly Twitter), Threads, Instagram, TikTok, Snapchat, Discord, and YouTube. ~~Facebook, LinkedIn, Twitter, Instagram, Snapchat, Tik Tok, and YouTube.~~

#### **Official District Websites**

Only the Superintendent or designee may operate or approve for operation by District employee’s official websites on behalf of the District, including the District’s website, blogs, and social media accounts.

#### **Usage and Conduct**

All District employees who use social media shall:

1. Adhere to the high standards for **Professional and Appropriate Conduct** required by Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, at all times, regardless of the ever-changing social media and personal technology platforms available. This includes District employees posting images or private information about themselves or others in a manner readily accessible to students and other employees that is inappropriate as defined by Board policies 5:20, *Workplace Harassment Prohibited*; 5:100, *Staff Development Program*; 5:120, *Employee Ethics; Code of Professional Professional Conduct; and Conflict of Interest*; 7:20, *Harassment of Students Prohibited*, 9:00, *Acceptable Use of District Electronic Resources*; and the Ill. Code of Educator Ethics, 23 Ill.Admin.Code §22.20.
2. Choose a District-provided or supported method whenever possible to communicate with students and their parents/guardians.
3. Not interfere with or disrupt the educational or working environment, or the delivery of education or educational support services.
4. Inform their immediate supervisor if a student initiates inappropriate contact with them via any form of personal technology or social media.
5. Report instances of suspected abuse or neglect discovered through the use of social media or personal technology pursuant to a school employee’s obligations under Board policy 5:90, *Abused and Neglected Child Reporting*.
6. Not disclose confidential information, including but not limited to school student records (e.g., student work, photographs of students, names of students, or any other personally identifiable information about students) or personnel records, in compliance with Board policy 5:130, *Responsibilities Concerning Internal Information*. For District employees, proper approval may include implied consent under the circumstances.

7. Refrain from using the District's logos without permission and follow Board policy 5:170, *Copyright*, and all District copyright compliance procedures.
8. Use personal technology and social media for personal purposes only during non-work times or hours. Any duty-free use must occur during times and places that the use will not interfere with job duties or otherwise be disruptive to the school environment or its operation.
9. Assume all risks associated with the use of personal technology and social media at school or school-sponsored activities, including students' viewing of inappropriate Internet materials through the District employee's personal technology or social media. The Board expressly disclaims any responsibility for imposing content filters, blocking lists, or monitoring of its employees' personal technology and social media.
10. Be subject to remedial and any other appropriate disciplinary action for violations of this policy ranging from prohibiting the employee from possessing or using any personal technology or social media at school to dismissal and/or indemnification of 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 this policy.

All Board members who use social media shall:

1. Adhere to the high standards for appropriate communication required by [Board policies](#) 2:140 *Communications To and From the Board.*, 2:140 E *Guidance for Board Member Communications Among Board Members and on Social Media* and 2:80E *Board Member Code of Conduct* at all times, regardless of the ever-changing social media and personal technology platforms available. This includes posting images or private information about themselves or others in a manner readily accessible that is inappropriate as defined by [Board](#) policy 2:265 *Title IX Sexual Harassment Grievance Procedure*.
2. Choose a District-provided or supported method whenever possible to communicate with the school community.
3. Not interfere with or disrupt the educational or working environment, or the delivery of education or educational support services.
4. Comply with [Board](#) policy 5:130, *Responsibilities Concerning Internal Information*. This means that personal technology and social media may not be used to share, publish, or transmit information about or images of students and/or District employees without proper approval. For District employees, proper approval may include implied consent under the circumstances.
5. Refrain from using the District's logos without permission and follow Board policy 5:170, *Copyright*, and all District copyright compliance procedures

## Superintendent Responsibilities

The Superintendent shall:

1. Inform District employees about this policy during the in-service on educator ethics, teacher-student conduct, and school employee-student conduct required by [Board](#) policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*.
2. Direct Building Principals to annually:
  - a. Provide their building staff with a copy of this policy.
  - b. Inform their building staff about the importance of maintaining high standards in their school relationships.
  - c. Remind their building staff that those who violate this policy will be subject to remedial and any other appropriate disciplinary action up to and including dismissal.
3. Build awareness of this policy with students, parents, and the community.
4. Ensure that neither the District, nor anyone on its behalf, commits an act prohibited by the Right to Privacy in the Workplace Act, 820 ILCS 55/10; i.e., the Facebook Password Law.

5. Periodically review this policy and any implementing procedures with District employee representatives and electronic network system administrator(s) and present proposed changes to the Board.

### **Monitoring Responsibilities**

Employees assigned to operate the District's official websites, employees or students who operate websites for educational, extra-curricular, or other purposes related to District business, and employees who supervise students operating authorized websites are responsible for maintaining and monitoring those websites. The administrative procedures implementing this policy shall set forth maintenance requirements, including the requirement that content be kept current and accurate and comply with all relevant laws and District policies and procedures, and all other District policies, administrative procedures, handbooks, and guidelines governing use of the District's electronic resources. The administrative procedures shall also set forth monitoring requirements, including the requirement that user content be monitored on a regular basis by a District employee for compliance with relevant laws and District policies and procedures, including age-appropriateness of content.

### **Confidentiality, Privacy, and Non-Discrimination**

All District official websites and websites operated by students and/or employees for educational, extra-curricular, or other purposes related to District business shall comply with relevant confidentiality and privacy policies and laws, including laws governing educational or student records, and non-discrimination policies and laws. No personally identifying student information shall be posted on such websites unless written authorization has been obtained from the student's parent/guardian, except those photographs of and other content created by students while participating in public extracurricular activities, including sports and theater and musical productions, may be used without parental/guardian permission. Employees operating District official websites and websites operated by students and/or employees for educational, extra-curricular, or other purposes related to District business have no expectation of privacy in materials contained on those websites.

### **Links to Outside Websites and User Contents**

Each website operated on behalf of the District or by students and/or employees for educational, extra-curricular, or other purposes related to District business must state clearly that it is not an open or limited open forum for public use. Contributions from the public on a website, through links, comments, and other types of user content, may vary based on the characteristics of the particular website, but in no case does the District intend to create an open forum or a limited open forum over which no control of user content may be exercised.

Employees assigned to operate the District's official websites, employees or students who are authorized to operate websites for educational, extra-curricular, or other purposes related to District business, and employees who supervise students operating authorized websites shall only link to outside websites and allow comments that conform with the publicly stated purpose of the website. The website shall state that links to outside websites and comments from third parties do not constitute an endorsement by the District of the opinions, products, or services presented on any website linked to or listed on a website that is linked to, or of any comment. The administrative procedures implementing this policy may set forth additional requirements and limitations on links to outside websites and/or comments.

Regardless of the characteristics of the website in question, employees assigned to operate the District’s official websites, employees or students who are authorized to operate websites for educational, extra-curricular, or other purposes related to District business, and employees who supervise students operating authorized websites shall delete user comments or other submissions that:

- (i) include vulgar language;
- (ii) include personal attacks of any kind;
- (iii) reasonably can be interpreted as discrimination or animus on the basis of any protected or other immutable characteristic;
- (iv) contain spam or links to commercial websites;
- (v) are clearly off topic;
- (vi) advocate illegal activity;
- (vii) constitute marketing of particular services, products, or political organizations;
- (viii) infringe on copyrights or trademarks;
- (ix) contain personally identifiable medical information or other privileged or confidential information;
- (x) may compromise the safety or security of the District or its students, employees, or other members of the District community;
- (xi) do not conform with the purpose of the particular website in question; or
- (xii) interfere with, disrupt, or adversely affect the school environment, school operations, or an educational function, including comments or other submissions that may reasonably be considered to:
  - (a) be a threat or an attempted intimidation of an employee; or
  - (b) endanger the health or safety of students, employees, or school property.

Reviewed: December 8, 2014, January 23, 2017, December 13, 2021, May 20, 2024, [March 17, 2025](#)  
Adopted: January 12, 2015  
Revisions Adopted: February 6, 2017, January 18, 2022, June 10, 2024

## **REWRITTEN**

---

### **Operational Services**

#### **Revenue and Investments**

##### Revenue

The Superintendent or designee is responsible for making all claims for property tax revenue, State Aid, special State funds for specific programs, federal funds, and categorical grants.

##### Investments

The Superintendent shall either appoint a Chief Investment Officer or serve as one. The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law.

The Chief Investment Officer and Superintendent shall use the standard of prudence when making investment decisions. They shall use the judgment and care, under circumstances then prevailing, that persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as its probable income.

##### Investment Objectives

The objectives for the School District's investment activities are:

1. Safety of Principal - Every investment is made with safety as the primary and over-riding concern. Each investment transaction shall ensure that capital loss, whether from credit or market risk, is avoided.
2. Liquidity - The investment portfolio shall provide sufficient liquidity to pay District obligations as they become due. In this regard, the maturity and marketability of investments shall be considered.
3. Rate of Return - The highest return on investments is sought, consistent with the preservation of principal and prudent investment principles.
4. Diversification - The investment portfolio is diversified as to materials and investments, as appropriate to the nature, purpose, and amount of the funds.

##### Authorized Investments

The Chief Investment Officer may invest District funds in one or more of the following:

1. Bonds, notes, certificates of indebtedness, treasury bills, or other securities now or hereafter issued, that are guaranteed by the full faith and credit of the United States of America as to principal and interest.
2. Bonds, notes, debentures, or other similar obligations of the United States of America, its agencies, and its instrumentalities.

The term "agencies of the United States of America" includes: (a) the federal land banks, federal intermediate credit banks, banks for cooperative, federal farm credit banks, or any other entity authorized to issue debt obligations under the Farm Credit Act of 1971 and Acts amendatory thereto, (b) the federal home loan banks and the federal home loan mortgage corporation, and (c) any other agency created by Act of Congress.

3. Interest-bearing savings accounts, interest-bearing certificates of deposit or interest-bearing time deposits or any other investments constituting direct obligations of any bank as defined by the Illinois Banking Act.
4. Short-term obligations of corporations organized in the United States with assets exceeding \$500,000,000 if: (a) such obligations are rated at the time of purchase at one of the three highest classifications established by at least two standard rating services and that mature not later than 270 days from the date of purchase, (b) such purchases do not exceed 10% of the corporation's outstanding obligations, and (c) no more than one-third of the District's funds may be invested in short-term obligations of corporations under this paragraph.
5. Obligations of corporations organized in the United States with assets exceeding \$500,000,000 if: (a) such obligations are rated at the time of purchase at one of the three highest classifications established by at least two standard rating services and which mature more than 270 days but less than 10 years from the date of purchase, (b)

such purchases do not exceed 10% of the corporation's outstanding obligations, and (c) no more than one-third of the District's funds may be invested in obligations of corporations under this paragraph.

6. Money market mutual funds registered under the Investment Company Act of 1940, provided that the portfolio of any such money market mutual fund is limited to obligations described in paragraph (1) or (2) and to agreements to repurchase such obligations.
7. Interest-bearing bonds of any county, township, city, village, incorporated town, municipal corporation, school district, the State of Illinois, any other state, or any political subdivision or agency of the State of Illinois or any other state, whether the interest earned is taxable or tax-exempt under federal law. The bonds shall be (a) registered in the name of the municipality, county, or other governmental unit, or held under a custodial agreement at a bank, and (b) rated at the time of purchase within the four highest general classifications established by a rating service of nationally recognized expertise in rating bonds of states and their political subdivisions.
8. Short term discount obligations of the Federal National Mortgage Association or in shares or other forms of securities legally issuable by savings banks or savings and loan associations incorporated under the laws of this State or any other state or under the laws of the United States. Investments may be made only in those savings banks or savings and loan associations, the shares, or investment certificates that are insured by the Federal Deposit Insurance Corporation. Any such securities may be purchased at the offering or market price thereof at the time of such purchase. All such securities so purchased shall mature or be redeemable on a date or dates prior to the time when, in the judgment of the Chief Investment Officer, the public funds so invested will be required for expenditure by the District or its governing authority.
9. Dividend-bearing share accounts, share certificate accounts, or class of share accounts of a credit union chartered under the laws of this State or the laws of the United States; provided, however, the principal office of any such credit union must be located within the State of Illinois. Investments may be made only in those credit unions the accounts of which are insured by applicable law.
10. A Public Treasurers' Investment Pool created under Section 17 of the State Treasurer Act. The District may also invest any public funds in a fund managed, operated, and administered by a bank, subsidiary of a bank, or subsidiary of a bank holding company or use the services of such an entity to hold and invest or advise regarding the investment of any public funds.
11. The Illinois School District Liquid Asset Fund Plus.
12. Repurchase agreements of government securities having the meaning set out in the Government Securities Act of 1986, as now or hereafter amended or succeeded, subject to the provisions of said Act and the regulations issued there under. The government securities, unless registered or inscribed in the name of the District, shall be purchased through banks or trust companies authorized to do business in the State of Illinois.

Except for repurchase agreements of government securities that are subject to the Government Securities Act of 1986, as now or hereafter amended or succeeded, the District may not purchase or invest in instruments that constitute repurchase agreements, and no financial institution may enter into such an agreement with or on behalf of the District unless the instrument and the transaction meet all of the following requirements:

- a. The securities, unless registered or inscribed in the name of the District, are purchased through banks or trust companies authorized to do business in the State of Illinois.
- b. The Chief Investment Officer, after ascertaining which firm will give the most favorable rate of interest, directs the custodial bank to "purchase" specified securities from a designated institution. The "custodial bank" is the bank or trust company, or agency of government, that acts for the District in connection with repurchase agreements involving the investment of funds by the District. The State Treasurer may act as custodial bank for public agencies executing repurchase agreements.
- c. A custodial bank must be a member bank of the Federal Reserve System or maintain accounts with member banks. All transfers of book-entry securities must be accomplished on a Reserve Bank's computer records through a member bank of the Federal Reserve System. These securities must be credited to the District on the records of the custodial bank and the transaction must be confirmed in writing to the District by the custodial bank.
- d. Trading partners shall be limited to banks or trust companies authorized to do business in the State of Illinois or to registered primary reporting dealers.
- e. The security interest must be perfected.
- f. The District enters into a written master repurchase agreement that outlines the basic responsibilities and liabilities of both buyer and seller.

- g. Agreements shall be for periods of 330 days or less.
  - h. The Chief Investment Officer informs the custodial bank in writing of the maturity details of the repurchase agreement.
  - i. The custodial bank must take delivery of and maintain the securities in its custody for the account of the District and confirm the transaction in writing to the District. The custodial undertaking shall provide that the custodian takes possession of the securities exclusively for the District; that the securities are free of any claims against the trading partner; and that any claims by the custodian are subordinate to the District's claims to rights to those securities.
  - j. The obligations purchased by the District may only be sold or presented for redemption or payment by the fiscal agent bank or trust company holding the obligations upon the written instruction of the Chief Investment Officer.
  - k. The custodial bank shall be liable to the District for any monetary loss suffered by the District due to the failure of the custodial bank to take and maintain possession of such securities.
13. Any investment as authorized by the Public Funds Investment Act, and Acts amendatory thereto. Paragraph 13 supersedes paragraphs 1-12 and controls in the event of conflict.

Except as provided herein, investments may be made only in banks, savings banks, savings and loan associations, or credit unions that are insured by the Federal Deposit Insurance Corporation or other approved share insurer.

The Chief Investment Officer and Superintendent shall regularly consider material, relevant, and decision-useful sustainability factors in evaluating investment decisions, within the bounds of financial and fiduciary prudence. Such factors include, but are not limited to: (1) corporate governance and leadership factors, (2) environmental factors, (3) social capital factors, (4) human capital factors, and (5) business model and innovation factors, as provided under the Ill. Sustainable Investing Act, 30 ILCS 238/.

#### Selection of Depositories, Investment Managers, Dealers, and Brokers

The Chief Investment Officer shall establish a list of authorized depositories, investment managers, dealers and brokers based upon the creditworthiness, reputation, minimum capital requirements, qualifications under State law, as well as a long history of dealing with public fund entities. The Board will review and approve the list at least annually.

In order to be an authorized depository, each institution must submit copies of the last two sworn statements of resources and liabilities or reports of examination that the institution is required to furnish to the appropriate State or federal agency. Each institution designated as a depository shall, while acting as such depository, furnish the District with a copy of all statements of resources and liabilities or all reports of examination that it is required to furnish to the appropriate State or federal agency.

The above eligibility requirements of a bank to receive or hold public deposits do not apply to investments in an interest-bearing savings account, demand deposit account, interest-bearing certificate of deposit, or interest-bearing time deposit if: (1) the District initiates the investment at or through a bank located in Illinois, and (2) the invested public funds are at all times fully insured by an agency or instrumentality of the federal government.

The District shall consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The District may consider factors including:

1. For financial institutions subject to the federal Community Reinvestment Act of 1977 (CRA), the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the CRA;
2. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;
3. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;
4. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and
5. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

The District may not deposit public funds in a financial institution subject to the CRA unless the institution has a current rating of satisfactory or outstanding under the CRA. When investing or depositing public funds, the District may give preference to financial institutions that have a current rating of outstanding under the CRA.

#### Collateral Requirements

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with the Public Funds Investment Act, 30 ILCS 235/. The Superintendent or designee shall keep the Board informed of collateral agreements.

#### Safekeeping and Custody Arrangements

The preferred method for safekeeping is to have securities registered in the District's name and held by a third-party custodian. Safekeeping practices should qualify for the Governmental Accounting Standards Board Statement No. 3, Deposits with Financial Institutions, Investments (including Repurchase Agreements), and Reverse Repurchase Agreements, Category I, the highest recognized safekeeping procedures.

#### Controls and Report

The Chief Investment Officer shall establish a system of internal controls and written operational procedures to prevent losses arising from fraud, employee error, misrepresentation by third parties, or imprudent employee action.

The Chief Investment Officer shall provide a quarterly investment report to the Board. The report will: (1) assess whether the investment portfolio is meeting the District's investment objectives, (2) identify each security by class or type, book value, income earned, and market value, (3) identify those institutions providing investment services to the District, and (4) include any other relevant information. The investment portfolio's performance shall be measured by appropriate and creditable industry standards for the investment type.

The Board will determine, after receiving the Superintendent's recommendation, which fund is in most need of interest income and the Superintendent shall execute a transfer. This provision does not apply when the use of interest earned on a particular fund is restricted.

#### Ethics and Conflicts of Interest

The Board and District officials will avoid any investment transaction or practice that in appearance or fact might impair public confidence. Board members are bound by the Board policy 2:100, *Board Member Conflict of Interest*. No District employee having influence on the District's investment decisions shall:

1. Have any interest, directly or indirectly, in any investments in which the District is authorized to invest,
2. Have any interest, directly or indirectly, in the sellers, sponsors, or managers of those investments, or
3. Receive, in any manner, compensation of any kind from any investments in that the agency is authorized to invest.

LEGAL REF.: 30 ILCS 235/, Public Funds Investment Act.  
30 ILCS 238/, Ill. Sustainable Investing Act.  
105 ILCS 5/8-7, 5/10-22.44, 5/17-1, and 5/17-11.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

Reviewed: February 28, 2005, April 23, 2012. October 3, 2016, August 12, 2019, March 17, 2025  
Adopted: March 21, 2005  
Revisions Adopted: April 16, 2007; May 14, 2012, October 17, 2016, August 26, 2019

## **Operational Services**

### **Facility Management and Building Programs**

The Superintendent shall manage the District's facilities and grounds as well as facility construction and building programs in accordance with the law, the standards set forth in this policy, and other applicable School Board policies. The Superintendent or designee shall facilitate: (1) inspections of schools by the Regional Superintendent and State Fire Marshal or designee, (2) review of plans and specifications for future construction or alterations of a school if requested by the relevant municipality, county (if applicable), or fire protection district and (3) compliance with the 10-year safety survey process required by the School Code.

#### **Standards for Managing Buildings and Grounds**

All District buildings and grounds shall be adequately maintained in order to provide an appropriate, safe, and energy efficient physical environment for learning and teaching. The Superintendent or designee shall provide the Board with periodic reports on maintenance data and projected maintenance needs that include cost analysis. Prior Board approval is needed for all renovations or permanent alterations to buildings or grounds when the total cost will exceed \$127,500, including the cost equivalent of staff time. This policy is not intended to discourage efforts to improve the appearance of buildings or grounds that are consistent with the designated use of those buildings and grounds.

#### **Standards for Green Cleaning**

For each District school with 50 or more students, the Superintendent or designee shall establish and supervise a green cleaning program that complies with the guidelines established by the Illinois Green Government Coordinating Council.

#### **Standards for Facility Construction and Building Programs**

As appropriate, the Board will authorize a comprehensive study to determine the need for facility construction and expansion. On an annual basis, the Superintendent or designee shall provide the Board with projected facility needs, enrollment trends, and other data impacting facility use. Board approval is needed for all new facility construction and expansion.

When making decisions pertaining to design and construction of school facilities, the Board will confer with members of the staff and community, the Illinois State Board of Education, and educational and architectural consultants, as it deems appropriate. The Board's facility goals are to:

1. Integrate facilities planning with other aspects of planning and goal-setting.
2. Base educational specifications for school buildings on identifiable student needs.
3. Design buildings for sufficient flexibility to permit new or modified programs.
4. Design buildings for maximum potential for community use.
5. Meet or exceed all safety requirements.
6. Meet requirements on the accessibility of school facilities to disabled persons as specified in State and federal law.
7. Provide for low maintenance costs, energy efficiency, and minimal environmental impact.

#### **Naming Buildings and Facilities**

Recognizing that the name for a school building, facility, or ground or field reflects on its public image, the Board's primary consideration will be to select a name that enhances the credibility and stature of the school or

facility. Any request to name or rename an existing facility should be submitted to the Board. When a facility is to be named or renamed, the Board President will appoint a special committee to consider nominations and make a recommendation, along with supporting rationale, to the Board. The Board will make the final selection. The Superintendent or designee may name a room or designate some area on a school's property in honor of an individual or group that has performed outstanding service to the school without using the process in this policy.

LEGAL REF.: 42 U.S.C. §12101 et seq. [Americans with Disabilities Act](#); [28 C.F.R. Parts 35 and 36](#).  
 20 ILCS 3130/, Green Buildings Act.  
 105 ILCS 5/2-3.12, 5/10-20.49, 5/10-22.36, 5/10-20.63, and 5/17-2.11.  
 105 ILCS 140/, Green Cleaning Schools Act.  
 105 ILCS 230/, School Construction Law.  
 410 ILCS 25/, Environmental Barriers Act.  
[410 ILCS 35/25, Equitable Restrooms Act.](#)  
 820 ILCS 130/, Prevailing Wage Act.  
 23 Ill.Admin.Code Part 151, School Construction Program; Part 180, Health/Life Safety Code for Public Schools; and Part 2800, Green Cleaning for Elementary and Secondary Schools.  
 71 Ill.Admin.Code Part 400, Ill. Accessibility Code.

CROSS REF.: 2:150 (Committees), 2:170 (Procurement of Architectural, Engineering, and Land Surveying Services), 4:60 (Purchases and Contracts), 8:70 (Accommodating Individuals with Disabilities)

~~4:150~~

Reviewed: \_\_\_\_\_ February 28, 2005, April 23, 2012, August 12, 2019, January 2022, [March 17, 2025](#)  
 Adopted: \_\_\_\_\_ March 21, 2005  
 Revisions Adopted: \_\_\_\_\_ February 01, 2010, May 14, 2012, August 26, 2019

## Operational Services

### Safety

#### Safety and Security

All District operations, including the educational program, shall be conducted in the manner that will promote the safety and security of everyone on District property or at a District event. The Superintendent or designee shall develop and implement a comprehensive safety and security plan that includes, without limitations:

1. An emergency operations and crisis response plan (s) addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement and fire officials, emergency medical services personnel, and the Board Attorney;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and
5. A clear, rapid, factual, and coordinated system of internal and external communication

In the event of an emergency that threatens the safety of any person or property, students and staff should follow the best practices outlined for their building regarding the use of any available cellular telephones.

#### School Safety Drill Plan

During each academic year each school building that houses school children must conduct a minimum, each of the following in accordance with the School Safety Drill Act (105 ILCS 128/) of:

1. Three school evacuation drills to address and prepare students and school personnel for fire incidents. One of these three drills shall require the participation of the local fire department or district.,
2. One bus evacuation drill, and
3. One severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.
4. One law enforcement lockdown drill to address school shooting incident and to evaluate the preparedness of school personnel and students. This drill shall occur no later than 90 days after the first day of school of each year and shall require the participation of all school personnel and students present at that time of the drill, except for those exempted by administrators, school support personnel, or a parent/guardian.

#### Annual Review

The Board or its designee will annually review each school building's emergency operations and crisis response plan(s), protocols, and procedures, as well as each building's compliance with the school safety drill plan. This annual review shall be in accordance with the School Safety Drill Act (105 ILCS 128/) and the Joint Rules of the Office of the State Fire Marshal and the Illinois State Board of Education (~~29 Ill. Admin. Code Part 1500~~).

#### Automated External Defibrillator (AED)

~~The Superintendent~~ or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act and shall file a copy of the plan with the Ill. Dept. of Public Health (IDPH) The plan shall provide for at least ~~one an automated external defibrillator (AED)~~ to be available at every physical fitness facility on the premises according to State law requirements.

The District shall have an AED on site as well as a trained AED user: (1) on staff during staffed business hours; and (2) available during activities or events sponsored and conducted or supervised by the District. The Superintendent or designee shall ensure that every AED on the District's premises is properly tested and maintained in accordance with rules developed by the IDPH. This policy does not create an obligation to use an AED.

#### Carbon Monoxide Alarms

The Superintendent or designee shall implement a plan with the District's local fire officials to:

1. Determine which school buildings to equip with approved *carbon monoxide alarms* or *carbon monoxide detectors*, Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and
2. Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

#### Soccer Goal Safety

The Superintendent or designee shall implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the IDPH. Implementation of the Act shall be directed toward improving the safety of moveable soccer goals by requiring that they be properly anchored.

#### 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. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law, and identified by the Illinois State Board of Education.
2. Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3 that occurred on school grounds during regular school hours or during a school-sponsored event.

The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

#### Lead Testing in Water

The Superintendent or designee shall implement testing for lead in each source of drinking water in school buildings in accordance with the Illinois Plumbing License Law and guidance published by the IDPH. The Superintendent or designee shall notify parent(s)/guardian(s) about the sampling results from their children's respective school buildings.

#### Emergency Closing

The Superintendent is authorized to close the schools in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property.

LEGAL REF.: 105 ILCS 5/10-20.2, 5/10-20.56, 5/18-12, and 5/18-12.5.  
105 ILCS 128/, School Safety Drill Act, 29 Ill.Admin.Code Part 1500.  
210 ILCS 74/, Physical Fitness Facility Medical Emergency Preparedness Act.  
225 ILCS 320/35.5, Ill. Plumbing License Law.

CROSS REF.: 4:110 (Transportation), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 4:180 (Pandemic Preparedness; Management and Recovery), 5:30 (Hiring Process and Criteria), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

Reviewed: February 28, 2005, April 23, 2012, March 24, 2014, January 25, 2016,  
May 7, 2018, January 13, 2020, February 22, 2022, March 2024, [March 17, 2025](#)  
Adopted: March 21, 2005  
Revisions Adopted: December 19, 2005; December 18, 2006, February 01, 2010, May 14, 2012,  
April 14, 2014, February 8, 2016, May 21, 2018, January 27, 2020, March 21, 2022

## **Operational Services**

### **Administrative Procedure - Comprehensive Safety and Security Plan**

#### **Contents:**

- A. **Safety- and Security-Related Administrative Procedures and Forms**
- B. **Definitions**
- C. **District Safety Coordinator and Safety Team; Responsibilities**
- D. **Safety Team Meetings**
- E. **Annual Safety Review**
- F. **School Safety Drill Plan**
- G. **School Emergency Operations and Crisis Response Plan (SEOCRCP)**
- H. **Material to be Included in Each SEOCRCP**
- I. **Managing Communications During and About an Emergency or Crisis**
- J. **Required Notices**
- K. **Resources**

**Attachment A – School Emergency Operations and Crisis Response Plan Format**

**Attachment B – Alignment of Comprehensive Safety and Security Plan with Targeted School Violence Prevention Program**

#### **A. Safety and Security Related Administrative Procedures and Forms**

Administrative material on school safety and security may be implemented under this plan, including, without limitation, any in the following list.

- 4:60-AP3 *Criminal History Records Check of Contractor Employees*
- 4:110-AP1 *School Bus Post-Accident Checklist*
- 4:110-AP3 *School Bus Safety Rules*
- 4:110-E *Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses*
- 4:160-AP *Environmental Quality of Buildings and Grounds*
- 4:170-AP1, E1 *Accident or Injury Form*
- 4:170-AP1, E2 *Memo to Staff Members Regarding Contacts by Media About a Crisis*
- 4:170-AP2 *Routine Communications Concerning Safety and Security*
- 4:170-AP2, E1 *Letter to Parents/Guardians Regarding Student Safety*
- 4:170-AP2, E2 *Letter to Parents/Guardians Regarding the Dangers of Underage Drinking*
- 4:170-AP2, E3 *Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers*
- 4:170-AP2, E4 *Letter to Parents/Guardian About Preventing and Reducing Incidences of Sexting*
- 4:170-AP2, E5 *Notice to Parents/Guardians of Lockdown Drill; Opt-Out*
- 4:170-AP4 *National Terrorism Advisory System*
- 4:170-AP5 *Unsafe School Choice Option*
- 4:170-AP6 *Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED*
- 4:170-AP6, E1 *School Staff AED Notification Letter*
- 4:170-AP6, E2 *Notification to Staff and Parents/Guardians of CPR and AED Video*

4:170-AP8	<i>Movable Soccer Goal Safety</i>
4:175-AP1	<i>Criminal Offender Notification Laws; Screening</i>
4:175-AP1, E1	<i>Informing Parents/Guardians About Offender Community Notification Laws</i>
4:180-AP1	<i>School Action Steps for Pandemic Influenza or Virus/Disease</i>
4:180-AP2	<i>Pandemic Influenza Surveillance and Reporting</i>
4:190	<i>Targeted School Violence Prevention Program</i>
4:190-AP1	<i>Targeted School Violence Prevention Program</i>
4:190-AP1, E1	<i>Targeted School Violence Prevention Program Resources</i>
4:190-AP2	<i>Threat Assessment Team (TAT)</i>
4:190-AP2, E1	<i>Principles of Threat Assessment</i>
4:190-AP2, E2	<i>Threat Assessment Documentation</i>
4:190-AP2, E3	<i>Threat Assessment Key Areas and Questions; Examples</i>
4:190-AP2, E4	<i>Responding to Types of Threats</i>
4:190-AP2, E5	<i>Threat Assessment Case Management Strategies</i>
4:190-AP2, E6	<i>Targeted School Violence Prevention and Threat Assessment Education</i>
6:235-E4	<i>Keeping Yourself and Your Kids Safe on Social Networks</i>
6:235-E5	<i>Children’s Online Privacy Protection Act</i>
7:140-AP	<i>Use of Metal Detectors and Searches for Student Safety</i>
7:140-E	<i>Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act</i>
7:150-AP	<i>Agency and Police Interviews</i>
7:280-AP	<i>Managing Students with Communicable or Infectious Diseases</i>
7:290-AP	<i>Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program</i>

## **B. Definitions**

*SEOCR* is a School Emergency Operations and Crisis Response Plan (formerly *Emergency Operations Plan*). Each school or facility has an *SEOCR*.

*First responders* are local law enforcement, fire department officials, emergency medical services personnel, and any other entity in the community that provides emergency assistance.

*Incident* means any event or occurrence that threatens the safety and security of individuals on school property or at school events.

*District Safety Coordinator* is the individual who manages the district’s safety and security efforts.

*Safety Team* is the Superintendent’s administrative committee that is responsible for its respective *SEOCR*. Each school or facility has a Safety Team.

*SRO* means school resource officer, defined as a law enforcement officer who has been primarily assigned to a school or school district under an agreement with a local law enforcement agency.

## **C. District Safety Coordinator and Safety Team; Responsibilities**

The Superintendent appoints an administrator to be the **District Safety Coordinator** to manage the district’s safety and security efforts and serve as the District’s spokesperson during a crisis or emergency.

The Superintendent appoints members of a **Safety Team** for each school or facility, with input from the District Safety Coordinator and each school's Building Principal. The Building Principal and SRO, if any, shall be members of the Safety Team.

The District Safety Coordinator and each school's Safety Team are responsible for developing, implementing, and maintaining a **SEOCR**P with the following objectives as explained in FEMA's *Guide for Developing High-Quality School Emergency Operations Plans (2013)*, at [www.rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf):

- **Prevention**, meaning the capabilities needed to avoid, deter, or stop an incident. Prevention requires the use of: (a) research-based principles of safety and security, (b) an ongoing analysis of data (e.g., incident and inspection reports, complaints, suggestions), and (c) an ongoing program for identifying and evaluating unreasonable risks.
- **Protection**, meaning the capabilities needed to secure schools against violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.
- **Mitigation**, meaning the capabilities needed to reduce the likelihood or impact of an incident or emergency. Mitigation requires, among other things, high-quality training, and instruction programs to execute and improve the SEOCRP.
- **Response**, meaning the capabilities needed to stabilize an incident, save lives, establish a safe and secure environment, and facilitate the transition to recovery. Effective response requires, among other things, a clear, rapid, factual, and coordinated system of internal and external communication.
- **Recovery**, meaning the capabilities needed to restore the learning environment.

#### D. Safety Team Meetings

The District Safety Coordinator chairs the Safety Team meetings. The meetings are held as determined by the District Safety Coordinator. **At least once annually, the Safety Team shall request the participation of first responders and the Board Attorney in a meeting to review and provide input.** The following matters are suggested agenda items:

- Review the agenda and determine who will take meeting notes.
- Review the notes from the previous meeting.
- Discuss the status of previously submitted recommendations.
- Receive, review, and discuss individual and Safety Team committee reports and recommendations concerning one or more items below.
  1. Safety and security data from incidents, investigations, audits, etc.
  2. Recommendations received from stakeholders and first responders.
  3. Emerging issues
  4. Status of the SEOCRP
  5. Status of the safety and security communication system
  6. Status of training programs
  7. Status of programs to build awareness of, and support for, the SEOCRP (contests, posters, drives, etc.)
- Clarify information and recommendations for a report to the Superintendent.
- Confirm the Safety Team meeting schedule and review upcoming meeting dates.

#### E. Annual Safety Review

The District Safety Coordinator facilitates the annual safety review meeting conducted by the School Board or its designee, as required by 105 ILCS 128/25, amended by P.A.s. 102-395 [and 103-608, eff 1-1-25](#), and 128/30.

During the annual safety review, the law requires the School Board or its designee to “review each school building’s emergency and crisis response plans, protocols, and procedures, including procedures regarding the district’s threat assessment team, [procedures regarding the District’s cardiac emergency response plan](#), the efficacy and effects of law enforcement drills and each building’s compliance with the school safety drill programs.” If the school board uses a designee, it should preferably be someone other than the District Safety Coordinator to assure an unbiased audit. The District Safety Coordinator assists the Board or its designee to comply with annual review requirements, including without limitation, the completion of a report certifying that the review took place. See the Ill. State Board of Education (ISBE) website for an annual review checklist and report at [www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx](http://www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx). The Open Meetings Act (OMA) allows the Board to enter closed session to discuss security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property (5 ILCS 120/2(c)(8)). Consult the Board Attorney for assistance with this OMA exception.

#### F. School Safety Drill Plan

The School Safety Drill Act (105 ILCS 128/, amended by P.A 102-395, 102-791, 103-104, ~~eff. 1-1-24, and~~ 103-197, ~~and 103-780~~~~eff. 1-1-24~~) and any implementing State administrative rules shall supersede this procedure in the event of a conflict.

The Building Principal shall keep the Superintendent or designee informed of when drills are scheduled and/or accomplished. ISBE’s fillable *School Drill Documentation* form for documenting the completion of minimum drill requirements may be used (see [www.isbe.net/Documents/91-02\\_school\\_drill\\_documentation.pdf](http://www.isbe.net/Documents/91-02_school_drill_documentation.pdf)).

Each academic year, each school building that houses students must conduct a minimum of:

- 1. Three school evacuation drills.** These drills prepare students and personnel for situations that occur when conditions outside of a school building are safer than inside a school building. Evacuation may be necessary depending on the circumstances. They may include a fire, suspicious item or person, or incident involving a hazardous material, including but not limited to a chemical, incendiary, explosive, and bomb threat.

One of the three school evacuation drills requires the participation of the appropriate local fire department, unless waived as provided below. A date is selected according to the following timeline:

- No later than **September 1** of each year, the local fire department or fire district must contact the Building Principal in order to decide.
- No later than **September 14** of each year, the Building Principal or designee and the local fire department or fire district may agree to waive the provisions concerning participation by the local fire department in a school evacuation drill.
- No later than **September 15** of each year, each Building Principal or designee must contact the responding local fire official and propose to the local fire official four dates within the month of October, during at least two different weeks of October, on which to hold the drill. The fire official may choose any of the four available dates, and if he or she does so, the drill occurs on that date.
- Alternatively, the Building Principal or designee and the local fire official may, by mutual agreement, set any other date for the drill, including a date outside of the month of October.
- If the fire official does not select one of the four offered dates in October or set another date by mutual agreement, the school does not need to include the local fire service in one of its mandatory school evacuation drills.

After a drill in which the local fire service participated, the Building Principal should request certification from the local fire service that the school evacuation drill was conducted. Additional school evacuation drills for fire incidents may involve the participation of the appropriate local fire department. In addition, schools may conduct additional school evacuation drills to account for other evacuation incidents, including without limitation, suspicious items, or bomb threats.

- 2. One school bus evacuation drill.** This drill prepares students and school personnel for situations that occur when conditions outside of the bus are safer than inside the bus. Evacuation may be necessary, depending on the circumstances, in the event of a fire, suspicious items, and incidents involving hazardous materials. Schools may conduct additional bus evacuation drills.

In addition, instruction on safe bus riding practices should be provided for all students. See [administrative procedure 4:110-AP3](#),

*School Bus Safety Rules*.

- 3. One severe weather and shelter-in-place drill.** This drill prepares students for situations involving severe weather emergencies or the release of external gas or chemicals. Severe weather and shelter-in-place drills must address and prepare students and school personnel for possible tornado incidents. Other drills shall be based on the needs and environment of particular communities, including severe weather (such as tornadoes, wind shears, lightning, and earthquakes), incidents involving hazardous materials, and incidents involving weapons of mass destruction.
- 4. One law enforcement lockdown drill.** This drill addresses a school shooting incident and evaluates the preparedness of school personnel and students for situations calling for the involvement of law enforcement when there is an active threat or an active shooter within a school building. A law enforcement lockdown drill must occur no later than 90 days after the first day of each school year. This drill must be conducted: (a) according to the District's emergency operations and crisis response plan(s), (b) on days and times when students are normally present in the school building, and (c) with the participation of all school personnel and students present at school at the time of the drill, except for those exempted at the discretion of administrators or school support personnel. The appropriate local law enforcement agency must observe administration of the drill.

Schools must notify parents/guardians in advance of any lockdown drill that involves student participation and must allow parents/guardians to exempt their child from participating for any reason. The District may, at its discretion, exempt a student from participating in a lockdown drill. 105 ILCS 128/20(c)(4), added by P.A. 102-395. When deciding whether to exempt a student, the District must include the student's individualized education program team or 504 plan team, if any, in the decision. 105 ILCS 128/20(c)(4), amended by P.A. 103-197, ~~eff. 1-1-24~~ For students who do not participate in the lockdown drill, districts must provide alternative safety education and instruction related to an active threat or active shooter event. Districts must allow students to ask questions related to a lockdown drill. See [exhibit 4:170-AP2, E5, Notice to Parent/Guardian of Lockdown Drill; Opt-out](#). In addition, a law enforcement lockdown drill must meet each of the following criteria:

- During each calendar year, the appropriate local law enforcement agency contacts the Building Principal to request participation in the law enforcement lockdown drill. The Building Principal and the local law enforcement agency shall set, by mutual agreement, a date for the drill.
- The lockdown drill involves the onsite participation of the local law enforcement agency, provided that an agreeable date can be reached between the Building Principal and the local law enforcement agency. If the parties cannot reach an agreeable date, the school shall hold the drill without participation from the local law enforcement agency.
- After a drill in which local law enforcement participated, the Building Principal should request a certification from local law enforcement that the law enforcement lockdown drill was conducted. The local law enforcement agency shall also notify the school of any deficiencies noted during the drill.
- The lockdown drill cannot include any simulations that mimic an actual school shooting incident or active shooter event. However, law enforcement may only run an active shooter simulation with staff, including simulated gun fire drills, on days when students are not present.
- All lockdown drills must be announced in advance to all school personnel and students prior to the commencement of the drill.

- Lockdown drill content must be age and developmentally appropriate and must include trauma-informed approaches to address the concerns and well-being of school personnel and students.
- Lockdown drills must include and involve school personnel, including school-based mental health professionals.

The District Safety Coordinator, in cooperation with the Building Principal, shall encourage local law enforcement agencies to establish a school walk-through program. This program encourages local law enforcement officials to walk through school properties during their patrols with the goal of increasing security (school districts are encouraged, but not mandated, to do this by House Resolution 153 (98<sup>th</sup> General Assembly, 2013)).

### G. School Emergency Operations and Crisis Response Plan (SEOCR)

Each Safety Team shall develop, implement, and maintain a SEOCR using the process below, as explained in FEMA's *Guide to Developing High-Quality School Emergency Operations Plans (2013)*, at [www.rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf):

1. Develop a schedule and invite the participation of first responders.
2. Identify threats and hazards, assess risks, and prioritize threats and hazards.
3. Determine goals and objectives.
4. Develop, review, evaluate, and maintain the SEOCR.
5. Share the SEOCR with stakeholders and train them. This includes, without limitation, having the SEOCR accessible in a digital format.

Each SEOCR shall include a plan for local law enforcement to rapidly enter a school building in an emergency. 105 ILCS 128/550 (~~final citation pending~~), added by P.A. 103-194, and renumbered by P.A. 103-605, eff. 1-1-24.

Each SEOCR shall be in the format suggested by and explained in FEMA's *Guide for Developing High-Quality School Emergency Operations Plans (2013)*, at [www.rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf). See also *The Role of Districts in Developing High-Quality School Emergency Operations Plans: A Companion to the School Guide (2019)*, at: [https://rems.ed.gov/docs/District\\_Guide\\_508C.pdf](https://rems.ed.gov/docs/District_Guide_508C.pdf); and the **Attachment** to this procedure.

### H. Material to be Included in Each SEOCR

Each school Safety Team annually gathers and/or renews the following material for inclusion in the SEOCR:

1. District-level Targeted School Violence Prevention Plan. See Board policy 4:190, *Targeted School Violence Prevention Program*, and administrative procedure 4:190-AP1, Targeted School Violence Prevention Program.
2. Building-level Threat Assessment Team procedures. See administrative procedure 4:190-AP2, Threat Assessment Team (TAT).
3. Building evacuation protocol. The Building Principal or designee shall: (a) keep a comprehensive evacuation map - describing main and alternate routes - in the main office, (b) post signs containing main and alternate evacuation routes for each occupied area in a conspicuous place, preferably near the exit, (c) prepare evacuation plans for outdoor areas (playgrounds and stadiums), and (d) keep all staff informed of the evacuation plans.
4. Documents concerning safety drills. The Building Principal shall schedule, execute, and document safety drills as per the School Safety Drill Act (105 ILCS 128/, amended by P.As 102-395, and 102-791, 103-104, eff. 1-1-24, and 103-197 and 103-780, -eff. 1-1-24) and this procedure.
5. Maps and layouts, including: (a) campus map, (b) building floor plan, (c) location of first aid kits, automated external defibrillators AEDs, fire extinguishers, and any trauma kits (105 ILCS 5/10-20.85, added by P.A. 103-128), and (d) map or plan describing the areas to be used in the event of an emergency or crisis for

triage, emergency helicopter landing, media center, non-victim students, and parents/guardians. The Safety Team or Principal shall annually give a copy of these to first responders.

6. A protocol to secure a list of people present in the building at any time.
7. Tornado response plan, including a map showing tornado wall locations (105 ILCS 128/25).
8. Carbon monoxide alarm or detector activation plans, protocols, and procedures (105 ILCS 5/10-20.57 and 430 ILCS 135/).
9. The safety equipment's maintenance schedule and the person(s) responsible.
10. An emergency early dismissal protocol.
11. A plan for inviting warnings or tips, e.g., a hotline or website for individuals to make anonymous tips.
12. A protocol for student supervision in the event of an emergency or crisis.
13. A safety patrol plan (105 ILCS 5/10-22.28).
14. Bicycle use rules.
15. Roadway and parking rules.
16. Emergency procedures to be followed in cases of injury to or sudden illness of students and/or staff and injuries at school and school events (23 Ill.Admin.Code §1.530(c)).
17. A plan for giving students instructions on safe school bus riding practices, including the operation and use of emergency doors and windows (as a means of escape), seat belts, and fire extinguisher (105 ILCS 128/20(b)). The District's parent-teacher advisory committee, in cooperation with school bus personnel, establishes and maintains bus safety rules (105 ILCS 5/10-20.14). See 4:110-AP3, *School Bus Safety Rules*.
18. A cardiac emergency response plan in accordance with guidelines set forth by the American Heart Association or other nationally recognized, evidence-based standard that addresses the appropriate response to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency (105 ILCS 128/60, added by P.A. 103-608, eff. 1-1-25). The plan must include:
  - a. Procedures to follow during a cardiac emergency;
  - b. A list of every AED that is present and clearly marked or easily accessible at school athletic venues and events and at school, and the maintenance schedule for the AEDs; and
  - c. The provision of information on hands-only cardiopulmonary resuscitation and use of AEDs to teachers, administrators, coaches, assistant coaches, and other school staff as identified by administrators, in accordance with 105 ILCS 110/3.

See the American Heart Association's cardiac emergency response plan template and implementation materials, at [www.heart.org/CERP](http://www.heart.org/CERP).

~~18-19.~~ Safety and security related administrative material. See section A, above.

~~19-20.~~ The location of any door security locking means and the use of the locking and unlocking means from within and outside the room(s) (105 ILCS 5/10-20.72 and renumbered by P.A. 102-558).

~~20-21.~~ Other documents identified by the Safety Team.

#### **I. Managing Communications During and About an Emergency or Crisis**

The District Safety Coordinator, with assistance from the Safety Team, is responsible for compiling information and preparing communications concerning an emergency or crisis. The District Safety Coordinator serves as the spokesperson during a crisis or emergency. All District communications should come from this source to ensure accuracy, credibility, and compliance with laws granting confidentiality to student records.

The spokesperson shall follow best practices for spokespersons during an emergency or crisis and receive training on public relations. The Board Attorney serves as a resource to the spokesperson. The objective is:

- To provide the maximum amount of verified information to staff members, students' family members, and the media as quickly as possible,

- While simultaneously respecting student privacy and complying with laws granting confidentiality to student records (Ill. School Student Records Act, 105 ILCS 10/; Family Educational Rights and Privacy Act, 20 U.S.C. §1232g). See 7:340-AP1, *School Student Records*.

All staff members are requested to refrain from spreading information about an emergency or crisis unless the information is from the District Safety Coordinator. All inquiries should be directed to the spokesperson.

Everyone in the school community can positively affect an emergency or crisis situation by:

1. Avoiding speculation as to the cause.
2. Avoiding allocation of blame.
3. Helping school and law enforcement officials gather the facts.
4. Sticking to the facts during discussions.
5. Deferring all media requests to the spokesperson.
6. Comforting and supporting each other.

#### **J. Required Notices**

A school staff member shall immediately notify the Building Principal when he or she:

1. Observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision. 105 ILCS 5/10-27.1A(a).
2. Observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident. 105 ILCS 5/10-27.1B.
3. Observes a battery committed against any staff member or is subject to a battery. 105 ILCS 5/10-21.7, amended by P.A., 102-894.

Upon receiving a report on No. 1 above, , the Building Principal or designee shall immediately notify local law enforcement. 105 ILCS 5/10-27.1A(b), 5/10-27.1B, and 5/10-21.7. In addition, upon receiving a report on any of the above Nos 1-3, the Building Principal or designee must notify the Superintendent or designee and any involved student's parent/guardian. See the Required Notices subhead on of policy 7:190 Student Behavior, and 3:60-E, *Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security*.

Upon receiving a report of any of the above Nos. 1-3 the Superintendent or designee shall immediately notify local law enforcement 105 ILCS 5/10-27.1A(c), amended by P.A. 103-34, 5/10-27.1B(b), and 5/10-21.7. The Superintendent or designee will also report incidents involving battery against staff members to ISBE's through its web-based School Incident Reporting System (SIRS) as they occur during the year and not later than August 1 for the preceding school year 105 ILCS 5/10-21.7, amended by P.A. 102-894SIRS is available at [www.isbe.net/Pages/School-Incident-Reporting-System.aspx](http://www.isbe.net/Pages/School-Incident-Reporting-System.aspx) or by going to ISBE's home page and accessing the District's Web Application Security (IWAS) account. Reporting on SIRS does not satisfy the requirement to report incidents to local law enforcement authorities.

#### **K. Resources**

Guide for Developing High-Quality School Emergency Operations Plans: At a Glance  
[www.rems.ed.gov/K12GuideForDevelHQSchool.aspx](http://www.rems.ed.gov/K12GuideForDevelHQSchool.aspx)

Guide for Developing High-Quality School Emergency Operations Plans [www.rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf)

The Role of Districts in Developing High-Quality School Emergency Operations Plans: A Companion to the School Guide [https://rems.ed.gov/docs/District\\_Guide\\_508C.pdf](https://rems.ed.gov/docs/District_Guide_508C.pdf)

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center Toolbox  
[www.rems.ed.gov/toolbox.aspx](http://www.rems.ed.gov/toolbox.aspx)

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute [www.alicetraining.com](http://www.alicetraining.com)

SBE/OSFM All Hazard Preparedness Guide for Illinois Schools [www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx](http://www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx)

Illinois Emergency Management Agency (IEMA) [www2.illinois.gov/ready/Pages/default.aspx](http://www2.illinois.gov/ready/Pages/default.aspx)

Schools/Campus - Resources, including School Safety Information Sharing g  
<https://ready.illinois.gov/plan/schools.html>

Safe2Help Illinois, designed to offer students a safe, confidential way in which to share information that might help prevent suicides, bullying, school violence, or other threats to school safety, [www.safe2helpil.com/](http://www.safe2helpil.com/)

Illinois Terrorism Task Force (ITTF) [www2.illinois.gov/iema/ITTF/Pages/default.aspx](http://www2.illinois.gov/iema/ITTF/Pages/default.aspx)

National Association of School Psychologists (NASP) - Recommendations for Comprehensive School Safety and Crisis Policies [www.nasponline.org/resources-and-publications/resourcesand-podcasts/school-safety-and-crisis](http://www.nasponline.org/resources-and-publications/resourcesand-podcasts/school-safety-and-crisis)

U.S. Secret Service (USSS) National Threat Assessment Center  
[www.secretservice.gov/data/protection/ntac/bystander\\_study.pdf](http://www.secretservice.gov/data/protection/ntac/bystander_study.pdf)

[Improving School Safety Through Bystander Reporting: A Toolkit for Strengthening K-12 Reporting Programs, developed by the USSS NTAC and the Cybersecurity and Infrastructure Security Agency \(CISA\) www.secretservice.gov/sites/default/files/reports/2023-05/cisa-ussk-12-bystander-reporting-toolkit-508\\_final\\_0.pdf](http://www.secretservice.gov/sites/default/files/reports/2023-05/cisa-ussk-12-bystander-reporting-toolkit-508_final_0.pdf)

Bomb Threat Response Planning Tool, developed by the U.S. Dept. of Justice's Bureau of Alcohol, Tobacco, Firearms and Explosives and the U.S. Dept. of Education's Office of Safe and Drug Free Schools  
[www.ojp.gov/ncjrs/virtuallibrary/abstracts/bomb-threat-response-interactive-planning-tool-schools-cd-rom](http://www.ojp.gov/ncjrs/virtuallibrary/abstracts/bomb-threat-response-interactive-planning-tool-schools-cd-rom)

School Crisis Guide - Help and Healing in a Time of Crisis, published by NEA Health Information Network  
<https://www.nea.org/resource-library/neas-school-crisis-guide>

## Attachment A

### School Emergency Operations and Crisis Response Plan Format

#### Basic Plan

- |  |  |
|--|--|
| 1. Introductory Material                               | 3. Concept of Operations                               |
| 1.1 Promulgation Document and Signatures               | 4. Organization and Assignment of Responsibilities     |
| 1.2 Approval and Implementation                        | 5. Direction, Control, and Coordination                |
| 1.3 Record of Changes                                  | 6. Information Collection, Analysis, and Dissemination |
| 1.4 Record of Distribution                             | 7. Training and Exercises                              |
| 1.5 Table of Contents                                  | 8. Administration, Finance, and Logistics              |
| 2. Purpose, Scope, Situation Overview, and Assumptions | 9. Plan Development and Maintenance                    |
| 2.1 Purpose  | 10. Authorities and References                         |
| 2.2 Scope  |  |
| 2.3 Situation Overview                                 |  |
| 2.4 Planning Assumptions                               |  |

#### Functional Annexes

**Note:** This is not a complete list, but it is recommended that all SEOCRPs include at least the following functional annexes:

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1. Communications             | 6. Reunification                   |
| 2. Evacuation                 | 7. Continuity of Operations (COOP) |
| 3. Shelter-in-Place           | 8. Security                        |
| 4. Lockdown                   | 9. Recovery                        |
| 5. Accounting for All Persons | 10. Health and Medical             |

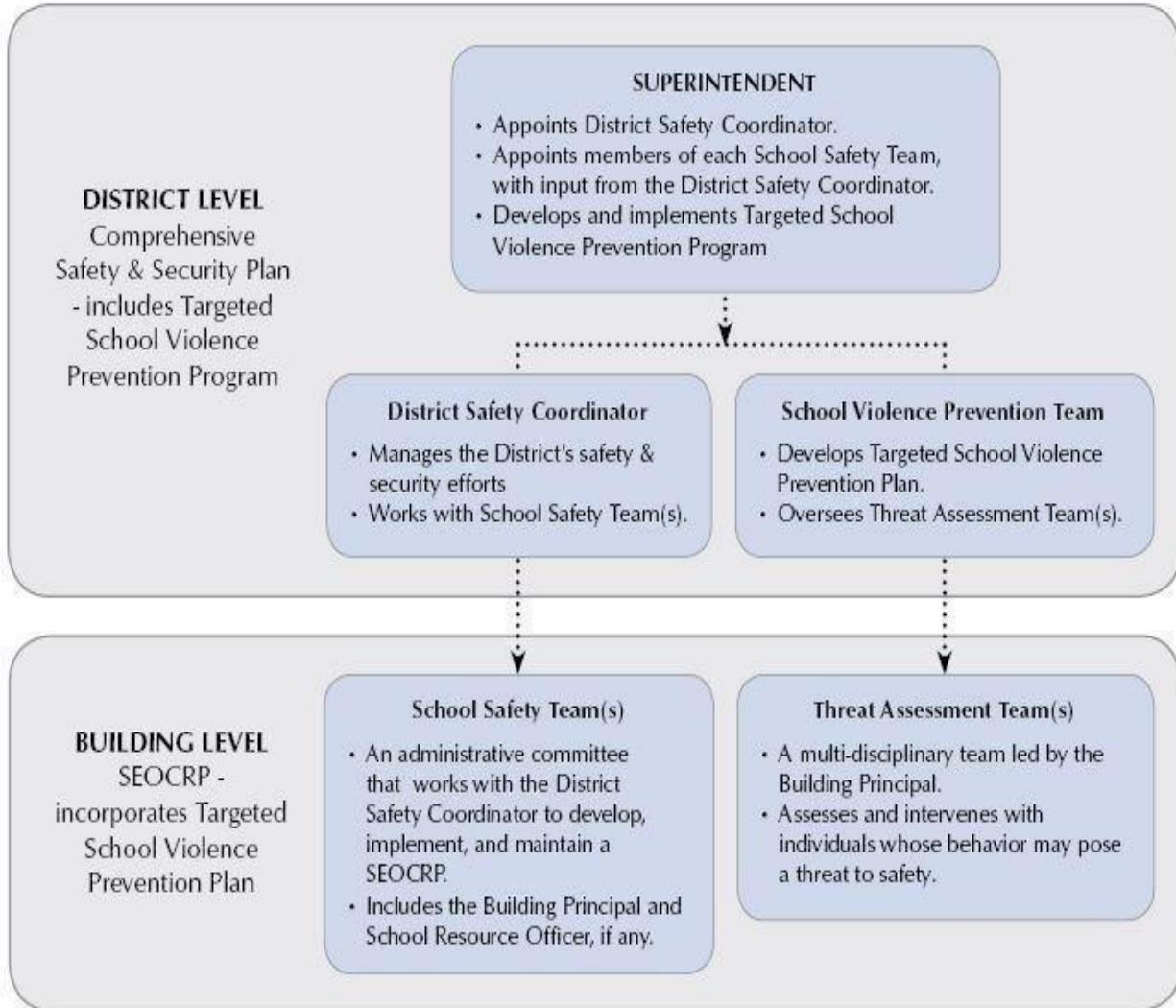
#### Threat- or Hazard-Specific Annexes

**Note:** This is not a complete list. Each school's annexes will vary based on its hazard analysis.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. Hurricane or Severe Storm    | 5. Mass Casualty Incident       |
| 2. Earthquake                   | 6. Active Shooter               |
| 3. Tornado                      | 7. Pandemic or Disease Outbreak |
| 4. Hazardous Materials Incident |                                 |

**Attachment B**

**Alignment of Comprehensive Safety and Security Plan with Targeted School Violence Prevention Program**



Reviewed: January 13, 2020, February 22, 2022, June 20, 2023, October 20, 2024  
Adopted: January 27, 2020  
Revisions Adopted: March 21, 2022, July 31, 2023, November 18, 2024



**Not A Threat:** Subject/situation does not appear to pose a threat of violence or serious harm to self/others, and any exhibited issues/concerns can be resolved easily.

**Transient Threat-**self/others at this time, but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others, and/or exhibits other concerning behaviors that require intervention.

**Serious Substantial Threat:** Subject/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan, and may also exhibit other concerning behaviors that require intervention.

**Very Serious Substantial Threat:** Subject/situation appears to pose a clear and immediate threat of serious violence toward self/others that requires containment and action to protect the District’s environment and/or identified or identifiable target(s), and may also exhibit other concerning behaviors that require intervention.

TAT Formation, Development, and Responsibilities

Following are tasks to integrate TATs into the District’s Targeted School Violence Prevention Plan.

Actor	Action
Superintendent or designee	<p>Ensures TATs are trained in threat assessment by a threat assessment expert. Free statewide training is available through the Ill. School and Campus Safety Program, at: <a href="http://www2.illinois.gov/ready/plan/Pages/schools-training.aspx">www2.illinois.gov/ready/plan/Pages/schools-training.aspx</a>.</p> <p>Prior to the start of each school year, files this procedure and a list identifying the members of all TATs with: (1) a local law enforcement agency, and (2) the Regional Office of Education or Intermediate Service Center, as applicable. 105 ILCS 128/45(b), amended by P.A. 102-791. Informs the Board that this filing was completed.</p>
Building Principal	<p>Selects TAT members- <u>including at least one law enforcement official as well as cross-disciplinary representatives of the District who are most directly familiar with the mental and behavioral health needs of students and staff. Such cross-disciplinary representatives may include the following individuals employed by the District or a special education cooperative that serves the District and who are available to serve with expertise in:</u></p> <p><u>An School administrator, e.g., a principal or other senior administrator from the school(s) covered by the TAT and human resource professionals;</u>  <u>Instruction, e.g., a teacher or administrator with recent instructional experience;</u>  <u>Counseling, e.g., a school counselor,</u>  <u>A school psychologist</u>  <u>-and/or A school social worker;</u>  <u>Law enforcement, e.g., a school resource officer;</u>  <u>Being a staff member in the building;</u> and            Other <u>District employees and/or</u> community resource persons (as members or consultants as determined by the TAT).</p> <p><u>When resources allow, selects designated back-up for each core TAT member, from the same or similar areas of expertise, to fulfill their duties in the event of their absences or inability.</u></p> <p>Designates a TAT triage team. <u>See 4:190-AP2, E2, Threat Assessment Documentation.</u></p>

	<p><u>Ensures that any reporting mechanisms used by the school community are kept up to date, work consistently, and are checked on a regular and timely basis.</u></p> <p>When a <u>report is received tip or concern is raised</u>, activates the TAT and uses this <u>administrative procedure. 4:190-AP2, Threat Assessment Team (TAT)</u></p>
TAT	<p>Receives education and seeks training resources, including <u>exhibits 4:190-AP2, E1, Principles of Threat Assessment. 4:190-AP2, E2, Threat Assessment Documentation; 4:190-AP2, E3, Threat Assessment Key Areas and Questions; Examples; 4:190-AP2, E4, Responding to Types of Threats; and 4:190-AP2, E5, Threat Assessment Case Management Strategies.</u></p> <p>Receives threat assessment training by a threat assessment expert.</p> <p>Commits to work collaboratively with each other, with other school staff, and (as appropriate) with community resource persons to support <u>purposes of the TAT and</u> the safety of the school, its students, and its staff.</p> <p>Actively, lawfully, and ethically communicates with each other, District administrators, and other school staff who have a need to know particular information to support the safety of the school, its students, and its staff.</p> <p>Trains staff, students, parents/guardians, and other members of the school community to recognize and report possible threats by conducting presentations, broadly disseminating relevant information, and ensuring access to consultation from the TAT.</p> <p>Identifies and trains members of the school community who can take reports of possible threats.</p> <p>Effectively implements Board policy 4:190, <i>Targeted School Violence Prevention Program</i>.</p>

Assessing and Classifying Threats

When a threat is reported, the Building Principal and TAT assess and classify the threat using the criteria and process outlined below.

<b>Actor</b>	<b>Action</b>
<del>Building Principal</del>	<p><del>Educat</del>es him/herself about <del>types of threats.</del></p> <p><del>Determines if an imminent threat exists. If an imminent threat exists, notifies law enforcement in accordance with 4:170-API, Comprehensive Safety and Security Plan, Part G, School Emergency Operations and Crisis Response Plan (SEOCR).</del></p>
Building Principal and/or TAT Triage Team	<p><u>When a potential threat report is received, initiates the following intake and triage process.</u></p> <p><u>Intake</u></p> <p><u>Obtains basic information about the potential threat, including but not limited to:</u></p>

- Initial Report of Concern: Date/time reported, date/time reviewed, person receiving report.
- Reporting Party: Name, affiliation, contact information, relationship to subject of concern.
- Incident/Nature of Concern: Date/time occurred, location, nature of threat/concern, weapons involved/threatened, details about concerns, and any relevant background information.
- Subject of Concern: Name, affiliation, contact information, relationship to reporting party or target(s).
- Identified/Identifiable Target(s): Name, affiliation, contact information, relationship to report party or subject.
- \_\_\_\_\_

Determines if an imminent threat exists. An imminent threat is indicated by such factors as:

1. Subject intends imminent and/or serious harm to self/others; or
2. Subject lacks inhibitions for using violence.

If an imminent threat exists, initiates School Emergency Operations and Crisis Response Plan (SEOCR) and notifies law enforcement in accordance with administrative procedure 4:170-AP1, Comprehensive Safety and Security Plan, Part G, School Emergency Operations and Crisis Response Plan (SEOCR).

If no imminent threat exists, or once an imminent threat is contained, proceeds to triage.

#### Triage

Triages threat to determine if the full TAT must be involved. Triage may include, as necessary and appropriate:

- Reviewing the reported concerning, aberrant, or threatening behavior and/or communication.
- Reviewing school and other records for any prior history or interventions with the individual(s) involved.
- Conducting timely and thorough interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to gain a holistic understanding of the situation, determine the nature and level of the concerns, identify areas where more information may be needed, and inform appropriate strategies or interventions to address any concerns identified.

Determines if the full TAT must be involved.

To determine that the full TAT does not need to be involved, all TAT Triage Team members must concur that there is no identifiable threat/concern, or that there is a low level of concern regarding issues that are being adequately addressed.

If the full TAT must be involved, convenes it as soon as possible.

	<p><u>Documents intake and triage using exhibit 4:190-AP2, E2, Threat Assessment Documentation.</u></p> <p>If no imminent threat exists, or once an imminent threat is contained, triages threat (with the TAT Triage Team, if one is designated by the Building Principal) to determine if the full TAT must be involved. See 4:190-AP2, E2, <i>Threat Assessment Documentation</i>.</p> <p>Triage may include:</p> <ul style="list-style-type: none"> <li><del>Reviewing the threatening communication and/or behavior.</del></li> <li><del>Reviewing school and other records for any prior history or interventions with the individual(s) involved.</del></li> <li><del>Evaluating the threat in context so that the meaning of the threat and intent can be determined by, among other things, conducting timely and thorough interviews (as necessary) with the person(s) who reported the threat, the threat recipient(s)/target(s), other witnesses who have knowledge of the threat, and when reasonable, the subject of concern (subject) who allegedly engaged in the threatening communication and/or behavior.</del></li> </ul> <p>If the full TAT needs to be involved, convenes it as soon as possible.</p>
TAT	<p><u>Conducts a comprehensive and holistic assessment of the threat using the STEP framework set forth in exhibit 4:190-AP2, E1, Principles of Threat Assessment. See Assesses the threat. See 4:190-AP2, E3, Threat Assessment Key Areas and Questions; Examples, for key questions to ask the person(s) who reported the threat, the threat recipient(s)/target(s), other witnesses, and the subject in order to assess the threat.</u></p> <p>Once the assessment is complete, classifies the threat <u>as one of the following: Routine/No Known Concern, Low Level, Moderate Level, High Level, or Imminent, using the following basic criteria:</u></p> <p>Documents the threat assessment and classification using 4:190-AP2, E2, <i>Threat Assessment Documentation</i>, and ensures that TAT documentation follows the acronym FORT:</p> <ul style="list-style-type: none"> <li><b>F Fair</b> – sought to understand situations and give individuals an opportunity to be heard and understood;</li> <li><b>O Objective</b> – sought information based on facts and observations of the case and not speculation or bias;</li> <li><b>R Reasonable</b> – engaged in responses that were effective and proportionate to the situation; and</li> <li><b>T Timely</b> – quickly and responsively addressed reports of threatening behavior.</li> </ul>
<u>Building Principal</u>	<p><u>Where the TAT classifies the threat as a Moderate, High, or Imminent level of concern and the threat requires further intervention to prevent violence or serious harm, notifies:</u></p> <ol style="list-style-type: none"> <li><u>1. The parent(s)/guardian(s) of any student who is the target/recipient of a threat; and</u></li> </ol>

	<u>The parent(s)/guardian(s) of any student who engaged in threatening behaviors.</u>
--	---

Responding to and Managing Threats

Actor	Action
TAT	<p>Identifies appropriate responses to the threat based upon its level. See <a href="#">exhibit 4:190-AP2, E4, Responding to Types of Threats</a>, for guidance on responses to each threat level.</p> <p>Develops, implements, and monitors an individualized, fact-based case management plan to intervene with, address, and reduce the threat by:</p> <ul style="list-style-type: none"> <li>Designating a TAT member as case manager to monitor the status of the subject and to notify the TAT of any change in status, response to interventions/referrals, or additional information that would be cause for reassessment and/or changes in interventions strategies;</li> <li>Assisting the subject, and any impacted staff or students, in accessing appropriate school and community-based resources for support and/or further intervention;</li> <li>Appointing one or more TAT members to engage directly with the subject to prevent the subject from becoming isolated; and</li> <li>Using the least intrusive interventions and strategies that are sufficient, fair, and reasonable to address the concerns identified. See <a href="#">exhibit 4:190-AP2, E5, Threat Assessment Case Management Strategies</a>, for interventions and strategies, including those that are subject-based, target-based, and environmental/systems-based.</li> </ul> <p>Documents this process and any case updates using <a href="#">exhibit 4:190-AP2, E2, Threat Assessment Documentation</a>.</p> <p>Submits updates <u>to the Building Principal</u> -regularly, e.g., at least every 30 days, until the case is resolved and the subject no longer poses a threat to the school, its students, or its staff.</p> <p>Maintains documentation in accordance with Board policy, State records laws, and administrative procedures.</p>

Reporting Threats to Outside Agencies

Following is the process to notify the Local Law Enforcement Agency (LLEA) and/or the Ill. DState Police (ISP) about certain types of threats:[See also administrative procedure 4:170-API, Comprehensive Safety and Security Plan, Part J, Required Notices.](#)

Actor	Action
Superintendent or designee	<p><del>Reports batteries committed against teachers, teacher personnel, administrative personnel, or educator support personnel to: (1) the LLEA immediately after the occurrence of the attack, and (2) ISBE through its web-based School Incident Reporting System (SIRS) as they occur during the year and no later than August 1 for the preceding school year.. 105 ILCS 5/10-21.7, amended by P.S. 102-894.</del></p> <p>Immediately notifies the LLEA <del>and the ISP</del> upon receiving a report from any school personnel regarding a verified incident involving:</p>

	<p><u>Batteries committed against teachers, teacher personnel, administrative personnel, or educational support personnel. 105 ILCS 5/10-21.7, amended by P.A. 102-894.</u></p> <p>A firearm in a school or on school-owned or leased property. 105 ILCS 5/10-27.1A(<del>b</del>c).<u>amended by P.A.s 103-34, 103-609, and 103-780.</u></p> <p>Drugs in a school or on school-owned or leased property, including any conveyance owned, leased, or used by the school for the transport of students or school personnel. 105 ILCS 5/10-27.1<u>BA(b) amended by P.A.s 103-609 and 103-780; 105 ILCS 127/).</u>.</p> <p><u>Reports all of the above incidents to ISBE through its web-based School Incident Reporting System (SIRS) as they occur during the year but no later than July 31 for the preceding school year. 105 ILCS 5/10-27.1A, amended by P.A.s 103-34, 103-609 (first to pass both houses), and 103-780 (second to pass both houses and controlling); 105 ILCS 5/10-27.1B, amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling); and 105 ILCS 5/10-21.7.</u></p>
<p>Building Principal</p>	<p>Reports to the LLEA threats to the safety and welfare of students and teachers by illegal use of drugs and alcohol, by illegal use or possession of weapons, or by gang activity. 105 ILCS 5/10-21.4a.</p> <p>Reports other threats to the LLEA as necessary and appropriate.</p> <p>Immediately notifies the LLEA upon receiving a report that any person has been observed in possession of a firearm on school grounds (other than a law enforcement official engaged in the conduct of his or her official duties).</p> <p>If the person found to be in possession of a firearm on school grounds is a student, the Building Principal or designee shall also immediately notify the student's parent/guardian. 105 ILCS 5/10-21.7A(b).</p> <p>Reports directly to the ISP within 24 hours of a determination that a student or other person poses a clear and present danger to himself, herself, or others. 430 ILCS 66/105 and 405 ILCS 5/6-103.3; 20 Ill.Admin.Code §1230.120(b). <u>See exhibit 3:60-E, Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security, for further information.</u></p>

Reviewed: January 13, 2020, July 20, 2023  
 Adopted: January 27, 2020  
 Revisions Adopted: July 31, 2023

## General Personnel

### Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; religion; creed; national origin; sex; age; ancestry; sexual orientation; marital status; arrest record; military 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; 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; reproductive health decisions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; family responsibilities; 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 Uniform Grievance Policy. These individuals are listed below. No employee or applicant will be discriminated 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, 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 Uniform Grievance Procedure. The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

#### *Nondiscrimination Coordinator:*

Name	<u>Asst. Supt of Human Resources</u>
Address	<u>Glen Ellyn School District 41</u> <u>793 N. Main St., Glen Ellyn, IL</u>
Telephone No.	<u>630-790-6400</u>

#### *Complaint Managers:*

Name	<u>Asst. Supt. for Finance, Facilities and Operations</u>	<u>Asst. Supt. for Teaching, Learning &amp; Accountability</u>
Address	<u>Glen Ellyn School District 41</u> <u>793 N. Main St., Glen Ellyn, IL</u>	<u>Glen Ellyn School District 41</u> <u>793 N. Main St., Glen Ellyn, IL</u>
Telephone No.	<u>630-790-6400</u>	<u>630-790-6400</u>

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 in all categories. 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, implemented by 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. §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. §2000e et seq., Title VII of the Civil Rights Act of 1964, implemented by 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; 29 C.F.R. Oart 1636](#)  
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, 5/20.7a, 5/21.1, 5/22.4, 5/23.5, 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, 5/2-103.1 5/2-104(D), and 5/6-101, Ill. Human Rights Act.  
775 ILCS 35/5, 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 \(Title IX Grievance Procedure\)](#), [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)

Reviewed: May 17, 2004, January 18, 2011, March 24, 2014, December 08, 2018  
April 23, 2020, February 22, 2022, March 2023, [March 17, 2025](#)  
Adopted: August 23, 2004  
Revisions Adopted: January 24, 2005, February 11, 2008, January 18, 2011, April 14, 2014,  
January 12, 2015, May 11, 2020, March 21, 2022

## Operational Services

### Provisos for Use of Working Cash Fund

The use of the Working Cash Funds proceeds will be subject to the following provisos:

- ~~1. The proceeds will be regarded solely as monies available to the district on a loan basis and not considered funds to be disbursed without repayment to the Fund. Such repayment will occur on or before June 30 of the fiscal year of the disbursement.~~
2. The Working Cash Fund is designated for cash flow purposes only and available for disbursement for that purpose. Proceeds used in this manner will be monitored and the status of this part of the Fund will be reviewed quarterly with the Board of Education.
- ~~3. Funds will be disbursed only to meet an “emergency,” the definition of which will be determined by the Board.~~
4. Other uses of the Working Cash proceeds will be limited to and consonant with the long-term financial plan of the district.

Reviewed: February 28, 2005, April 23, 2012, [March 17, 2025](#)

Adopted: March 21, 2005

Revisions Adopted: May 14, 2012

## General Personnel

### 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 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, family responsibilities, reproductive health decisions, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment on the basis of 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; 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 appropriate remedial, corrective, and disciplinary 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 conduct or other conduct.. The terms intimidating, hostile, or offensive include, but are not limited to, conduct which 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 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 the following: to their immediate supervisor, Building Principal or other administrator, who will each report to the District's Nondiscrimination Coordinator and/or 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, 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:*

Name	<u>Asst. Supt. of Human Resources</u>
Address	<u>Glen Ellyn School District 41</u> <u>793 N. Main St., Glen Ellyn, IL</u>
Telephone No.	<u>630-790-6400</u>

*Complaint Managers:*

Name	<u>Asst. Supt. of Finance, Facilities and Operations</u>	<u>Asst. Supt. for Teaching, Learning &amp; Accountability</u>
Address	<u>Glen Ellyn School District 41</u> <u>793 N. Main St., Glen Ellyn, IL</u>	<u>Glen Ellyn School District 41</u> <u>793 N. Main St., Glen Ellyn, IL</u>
Telephone No.	<u>630-790-6400</u>	<u>630-790-6400</u>

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. A supervisor or administrator 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 its best effort to maintain a workplace environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sex-based ~~unl~~ 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 policy 2:265, Title IX *Sexual Harassment Grievance Procedure*, should be initiated.

For any other alleged workplace harassment that does not require action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under 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 policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, or 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, i.e., vendor, parent, invitee, etc. Any employee making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, 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 in good faith about harassment. Retaliation against employees for bringing complaints or providing information about harassment in good faith is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*), and whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and 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 \(Discrimination and Harassment on the Basis of Race, Color, and National \)](#), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Professional Code of Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

Reviewed: May 17, 2004, May 7, 2018, April 23, 2020, February 21, 2022, June 20, 2023, [March 17, 2025](#)  
 Adopted: August 23, 2004  
 Revisions Adopted: January 24, 2005; August 2, 2010, May 21, 2018, May 11, 2020, March 22, 2022, July 31, 2023

## **Non-Union Educational Support Personnel**

### **Compensatory Time-Off**

~~Employees who are not exempt under the United States Fair Labor Standards Acts (FLSA) and not included in a collective bargaining unit may be offered, and may in their discretion agree to, compensatory time off subject to rules which are to be established, and may be amended periodically, by the Superintendent in accordance with applicable law, including the FLSA. This policy governs the use of compensatory time off by employees who: (1) are covered by the overtime provisions of the Fair Labor Standards Act, 29 U.S.C. § 201 et seq., and (2) are not represented by an exclusive bargaining representative.~~

~~Employees may be given 1 1/2 hours of compensatory time off in lieu of cash payment for each hour of overtime worked. past 40 hours worked for employees whose regular workweek is 40 hours. Employees whose regular workweek is 37 1/2 hours may be given an hour of compensatory time off in lieu of cash for the first 2 1/2 hours worked over 37 1/2 hours and 1 1/2 hours of compensatory time off in lieu of cash for each hour of overtime past 40 hours worked. All compensatory time must be used within the current or the next pay period or bank a maximum of 15 hours for use by June 15 of each year. All accrued compensatory time not used by the end of the specified time period will be converted to paid wages at the hourly rate for all hours up to 40 and 1 1/2 times the regular hourly rate for all hours past 40.~~

~~An employee who has accrued compensatory time off shall be permitted to use such time in at least half day increments provided such requests do not unduly disrupt the District's operations. The employee's supervisor must approve a request to use compensatory time off.~~

~~Upon termination of employment, an employee will be paid for unused compensatory time at the higher of:~~

- ~~1. The average regular rate received by such employee during the last three years of employment; or~~
- ~~2. The final regular rate received by such employee.~~

~~Compensatory time off is time during which the employee is not working and is, therefore, not counted as "hours worked" for purposes of overtime compensation.~~

### **Implementation**

The Superintendent or designee shall implement this policy in accordance with the FLSA. In the event of a conflict between the policy and the FLSA, the latter shall control.

LEGAL REF.: ~~Fair Labor Standards Act~~, 29 U.S.C. § 201 et seq.; 29 C.F.R. Part 553., Fair Labor Standards Act.

CROSS REF.: 5:35 (Compliance with the Fair Labor Standards Act), 5:185 (Family and Medical Leave), 5:270 (Employment At-Will, Compensation, and Assignment)

Reviewed: May 17, 2004, June 21, 2010, November 5, 2018, March 17, 2025

Adopted: August 23, 2004

Revisions Adopted: November 28, 2005, August 2, 2010, November 19, 2018

## Students

### Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, sex, sexual orientation, ancestry, age, religious beliefs, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status military status, unfavorable military discharge, reproductive health decisions, or 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 policy 8:20, *Community Use of School Facilities*. Any student may file a complaint ~~discrimination~~-grievance by using the Uniform Grievance Procedure as noted in 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.

### 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 ~~Any student may file a gender equity complaint by using the~~ *Uniform Grievance Procedure*. A student may appeal the School Board's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 ~~of The School Code~~) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 ~~of The School Code~~). Any student may file a sex discrimination complaint by using Board policy 2:265, Title IX Grievance Procedure.

### 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 grievance procedure.

#### *Nondiscrimination Coordinator:*

Name	<u>Assistant Superintendent of Human Resources</u>
Address	<u>Glen Ellyn School District 41</u> <u>793 N. Main St., Glen Ellyn, IL</u>
Telephone No.	<u>630-790-6400</u>

#### *Complaint Managers:*

Name	<u>Assistant Superintendent of Finance, Facilities &amp; Operations</u>	<u>Asst. Supt. for Teaching, Learning &amp; Accountability</u>
Address	<u>Glen Ellyn School District 41</u> <u>793 N. Main St., Glen Ellyn, IL</u>	<u>Glen Ellyn School District 41</u> <u>793 N. Main St., Glen Ellyn, IL</u>
Telephone No.	<u>630-790-6400</u>	<u>630-790-6400</u>

~~The Superintendent shall also use reasonable measures to inform staff members and applicants of this policy, which shall include reprinting this policy in the appropriate handbooks.~~

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. §11431 et seq., McKinney-Vento Homeless Assistance Act. [34 C.F.R. Part 100.](#)  
[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 Admission 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)

Reviewed: December 19, 2005, October 23, 2015, January 2022, February 22, 2022, April 2023,  
[March 17, 2025](#)  
Adopted: February 27, 2006  
Revisions: January 04, 2010, November 9, 2015, March 21, 2022

## Board Report

**Date:** April 21, 2025

**Title:** Passive Optical Network (PON) eRate Project

**Submitted by:** Andrew Peterman, Director of Instructional Technology & Innovation

**Strategic Priority Goal Area 1: Growth Focused Learning:** The District 41 community of learners, educators and stakeholders cultivate students who are actively engaged and committed to their own learning. District 41 provides a guaranteed rigorous and differentiated learning environment where all students can demonstrate high levels of growth and success. District 41 uses data to form a detailed profile of student, school and district performance; illuminate successes; and identify opportunities for improvement.

**Strategic Priority Goal Area 5: Future Ready Skills & Innovation:** District 41 prepares each student to be a productive and compassionate citizen who is culturally aware and socially responsible. The district ensures that each student is capable of pursuing a passion and pathway with the academic rigor and adaptive skills needed to thrive in an interdependent economy and world.

**Background:** Last school year the District hired ClientFirst to prepare and evaluate a Request for Proposals for a Passive Optical Network (PON) infrastructure at Forest Glen Elementary School. Our research confirmed that the PON solution is an excellent fit for the District.

The PON solution utilizes the District's existing fiber infrastructure, significantly cutting costs compared to traditional cabling systems. It simplifies operations by reducing the number of switches from thirty to one, making management and troubleshooting easier for IT staff. Additionally, the use of passive splitters in the PON network reduces the number of electronic components, further streamlining distribution.

This year's proposed project is to implement PON at the remaining three elementary schools and the District office leveraging eRate funds available in the current eRate cycle.

**Discussion:** ClientFirst assisted the Technology Services team with preparing a bid proposal which was placed in the USAC portal for the mandatory 28 day period. We received initial interest from multiple vendors. However, at the conclusion of the bidding period only one bid was received from Pentegra.

Location	Total Cost	eRate Eligible Cost
CSO & Maintenance Bldg	\$186,905.23	
Abraham Lincoln	\$160,016.03	
Benjamin Franklin	\$173,285.10	
Churchill	\$197,759.51	
Warranty	\$12,600.00 <sup>114</sup>	

<b>Totals</b>	<b>\$730,565.87</b>	<b>\$640,816.70</b>
---------------	---------------------	---------------------

**Other Information:** Using the knowledge we learned from the successful Forest Glen PON project, we would be looking to complete this project over the upcoming summer. The current switching network would remain in place and functional until the PON was functional in each building. The only down time would be during the actual cutover to the new system. This project will include the re-termination of fiber optic cable ends, installation of PON network equipment, and successful setup and testing of the final installation. We would look to the next eRate funding cycle to complete Hadley Junior High School.

**Budgetary Funding:** The total cost of the project is \$730,565.87 with \$640,816.70 being eligible for eRate funding. This means that at the completion of the project the district would be reimbursed approximately \$320,408.35, bringing the total out of pocket cost down to \$410,157.52. This would affect the 2025-2026 technology budget.

**Recommendation:** This Administration recommends the Board approve engaging with Pentegra to provide equipment, licensing and install a Passive Optical Network at CSO, Lincoln, Franklin and Churchill supported by eRate funding and the 2025-2026 technology budget as outlined in this report.

### **Notice of Amended Budget on Display & Hearing**

Notice is hereby given by the Board of Education of School District 41 in the County of DuPage, State of Illinois, that an amended budget form for said school district for fiscal year 2024-2025 will be on file and conveniently available for public inspection beginning April 21, 2025, on the district website at [www.d41.org](http://www.d41.org). A paper copy is available for review by contacting the Finance Office.

Notice is hereby given that a public hearing on said budget will be held at 6:30 p.m. on Monday, June 16, 2025 at Hadley Jr. High, 240 Hawthorne Blvd, Glen Ellyn, IL 60137.

## **BUDGET DISPLAY & HEARING RESOLUTION**

WHEREAS, Section 17-1 of the School Code of Illinois requires that the Board of Education of each school district under 500,000 inhabitants shall adopt an annual budget within or before the first quarter of each fiscal year.

WHEREAS, the budget in such form shall be made conveniently available for public inspection for at least 30 days prior to final action thereon, and

WHEREAS, notice of availability for public inspection and of such public hearing shall be given by publication in a newspaper published in such district,

NOW, THEREFORE, BE IT AND IT IS HEREBY RESOLVED, by the Board of Education of School District 41, DuPage County, as follows:

1. The tentative amended budget for said school district for fiscal 2024-2025 will be on file and conveniently available to public inspection from and after the 21st day of April 2025, on the district website [www.d41.org](http://www.d41.org). A paper copy is available for review by contacting the Finance office.
2. The budget hearing on said tentative amended budget will be held at 6:30 p.m. on Monday, the 16th day of June 2025, at Hadley Jr. High, 240 Hawthorne Blvd, Glen Ellyn, Illinois.
3. The Secretary is authorized and directed to publish a notice concerning the amended budget display and hearing at least once in local Suburban Life Publications, being a newspaper published within School District 41, substantially as follows:

### Legal Notice

Notice is hereby given by the Board of Education of School District 41 in the County of DuPage, State of Illinois, that a tentative amended budget form for said school district for fiscal 2024-25 will be on file and conveniently available for public inspection beginning April 21, 2025, on the district website at [www.d41.org](http://www.d41.org). A paper copy is available for review by contacting the Finance office.

Notice is hereby given that a public hearing on said amended budget will be held at 6:30 p.m. on Monday, June 16, 2025, at Hadley Jr. High, 240 Hawthorne Blvd, Glen Ellyn, Illinois, in School District 41.

Dated this 21st day of April, 2025.

---

President, Board of Education  
Glen Ellyn School District 41

ATTEST:

---

Secretary, Board of Education

**eGrant Management System  
Printed Copy of Application**

Applicant: GLEN ELLYN SD 41

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: GLEN ELLYN SD 41

Date Generated: 4/10/2025 10:02:59 AM

Generated By: kwebster41

Contact Information

1. Contact Information for Person Completing This Form

Last Name\*
Webster
Phone 630 534 7204
Extension

First Name\*
Kristine
Email\*
kwebster@d41.org

Middle Initial

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)
(Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, sex, sexual orientation, ancestry, age, religious beliefs, physical or mental disability, gender, identity, homeless status, immigration status, order of protection status, 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 policy 8:20. Community Use of School Facilities. Any student may file a discrimination grievance by using the Uniform Grievance Procedure as noted in Board Policy 2:260.

3. Bilingual Program Director Assurance

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

519

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. District Migrant Education Program Liaison

Last Name
Suarez
First Name
Juel
Middle Initial
Phone 630 534 7251
Extension
Email
jsuarez@d41.org

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

\*Required field, applicable for all funding sources

**Amendments**

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

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

<sup>(\*)</sup> Initial submission for the fiscal year

Amendment to approved plan for the fiscal year

\*Required field, applicable for all funding sources



Title II to Title IV	Transfer Partial Funds	Transfer All Funds
Title IV to Title II	Transfer Partial Funds	Transfer All Funds

**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 has done an equity audit provides regular academic updates; performs curriculum reviews aligned with established district curriculum review cycle framework; and surveys staff through Humanex 5Essentials, district surveys, and special ed cooperative surveys. The data shows that the staff needs more support in meeting students' needs academically, social emotionally, and behaviorally. The Title I and CH conducts an annual revision of the Schoolwide (SW) plan, along with an annual needs assessment workshop, to identify the district's top priorities. This process helps guide decisions on how to best leverage Title I funds to meet those priorities; in preparation for the ESEA application. This needs assessment identifies areas for support in staffing, parent engagement activities, mckimex-vanto supports and the purchase of supplemental instructional resources that support k-5 classrooms. For Title II we utilize funds for districtwide professional development activities and private school set asides that support professional development.

**Legislative References:**

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

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

\*Required field, applicable for all funding sources

**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. Equity Audit, Harmonic Review Process with DuPage ROE, Special Education Audit, Special Education Cooperative Needs Assessment, Cycles of Inquiry, Leadership Talent Survey, District Instructional Review Cycle, Feedback from Strategic Plan Committees, Feedback from District Content Area Committees

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

- i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

**A. Title I, Part A - Improving Basic Programs**

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

The Title I team at CH conducts an annual revision of the Schoolwide (SW) plan, along with an annual needs assessment workshop, to identify the School's top priorities. As part of this process, the team reviews relevant data, evaluates the current School Improvement Plan (SIP), and incorporates feedback from both parents and teachers. This comprehensive approach helps guide decisions on how to best leverage Title I funds to meet the identified priorities, in preparation for the ESEA application. This process is completed during the months of April and May every year. The results from this review help guide areas of support, including staffing, parent engagement, the homeless set-aside, and supplemental instructional resources that support the K-5 classroom.

**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 any achievement gaps, and key professional development opportunities for teachers and principals.**

Based on above referenced district needs assessments, our professional development has been and will be focused on instructional strategies, inclusionary practices, leadership professional development, MTSS and co-teaching. Our special education and English learners students will have access to more of the general education curriculum working toward closing the achievement gap.

**G. Title III - LIEP**

Churchill school houses our bilingual education program which follows a dual language program. Other schools in the district offer TPI or TBE collaboration models. Hadley offers TBE and TPI departmentalized model. To better support Churchill, we implemented an external "equity audit." Through the equity audit, it was found that we need to continue to provide ways to decrease learning interruptions through more aligned schedule, use effective and appropriate interventions, increase communication with our EL families, and provide more language learning opportunities to our staff around Spanish Language Arts standards. We will continue to use LIEPS funds to support Churchill in this needs. We will continue to provide teachers with professional development on biliteracy instruction and how to effectively use current resources to monitor students and provide intervention. Additional supplemental resources and supplies will be purchased for our teachers to further facilitate biliteracy instruction, ESL instruction, benchmarking and intervention monitoring. In addition, the recommendations from the audit state that we need to continue to create opportunities to support families in understanding 21st century learning skills and to continue to gather feedback for improvement from our Spanish families in Dual language.

**H. Title III - ISEP**

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

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

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

CASE, our special education cooperative, conducts a needs assessment survey to determine the needs from all districts in the cooperative. Professional development and professional services needs are then billed through the IDEA flow through funds. The needs assessment survey results showed that teachers felt ready to include students with special needs in the general education classroom, but need more support with strategies. It also showed teachers need more support with students with autism and emotional concerns. Teachers felt their schools have adequate services in the areas of health, guidance and counseling, social work and psychological services. The goals for this year will be behavior management, coaching and training teachers to meet the individual needs of students, special education curriculum and MTSS.

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

Needs assessment data and the special education audit with the resulting strategic plan were used to determine how to allocate the grant funds. Goals have been identified to address increasing blended environments and building improved inclusive practices.

**Legislative Requirement:**

[1] IDEA - 23 IAC Section 1.420(c)

† Required field, applicable for all funding sources selected

**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 must be selected.\*

**ISBE Goals:**

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

**District Goal(s):**

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

Our long range plan goals also include a strategic priority relative to dedicated and talented staff committed to student learning. Our goal is to recruit, support, and encourage retention of employees at all levels. We are committed to a thriving work environment that encourages staff learning, growth and to have a voice in the decision making process. We strive to make District 41 an employer of choice. In addition, it is our goal to have high quality professional development and mentoring opportunities. Individuals are taught the skills and knowledge they need in order to be successful in their role. Lastly, in our long range plan we have a strategic priority relative to creating a safe and healthy environment for all students. We have a goal of enhancing a healthy, productive and collaborative relationship with the school and district stakeholders and in increasing parent engagement so that they feel connected to the staff and overall school community. We focus on building a welcoming culture in each school and continuously working to improve satisfaction among students, parents, and staff.

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

Check all that apply.

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

**Program Footnotes:**

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

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

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

DO NOT use special characters, number 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 stakeholders are involved numerous times throughout the year and are involved in planning for the needs of our students as well as the district plan. The building leadership team meets once a month to analyze data and determine next steps to meet students' needs. In addition, the district office collaborates with the building leadership routinely to ensure the Title funds are being utilized and addressing the needs of the students. Parent meetings are also held to provide parents an opportunity to share their insight and assist us with the planning of future funds. In addition, stakeholders also can provide their insight through the building PTA meetings which are held monthly. The district leadership team also reviewed and provided input to the Title I plan.

Response from the prior year Consolidated District Plan:

The stakeholders are involved numerous times throughout the year and are involved in planning for the needs of our students as well as the district plan. The building leadership team meets once a month to analyze data and determine next steps to meet students' needs. In addition, the district office collaborates with the building leadership routinely to ensure the Title funds are being utilized and addressing the needs of the students. Parent meetings are also held to provide parents an opportunity to share their insight and assist us with the planning of future funds. In addition, stakeholders also can provide their insight through the building PTA meetings which are held monthly. The district leadership team also reviewed and provided input to the Title I plan.

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, number 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)

Building leadership teams are involved in the development of the school wide plan. Parents also have input through parent meetings and surveys. In addition, the District has a Superintendent Community Advisory Council that meets throughout the year. The committee is made up of parents, community members, teachers, administrators, and BOE members. These committees will review the revised District Title I plan and revised school wide plans.

Response from the prior year Consolidated District Plan:

Building leadership teams are involved in the development of the school wide plan. Parents also have input through parent meetings and surveys. In addition, the District has a Continuous Improvement team that meets six times per year. The committee is made up of parents, community members, teachers, administrators, and BOE members. These committees will review the revised District Title I plan and revised school wide plans.

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, number 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)

We have two parent liaisons. One liaison speaks Spanish which is our highest language group across the district. One liaison focuses primarily on the PreK families and the other focuses on our K-8 families. Both liaisons work with families to identify needs that they have and things that they would like to know more about. The liaisons then work with staff to create parent engagement activities that meet these needs. In addition, liaisons make home visits and assist parents with paperwork, registration, and any other individual needs that they may have. In addition, we have parent community outreach group and our PTA and BPAC groups that also provide parent engagement activities and resources based on our families' needs.

Response from the prior year Consolidated District Plan.

We have two parent liaisons. One liaison speaks Spanish which is our highest language group across the district. One liaison focuses primarily on the PreK families and the other focuses on our K-8 families. Both liaisons work with families to identify needs that they have and things that they would like to know more about. The liaisons then work with staff to create parent engagement activities that meet these needs. In addition, liaisons make home visits and assist parents with paperwork, registration, and any other individual needs that they may have. In addition, we have parent community outreach group and our PTA and BPAC groups that also provide parent engagement activities and resources based on our families' needs.

**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 entities, and institutions of higher education. (Section 3121(b)(4)(C))

**Legislative References:**

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

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

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

\*Required field

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

**Private School Participation**

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

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

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

Will Private Schools participate in the Program?

Yes  No

Private School Name	School Closing	Title I Number of Low-Income Student(s) Yes <input type="radio"/> No <input type="radio"/>	Title II Total Enrollment Number Student(s) Yes <input type="radio"/> No <input type="radio"/>	Title IV Total Enrollment Number Student(s) Yes <input type="radio"/> No <input type="radio"/>	Nonpublic Consultation Form Choose File No file chosen
St. Petronille Catholic Schoc		544			0243_001.pdf
Diamante Montessori Schoc			60		No file chosen 20250317_091635.jpg
Montessori Academy of Cler			21		No file chosen District 41_Juan.pdf

Comments:

**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 must be selected.\*

**ISBE Goals:**

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

**District Goal(s):**

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

District 41 has made significant investments in facility improvements for engaging, supportive and inclusive learning environments, beginning with early learning expansion and the addition of a full day kindergarten center opening in the fall of 2025. Safe, accessible and student centered indoor and outdoor learning spaces are designed to support the whole community, whole system and whole learner. Providing safe and inclusive learning environments will ensure our current and future students have optimal spaces which promote the highest level of academic growth and achievement.

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

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

**No Preschool Programs**

If the district does not offer early childhood education programs, enter

*DO NOT use special characters, numberator 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 early childhood teachers and K teachers have transition meetings and participate in some professional development together. In addition, we have kindergarten screening in August where students are able to meet their teacher, see their classrooms, and learn about their new schools. At this time students can also drop off their supplies, engage with their teacher and prepare for the school year. If we are unable to do the drop off in person, then teachers will set up individual appointments with students virtually to meet them and get to them.

Response from the approved prior year Consolidated District Plan.

The early childhood teachers and K teachers have transition meetings and participate in some professional development together. In addition, we have kindergarten roundup in May where students are able to meet their teacher, see their classrooms, and learn about their new schools. We also have a day in August where students can come and drop off their supplies, engage with their teacher again and prepare for the school year. If we are unable to do the drop off in person, then teachers will set up individual appointments with students virtually to meet them and get to them.

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

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

\*Required field for Title I and/or IDEA Preschool

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 must be selected.\*

ISBE Goals:

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

District Goal(s):

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

The District 41 community of learners, educators and stakeholders cultivate students who are actively engaged and committed to their own learning. District 41 provides a guaranteed, rigorous, and differentiated learning environment where all students can demonstrate high levels of growth and success. District 41 uses data to form a detailed portrait of a student, school and district performance, illuminate successes and identify opportunities for improvement.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s). \* [1]

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

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

([count] of 7500 maximum characters used)

District 41 develops instructional units for all students aligned to the Illinois Learning Standards, the Social Emotional Learning Standards as well as the newly adopted Illinois Comprehensive Literacy Plan. Teachers use various resources to meet curricular expectations. The district employs 5 literacy coaches, 5 math coaches, 1 inclusion coach and 2 bilingual coaches to assist teachers with professional development and support to implement the curriculum. For struggling students, we have reading and math paraeducators to service them and for high achieving, high ability students we have Accelerated and Enriched Curriculum teachers that service them. For EL students, we have created a curriculum that is aligned to the WIDA standards and student language proficiency needs as well as aligned to the literacy and content expectations at each grade level. We have also worked to create summative assessments that mirror what students experience on the ACCESS test so that we can monitor their proficiency and growth throughout the year in all language domains.

Response from the prior year Consolidated District Plan.

District 41 develops instructional units for all students aligned to the Illinois Learning Standards, the Social Emotional Learning Standards as well as the newly adopted Illinois Comprehensive Literacy Plan. Teachers use various resources to meet curricular expectations. The district employs 5 literacy coaches, 5 math coaches, 1 inclusion coach and 2 bilingual coaches to assist teachers with professional development and support to implement the curriculum. For struggling students, we have reading and math paraeducators to service them and for high achieving, high ability students we have Accelerated and Enriched Curriculum teachers that service them. For EL students, we have created a curriculum that is aligned to the WIDA standards and student language proficiency needs as well as aligned to the literacy expectations at each grade level. We have also worked to create summative assessments that mirror what students experience on the ACCESS test so that we can monitor their proficiency and growth throughout the year in all language domains. We also build a schedule that ensures that we have ESL teachers on PLCs so that they can assist teachers in designing lessons and instruction that meets the needs of the varying proficiency levels within their classrooms.

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

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

DO NOT use special characters, number 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)

Each building has a Building Leadership team and MTSS team that monitor student data and progress during Professional Learning Communities. Students at risk of failure go through the MTSS process and intervention plans are put into place and monitored consistently. NWEA MAP testing in reading and math and ISEL testing (grades K-1) are given 3 times a year as screeners and F & P data are used for progress monitoring. For our dual language students we also monitor their progress through the ENL assessments, ISEL testing in Spanish and English, and through Spanish/English writing assessments. In addition, we have locally developed common assessments that are used for progress monitoring.

Response from the prior year Consolidated District Plan.

Each building has a Building Leadership team and MTSS team that monitor student data and progress during Professional Learning Communities. Students at risk of failure go through the MTSS process and intervention plans are put into place and monitored consistently. NWEA MAP testing in reading and math and ISEL testing (grades K-1) are given 3 times a year as screeners and F & P data are used for progress monitoring. For our dual language students we also monitor their progress through the ENL assessments, ISEL testing in Spanish and English, and through Spanish/English writing assessments. In addition, we have locally developed common assessments that are used for progress monitoring. We also have summer kindergarten screening assessments to determine students who are at-risk of failure and qualify for our Title I extended day kindergarten program.

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

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

DO NOT use special characters, number 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 of our elementary buildings have math and reading paraeducators to assist students who need additional support. At our Title I school, Churchill, we also have EL aides that provide language support to our students as needed based on language and proficiency level. Our community also provides a support called the Glen Elyn Resource Center which is an after school program that assists students with homework daily.

Response from the prior year Consolidated District Plan.

All of our elementary buildings have math and reading paraeducators to assist students who need additional support. At our Title I school, Churchill, we also have EL aides that provide language support to our students as needed based on language and proficiency level. In addition, we have an extended day kindergarten program at Churchill to provide intervention support to our most struggling kindergartners. Our community also provides a support called the Glen Elyn Resource Center which is an after school program that assists students with homework daily.

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

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

DO NOT use special characters, number 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 district provides dedicated language instruction for all English learners during a specific block each day. TPI students receive ESL instruction, while TBE DL students focus on metalinguage and bridging. Middle school students attend ESL classes tailored to their language proficiency levels, which support their language development, literacy skills, and content knowledge. These classes are taught by ESL or Bilingual-certified staff. Title III funding also supplies supplemental resources to help teachers support ELs during this block. EL teachers monitor English language development (ELD) for elementary students each trimester and for middle school students quarterly. They use formative assessments to track language growth, ensuring that each student's progress is carefully followed. This helps teachers adjust instruction to support projected language growth, as measured by the ACCESS test-Newcomer ELs and their families receive additional support from our Multilingual Family Liaison, who leads monthly sessions as part of BPAC and service project activities that engage both parents and students. These sessions help newcomers integrate into the school community and provide opportunities for families to engage parents through the BPAC structure. At this time, Title III funding is not used for after-school tutoring or summer programs.

Response from the prior year Consolidated District Plan.

Our district provides dedicated language instruction during a specific language block each day for all English learners. During this time, TPI students receive ESL instruction, while TBE DL students receive metalinguage/bridging instruction. Additionally, our middle school students attend ESL classes tailored to their language proficiency levels, supporting their language development, literacy skills, and content knowledge. These classes are taught by ESL or Bilingual certified staff. Supplemental instructional resources funded by Title III are provided for teaching to support EL during this block. EL teachers monitor English language development (ELD) each trimester for elementary students and quarterly for middle school students. They use formative assessments designed to track language development and growth, ensuring that each student's progress is closely followed and supported to be able to make adjustments to instruction to support their projected language growth as measured by the ACCESS test. Title III funds will be used to support the use of MODEL and TELL assessments in the upcoming school year. Newcomer ELs and their families receive additional support from the Multilingual Family Liaison, who hosts monthly support sessions as part of BPAC and service project activities involving both parents and students. This

helps newcomers integrate more smoothly into the school community and allows families to build community among themselves. Title III funds are used to support parent engagement through our BPAC structure. Title III funding is not currently used to provide supplemental after school tutoring or summer school programs. However, high impact tutoring is available for students with the greatest academic needs, including English Learners, immigrant students and newcomers, through an after school partnership with a local community organization (GCRC) and supported through title I funding. This initiative aims to support targeted student populations such as ELs effectively outside regular school hours.

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

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

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

{(Count) of 7500 maximum characters used}  
The district uses an online program for staff performance evaluations. Ineffective teachers are identified by using the data within this program. Teachers are provided support through our building math and literacy coaches to help improve instruction. District 41 also offers a new teacher program to address new teachers needs and assist them with understanding the district and programs. Building and district teams also monitor local and state assessment data to compare how teachers are performing. Non-tenured teachers are evaluated three times per year and go through a collaborative evaluation process in order to set goals and next steps.

Response from the prior year Consolidated District Plan.

The district uses an online program for staff performance evaluations. Ineffective teachers are identified by using the data within this program. Teachers are provided support through our building math and literacy coaches to help improve instruction. District 41 also offers a new teacher program to address new teachers needs and assist them with understanding the district and programs. Building and district teams also monitor local and state assessment data to compare how teachers are performing. Non-tenured teachers are evaluated three times per year and go through a collaborative evaluation process in order to set goals and next steps.

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

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

*DO NOT use special characters, numberator 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}

Schools are given a budget every year to buy Spanish and English titles and leveled books for students. Titles are reviewed each year by teachers and Digital Literacy Specialists and additional books are purchased as needed. In addition, teachers are provided with classroom libraries that are leveled for the needs of their students. In addition, all of our schools have Makerspaces with technology integrated into these areas. Since our district is 1:1 with technology students are able to integrate these devices naturally into our curriculum. Schools also have digital literacy specialists who focus on information literacy where students use research and inquiry skills to gather and discuss information they will need to present. They use technology literacy for students to navigate a variety of devices and applications to present their information. In addition, they use digital citizenship where student use technology and tools responsibly and safely. They also embed literacy skills to foster the love of reading.

Response from the prior year Consolidated District Plan.

Schools are given a budget every year to buy Spanish and English titles and leveled books for students. Titles are reviewed each year by teachers and Digital Literacy Specialists and additional books are purchased as needed. In addition, teachers are provided with classroom libraries that are leveled for the needs of their students. In addition, all of our schools have Makerspaces with technology integrated into these areas. Since our district is 1:1 with technology students are able to integrate these devices naturally into our curriculum. Schools also have digital literacy specialists who focus on information literacy where student use research and inquiry skills to gather and discuss information they will need to present. They use technology literacy for students to navigate a variety of devices and applications to present their information. In addition, they use digital citizenship where student use technology and tools responsibly and safely. They also embed literacy skills to foster the love of reading.

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

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

*DO NOT use special characters, numberator 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}

While we do not use Title I funds to support this, AEC services for a two-year acceleration in math at the elementary level are provided to identified students in the area of mathematics at grades 4 and 5. To identify students for participation in this program we evaluate student test data and utilize a matrix to determine placement. Our experience has shown that students consistently scoring in the 98 or 99 percentile on the Measure of Academic Progress (MAP) Test, along with 5's on IAR, and exceeding the grade level math standards have the most success in this demanding program. Students are identified at the end of third grade using a matrix of their most recent MAP math data points and assessment data. Approximately the top 5% of students are identified district wide.

Response from the prior year Consolidated District Plan.

While we do not use Title I funds to support this, AEC services for a two-year acceleration in math at the elementary level are provided to identified students in the area of mathematics at grades 4 and 5. To identify students for participation in this program we evaluate student test data and utilize a matrix to determine placement. Our experience has shown that students consistently scoring in the 98 or 99 percentile on the Measure of Academic Progress (MAP) Test, along with 5's on IAR, and exceeding the grade level math standards have the most success in this demanding program. Students are identified at the end of third grade using a matrix of their most recent MAP math data points and assessment data. Approximately the top 5% of students are identified district wide.

**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)(1)(B)
- [7] Title I, Part A, Section 1112(b)(1)(A)

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

\*\*Required field for only Title I, Part A



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 must be selected.\*

**ISBE Goals:**

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

**District Goal(s):**

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

District 41 prepares each student to be a productive and compassionate citizen who is culturally aware and socially responsible. The district ensures that each student is capable of pursuing a passion and pathway with the academic rigor and adaptive skills needed to thrive in an interdependent economy and world.

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

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

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

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

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

*(Count) of 7500 maximum characters used*

Our 8th grade students have the option to attend a two week bridge program offered by the High School during the summer to help prepare students for the rigor of high school. Our Junior High works in collaboration with the High School for orientation sessions at the high school in the spring for students to register for classes and meet the counselors.

Response from the approved prior year Consolidated District Plan.

Our 8th grade students have the option to attend a two week bridge program offered by the High School during the summer to help prepare students for the rigor of high school. Our Junior High works in collaboration with the High School for orientation sessions at the high school in the spring for students to register for classes and meet the counselors.

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

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

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

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

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

*(Count) of 7500 maximum characters used*

We provide Spanish language instruction to all students district wide through our Dual Language or our foreign language at the elementary school (FLES) programs. These programs allow our students to become bilingual and biliterate which prepares them for our global economic society.

Response from the approved prior year Consolidated District Plan.

We provide Spanish language instruction to all students district wide through our Dual Language or our foreign language at the elementary school (FLES) programs. These programs allow our students to become bilingual and biliterate which prepares them for our global economic society.

**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

**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 must be selected.\*

**ISBE Goals:**

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

**District Goal(s):**

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

District 41 will demonstrate cohesion throughout our organization regarding the quality of instruction that is provided to students regardless of their individual strengths and needs. D41 will provide consistent implementation of a multi-tiered system of support across all schools. D41 will implement research based supports and interventions.

**For each program for which funding is anticipated for the 2025-2026 school year, provide a brief description of professional development activities to be funded by the program as applicable.\* [1]**

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

- Be sure to include information on how participating private schools will be included in the professional development plans.

- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

**Program and Description**

- A. Title I, Part A - Improving Basic Programs  
Not Providing
- B. Title I, Part A - School Improvement Part 1003
- C. Title I, Part D - Delinquent
- D. Title I, Part D - Neglected
- E. Title I, Part D - State Neglected/Delinquent
- F. Title II, Part A - Preparing, Training, and Recruiting  
Funds will be used to provide training to teachers and staff on areas related to the district strategic plan.
- G. Title II - LIEP  
Funds will be used for dual language and ESL PD to work with teachers on biliteracy and ESL instruction
- H. Title III - ISEP
- I. Title IV, Part A - Student Support and Academic Enrichment
- J. Title V, Part B - Rural and Low Income Schools
- K. IDEA, Part B - Flow-Through [2]

Funds are used to pay for our Special Education Cooperative (CASE) to provide professional development to our staff. The professional development goals for this year will be based on increasing the development of legally compliant IEPs through capacity building with LEA representatives and special education providers. Professional development opportunities will also focus on increasing staff knowledge on how to assess and instruct students with learning disabilities.

- L. IDEA, Part B - Preschool  
NOT PROVIDING

**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



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 must be selected.\*

ISBE Goals:

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

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.  
 All District 41 staff, students, and community members feel welcomed, valued and safe in our classrooms, schools, and workspaces. We honor diversity and conduct ourselves in an ethical and respectful manner. Our students leave the district demonstrating and promoting inclusive behaviors.

1. Describe the process through which the districts will:
  - i. reduce incidences of bullying and harassment;
  - ii. reduce the overuse of discipline practices that remove students from the classroom [1];
  - iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:
    - a. each major racial and ethnic group;
    - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
    - c. children with disabilities as compared to children without disabilities;
    - d. English proficiency status;
    - e. gender; and
    - f. migrant status.

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

DO NOT use special characters, number 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)

**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 requirements listed below, each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12. The District uses the definition of bullying as provided in this policy. 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 1 of the Illinois Constitution. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. 6 Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things, making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, and the actions taken to address the reported incident of bullying. The Superintendent or designee shall investigate whether a reported 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. The Superintendent or designee shall use interventions to address bullying, 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. A student will not be punished for reporting bullying or supplying information. A student's act of reporting 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 District'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. The Superintendent or designee shall post this policy on the District's Internet 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 also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation: The frequency of victimization; Student, staff, and family observations of safety at a school; identification of areas of a school where bullying occurs; The types of bullying utilized; and bystander intervention or participation. The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy 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. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following: 2:260, Uniform Grievance Procedure. A student may use this policy to complain about bullying. 6:60, Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law 6:65, Student Social and Emotional Development. Student social and emotional development is incorporated into the District's educational program as required by State law 6:235. Access to Electronic Networks. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use. 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).

Response from the prior year Consolidated District Plan.

**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 requirements listed below, each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12. The District uses the definition of bullying as provided in this policy. 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 1 of the Illinois Constitution. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. 6 Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things, making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, and the actions taken to address the reported incident of bullying. The Superintendent or designee shall investigate whether a reported 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. The Superintendent or designee shall use interventions to address bullying, 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. A student will not be punished for reporting bullying or supplying information. A student's act of reporting or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions. The Superintendent or designee shall post this policy on the District's Internet 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 also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation: The frequency of victimization; Student, staff, and family observations of safety at a school; identification of areas of a school where bullying occurs; The types of bullying utilized; and bystander intervention or participation. The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy 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. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following: 2:260, Uniform Grievance Procedure. A student may use this policy to complain about bullying. 6:60, Curriculum Content. Bullying prevention and character instruction is provided in all grades in accordance with State law 6:65, Student Social and Emotional Development. Student social and emotional development is incorporated into the District's educational program as required by State law 6:235. Access to Electronic Networks. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use. 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).

Superintendent or designee must post the information developed as a result of the policy 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. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following: 2:260, Uniform Grievance Procedure; A student may use this policy to complain about bullying; 6:60, Curriculum Content, Bullying prevention and character instruction is provided in all grades in accordance with State law; 6:65, Student Social and Emotional Development; Student social and emotional development is incorporated into the District's educational program as required by State law; 6:235, Access to Electronic Networks. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use; 7:20, Harassment of Students Prohibited. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).

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

42 U.S.C. 11301 et. seq. 11-14

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)

Homeless students in our district will receive the school supplies they need, tailored to their individual requirements. The homeless liaison will collaborate with families to assess and identify these needs. Supplies will be provided to ensure that homeless children at both the Elementary and Junior High levels have what they need to succeed in their education.

Response from the prior year Consolidated District Plan.

The identified homeless students in our district will receive necessary school supplies based on needs. The homeless liaison will work with homeless families to identify their needs. Homeless children will be provided the necessary supplies to meet their educational needs at the Elementary and Junior High level.

#### Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

#### Legislative Requirements:

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

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

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

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

Attendance Center Designation

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1009 - HADLEY JUNIOR HIGH SCHOOL	0	0	0		
2001 - ABRAHAM LINCOLN ELEM SCHOOL	0	0	0		
2002 - BENJAMIN FRANKLIN ELEM SCHOOL	0	0	0		
2003 - CHURCHILL ELEM SCHOOL	0	0	0		
2004 - FOREST GLEN ELEM SCHOOL	0	0	0		05/20/2016

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

The District 41 community-comprised of learners, educators, and stakeholders fosters an environment where students are actively engaged and take ownership of their learning. District 41 offers a rigorous and differentiated learning environment that ensures all students have the opportunity to demonstrate significant growth and success. By using data, D41 creates detailed profiles of student, school, and district performance to highlight successes and identify areas for continuous improvement.

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d),\* (Section 1112(b)(3))

Section 1111(d)

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

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

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

No schools identified under this part

(Count) of 7500 maximum characters used)

No schools identified under this part.

Response from the approved prior year Consolidated District Plan.

No schools identified under this part.

- Yes
- No

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? (Section 1112(b)(5))

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA.\* (Section 1112(b)(4))

Measures of Poverty from 1113(a), (A), and (B)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.).

TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or

Direct Certification.

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

Section 1114 and 1115

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

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

(Count) of 7500 maximum characters used)

The goal of the school wide program is to close achievement gaps and to have students meet/exceed standards. We do not have any students living in local institutions or attending community day programs. We will do this by conducting a comprehensive needs assessment and reviewing student data. We do not have any students living in local institutions or attending community day programs.

Response from the approved prior year Consolidated District Plan.

The goal of the school wide program is to close achievement gaps and to have students meet/exceed standards. We survey parents and staff to get their input on activities and programs we offer at our Title I school. We will do this by conducting a comprehensive needs assessment and reviewing student data. We do not have any students living in local institutions or attending community day programs.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population. (Section 1112(b)(9))

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

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

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

(Count) of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.



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

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

**ISBE Goals:**

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

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

- ✓ The District 41 community of learners, educators and stakeholders cultivate students who are actively engaged and committed to their own learning. District 41 provides a guaranteed rigorous and differentiated learning environment where all students can demonstrate high levels of growth and success. District 41 uses data to monitor, school, and district performance, inform instruction, illuminate successes and identify opportunities for improvement.

**1. How was the comprehensive needs assessment information used for planning grant activities? \* This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA.**

*DO NOT use special characters, number 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 Comprehensive needs assessment was completed by the Cooperative Association of Special Education DuPage for all District 41 stakeholders. Information was used for planning the grant activities including allocating funding for professional development for special education teachers, teachers, related service professionals and paraprofessionals for activities relative to inclusionary practices. More specifically, monies were allocated for improved development and implementation of IEPs through strength based and inclusionary practices focused on compliant practices with LEA representatives. Monies were also specifically allocated towards professional development and funding materials that support students with a variety of needs in more inclusive setting as was highlighted in the needs assessment.

*Response from the approved prior year Consolidated District Plan.*

The Comprehensive needs assessment was completed by the Cooperative Association of Special Education DuPage for all District 41 stakeholders. Information was used for planning the grant activities including allocating funding for professional development for special education teachers, teachers, related service professionals and teacher assistants for activities relative to inclusionary practices. More specifically, monies were allocated for improved development and implementation of IEPs through strength based and inclusionary practices such as using the Facilitated IEP process and co-teaching. Monies were also specifically allocated towards professional development responding to behavioral and emotional needs of students and funding materials that support students with a variety of needs in more inclusive setting as was highlighted in the needs assessment.

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

*DO NOT use special characters, number 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 IDEA initial application is primarily for special education PD provided by our special education cooperative (CASE) and other professional development providers. Portions of the grant will also be allocated to contractual services to meet the needs of staff working with students as well as directly for students who receive special education services. A portion of the monies will also be allocated to purchase materials, necessary and appropriate for students receiving special education services, and proportionate share activities as appropriate.

*Response from the approved prior year Consolidated District Plan.*

The IDEA initial application is primarily for special education PD provided by our special education cooperative (CASE) and other professional development providers. Portions of the grant will also be allocated to contractual services to meet the needs of staff working with students as well as directly for students who receive special education services. A portion of the monies will also be allocated to purchase materials, necessary and appropriate for students receiving special education services, and proportionate share activities as appropriate.

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

*DO NOT use special characters, number 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 scope and nature of services was similar to those in the prior fiscal year and expanded on the needs expressed by teachers and related service providers in the Strategic Plan focusing on increased inclusionary practices.

*Response from the approved prior year Consolidated District Plan.*

The scope and nature of services was similar to those in the prior fiscal year and expanded on the needs expressed by teachers and related service providers in the Strategic Plan focusing on increased inclusionary practices.

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

<https://www.isbe.net/Pages/SPPA-PP-Indicators.aspx>

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

*(Count) of 7500 maximum characters used*

District 41 has met compliance with all indicators.

\*Required field

## Overview

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

**PROGRAM:** Youth in Care Stability

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

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

**RESOURCES:** ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014

US Department of Education (USDE) web page for Students in Foster Care

The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351)

Educational Stability Requirements (effective October 7, 2008)

Public Act 099-0741 (effective 8/17/2016)

USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016)

Finance, Budgets & Funding: Transportation Programs (Scroll to Foster Care Transportation section)

ESEA of 1965 as Amended, Section 6312(c)

## BACKGROUND

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

## DEFINITION AND REFERENCES

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

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, minivans (10 passengers or less which includes the driver), taxi cabs, medical carrier or med-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPV (Multi-Purpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

[https://www.isba.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isba.net/Documents/school_vehicle_guidance.pdf)

[https://www.isba.net/Documents/vehicle\\_usage\\_summary.pdf](https://www.isba.net/Documents/vehicle_usage_summary.pdf)

<https://www.isba.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isba.net/Pages/Eunding-and-Disbursements-Transportation-Programs.aspx>

## REQUIREMENTS

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

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

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

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

**NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.**

**REMINER: 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 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



**Contact Information**

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

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

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

**Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.**

1. Youth in Care/Foster Care LEA-POC - required*	Last Name*	Victor	First Name*	Molly	Position/Title*	Executive Director of Student Services	Email*	mivictor@dj41.org
2. LEA Transportation Director - required*	Last Name*	DePorter	First Name*	Eric	Position/Title*	Assistant Superintendent of Finance, Facilities	Email*	edeporter@dj41.org

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

\*Required field

**Best Interest Determination as it relates to School Stability**

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

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

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

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

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

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

If it is not in the best interest of a student to remain in his or her school of origin, a student in foster care should be enrolled in his or her new school without delay. District 41 will take into consideration all factors relating to a student's best interest in determining whether the student should remain in his or her school of origin. Best Interest Determination (BID) Factors/Considerations: Appropriateness of the current educational setting and proximity of placement preferences of the student's parent(s) or education decision-maker(s). The student's attachment to the school, including meaningful relationships with staff and peers. Placement of the student's sibling(s) in the school climate on the student, including safety, the availability and quality of the services in the school to meet the student's educational and socioemotional needs. Notification of Foster Care Placement: When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency (CWA) worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the district foster care Point of Contact (POC) is notified and invited to participate in the Best Interest Determination (BID). The CWA worker, district foster care POC, and other essential members of the BID share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from potential placements to the child's current school in the decision making process. Transportation: The School of Origin (SOO) transportation designee identifies potential ways that the child could be transported. This information is given to the district foster care POC to include in the BID. The following factors should be considered when developing the Transportation Procedures for a particular 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.

If it is not in the best interest of a student to remain in his or her school of origin, a student in foster care should be enrolled in his or her new school without delay. District 41 will take into consideration all factors relating to a student's best interest in determining whether the student should remain in his or her school of origin. Best Interest Determination (BID) Factors/Considerations: Appropriateness of the current educational setting and proximity of placement preferences of the student's parent(s) or education decision-maker(s). The student's attachment to the school, including meaningful relationships with staff and peers. Placement of the student's sibling(s) in the school climate on the student, including safety, the availability and quality of the services in the school to meet the student's educational and socioemotional needs. Notification of Foster Care Placement: When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency (CWA) worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the district foster care Point of Contact (POC) is notified and invited to participate in the Best Interest Determination (BID). The CWA worker, district foster care POC, and other essential members of the BID share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from potential placements to the child's current school in the decision making process. Transportation: The School of Origin (SOO) transportation designee identifies potential ways that the child could be transported. This information is given to the district foster care POC to include in the BID. The following factors should be considered when developing the Transportation Procedures for a particular 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. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.\*

See IDEA legislation here: See Section 504 here

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

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

If the student has an Individualized Educational Program (IEP) that includes provisions for specialized transportation, transportation will be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

Response from the approved prior year: Consolidated District Plan.

If the student has an Individualized Educational Program (IEP) that includes provisions for specialized transportation, transportation will be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

3. Describe any special considerations 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.*

The district will provide translators to support any conversations that need to be had with the Foster care family or the student to make decisions in the best interest of the student and to promptly have student enter school without delay. The district will also review any previous schooling and assessment records or administer necessary language testing to ensure that the child is placed in the appropriate EL course based on their language proficiency and individual needs.

Response from the approved prior year: Consolidated District Plan.

The district will provide translators to support any conversations that need to be had with the Foster care family or the student to make decisions in the best interest of the student and to promptly have student enter school without delay. The district will also review any previous schooling and assessment records or administer necessary language testing to ensure that the child is placed in the appropriate EL course based on their language proficiency and individual needs.

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

*Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the final say if a resolution cannot be determined.*

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

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

Disputes for Best Interest Determination: CWA, specifically the CWA Liaison and his or her team, will provide written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within 5 school days after making a decision. Any party may challenge the decision within 5 school days of receiving the determination by providing written notice to the child welfare agency. The CWA Liaison should then schedule a meeting within 10 days after receiving the written challenge. The meeting is to be conducted within 10 days from the date the written challenge was received and is to be held at the school of origin. The LEA should coordinate with the CWA to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The CWA Liaison will consider all statements and evidence presented at the hearing and issue a written final determination within 10 days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines.

Response from the approved prior year: Consolidated District Plan.

Disputes for Best Interest Determination: CWA, specifically the CWA Liaison and his or her team, will provide written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within 5 school days after making a decision. Any party may challenge the decision within 5 school days of receiving the determination by providing written notice to the child welfare agency. The CWA Liaison should then schedule a meeting within 10 days after receiving the written challenge. The meeting is to be conducted within 10 days from the date the written challenge was received and is to be held at the school of origin. The LEA should coordinate with the CWA to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The CWA Liaison will consider all statements and evidence presented at the hearing and issue a written final determination within 10 days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines.

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

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

Each employee of District 41 will complete a webinar focused on supporting students who are identified as youth in care. The mandated training will be completed by 11/2025. This training addresses the educational rights of students who are identified as youth in care.

\*Required field



## Youth In Care Stability Plan Development

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

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

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

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

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

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

Transportation: The School of Origin (SOO) transportation designee identifies potential ways that the child could be transported. This information is given to the foster care POC to include in the BID. The following factors should be considered when developing the Transportation Procedures for a particular foster care student: Safety; Duration; Type of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; Maturity and behavioral capacity; Safety; Safety considerations include utilizing contracted services that require background checks to be completed by employees engaged in these services. Additionally, students in foster care may have experienced some sort of trauma with lingering effects that impacts their daily lives and educational spaces. Therefore, safety considerations may also include attention to the effects of trauma on the lives of individual students. Cost: The following low cost/no cost options should be considered when developing the Transportation Plan for a student in foster care: A pre-existing transportation route; Route-to-route hand-offs; District-to-district boundary hand-offs; Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); Homeless students (McKinney-Vento Act); Alternatives not directly provided by District 41 such as: Contracted services: taxis, student transport companies, uber, lyft, etc; Public transportation such as city buses, rails, etc; Carpools/School/District staff options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies in group homes.

Response from the approved prior year Consolidated District Plan.  
Transportation: The School of Origin (SOO) transportation designee identifies potential ways that the child could be transported. This information is given to the foster care POC to include in the BID. The following factors should be considered when developing the Transportation Procedures for a particular foster care student: Safety; Duration; Type of placement change; Type of transportation available; Traffic patterns; Flexibility in school schedule; Impact of extracurricular activities on transportation options; Maturity and behavioral capacity; Safety; Safety considerations include utilizing contracted transportation services that require background checks to be completed by employees engaged in these services. Additionally, students in foster care may have experienced some sort of trauma with lingering effects that impacts their daily lives and educational spaces. Therefore, safety considerations may also include attention to the effects of trauma on the lives of individual students. Cost: The following low cost/no cost options should be considered when developing the Transportation Plan for a student in foster care: A pre-existing transportation route; Route-to-route hand-offs; District-to-district boundary hand-offs; Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); Homeless students (McKinney-Vento Act); Alternatives not directly provided by District 41 such as: Contracted services: taxis, student transport companies, uber, lyft, etc; Public transportation such as city buses, rails, etc; Carpools/School/District staff options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies in group homes.

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

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

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

h. Other - describe

i. Other - describe

j. Other - describe

### 3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.\*

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

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

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

The CWA agrees to reimburse the LEA for the cost of transportation. The LEA and the CWA agree to share the cost of transportation in addition to state and local funds, the LEA may use Title I funds (but funds reserved for comparable services for homeless children and youth may not be used for transportation). If the student has an Individualized Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

Response from the approved prior year Consolidated District Plan.

The CWA agrees to reimburse the LEA for the cost of transportation. The LEA and the CWA agree to share the cost of transportation in addition to state and local funds, the LEA may use Title I funds (but funds reserved for comparable services for homeless children and youth may not be used for transportation). If the student has an Individualized Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE.

### 4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.\*

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

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

Federal guidance provides that if there is a disagreement regarding school placement for a student in foster care, the CWA should be considered the final decision-maker in making the BID. Further, federal guidance also states that to the extent feasible and appropriate, the LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

Response from the approved prior year Consolidated District Plan.

Federal guidance provides that if there is a disagreement regarding school placement for a student in foster care, the CWA should be considered the final decision-maker in making the BID. Further, federal guidance also states that to the extent feasible and appropriate, the LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

### 5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.\*

NOTE: Include that the School of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

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

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

If a transportation agreement cannot be reached the student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved.

Response from the approved prior year Consolidated District Plan.

If a transportation agreement cannot be reached the student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved.

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

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

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

A meeting is held each year with school personnel to review the transportation plan and make sure all staff involved have the information they need to support the students transportation needs.

Response from the approved prior year Consolidated District Plan.

A meeting is held each year with school personnel to review the transportation plan and make sure all staff involved have the information they need to support the students transportation needs.

\*Required field

**BSP Overview**

**Program Name:**

EL - Bilingual Service Plan

**Purpose:**

The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.

**Rules:**

23 IL Admin. Code, Part 228.50

**Contact:**

Multilingual Department at 312-814-3850

[multilingual@sbbe.net](mailto:multilingual@sbbe.net)

**BSP Contact Information**

519 English Learners (ELs) are in the district

**Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services**

Last Name\*

Suarez

Phone\*

630 534 7251

**EL Program Director Requirements:**

Administrative Endorsement

ESL/Bilingual Endorsement

Administrator Requirements:

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements.

First Name\*

Juan

Email\*

jsuarez@dk1.org

Middle Initial

J

\*Required field

**Attendance Center Enrollment Information**

516 English Learners (ELs) are in the district

Instructions

**Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.**

Key: Types of Instructional Design

- 1. Dual Language - Two Way (Self-contained)
- 2. Dual Language - One Way (Self-contained)
- 3. Transitional Bilingual Program (Self-contained)
- 4. Transitional Bilingual Program (Collaboration)
- 5. Transitional Program in English (Self-contained)
- 6. Transitional Program in English (Collaboration)

Attendance Center Name	Grade Span	Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.			Language Codes of Certified Bilingual Staff serving ELs	
		TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement		ESL-TBE or ELs-VIT Endorsement
1. Abraham Lincoln Elementary	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	2	0	001
2. Benjamin Franklin Elementary	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	1	0	001
3. Churchill Elementary	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	10	1	001
4. Forest Glenn Elementary	PK-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	3	0	001
5. Hadley Junior High	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	3	0	001
6. Marquardt Middle School	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	3	0	001
7. Medical Support Needs Program	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0	001
8. CORE Academy	3-6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0	001
9.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
10.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
11.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
12.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
13.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
14.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
15.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
16.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
17.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
18.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
19.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
20.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
21.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
22.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
23.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
24.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
25.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (referrals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education. (count) of 2500 maximum characters used

\*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at [multilingual@sbde.net](mailto:multilingual@sbde.net) or (312) 814-3850.

**BSP Professional Development**

519 English Learners (ELs) are in the district

**PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES**

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

**TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities**

Inservice activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	08/21/2021	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	258
<input checked="" type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL Language Assessment	09/26/2021	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1
Issues Related to the Native Culture and the Culture of the United States				
Issues Related to EL Students with Disabilities				
Program Standards				
District Identification Assessment				
<input checked="" type="checkbox"/> Program Design	10/09/2021	<input checked="" type="checkbox"/>		8
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	01/23/2021	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1
<input checked="" type="checkbox"/> Spanish Language Arts	04/14/2021	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	7
Others (Specify):				

**Comments:**

The dates listed are the district's designated days for professional development. The Language Programs Department works in close collaboration with the Teaching, Learning, and Accountability (TLA) Team at the district level, as well as with Building Leadership Teams (BLTs) at each school, to identify meaningful professional learning opportunities. Together, we coordinate the logistics and delivery to ensure that the sessions are aligned with district goals and support the needs of our educators and students.

\*Required field

**BSP TBE Requirements**

519 English Learners (ELs) are in the district

**PROGRAM ENROLLMENT**

Does your district offer a TBE program?

Yes  No

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3).

Indicate if the district is keeping the evidence for part-time rationale in the students file to support the state criteria (part-time rationale template or evidence to support the placement). If the answer is no, please describe in the comment box below actions to be taken to ensure that district has a process in place to maintain the rationale for Yes part-time placement.

Part-time Transitional Bilingual Education (TBE) Placement

Does your district have a full-time TBE Spanish program?

Yes  No

Does your district use Spanish Language Arts Standards?

Yes  No

Describe the instructional method(s) with respect to the Illinois Spanish Language Arts Standards.

Our instructional methods are aligned with the Illinois Spanish Language Arts Standards through the implementation of a Two-Way Dual Language 50/50 program. This program provides balanced, immersive instruction in both English and Spanish, with students receiving 50% of their instruction in Spanish and 50% in English. This approach not only supports the development of Spanish Language Arts skills but also ensures students are able to meet the academic standards in both languages, fostering bilingualism and biliteracy. Through this method, we aim to create a rich, inclusive learning environment where students can thrive in both languages while meeting the rigorous expectations set forth by the Illinois standards.

Describe evaluation method(s) used to measure students' Spanish progress with respect to the Illinois Spanish Language Arts Standards.

We evaluate students' progress in Spanish language development with respect to the Illinois Spanish Language Arts Standards through our benchmarking process using the ENL assessments. These assessments provide a comprehensive measure of students' proficiency in Spanish across key areas, such as reading, writing, speaking, and listening. Additionally, our 5th-grade students participate in the STAMP testing, which further assesses their proficiency in Spanish language arts and ensure that they are meeting the standards set by the state. This data-driven approach allows us to adjust instruction as needed to support each student's development and ensure continued success in both Spanish and English language acquisition.

**Comments:**

15

\*Required field

**TBE Parent Advisory Committee**

519 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes  No

**Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs**

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, transitional bilingual teachers, counselors, and community leaders. A majority of its members must be parents or students enrolled in the TBE program. This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review the district's annual Bilingual Service Plan and EL-EBF Spending Plan that was submitted to ISBE for the upcoming fiscal year. (Required activities can be listed on separate dates, but the review of the BSP must occur after the release of the CDP/BSP and prior to the submission of the CDP/BSP. EL-EBF must be reviewed prior to Oct. 31 of the upcoming fiscal year.)

Identify all members of the Bilingual Parent Advisory Committee. Indicate their role (P=parent, G=guardian, T=teacher, C=counselor, CM=community member) and complete all other fields for each member.

Committee Chairperson	Street	City	State	Language(s)	Telephone	Zip+4
Eleanor Kearley	215 North Washington Street	Wheaton	IL	Spanish	630 551 2567	60187
Committee Member	Yesica Diaz	Lombard	IL	English/Spanish	630 720 9083	60148



**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.

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.

v.05.31.2024

**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.

#### LAW 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, Principles, and Audit Requirements for Federal Awards

[https://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&nochose=true&tid=6212.000\\_02.000](https://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&nochose=true&tid=6212.000_02.000)

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

[https://www.iga.gov/legislation/laws/ilcs/ilcs3\\_0502/actID=35598&chapterID=7](https://www.iga.gov/legislation/laws/ilcs/ilcs3_0502/actID=35598&chapterID=7)

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<https://iga.gov/commission/scar/admncode/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 76.634.

10. The applicant will maintain records for three years following completion 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 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 Records Act (ISSRA) (105 ILCS 1071 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) 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 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-rigging.

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), or on before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining materials directly from the publisher.

27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

**JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT**

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.

29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:

- a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
- b) Maintain separate accounts and ledgers for the project;
- c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
- d) Properly post all expenditures made on behalf of the project;
- e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
- f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
- g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
- h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
- i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
- j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

**DRUG-FREE WORKPLACE CERTIFICATION**

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- a) Publishing a statement:
  - i) Notifying employees that the unlawful manufacture, distribution, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
  - ii) Specifying the actions that will be taken against employees for violations of such prohibition.
  - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
    - 1) Abide by the terms of the statement; and
    - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
  - i) The dangers of drug abuse in the workplace;
  - ii) The grantees or contractors policy of maintaining a drug-free workplace;
  - iii) Available drug counseling, rehabilitation, and employee assistance programs; and
  - iv) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion  
Lower Tier Covered Transactions**

Instructions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Support 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, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

**Instructions for Certification**

1. By checking the box above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms covered transaction, debarred, suspended, ineligible, lower tier covered transaction, participant, person, primary covered transaction, principal, proposal, and voluntarily excluded, as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the USA Government-Wide System for Award Management Exclusions (SAM Exclusions) at: [www.sams.gov](http://www.sams.gov)
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

v.01.10.2025

**Certification Regarding Lobbying**

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, an officer or employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal loan, the entering into any cooperative agreement, 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 ~~USSE 33-57~~ Disclosure of Lobbying Activities, in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.04.13.2021

**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 "grantees" 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**

1. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
2. 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;
3. The LEA will use fiscal control and fund accounting procedures that ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all

- applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
  6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
  7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
  8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
  9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
  10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v.01.31.2024

**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 on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq.), and the Illinois False Claims Act (740 ILCS 175/). The list of certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained herein.

**NOTE:** These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

Assurances for all covered programs

Grant Application Certifications and Assurances (State Assurances)

Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion; see the Overview page for instructions

Certification Regarding Lobbying

GEPA 442 Assurances

v.09.06.2021

Not calling IWAS Web Servr

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

Consistency Check   Lock Application   Unblock Application

Application was created on:

- Assurances
- District Data Entry
- Business Manager
- District Administrator
- ISBE Program Administrator #1
- ISBE Program Administrator #2
- ISBE Program Administrator #3
- ISBE Program Administrator #4
- ISBE Program Administrator #5

3/6/2025

This Application has not been submitted

Page Review Status Instructions

Expand All

Consolidated District Plan

Consolidated District Plan

Contact Information

Needs Assessment and Programs

Plan Specifics

Needs Assessment Impact

Stakeholders

Private Schools Participation

Preschool Coordination

Student Achievement

College and Career

Professional Development

Safe Learning Environment

Title I Specific Pages

Title I Specific - Part One

Title I Specific - Part Two

IDEA Specific Requirements

Youth in Care Stability Plan

Youth In Care Stability Plan Contacts

Best Interest Determination Plan

Youth In Care Transportation Plan

Bilingual Service Plan

BSP Plan Specifics

BSP Program Contact

Attendance Center Enrollment Information

BSP Professional Development

BSP TBE Requirements

BSP Parent Advisory Committee

Assurance Pages

Plan Assurances

State Assurances

Debarment

Lobbying

GEPA 442

AssurancesText

Page Status

Open Page  
for editing

OPEN  
OPEN

OPEN  
OPEN  
OPEN  
OPEN  
OPEN  
OPEN  
OPEN

OPEN  
OPEN

OPEN

OPEN  
OPEN  
OPEN

OPEN  
OPEN  
OPEN  
OPEN  
OPEN

OPEN  
OPEN  
OPEN  
OPEN  
OPEN

SAVE

Selectable Application Print

Request Print Job

Consolidated District Plan

Requested Print Jobs

Requested by: kwarder1 on 4/19/2024

Completed Print Jobs