

AGENDA BOARD OF EDUCATION REGULAR MEETING

**MONDAY, MAY 5, 2025
6:30 PM**

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

- | | | |
|-------|---------------------------------------------------------------------------------|----|
| I. | Call to Order | |
| | • Pledge of Allegiance | |
| | • Roll Call | |
| II. | Adjourn to Closed Session | |
| III. | Return to Open Session | |
| IV. | Public Participation | |
| V. | Action Items | |
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| | • April 21, 2025, Regular Meeting Minutes | |
| | • April 21, 2025, Closed Meeting Minutes | |
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| IX. | Adjournment Sine Die | |
| X. | Call To Order | |
| XI. | Election of Officers | |
| | A. President | |
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| | C. Secretary | |
| XII. | Action Items | |
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| | b. Appointment of School District Treasurer | 41 |
| | 3. Affirmation of the School Board Code of Conduct | 46 |

- XIII. Superintendent Welcome
- XIV. Upcoming Meetings
 - Monday, May 19, 2025, Regular Board of Education Meeting
- XV. Adjournment

Superintendent Dr. Jeff McHugh

Regular Board Meeting Minutes Hadley Jr. High School April 21, 2025

Call to Order

The April 21 2025 regular board meeting was called to order at 6:30 p.m. Mr. Loebach led in the pledge of allegiance.

Roll Call

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

Celebrations and Recognitions

Hadley Student Recognition: Jeff intro Chris who recognized Hadley students selected to perform in the prestigious Illinois Music Education Association (ILMEA) District 9 Junior Jazz Band Festival which was April 12th. 8th grade student Scott Simon, and 7th grade students Noah Brown, Cooper Kroening and Zachary Swenson were introduced.

PTA - Community Outreach/Holiday Sharing: Dr. McHugh introduced and recognized community members Karen Winter, Erica Nelson, Jennifer Dietzler, Kate Marsh and Therese Crawford for their role in organizing the Holiday Sharing effort through the PTA council. Holiday sharing experienced the 20th anniversary of this program.

Presentations

Kindergarten Update with FQC: Construction Manager Jack Hayes provided an update on construction progress, expressing optimism about being ready for the start of school, despite some overlap with classroom setup. The project is expected to come in under budget, though delays tied to DuPage County and DuDOT are impacting access from Bloomingdale Road, particularly where permits are still pending. Board members discussed communication efforts to ensure a resolution to avoid any unnecessary delays.

2025-2026 Elementary Schedule: Dr. David Bruno and Dr. Kris Webster provided the Board with a report on the work of the Elementary Schedule Committee. They noted that the discussion about the schedule began with Kindergarten planning, which quickly expanded into a broader review of the elementary schedule, particularly focusing on PE and whether changes should be made. Dr. Webster highlighted input from representative groups, especially around what was possible in Kindergarten and Grades 1–5. She noted that a 2017 law change and ongoing interest in providing more unstructured time for students also contributed to the conversations. Dr. David Bruno provided an overview of the process utilized by the committee which included revisiting past committee work and forming a new, inclusive staff committee representing all elementary buildings and subjects. This group met six times over the year, engaging in productive conversations that centered on draft schedules, special education, coaching, and specials. Staff were empowered to discuss schedule options with their peers and tailor solutions for their buildings, leading to multiple iterations and ongoing feedback focused on proposed solutions. Staff member Suzi Smith and District Curriculum TOSA Karyn Sorens, provided a review of factors reviewed³ by the committee and illustrated how decisions

and adjustments were made, especially around transition time. Building Principals Scott Klespitz, Jeff Burke and Sarah Rodrigues shared information on building-level discussions that impacted the end results. Mrs. Rodrigues noted the collaborative effort in sharing staff and refining logistics like student transitions. Mr. Burke emphasized the importance of clearly articulating expectations and non-negotiables such as protecting academic time, while Mr. Klespitz highlighted the flexibility that allowed buildings to adopt a different schedule that worked best for their community. Throughout, the work was described as honest and authentic. Dr. David Bruno and Dr. Webster thanked the committee for their dedicated attention and commitment to the work and noted that overall, the process was deeply collaborative, staff-driven, and focused on doing what's best for students. The Board asked questions and discussed the information presented. They expressed appreciation for the staff's engagement, with reassurance that academic core time remains untouched and in some cases enhanced.

Public Participation

Jayne Boeckema She commented on her long-standing association with the Glen Ellyn League of Women Voters and her attendance at Board meetings over the past 10 years. She expressed appreciation for the administration, the student Board members, and the entire School Board, acknowledging their commitment to the district.

Rebecca Taylor addressed the Board with her perspective on the proposed revisions to the personal technology policies. She provided specific areas she felt needed review and encouraged additional review to ensure explicit clarity was included before finalizing.

Erin Lindgren thanked the district for their commitment to the student personal technology review and noted her agreement with the previous comments about clarity in the revisions. She also asked about clarification between a waiver and authorization and asked that when completed the revisions be clearly communicated.

Erica Nelson commented on the work of retiring board members Tayyaba Syed and Steve Miko. She thanked them for their commitment and service on the Board.

Magealena Newsinski addressed the Board as a representative of the parents of students on a Forest Glen bus route. She provided her perspectives on the ongoing bus issues and lack of notification when there are issues. She noted that many families drive their children to school, and she urged the district to hold the bus company to improve reliability so students don't miss morning activities.

Reports

Superintendent's Report

- Transportation Update: A webinar was held for families regarding transportation to review current options and share plans for the upcoming year. JM provided an overview of the options being considered and emphasized that the district is continuing to evaluate whether to remain with Safeway, while actively demanding improvements in service.
- Kindergarten Center Update : Construction on the Kindergarten Center is progressing, and planning logistics are underway for Full-Day Kindergarten (FDK), Half-Day Kindergarten (HDK), and Dual Language programs. Communication efforts with families have begun, including Kindergarten information nights for parents. The Executive Board is also actively working on establishing a PTA Executive Council and is nearing readiness to launch a provisional PTA. 4

- Community Survey - The community survey is open until April 28. The district encourages participation, as the feedback provides valuable insights and highlights opportunities for growth. With over 500 responses received so far, the goal is to increase participation to ensure a broad and representative sample. These surveys are an important tool for gathering community input.

Board Reports

- Mr. Estes reported on his attendance at the Forest Glen PTA meeting.
- Dr. Miko reported on his attendance at PTA Executive Council and the Policy Committee meeting.

Student Board Reports

- Student Board members reported on recent school highlights and events. Including the St. Baldrick's event, the upcoming Special Olympics event and upcoming school concerts. The Board members also shared information on the recent field trips experienced at each grade level.

The Board recessed at 7:39 pm until 7:55 p.m.

Discussion

Board Policy Revisions - First Reading - Student Personal Technology: Last fall, the administration began reviewing student technology use to inform potential policy updates, initially focusing on personal devices such as smartphones and smartwatches. Feedback from this process showed strong support for restricting personal device use during school hours, particularly in elementary grades. While students acknowledged the distractions these devices can cause, they also expressed concerns about access during emergencies and the need for flexibility. At the March 17 Board meeting, Dr. McHugh recommended restricting personal devices throughout the school day for all PK-8 students, introducing proposed revisions to policy and procedures. The primary change was the addition of clear language aimed at minimizing distractions while allowing for emergency access, with the proposed requirement that devices remain "off and out of sight." Board members discussed the recommendations, public feedback, and the importance of a strong communication plan to support successful implementation. Student Board members noted that the proposed changes reflect current practices in many junior high classrooms. Once approved, the district will clearly communicate expectations for the 2025-26 school year to students, staff, and families. Dr. McHugh thanked the Board and community for their input and shared that a final recommendation will be made in May.

IXL Software Purchase K-8: In spring 2024, the Board of Education approved IXL as a supplemental ELA and math resource for Hadley Junior High, where it has since seen high student engagement and positive staff feedback. Encouraged by this success, a winter trial was conducted at the K-5 level with teams from each grade. Elementary teachers reported that IXL was easy to use, aligned well with Eureka Math2, and supported personalized learning through targeted skill assignments and diagnostic tools. As a result, the administration recommends expanding IXL to all K-8 students. The proposed expansion includes a three-year digital license contract costing \$187,031, with a net increase of \$95,831 due to savings from discontinuing Zearn. Hadley currently pays \$20,400 annually for IXL. The recommendation will be presented to the Board on May 5, 2025, with funding to come from the Technology budget. The board discussed and asked questions about how parents view this resource and how it supports the current curriculum and homework expectations. The full report can be found [here](#).

Elementary Social Studies supplemental resource: In 2017 the elementary social studies committee began work to align literacy and social studies through an integrated instructional model. With the adoption of a new literacy curriculum last year, a comprehensive review of current social studies curriculum was conducted. The Social Studies committee, composed of educators and specialists across grade levels and departments. The committee gathered grade-level essential standards, sent out a survey to the elementary teachers looking for strengths and the areas for growth of the current social studies curriculum, reviewed the Illinois State Standards and Mandated Units of Study, and alignment with standards in the HMH curricular material. As part of the review, administration reached out to other districts following the integrated model who also use HMH. Based on the information considered, the committee investigated Studies Weekly as a supplemental resource. 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 support implementation in the 2025–2026 school year, administration proposes professional development using a “train the trainer” model. Additional support will include ongoing access to Studies Weekly’s PD resources and guidance from coaches and committee members. The total cost for a six-year contract is \$134,771, including materials and training. The recommendation will be presented to the Board on May 5, 2025, with funding from the Teaching, Learning, and Accountability budget. Click [here](#) for the full report.

Elementary AEC student workbooks: Students in the Accelerated and Enriched Curriculum (AEC) program for grades 4 and 5 participate in an accelerated math curriculum using the Connected Mathematics Project (CMP). Double accelerated 4th graders study sixth grade math, while 5th graders complete either sixth or seventh grade math, depending on their acceleration level. This year, AEC teachers reviewed the newly updated CMP student workbooks and found them better suited for student engagement, accessibility, and tracking of learning. These updates align with the district’s math growth goals and overall school improvement plans. As a result, the administration recommends entering a \$12,882 annual contract for these resources. A formal recommendation will be presented to the Board on May 5, 2025.

Tentative FY 2025 Amended Budget: In accordance with the Illinois School Code, the original 2024–2025 budget was adopted on September 16, 2024. However, state law also requires the District to amend the budget if any revenue or expenditure line item is expected to exceed the original amount by 10% or more. In March 2025, the District purchased a property adjacent to Churchill Elementary School—an unplanned acquisition since the property was not on the market during the original budget development. There is also potential for another property purchase before the end of the fiscal year, which would further increase the property acquisition budget. As a result, an amended 2024–2025 budget is being proposed to remain compliant.

Mr. DePorter noted that in preparing the amended budget, the District reviewed its year-to-date financials and identified additional accounts that need adjustment to align with projected actuals. Mr. DePorter reviewed that areas in the budget reflective of these amendments. With the proposed amendments, the revised overall deficit would total \$20,675,307. The administration recommends that the Board approve a resolution to notify the public of the amended budget hearing and place the tentative amended budget on public display for review. The public hearing on the budget and action on the amendment will occur on June 16. The full report can be found [here](#).

Action Items

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

- *Employment recommendations, Resignations, resignations and retirements, Administration Compensation and Non-Union Exempt Compensation*
- *Approve Probationary (Non-Tenure) Renewal Staff Contracts*
- *Acceptance of April 21, 2025 resignation letters from teachers Armstrong and Robinson*
- *Disposal of Surplus Property*
- *Donation and Gifts*
- *Freedom of Information Act (FOIA) Report*
- *Investment Schedule*
- *Monthly Revenue/Expenditure Summary Report*
- *School District Payment Order*
- *Summary of Bills and Payroll*
- *Treasurer's Report*
- *Vandalism*
- *The open and closed session board Meeting Minutes of March 17, 2025 open and closed session minutes as presented.*

Dr. McHugh and the Board welcomed new administrators, Churchill Principal Christine Aherens, Director of Language Programs Dee Neukirch and Director of Technology and Innovation Faizel Baig. Dr. Bruno welcomed the new staff and thanked the staff and community who participated in the interview process.

Recommendations

Approval of Increase in the Compensation of the Superintendent: Dr. Bob Bruno stated that in recognition of Dr. McHugh's excellent performance in the first year of his 2024-27 employment contract with the Board and the importance of achieving a competitive compensation package the board would be taking the following action.

Board members Syed motioned and Buttimer seconded to increase Dr. McHugh's base annual salary for the 2025-26 school year by 4.22% to \$234,495.00 and to make, for the 2025-26 school year, a non-elective contribution for the benefit of Dr. McHugh in the amount of \$5000.00 to the District's 403(b) annuity plan, payable no later than June 30, 2026.

Roll call:

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

Nay: None

Motion passed

Approval of Professional Services Contract: Board members Loebach motioned and Syed seconded to 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 as outlined in the board report.

Roll call:

Aye: Loebach, Hill, Estes, Buttimer, Miko, Syed⁷ and Bruno

Nay: None
Motion passed

Approve the Last Day of the 2024-2025 School Year: During the course of the school year, the district used one (1) e-learning day due to extreme weather that has met the state mandated student attendance days without using any of the required Tentative Emergency Days in June.

Board members Loebach motioned and Buttimer seconded approve Tuesday June 3, 2025 as the last student attendance day as outlined in the Board report.

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

Board Policy Revisions - Second Reading and Adoption: *Board members Loebach motioned and Miko seconded to revise and adopt the board policies as presented.*

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

eRate - PON Network Whole District (Switch Replacement): *Board members Loebach motioned and buttimer seconded to approve engaging with Pentegra to provide equipment, licensing and install a Passive Optical Network at CSO, Lincoln, Franklin and Churchill at a total cost of \$730,565.87 with \$640,816.70 being eligible for eRate funding and being reimbursed approximately \$320,408.35, for a total cost down of \$410,157.52 funded from the 2025-2026 technology budget as outlined in the board report.*

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

Place the 2025 FY Tentative Budget on Display: *Board members Loebach motioned and Buttimer seconded to approve the resolution notifying the public of the hearing scheduled on Monday, June 16, 2025 for the 2024-2025 amended budget and the placement of the 2024-2025 tentative amended budget on public display as outlined in the board report.*

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

Approve Consolidated District Plan: *Board members Loebach motioned and Buttimer seconded to approve the 2025-2026 Consolidated District Plan as presented.*

Dr. McHugh thanked the Cabinet team, led by Dr. Webster for all of the work putting the plan together.

Roll call:

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

Nay: None

Motion passed

Other/Board Governance - Learning Together

Advocacy Report: Mrs. Hill thanked her Board colleagues for their collaboration on the Board's letter encouraging advocacy for public education, which will be sent to Illinois legislators, as well as leadership at the Illinois Association of School Boards and the Illinois State Board of Education. Mrs. Hill will work with Mrs. Mogk to finalize the formatting and mailing of the letter.

Board Book Study: Mrs. Buttimer led the Board in a discussion about the book *Brave New Words: How AI Will Revolutionize Education (and Why That's a Good Thing)* by Sal Khan, focusing on the evolving role of AI in classrooms. Board members shared their personal experiences exploring AI tools like Khanmigo, with some using them for research or writing assistance. While members highlighted AI's potential to support teachers by saving time and offering instructional support, they also noted its limitations, such as lack of research depth and the need for thoughtful application. Board members reflected on articles related to AI and education and agreed there was still much to learn. The discussion included questions about AI's alignment with district goals, stakeholder engagement, and ensuring equity and human connection in implementation. Members emphasized the importance of policies that protect students while embracing innovation, and raised the idea of referring the topic to the policy committee or a future Committee of the Whole (CoW) meeting for deeper exploration.

Board Member Recognition: Dr. McHugh recognized retiring Board member Board member Tayyaba Syed for her service to the Board and the District 41 community. Mrs. Syed reflected on her time on the Board with gratitude, highlighting her commitment to creating a sense of belonging for others. She expressed appreciation for the opportunities she had to serve and contribute. Fellow Board members thanked her for her dedication and meaningful impact during her tenure.

Upcoming Meetings

- Monday, May 5, 2025, ReOrganizational Board Meeting, 6:30 p.m.
- Monday, May 19, 2025, Regular Board of Education Meeting, 6:30 p.m.
- Monday, June 2, 2025, Committee of the Whole Meeting, 6:30 p.m.

Adjourn to Closed Session

Board member Loebach motioned and Buttimer seconded to adjourn to closed session to confidentially discuss section Section 2(c) 1 The appointment, employment, compensation, discipline, performance, 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) 5 Student disciplinary cases and section 2(c) 6 The placement of individual students in special education programs and other matters relating to individual students.

Roll call:

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

Nay: None

Motion passed

Return to Open Session

At 10:30 p.m. the Board returned to open session.

Adjournment

At 10:31 p.m. Board members Loebach motioned and Syed seconded to adjourn the April 21, 2025 regular school 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: May 5, 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, the Policy Committee and the Board in April.

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: The administration recommends the Board approve the revisions as outlined in this report and presented.

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 as 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 7:19, Student Behavior 0.

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, (formally 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.~~
- ~~3. During school hours, personal technology must be powered off and put away 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.—After school, 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.

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

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~~**“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: May 5, 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 Math² 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:

A summary of anticipated costs is provided below:

Purchase Cost (three year contract)

- \$187,031 (FY26 Tech Budget)

*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.

Recommendation: Administration recommends approving a three-year contract with IXL for a K-8 digital licenses for \$187,031 to be funded from the 2026 Technology budget.

Board Report

Date: May 5, 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 (FY26 TLA budget)
- Hadley (6-8)
 - \$212,944 (FY26 TLA budget)

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

- Elementary (K-2)
 - \$35,849 (FY26 TLA budget)

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

- \$ 875,502 (FY26 TLA budget)

Recommendation: Administration recommends the Board approve a five (5) year agreement with HMH for students K-8 **Print Materials and Digital Licensing** and approve the one time purchase of Start Right Readers for K-2 students for an overall total one-time payment of \$875,502.00 from the 2026 FY Teaching, Learning and Accountability budget as outlined in this report.

Board Report

Date: May 5, 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:

Below is a summary of the anticipated costs associated with the Studies Weekly purchase.

Anticipated Print Materials Cost (six years)

\$134,271(FY26 TLA budget)

Implementation Professional Development Cost (Spring 2025)

\$500 (FY25 TLA budget)

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

\$134,771

Recommendation: Administration recommends that the district enter into a six-year contract with Studies Weekly for print materials and professional development costs at a full cost of \$134,771 funded from the 2025 and the 2026 Teaching, Learning, and Accountability budget as noted above.

Board Report

Date: May 5, 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.

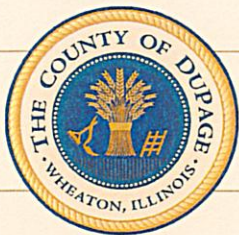
Based on their review, the AEC teachers found that the updated workbooks are specifically designed for student use, contain modernized content, and have the potential to enhance student engagement and accessibility. Additionally, these resources would establish a standardized, district-wide approach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

Budgetary and Financial Information:

Below is a summary of the anticipated costs associated with the CMP workbook purchase.

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

Recommendation: Administration recommends that the district enter into a yearly contract with Connected Mathematics Project (CMP) for student workbooks at a cost of \$12,882 supported by the Teaching, Learning and Accountability budget as presented.



DUPAGE COUNTY CLERK ELECTION DIVISION

Jean Kaczmarek
DuPage County Clerk

OFFICIAL CANVASS OF VOTES FOR THE CONSOLIDATED ELECTION

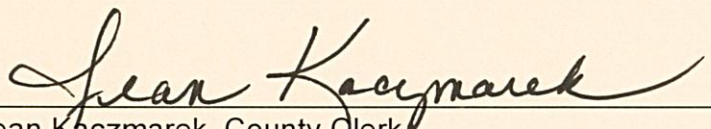
CHAPTER 10 ACT 5 / ARTICLE 22-1 OF THE ELECTION CODE

**Consolidated Election
April 1, 2025**

**State of Illinois
County of DuPage**

I, Jean Kaczmarek, DuPage County Clerk, do hereby Certify and proclaim that on April 1, 2025, a total of 144,731 Voters requested and received Official Ballots and further Certify that the following is a true and correct copy of the Official Votes cast, tabulated and herein recorded.

I, further, Certify that on April 22, 2025, I canvassed the returns of the Consolidated Election held on April 1, 2025, for the County of DuPage and the foregoing is a true and correct copy of the Abstract of Votes cast in DuPage County in the Consolidated Election held on Tuesday, the 1st day of April, 2025, A.D., and said Abstract was prepared in my presence in the Office of the DuPage County Clerk's, Election Division, and is now on file in my Office.



Jean Kaczmarek, County Clerk
The County of DuPage, Illinois

Dated: April 22, 2025

Cumulative Results

Election Results

Run Time 8:16 AM

Run Date 04/22/2025

DuPage County

2025 Consolidated

4/1/2025

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Official Results

Registered Voters

144731 of 626499 = 23.10%

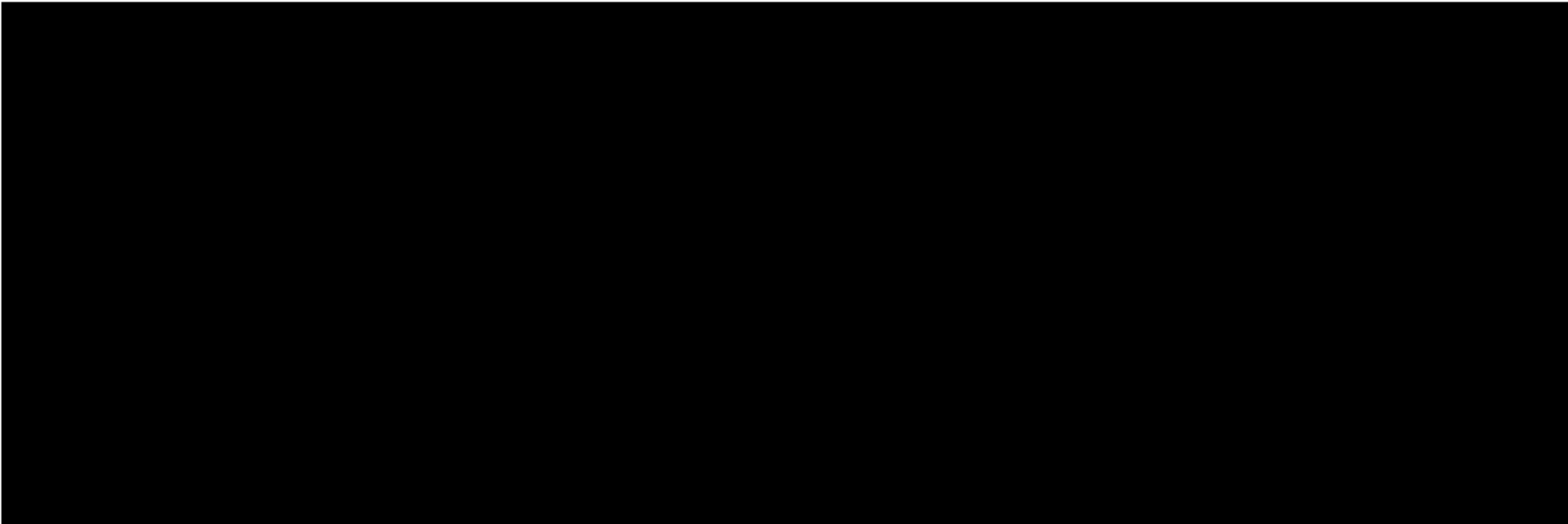
Precincts Reporting

600 of 600 = 100.00%

Grade School 41 School Board Member - (Vote for FOUR)

| Precincts | | | Voters | | |
|-----------|-------|---------|---------|------------|---------|
| Counted | Total | Percent | Ballots | Registered | Percent |
| 24 | 24 | 100.00% | 5,025 | 21,136 | 23.77% |

| Choice | Party | Early Voting | | Vote By Mail | | Polling | | Provisional | | Total | |
|----------------|-------|--------------|---------|--------------|---------|---------|---------|-------------|-------|--------|---------|
| AMY BECKER | | 901 | 26.36% | 900 | 26.28% | 952 | 26.53% | 0 | 0.00% | 2,753 | 26.39% |
| ROBERT BRUNO | | 851 | 24.90% | 846 | 24.70% | 891 | 24.83% | 0 | 0.00% | 2,588 | 24.81% |
| CHRIS MARTELLI | | 852 | 24.93% | 849 | 24.79% | 887 | 24.71% | 0 | 0.00% | 2,588 | 24.81% |
| JASON LOEBACH | | 814 | 23.82% | 830 | 24.23% | 859 | 23.93% | 0 | 0.00% | 2,503 | 23.99% |
| Cast Votes: | | 3,418 | 100.00% | 3,425 | 100.00% | 3,589 | 100.00% | 0 | 0.00% | 10,432 | 100.00% |
| Undervotes: | | 3,698 | | 2,359 | | 3,611 | | 0 | | 9,668 | |
| Overvotes: | | 0 | | 0 | | 0 | | 0 | | 0 | |



Canvass Results

Election Results

Run Time 8:17 AM

Run Date 04/22/2025

DuPage County

2025 Consolidated

4/1/2025

Page 548

Official Results

Registered Voters

144731 of 626499 = 23.10%

Precincts Reporting

600 of 600 = 100.00%

Grade School 41 School Board Member - (Vote for FOUR)

| Precinct | AMY BECKER | ROBERT BRUNO | CHRIS MARTELLI | JASON LOEBACH | Cast Votes | Undervotes | Overvotes | Early Voting Ballots Cast | Vote By Mail Ballots Cast | Polling Ballots Cast | Provisional Ballots Cast | Total Ballots Cast | Registered Voters | Turnout Percentage |
|---------------------|------------|--------------|----------------|---------------|------------|------------|-----------|---------------------------|---------------------------|----------------------|--------------------------|--------------------|-------------------|--------------------|
| Bloomingtondale 050 | 14 | 10 | 12 | 9 | 45 | 107 | 0 | 9 | 23 | 6 | 0 | 38 | 255 | 14.90% |
| Milton 004 | 98 | 74 | 74 | 70 | 316 | 228 | 0 | 36 | 39 | 61 | 0 | 136 | 908 | 14.98% |
| Milton 005 | 88 | 83 | 69 | 72 | 312 | 328 | 0 | 34 | 73 | 53 | 0 | 160 | 1,099 | 14.56% |
| Milton 006 | 123 | 108 | 106 | 96 | 433 | 543 | 0 | 84 | 68 | 92 | 0 | 244 | 1,042 | 23.42% |
| Milton 007 | 19 | 17 | 19 | 18 | 73 | 47 | 0 | 5 | 15 | 10 | 0 | 30 | 266 | 11.28% |
| Milton 008 | 32 | 34 | 32 | 28 | 126 | 134 | 0 | 14 | 17 | 34 | 0 | 65 | 407 | 15.97% |
| Milton 009 | 144 | 142 | 136 | 132 | 554 | 446 | 0 | 75 | 64 | 111 | 0 | 250 | 1,107 | 22.58% |
| Milton 010 | 101 | 82 | 80 | 80 | 343 | 277 | 0 | 20 | 51 | 84 | 0 | 155 | 959 | 16.16% |
| Milton 011 | 49 | 43 | 38 | 44 | 174 | 182 | 0 | 23 | 22 | 44 | 0 | 89 | 387 | 23.00% |
| Milton 017 | 62 | 65 | 58 | 60 | 245 | 235 | 0 | 22 | 34 | 64 | 0 | 120 | 427 | 28.10% |
| Milton 018 | 165 | 165 | 157 | 153 | 640 | 448 | 0 | 89 | 86 | 97 | 0 | 272 | 1,115 | 24.39% |
| Milton 019 | 114 | 118 | 123 | 114 | 469 | 463 | 0 | 117 | 58 | 58 | 0 | 233 | 880 | 26.48% |
| Milton 020 | 153 | 153 | 148 | 140 | 594 | 666 | 0 | 132 | 79 | 104 | 0 | 315 | 1,067 | 29.52% |
| Milton 021 | 145 | 137 | 145 | 127 | 554 | 626 | 0 | 123 | 79 | 93 | 0 | 295 | 1,114 | 26.48% |
| Milton 028 | 25 | 20 | 25 | 23 | 93 | 111 | 0 | 8 | 13 | 30 | 0 | 51 | 217 | 23.50% |
| Milton 029 | 152 | 142 | 142 | 144 | 580 | 412 | 0 | 73 | 92 | 83 | 0 | 248 | 1,013 | 24.48% |
| Milton 032 | 213 | 200 | 207 | 197 | 817 | 743 | 0 | 168 | 110 | 112 | 0 | 390 | 1,251 | 31.18% |
| Milton 033 | 173 | 160 | 167 | 160 | 660 | 716 | 0 | 147 | 85 | 112 | 0 | 344 | 1,332 | 25.83% |
| Milton 034 | 156 | 144 | 152 | 151 | 603 | 557 | 0 | 138 | 35 | 85 | 0 | 290 | 1,217 | 23.83% |
| Milton 035 | 149 | 149 | 140 | 142 | 580 | 580 | 0 | 99 | 84 | 107 | 0 | 290 | 1,253 | 23.14% |
| Milton 036 | 166 | 165 | 162 | 159 | 652 | 600 | 0 | 139 | 71 | 103 | 0 | 313 | 1,170 | 26.75% |

Canvass Results

Election Results

Run Time 8:17 AM

Run Date 04/22/2025

DuPage County

2025 Consolidated

4/1/2025

Page 549

Official Results

Registered Voters
144731 of 626499 = 23.10%

Precincts Reporting
600 of 600 = 100.00%

Grade School 41 School Board Member - (Vote for FOUR)

| Precinct | AMY BECKER | ROBERT BRUNO | CHRIS MARTELLI | JASON LOEBACH | Cast Votes | Undervotes | Overvotes | Early Voting Ballots Cast | Vote By Mail Ballots Cast | Polling Ballots Cast | Provisional Ballots Cast | Total Ballots Cast | Registered Voters | Turnout Percentage |
|---------------|--------------|--------------|----------------|---------------|---------------|--------------|-----------|---------------------------|---------------------------|----------------------|--------------------------|--------------------|-------------------|--------------------|
| Milton 043 | 175 | 163 | 170 | 161 | 669 | 503 | 0 | 94 | 94 | 105 | 0 | 293 | 1,048 | 27.96% |
| Milton 044 | 129 | 116 | 124 | 122 | 491 | 413 | 0 | 81 | 64 | 81 | 0 | 226 | 861 | 26.25% |
| Milton 045 | 108 | 98 | 102 | 101 | 409 | 303 | 0 | 49 | 58 | 71 | 0 | 178 | 741 | 24.02% |
| Totals | 2,753 | 2,588 | 2,588 | 2,503 | 10,432 | 9,668 | 0 | 1,779 | 1,446 | 1,800 | 0 | 5,025 | 21,136 | 23.77% |

Oath of Office

I, _____ do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education Glen Ellyn School District 41, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

I further swear (or affirm) that:

I shall respect taxpayer interests by serving as a faithful protector of the School District's assets;

I shall encourage and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

I shall recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting;

I shall abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels;

As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District;

I shall foster with the Board extensive participation of the community, formulate goals, define outcomes, and set the course for Glen Ellyn School District 41.

I shall assist in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;

I shall strive to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

I shall serve as education's key advocate on behalf of students and our community's school (or schools) to advance the vision for Glen Ellyn School District 41; and

I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

Tab 1

**2025-2026
SCHOOL BOARD CALENDAR
REGULAR MEETINGS**

NOTICE IS HEREBY GIVEN that the Board of Education, Glen Ellyn School District 41, DuPage County, Illinois has established the following dates and times for their regular meetings for the 2025-2026 school year. All meetings will begin at 6:30 PM and be held at the Hadley Jr. High School, 240 Hawthorne Blvd., Glen Ellyn Illinois unless otherwise noted.

| | | | |
|----------------------------|---------|--------------------------------|------------------------|
| Monday, August 18, 2025 | 6:30 PM | Regular Meeting | Hadley Jr. High School |
| Monday, September 22, 2025 | 6:30 PM | Regular Meeting | Hadley Jr. High School |
| Monday, October 20, 2025 | 6:30 PM | Regular Meeting | Hadley Jr. High School |
| Monday, November 3, 2025 | 6:30 PM | Committee of the Whole Meeting | Hadley Jr. High School |
| Monday, November 17, 2025 | 6:30 PM | Regular Meeting | Hadley Jr. High School |
| Monday, December 15, 2025 | 6:30 PM | Regular Meeting | Hadley Jr. High School |
| Monday, January 26, 2026 | 6:30 PM | Regular Meeting | Hadley Jr. High School |
| Monday, February 9, 2026 | 6:30 PM | Committee of the Whole Meeting | Hadley Jr. High School |
| Monday, February 23, 2026 | 6:30 PM | Regular Meeting | Hadley Jr. High School |
| Monday, March 16, 2026 | 6:30 PM | Regular Meeting | Hadley Jr. High School |
| Monday, April 20, 2026 | 6:30 PM | Regular Meeting | Hadley Jr. High School |
| Monday, May 4, 2026 | 6:30 PM | Committee of the Whole Meeting | Hadley Jr. High School |
| Monday, May 18, 2026 | 6:30 PM | Regular Meeting | Hadley Jr. High School |
| Monday, June 15, 2026 | 6:30 PM | Regular Meeting | Hadley Jr. High School |

Approved:

Board Report

Date: May 5, 2025

Title: Designate Banks of Depository for District Funds

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

Strategic Priority 3: Finances that Support Student Learning: We will realize the district's mission while utilizing resources responsibly and efficiently. We will be respectful and mindful of taxpayers by evaluating and prioritizing spending.

Strategic Priority 6: Community Engagement & Communication: We will deepen trust with the community members who live in the over 10,000 households within the District 41 boundaries through comprehensive and transparent communications. We will seek input from all District 41 stakeholders.

Discussion: The District works with the following financial institutions to carry out its investment and banking business:

- ISDLAF (PMA)
- BMO Harris
- MBS
- Fifth-Third
- Glen Ellyn Bank & Trust

Recommendation: Administration recommends the Board approve the designated banks of depository for district funds.

Resolution Appointing School Treasurer

WHEREAS, pursuant to the School Code (105 ILCS 5/5-1), the Board of Education may appoint a non-School Board Member to Serve as School Treasurer; and,

WHEREAS, the Board of Education has determined that the responsibilities of “School Treasurer” shall be met by the Chief Financial Officer.

NOW, THEREFORE, Be It Resolved by the Board of Education of School District No. 41, DuPage and Cook Counties, Illinois, that Eric DePorter be appointed as School Treasurer effective July 1, 2025.

Member _____ moved and Member _____ seconded the motion that said resolution as presented and read by title be adopted.

After a full and complete discussion thereof, the President directed the Secretary to call the roll for a vote upon the motion to adopt said resolution.

Upon the roll being called, the members voted as follows:

AYE: _____

NAY: _____

ABSENT/ABSTAIN: _____

Whereupon the President declared the motion carried and said resolution adopted May 5, 2025.

BOARD OF EDUCATION OF GLEN ELLYN
SCHOOL DISTRICT NO. 41
DUPAGE and COOK COUNTIES, ILLINOIS

By: _____ (Board President)

Attest: _____ (Board Secretary)

GLEN ELLYN SCHOOL DISTRICT 41
RESOLUTION APPROVING SURETY BOND OF TREASURER

WHEREAS, the attached School Treasurer’s Surety Bond (“Surety Bond”) was executed by the authorized agent of Liberty Mutual Insurance Company, as surety on or about May 5, 2025;

WHEREAS, the Surety Bond was executed under oath by Dr. Robert Bruno as Principal on May 5, 2025;

WHEREAS, the Surety Bond was fully executed at the time this Board passed a resolution on May 5, 2025, confirming Eric DePorter’s appointment as District Treasurer, effective July 1, 2025;

NOW, THEREFORE, Be It Resolved by the Board of Education of Glen Ellyn School District #41, DuPage and Cook Counties, Illinois, as follows:

Section 1: This Board adopts as findings of fact all of the recitals above and incorporates them herein by reference.

Section 2: A majority of the members of this Board hereby expressly approves the Surety Bond.

Adopted this 5th day of May, 2025, by the following roll call vote:

AYES: _____

NAYS: _____

ABSTAIN/ABSENT: _____

BOARD OF EDUCATION OF GLEN ELLYN
SCHOOL DISTRICT NO. 41
DUPAGE and COOK COUNTIES, ILLINOIS

By: _____ (Board President)

Attest: _____ (Board Secretary)

DuPage Regional Office of Education

Treasurer Bond Calculation Form

Date:

District Name:
Address

Treasurer's Name:

Treasurer's date of election or appointment
Treasurer's date of expiration (if applicable)

School Treasurer's Bond (105 ILCS 5/8-2)

| | | |
|------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------|
| Projected Highest Fund Balance: | <input type="text" value="\$ 75,000,000.00"/> | Enter highest projected fund balance |
| Multipied by 10% | x <u>10%</u> | |
| Anticipated Surety Bond Issue Amount | = \$ 7,500,000.00 | |
| The amount of the Bond listed on State of Illinois School Treasurer's Bond - Surety Bond Form. | <input type="text" value="\$ 7,500,000.00"/> | Enter treasurer's surety bond amount |
| | \$0.00 | Properly Funded |

Surety Company: Liberty Mutual Insurance Company **Issuance Date:** 5/5/2025 **Expiration Date:** Until Canceled

Treasurer's Bond For General Oligation Bond Issuance (105 ILCS 5/19-6 and 105 ILCS5/8-2)

| | | |
|--------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------|
| Anticipate Bond Proceeds: | <input type="text"/> | Enter anticipated bond proceeds |
| Multipied by 10% | x <u>10%</u> | |
| Anticipated Special Surety Bond Amount | = \$ - | |
| The amount of the Bond listed on State of Illinois School Treasurer's Bond Covering Special Bond Issue Form. | <input type="text"/> | Enter special surety bond amount |
| | \$0.00 | Properly Funded |

Surety Company: **Issuance Date:** **Expiration Date:**

An original of the Bond must be on file in the Regional Superintendent's Office, as well as an original Rider when applicable.

We affirm that the above information is accurate and current.

 School Board President

 School Board Secretary

Return completed form by June 14th to:

DuPage Regional Office of Education
Lori Ladesic, Administrative Assistant
421 N. County Farm Road
Wheaton, IL 60187
(630) 407-5770

Board Member Code of Conduct

As a member of my local School Board, I will do my utmost to represent the public interest in education by adhering to the following standards and principles:

- I will represent all School District constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan groups.
- I will avoid any conflicts of interest or the appearance of impropriety, which could result from my position, and shall not use my board membership for personal gain or publicity.
- I will recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a Board meeting.
- I will take no private action that might compromise the Board or administration and will respect the confidentiality of privileged information.
- I will abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.
- I will encourage and respect the free expression of opinion by my fellow Board members and will participate in Board discussions in an open, honest and respectful manner, honoring differences of opinion or perspective.
- I will prepare for, attend and actively participate in all School Board meetings.
- I will be sufficiently informed about and prepared to act on the specific issues before the Board, and remain reasonably knowledgeable about local, State, national, and global education issues.
- I will respectfully listen to those who communicate with the Board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community
- I will strive for a positive working relationship with the Superintendent, respecting the Superintendent's authority to advise the Board, implement Board policy, and administer the District.
- I will model continuous learning and work to ensure good governance by taking advantage of Board member development opportunities, such as those sponsored by my State and national school board associations, and encourage my fellow Board members to do the same.
- I will strive to keep my Board focused on its primary work of clarifying the District purpose, direction and goals, and monitoring District performance

Amy Becker

Robert Bruno

Jessica Buttimer

Edward Estes

Julie Hill

Jason Loebach

Chris Martelli