GLEN ELLYN SCHOOL DISTRICT 41
Ignite Passion | Inspire Excellence | Imagine Possibilities
793 N. Main Street Glen Ellyn, IL 60137

AGENDA
BOARD OF EDUCATION
REGULAR MEETING

MONDAY, OCTOBER 19, 2026
6:30 PM

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

I. Call to Order
II. Seat Student Board Members 3
III. Celebrations and Recognitions
  A. Benjamin Franklin Student Highlights
IV. Presentations
  A. Culture and Curriculum Update 4
  B. Levy 101 94
V. Public Participation
VI. Reports
  A. Superintendent's Report
    - Strategic Plan Initiative
    - Instructional Technology
  B. Board Reports
  C. Student Board Reports
VII. Discussion
  A. Fund Transfers 104
  B. Skyward Upgrades 105
  C. Health/Life Safety Report 107
  D. 2027 Summer Capital Projects 140
VIII. Action Items
  A. Consent Agenda
    1. Personnel Report
    2. Monthly Financial Reports
      a. Disposal of Surplus Property 142
      b. Donation and Gifts 145
      c. Freedom of Information Act (FOIA) Report 146
      d. Investment Schedule 147
      e. Monthly Revenue/Expenditure Summary Report 149
      f. School District Payment Order 151
      g. Summary of Bills and Payroll 158
      h. Treasurer's Report 159
    3. Board Meeting Minutes 160
      - September 21, 2026, Regular and Closed Session Minutes

- October 5, 2026, Committee of the Whole Minutes

B. Recommendations
   1. Board Policy Revisions 168
   2. Approve Red Rover Hiring Software 307

IX. Other/Board Governance - Learning Together
- Advocacy Report
- 2026 Resolutions Committee Report

X. Student Success Highlights from the Meeting

XI. Upcoming Meetings
- Monday, November 16, 2026, Public Hearing and Regular Board Meeting, 6:30 p.m.
- Monday, December 14, 2026, Public Hearing and Regular Board Meeting, 6:30 p.m.

XII. Adjourn to Closed Session

XIII. Return to Open Session

XIV. Adjournment

Superintendent Dr. Jeff McHugh

Student Board Member Oath

I, (say your name), promise to do my best as a Student Board Member for Glen Ellyn School District 41. I will follow the laws of the United States, the State of Illinois, and our district.

I will speak up for students during board discussions. Even though I don’t get to vote, my job is to make sure the voices of students are heard when decisions are being made.

I promise to represent all students fairly. I will respect everyone's right to share their opinions, and I’ll make sure to protect the privacy of students and staff. If I mention any student or staff member by name, it will only be to thank them or congratulate them.

I understand that I won’t have access to private information, and I will not act like I do.

Finally, I will respect the decisions of the board, but I can also work to change those decisions in fair and respectful ways.

Glen Ellyn SD 41

2026 5Essentials Report

The 5Essentials School Reports for the State of Illinois are derived from 20 years of research on improving schools. The raw data for these reports are based on a comprehensive core of more than 80 student and 150 teacher questions compiled into 22 measures of school climate and practice and formed into five essentials. As measured by the Illinois 5Essentials Survey, those five essentials are leading indicators of school improvement. The power of 5Essentials comes from their prediction of school success, the intuitiveness of the overall framework components (Instruction, Environment, Leaders, Teachers, and Families), and the reliability of the survey measures.

As detailed in the seminal book, *Organizing Schools for Improvement: Lessons from Chicago*, UEI researchers determined that there are five essential supports for school success. These "5Essentials" detail the perspectives and processes central to the delivery and support of student learning.

The 5Essentials framework as measured by our survey instruments is a leading indicator of school performance now and predictive of the future. Data from over 650 schools (elementary and high schools) have found our survey measures to predict many aspects of student and school success, before and after controlling for school type, demographic composition, test scores, and socio-economic status. Our principal indication of the power of the 5Essentials is that University of Chicago analysis of two natural experiments spanning a total of 15 years each found that they mattered considerably: Schools strong in 3-5 Essentials were 10 times more likely to improve student learning substantially compared to schools weak in 3-5 Essentials. This evidence came from over 400 elementary schools representing the best and worst in Illinois. Following those natural experiments, we have found our survey measures reliably predict school success on a variety of outcomes for both high school and elementary schools, including:

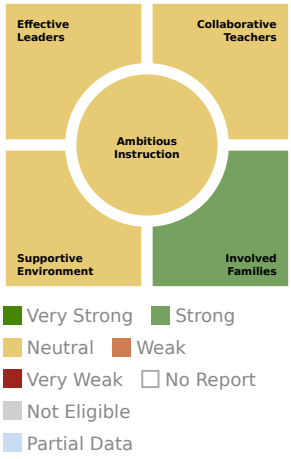
- ITBS improvement
- ISAT value-add
- EXPLORE to ACT gains
- EXPLORE to PLAN gains
- PLAN to ACT gains
- Attendance rates
- College enrollment
- High school graduation
- Freshman grades
- Teacher mobility
- Grades in college-preparatory classes

References:
(Bryk, et al. 2010)(Selected by Education Next as one of the best education books of the decade: http://educationnext.org/the-best-books-of-the-past-decade-according-to-ed-next-readers/)
(Bryk, et al. 2010); (Easton, Ponisciak and Luppescu 2008); (Easton, Ponisciak and Luppescu 2008); (Allensworth, Correa and Ponisciak 2008); (Bryk, et al. 2010); (Roderick, Nagaoka, et al. 2008); (Allensworth and Easton 2007); (Allensworth and Easton 2007); (Allensworth, Ponisciak and Mazzeo 2009); (Allensworth, Nomi, et al. 2009); (Montgomery, Allensworth and Correa 2010)

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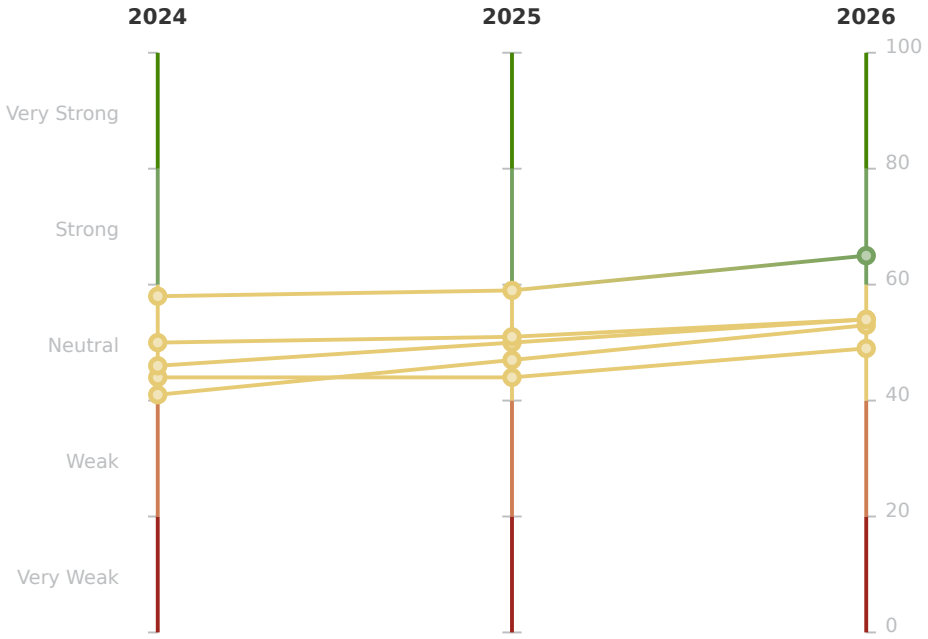
Overall	2
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Overall, Glen Ellyn SD 41 are organized for improvement on average.



The 5Essentials

How is Glen Ellyn SD 41 performing on each of the 5Essentials in 2026?



Essentials	Performance Across Years			
	2024	2025	2026	
Involved Families	58	59	65	Strong
Collaborative Teachers	46	50	54	Neutral
Supportive Environment	50	51	54	Neutral
Effective Leaders	41	47	53	Neutral
Ambitious Instruction	44	44	49	Neutral

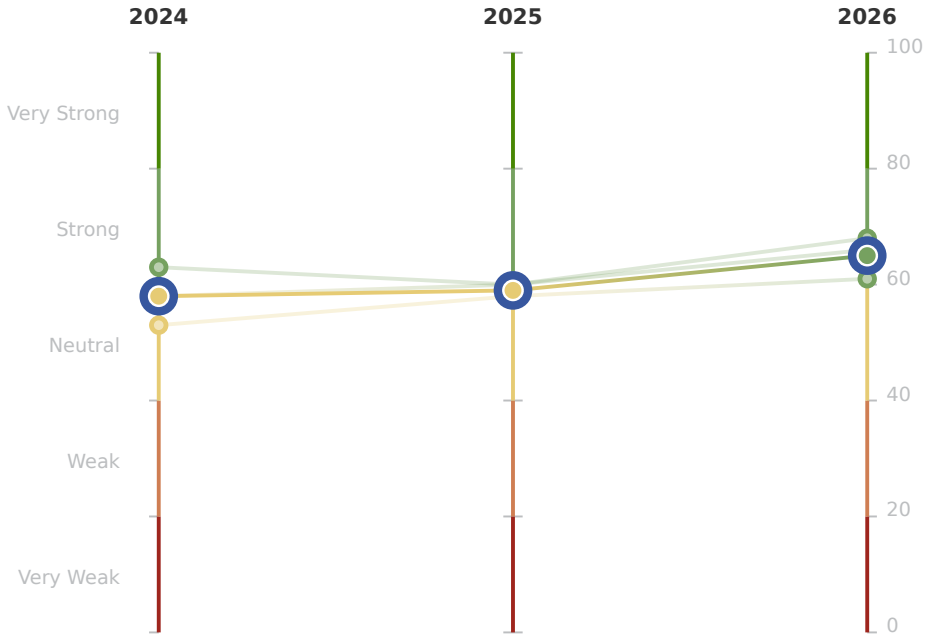
Involved Families

How is Glen Ellyn SD 41 performing on Involved Families?

In schools with Involved Families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

Performance on essential and its underlying measures



Measures	Performance Across Years			Respondent
	2024	2025	2026	
Teacher-Parent Trust	58	60	68	Teacher
Parent Involvement in School	63	60	66	Teacher
Parent Influence on Decision Making in Schools	53	58	61	Teacher

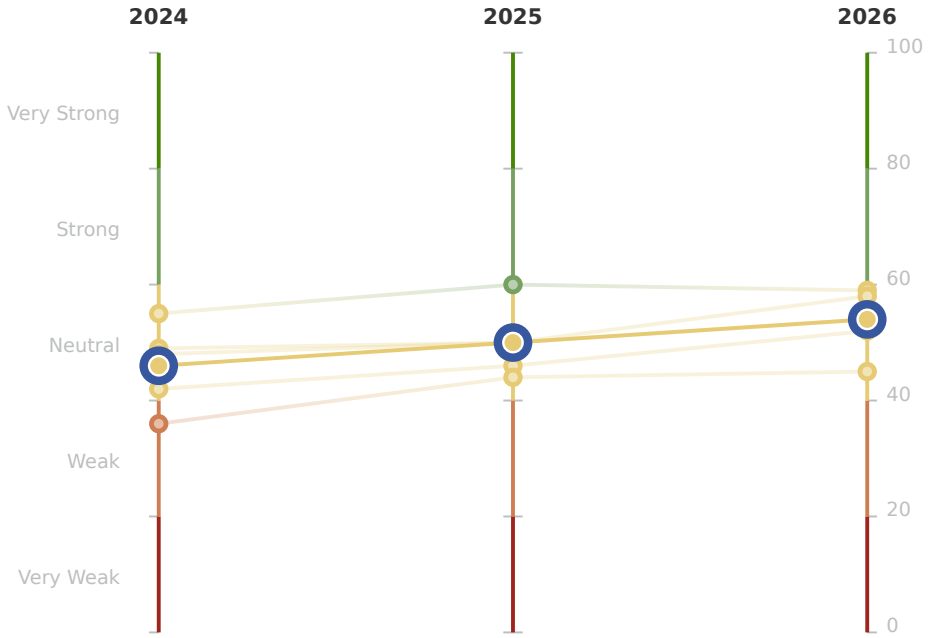
Collaborative Teachers

How is Glen Ellyn SD 41 performing on Collaborative Teachers?

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

Performance on essential and its underlying measures



Measures	Performance Across Years			Respondent
	2024	2025	2026	
Collaborative Practices	55	60	59	Teacher
School Commitment	49	50	58	Teacher
Teacher-Teacher Trust	48	50	54	Teacher
Collective Responsibility	42	46	52	Teacher
Quality Professional Development	36	44	45	Teacher

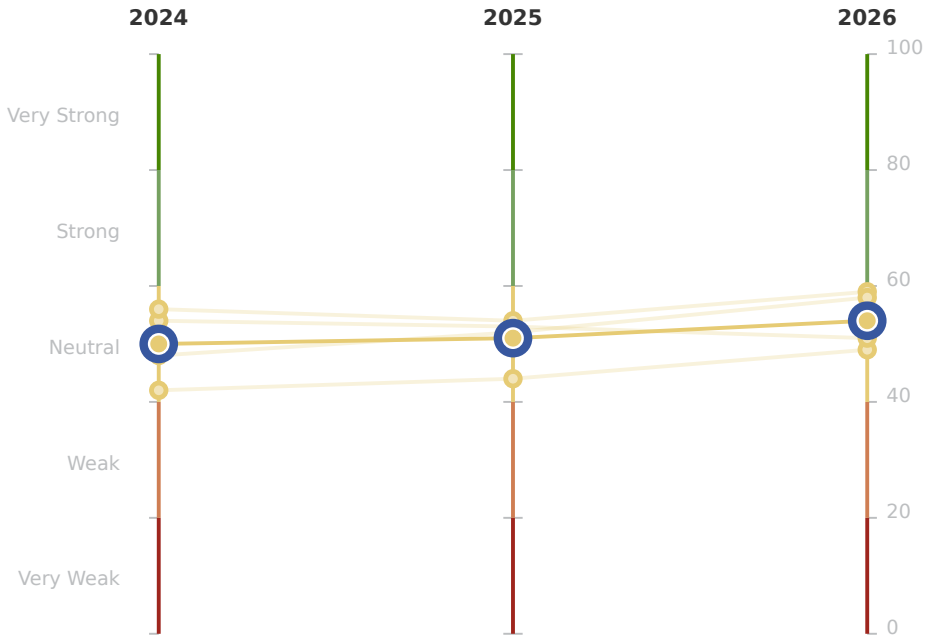
Supportive Environment

How is Glen Ellyn SD 41 performing on Supportive Environment?

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- all students value hard work, and
- teachers push all students toward high academic performance.

Performance on essential and its underlying measures



Measures	Performance Across Years			Respondent
	2024	2025	2026	
Safety	56	54	59	Student
Student-Teacher Trust	48	52	58	Student
Peer Support for Academic Work	54	53	51	Student
Academic Personalism	42	44	49	Student

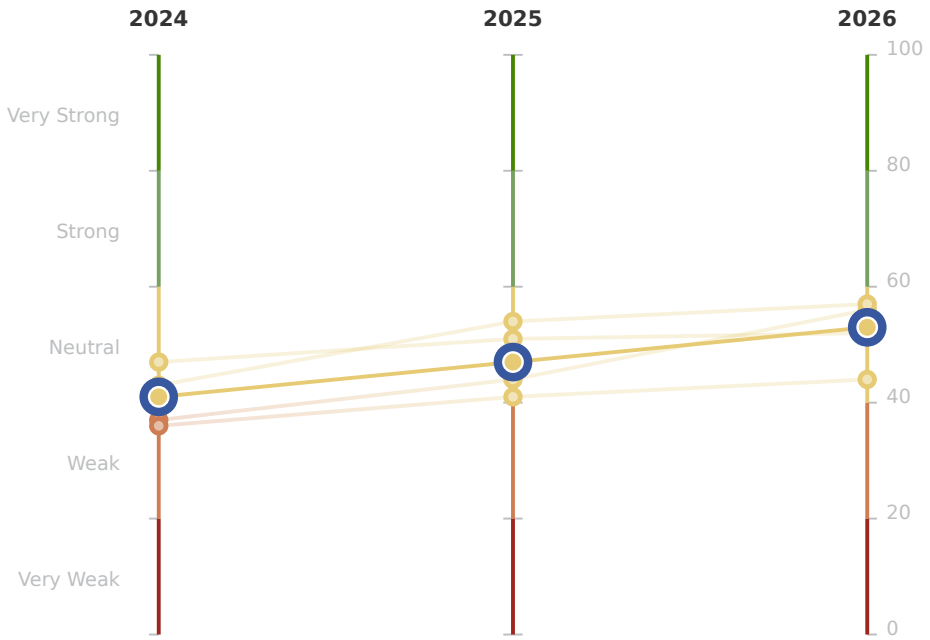
Effective Leaders

How is Glen Ellyn SD 41 performing on Effective Leaders?

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement (not measured).

Performance on essential and its underlying measures



Measures	Performance Across Years			Respondent
	2024	2025	2026	
Program Coherence	43	54	57	Teacher
Instructional Leadership	37	44	56	Teacher
Teacher-Principal Trust	47	51	52	Teacher
Teacher Influence	36	41	44	Teacher

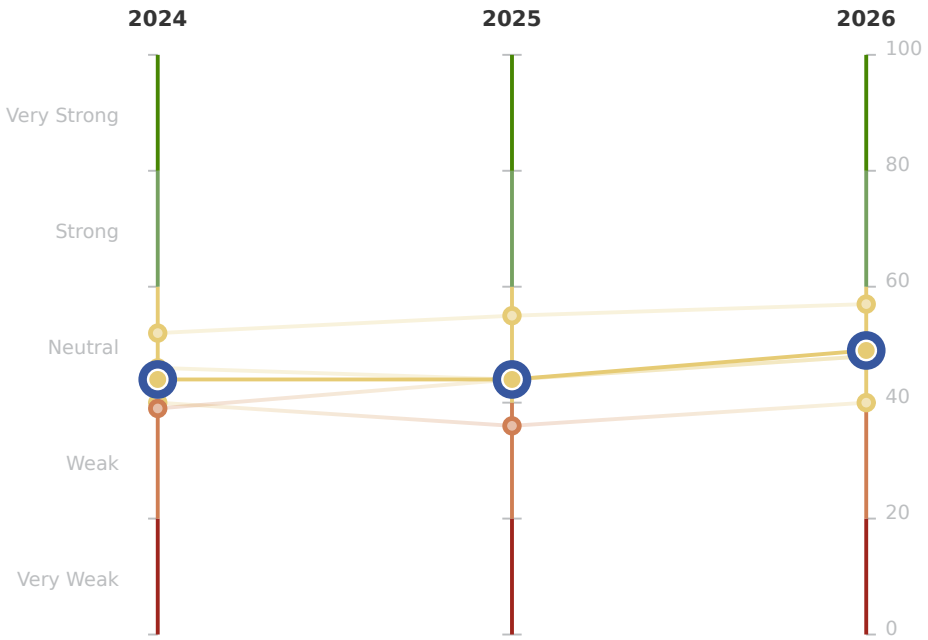
Ambitious Instruction

How is Glen Ellyn SD 41 performing on Ambitious Instruction?

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

Performance on essential and its underlying measures



Measures	Performance Across Years			Respondent
	2024	2025	2026	
Quality of Student Discussion	52	55	57	Teacher
English Instruction	39	44	48	Student
Math Instruction	46	44	48	Student
Academic Press	40	36	40	Student

All 5Essentials Measures

How is Glen Ellyn SD 41 performing on all 5Essentials measures in 2026?

Page	Measure	Change	Performance	Essential	Respondent
9	Teacher-Parent Trust	+ 8	68 Strong	Involved Families	Teacher
10	Parent Involvement in School	+ 6	66 Strong	Involved Families	Teacher
11	Parent Influence on Decision Making in Schools	+ 3	61 Strong	Involved Families	Teacher
12	Collaborative Practices	- 1	59 Neutral	Collaborative Teachers	Teacher
13	Safety	+ 5	59 Neutral	Supportive Environment	Student
14	School Commitment	+ 8	58 Neutral	Collaborative Teachers	Teacher
15	Student-Teacher Trust	+ 6	58 Neutral	Supportive Environment	Student
16	Program Coherence	+ 3	57 Neutral	Effective Leaders	Teacher
17	Quality of Student Discussion	+ 2	57 Neutral	Ambitious Instruction	Teacher
18	Instructional Leadership	+ 12	56 Neutral	Effective Leaders	Teacher
20	Teacher-Teacher Trust	+ 4	54 Neutral	Collaborative Teachers	Teacher
21	Collective Responsibility	+ 6	52 Neutral	Collaborative Teachers	Teacher
22	Teacher-Principal Trust	+ 1	52 Neutral	Effective Leaders	Teacher
24	Peer Support for Academic Work	- 2	51 Neutral	Supportive Environment	Student
25	Academic Personalism	+ 5	49 Neutral	Supportive Environment	Student
26	English Instruction	+ 4	48 Neutral	Ambitious Instruction	Student
27	Math Instruction	+ 4	48 Neutral	Ambitious Instruction	Student
28	Quality Professional Development	+ 1	45 Neutral	Collaborative Teachers	Teacher
29	Teacher Influence	+ 3	44 Neutral	Effective Leaders	Teacher
30	Academic Press	+ 4	40 Neutral	Ambitious Instruction	Student

Teacher-Parent Trust

Teacher-Parent Trust
Teachers and parents are partners in improving student learning.

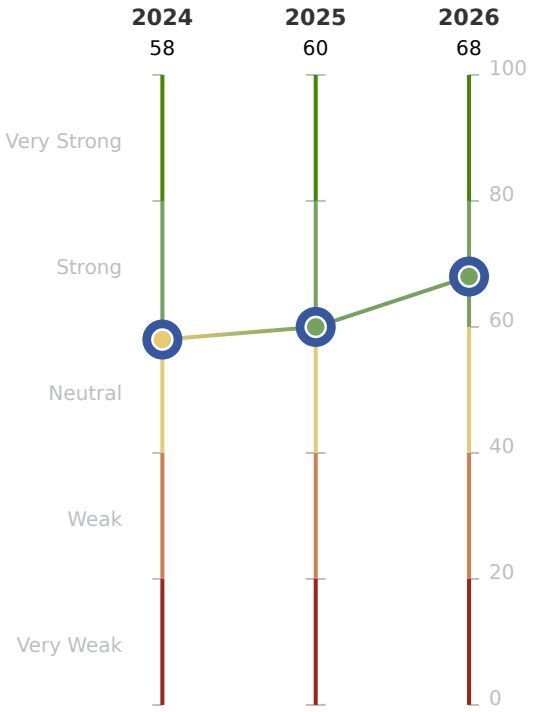
Essential

Involved Families

Respondent

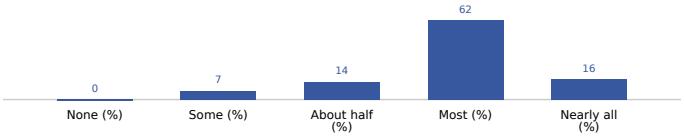
Teacher

Performance

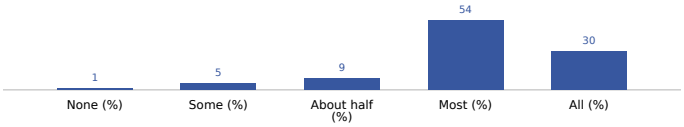


Teachers report the following:

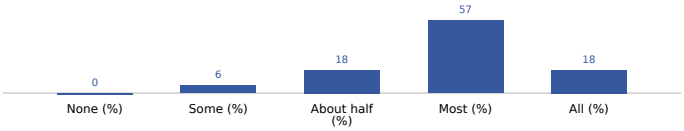
Teachers feel good about parents' support for their work.



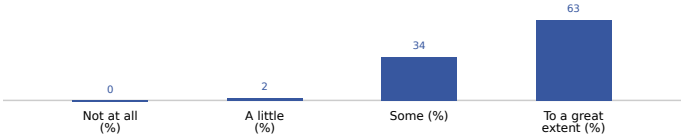
Parents support teachers' teaching efforts.



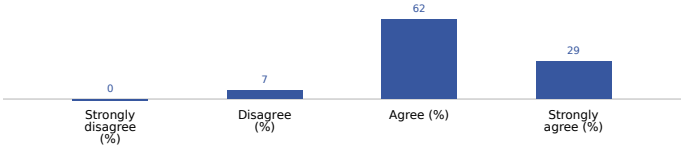
Parents do their best to help their children learn.



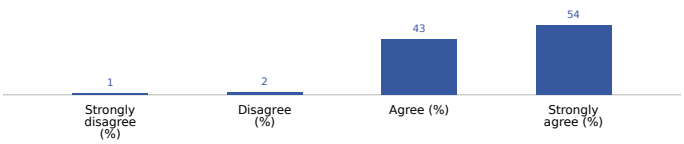
Teachers feel respected by the parents of the students



Teachers and parents/guardians at this school think of each other as partners in educating children.



Staff at this school work hard to build trusting relationships with parents/guardians.



Parent Involvement in School

Parent Involvement in School
Parents are active participants in their child's schooling.

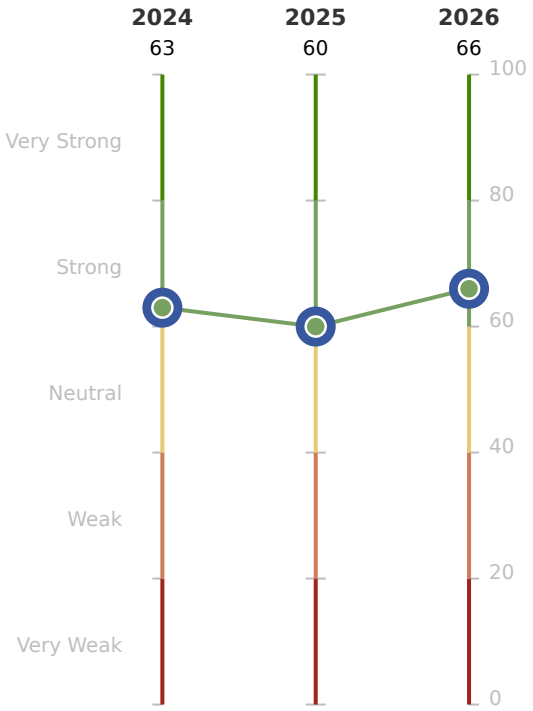
Essential

Involved Families

Respondent

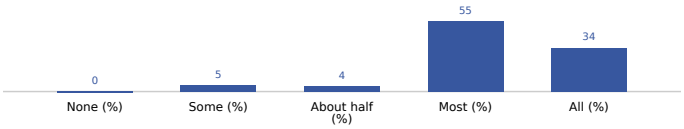
Teacher

Performance

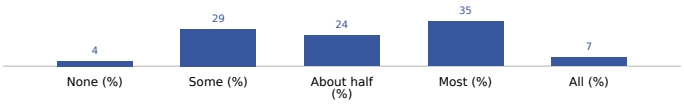


Teachers report that students' parents:

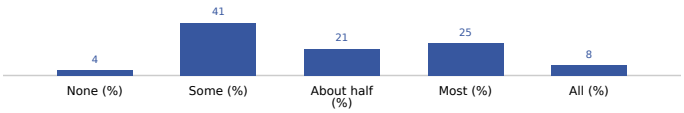
Attended parent-teacher conferences when you requested them.



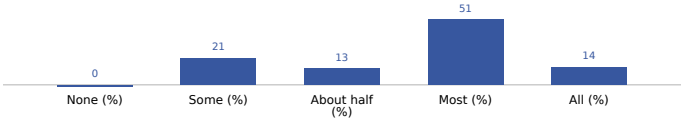
Volunteered time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.).



Contacted you about their child's performance.



Responded to your suggestions for helping their child.



Parent Influence on Decision Making in Schools

Parent Influence on Decision Making in Schools
The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.

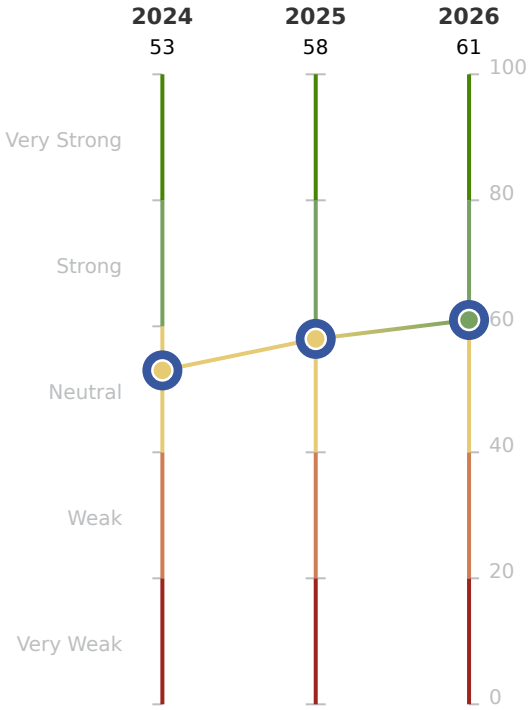
Essential

Involved Families

Respondent

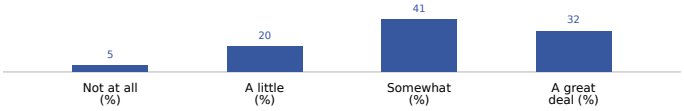
Teacher

Performance



Teachers report that the school:

Involves parents in the development of programs aimed at improving students' academic outcomes.



Involves parents in commenting on school curricula.



Includes parent leaders from all backgrounds in school improvement efforts.



Develops formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents to connect with one another, etc.).



Encourage more involved parents/guardians to reach out to less involved parents/guardians?



Collaborative Practices

Collaborative Practices
Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.

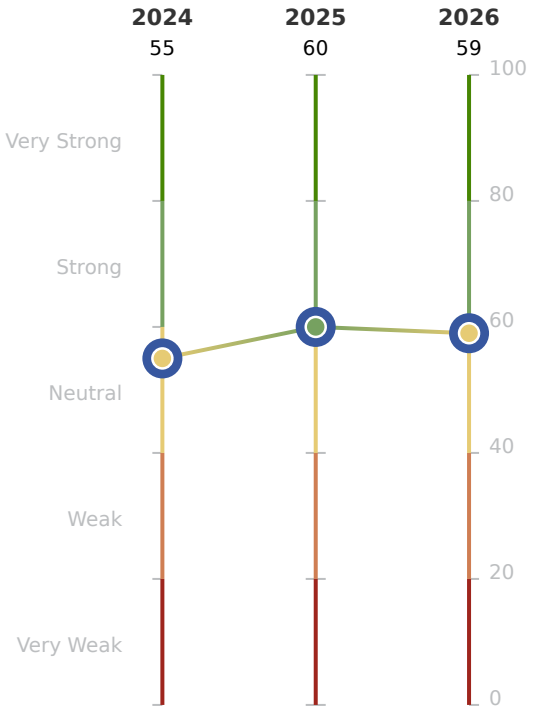
Essential

Collaborative Teachers

Respondent

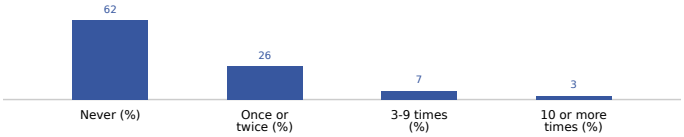
Teacher

Performance

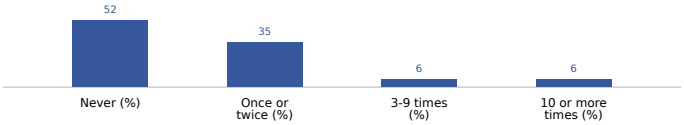


Teachers report how often they have done the following:

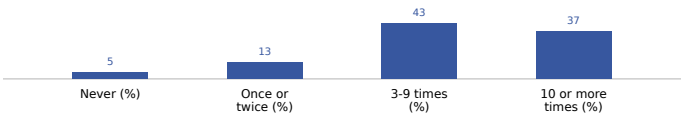
Observed another teacher's classroom to offer feedback.



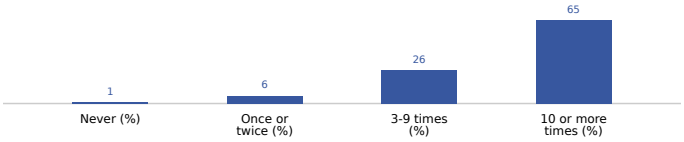
Observed another teacher's classroom to get ideas for your own instruction.



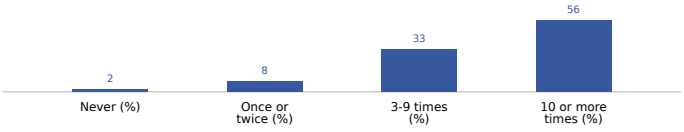
Gone over student assessment data with other teachers to make instructional decisions.



Worked with other teachers to develop materials or activities for particular classes.



Worked on instructional strategies with other teachers.



Safety

Safety
Students feel safe both in and around the school building.

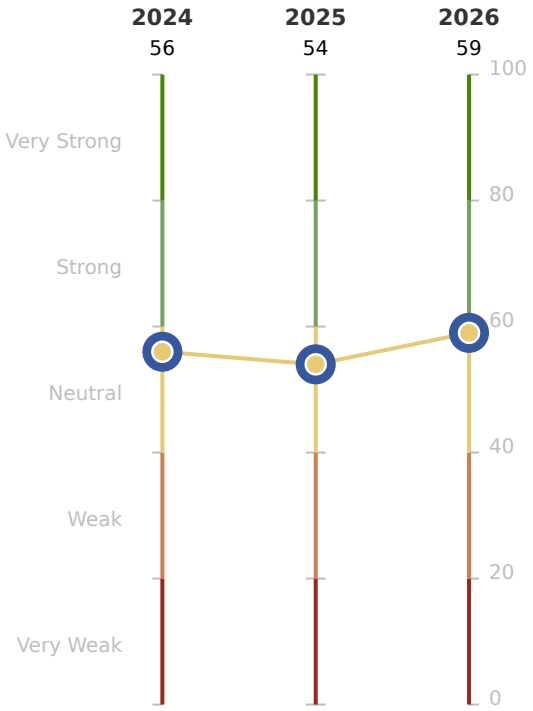
Essential

Supportive Environment

Respondent

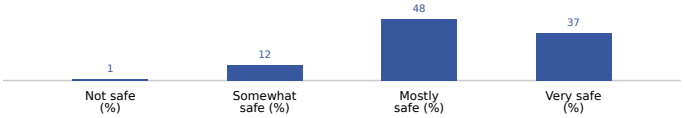
Student

Performance

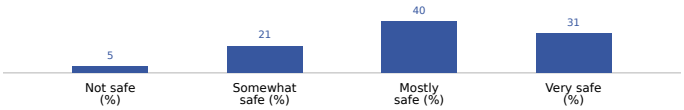


Students report how safe they feel:

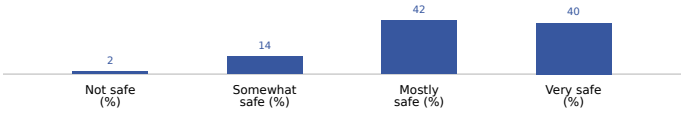
In the hallways of the school?



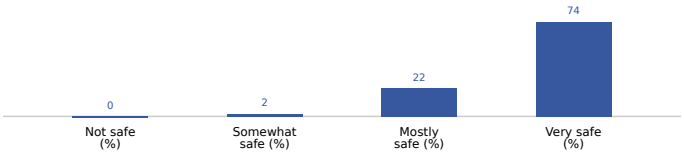
In the bathrooms of the school?



Outside around the school?



In your classes?



School Commitment

School Commitment
Teachers are deeply committed to the school.

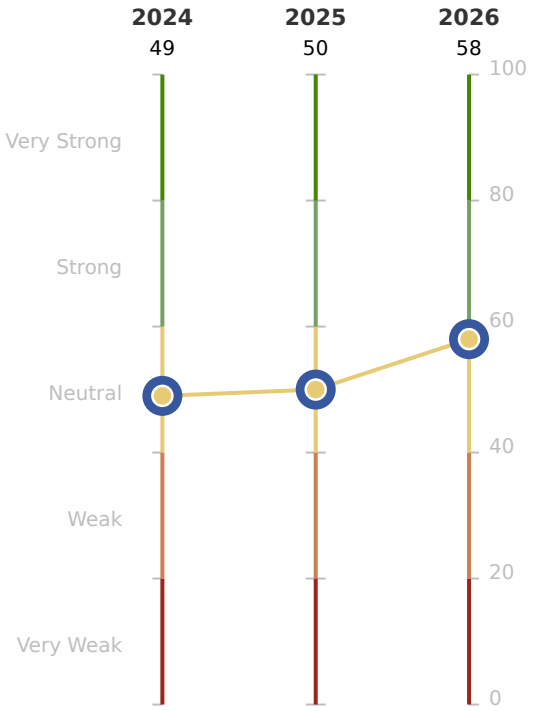
Essential

Collaborative Teachers

Respondent

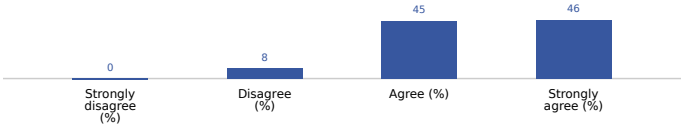
Teacher

Performance

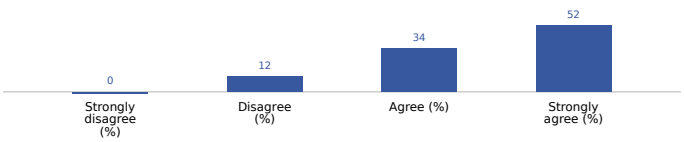


Teachers report the following:

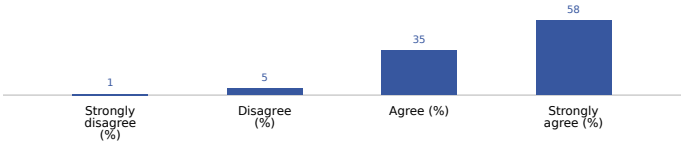
I usually look forward to each working day at this school.



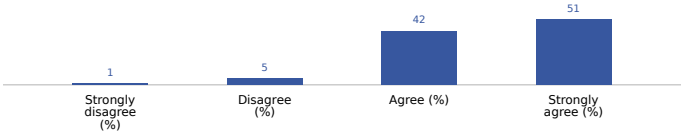
I wouldn't want to work in any other school.



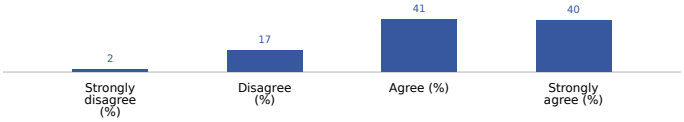
I feel loyal to this school.



I would recommend this school to parents/guardians seeking a place for their child.



This school would be my first choice for my own child.



Student-Teacher Trust

Student-Teacher Trust
Students and teachers share a high level of mutual trust and respect.

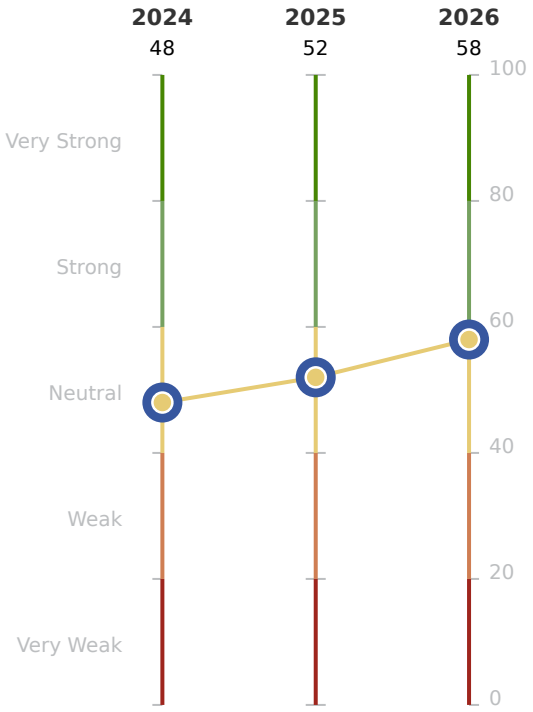
Essential

Supportive Environment

Respondent

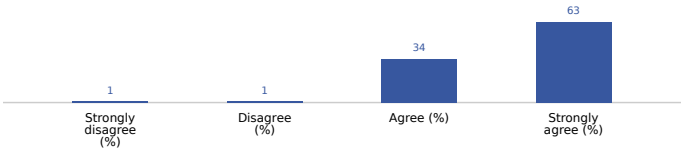
Student

Performance

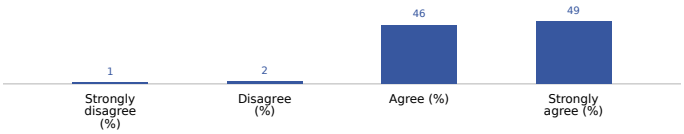


Students report:

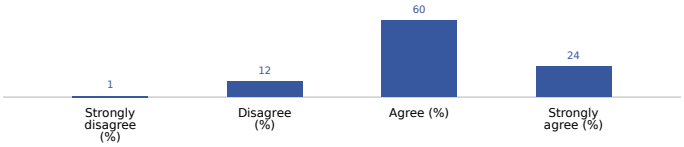
I feel safe with my teachers at this school.



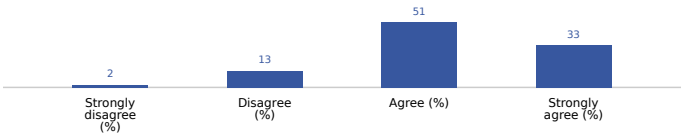
I feel comfortable with my teachers at this school.



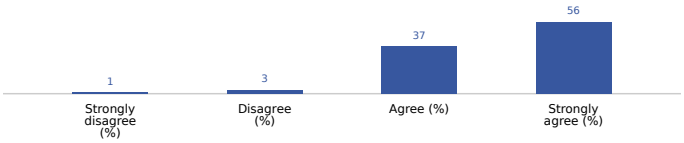
My teachers always keep their promises.



My teachers always listen to students' ideas.



My teachers treat me with respect.



Program Coherence

Program Coherence
School programs are coordinated and consistent with its goals for student learning.

Essential

Effective Leaders

Respondent

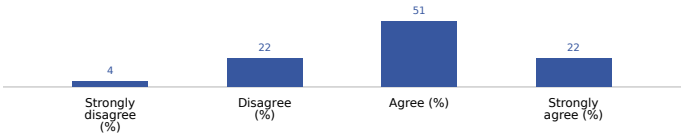
Teacher

Performance

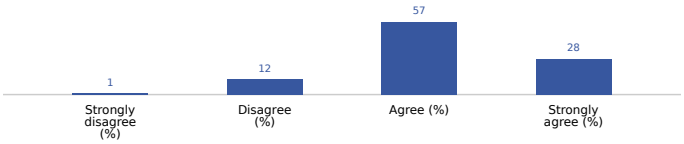


Teachers report the following:

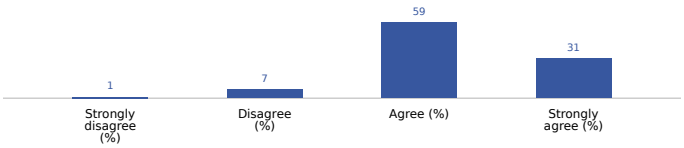
Once we start a new program in this school, we follow up to make sure that it's working.



Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.



There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.



We have so many different programs in this school that I can’t keep track of them all.



Many special programs come and go at this school.



Quality of Student Discussion

Quality of Student Discussion
Students participate in classroom discussions that build their critical thinking skills.

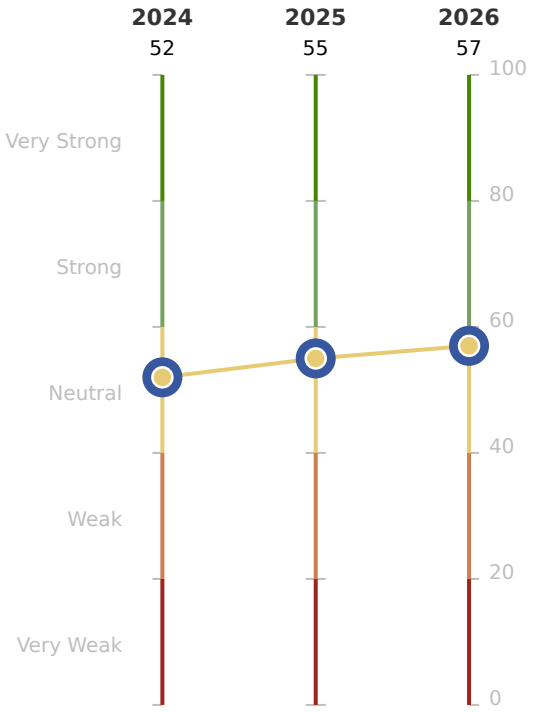
Essential

Ambitious Instruction

Respondent

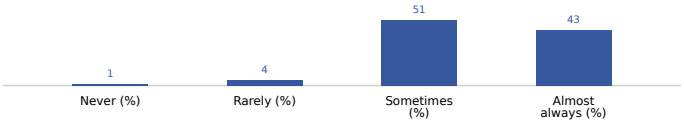
Teacher

Performance

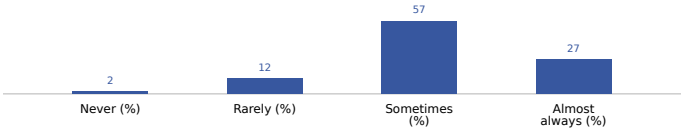


Teachers report the following about classroom discussions:

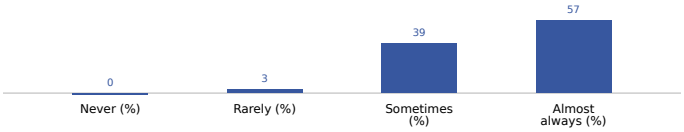
Students build on each other's ideas during discussion.



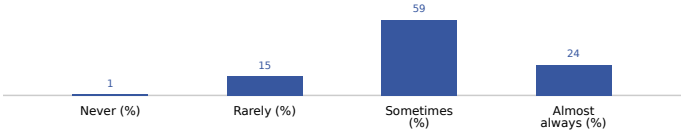
Students use data and text references to support their ideas.



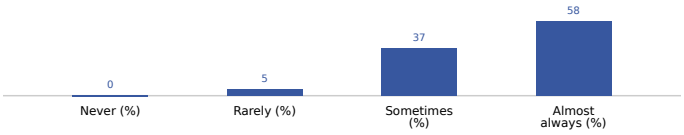
Students show each other respect.



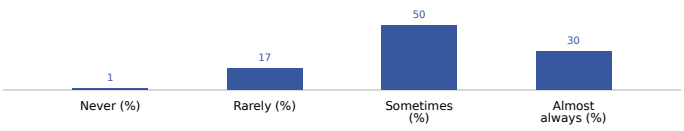
Students provide constructive feedback to their peers and to me.



Most students participate in the discussion at some point.



Students encourage each other to participate in discussion.



Instructional Leadership

Instructional Leadership
The school leadership team sets high standards for teaching and student learning.

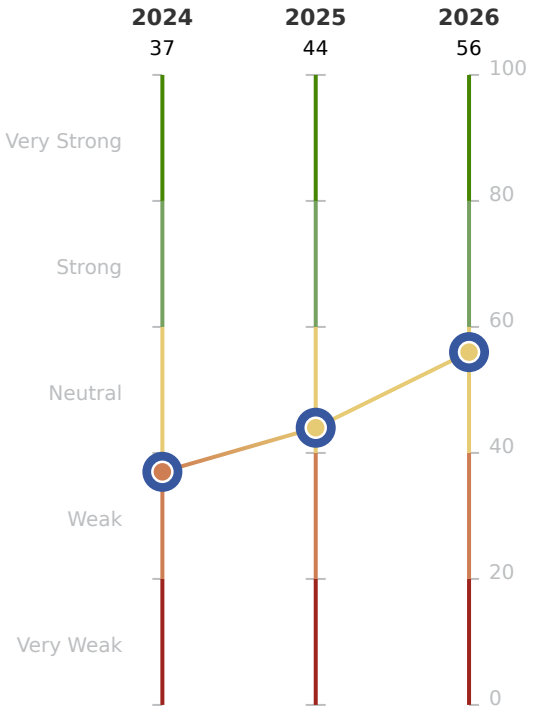
Essential

Effective Leaders

Respondent

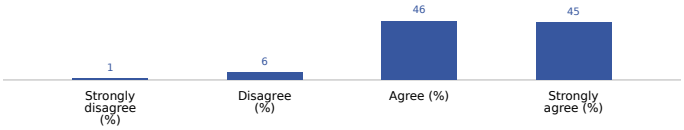
Teacher

Performance

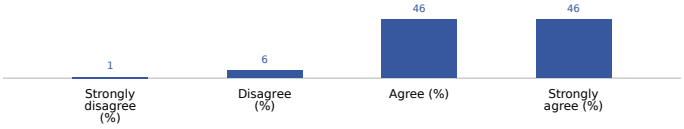


Teachers report that a member of the school leadership team:

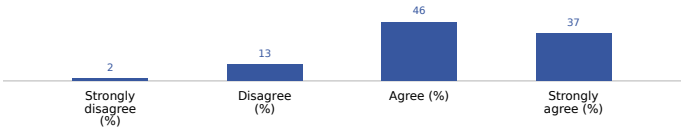
Makes clear to the staff the leadership's expectations for meeting instructional goals.



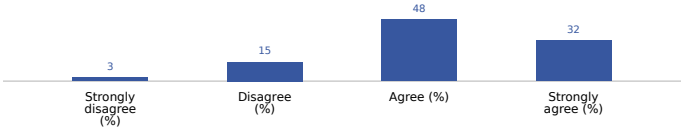
Communicates a clear vision for our school.



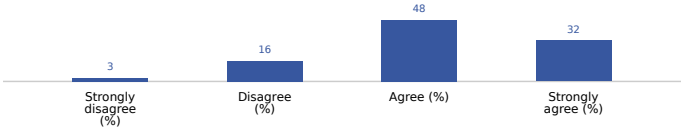
Presses teachers to implement what they have learned in professional development.



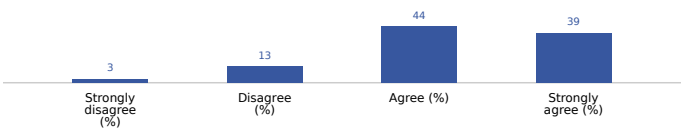
Knows what's going on in my classroom.



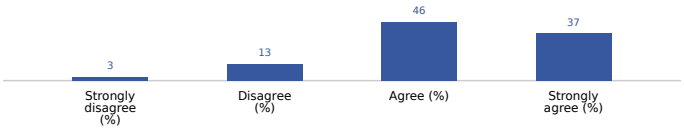
Provides me with useful feedback to improve my teaching.



Has provided me with the support I need to improve my teaching.



Makes sure teachers receive the coaching and support they need to implement new practices.



Teacher-Teacher Trust

Teacher-Teacher Trust
Teachers are supportive and respectful of one another, personally and professionally.

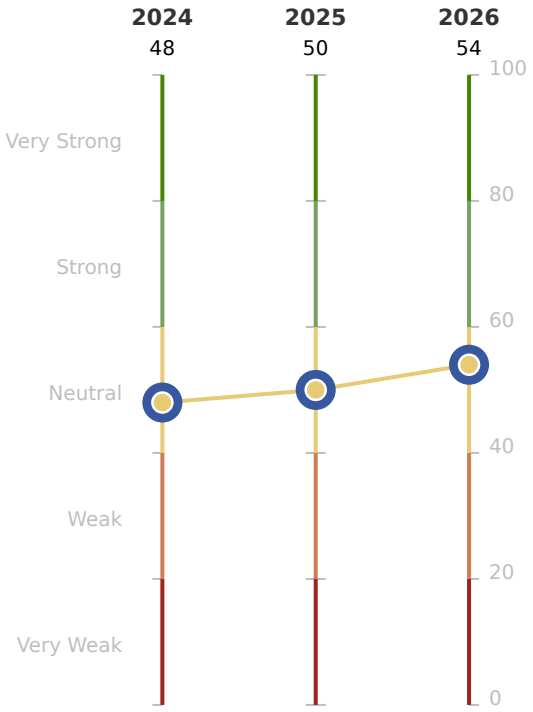
Essential

Collaborative Teachers

Respondent

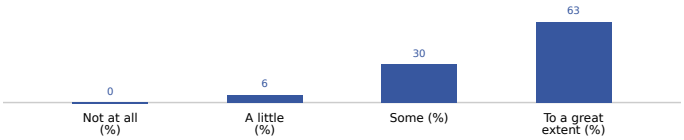
Teacher

Performance

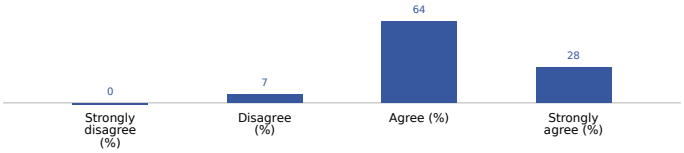


Teachers report the following:

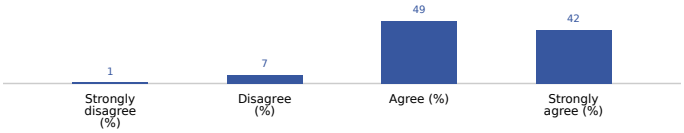
Teachers feel respected by other teachers



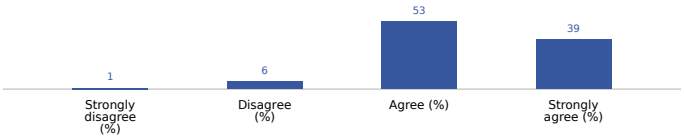
Teachers in this school trust each other.



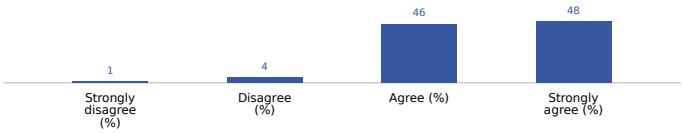
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



Teachers respect other teachers who take the lead in school improvement efforts.



Teachers at this school respect those colleagues who are experts at their craft.



Collective Responsibility

Collective Responsibility
Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

Essential

Collaborative Teachers

Respondent

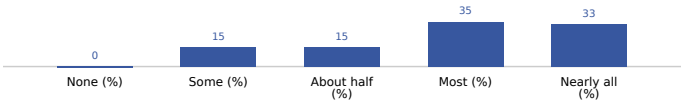
Teacher

Performance

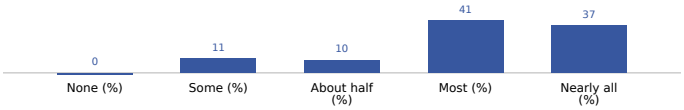


Teachers report that other teachers in the school:

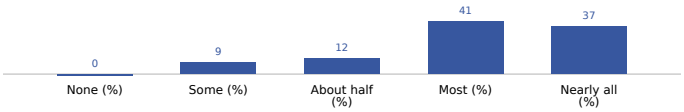
Help maintain discipline in the entire school, not just their classroom?



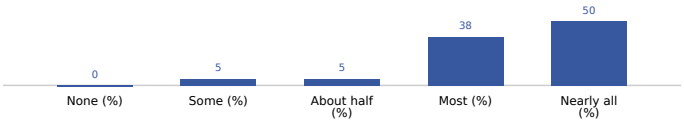
Take responsibility for improving the school.



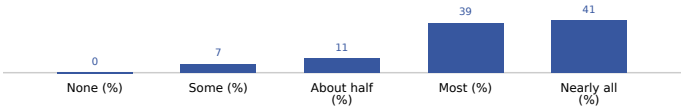
Feel responsible to help each other do their best.



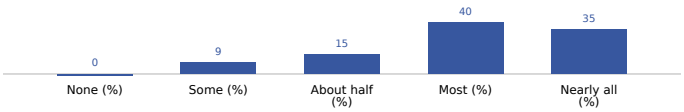
Feel responsible that all students learn.



Feel responsible for helping students develop self-control.



Feel responsible when students in this school fail.



Teacher-Principal Trust

Teacher-Principal Trust
Teachers and parents are partners in improving student learning.

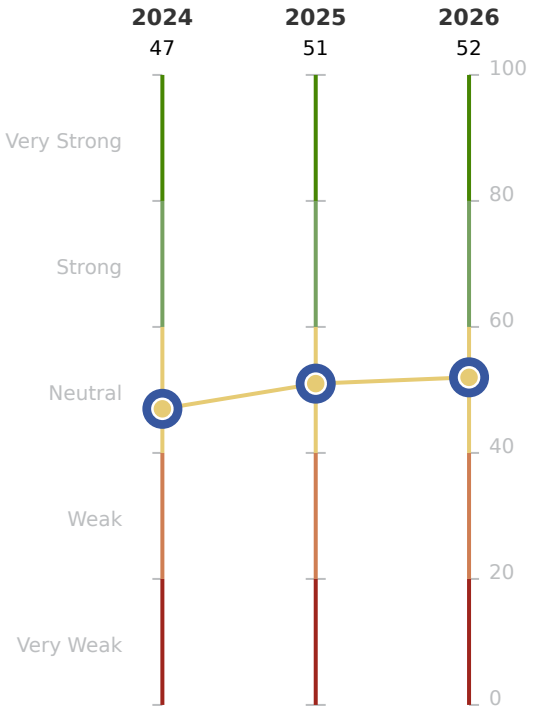
Essential

Effective Leaders

Respondent

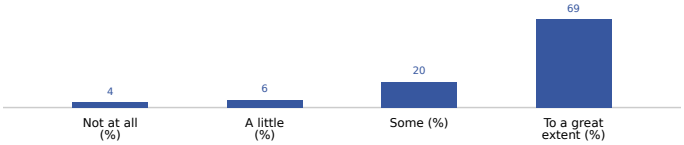
Teacher

Performance

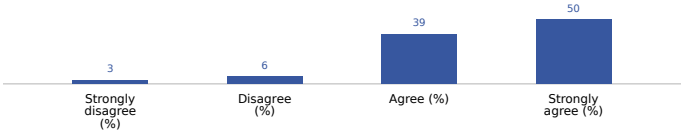


Teachers report the following:

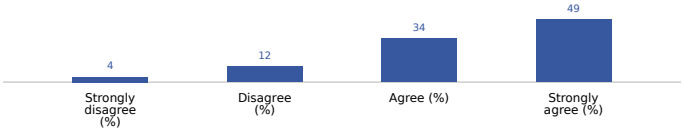
Teachers feel respected by the principal



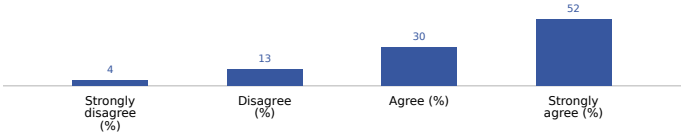
The principal has confidence in the expertise of the teachers.



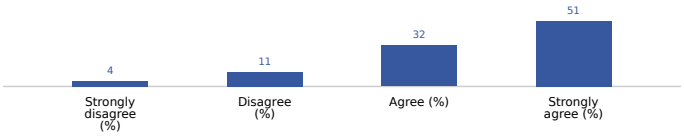
I trust the principal at his or her word.



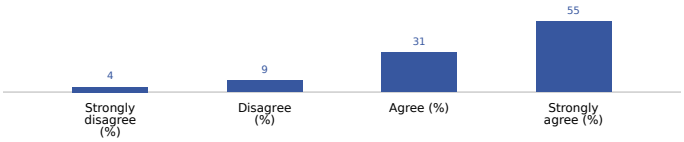
It’s OK in this school to discuss feelings, worries, and frustrations with the principal.



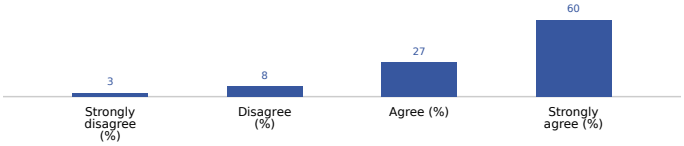
The principal takes a personal interest in the professional development of teachers.



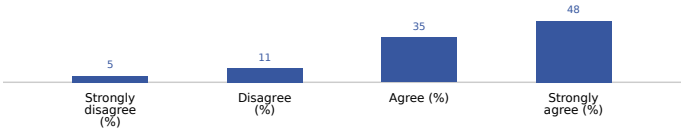
The principal looks out for the personal welfare of the faculty members.



The principal places the needs of children ahead of personal and political interests.



The principal at this school is an effective manager who makes the school run smoothly.



Peer Support for Academic Work

Peer Support for Academic Work
Students demonstrate behaviors that lead to academic achievement.

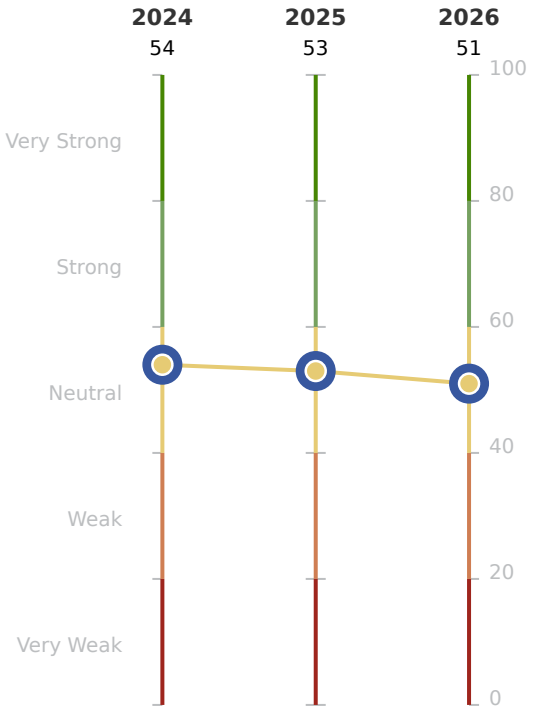
Essential

Supportive Environment

Respondent

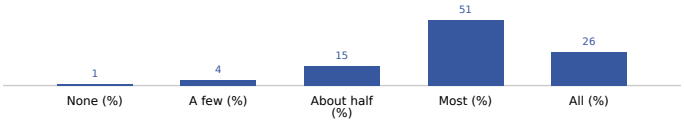
Student

Performance

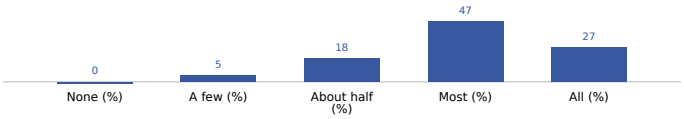


Students report that their classroom peers:

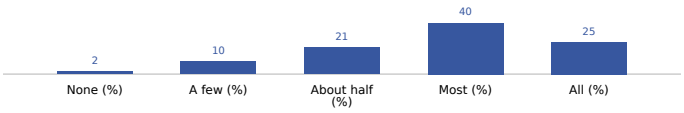
Feel it is important to attend school every day?



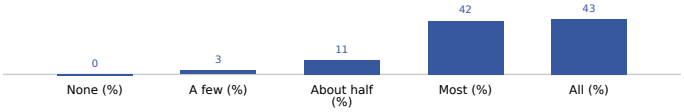
Feel it is important to pay attention in class?



Think doing homework is important?



Try hard to get good grades?



Academic Personalism

Academic Personalism
Teachers connect with students in the classroom and support them in achieving academic goals.

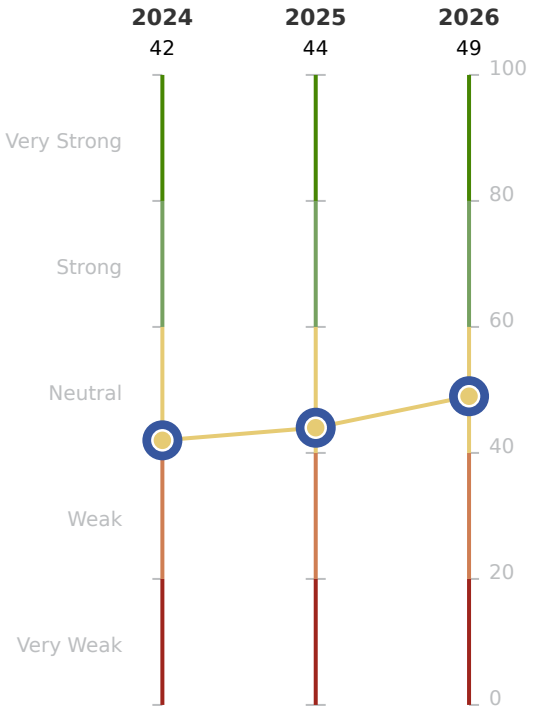
Essential

Supportive Environment

Respondent

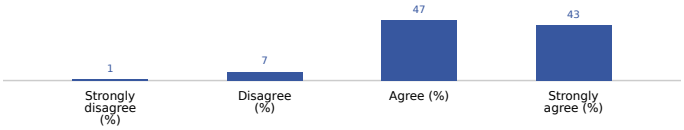
Student

Performance

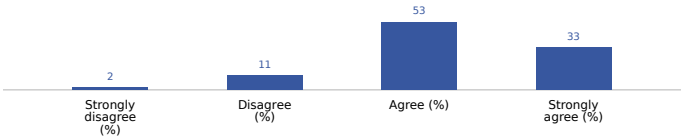


Students report that their teacher:

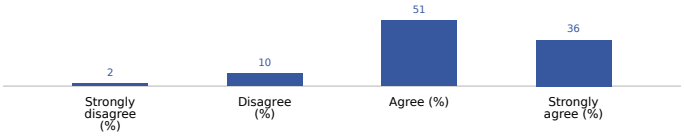
Helps me catch up if I am behind.



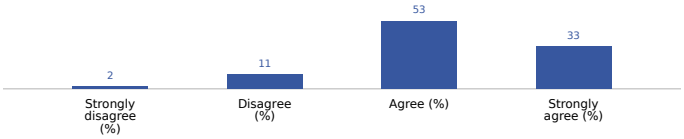
Is willing to give extra help on schoolwork if I need it.



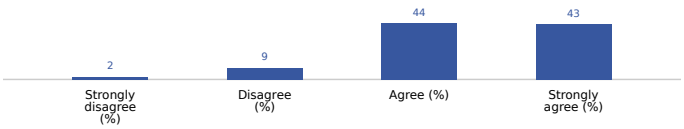
Notices if I have trouble learning something.



Gives me specific suggestions about how I can improve my work in this class.



Explains things in a different way if I don't understand something in class.



English Instruction

English Instruction
Students interact with course material and one another to build and apply critical reading and writing skills.

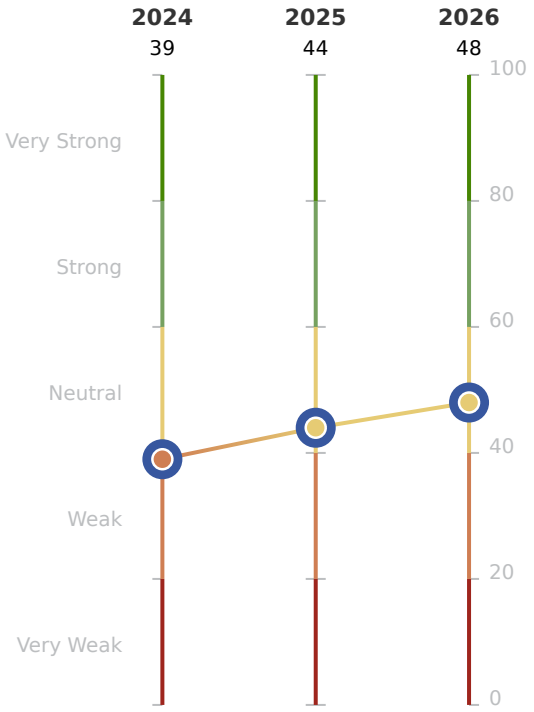
Essential

Ambitious Instruction

Respondent

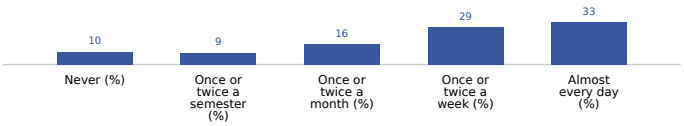
Student

Performance

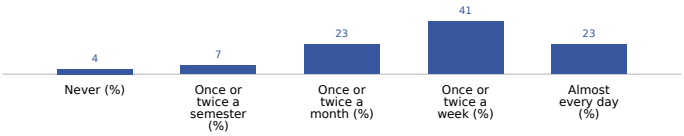


Students report doing the following in English class:

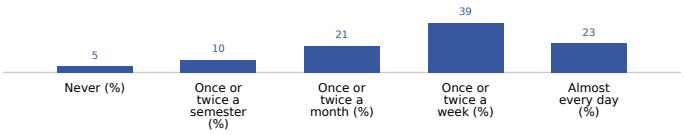
Debate the meaning of a reading.



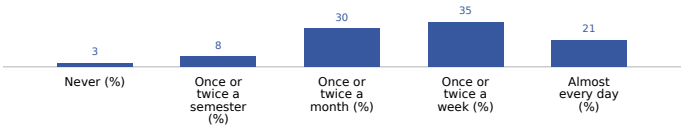
Discuss connections between a reading and real life people or situations.



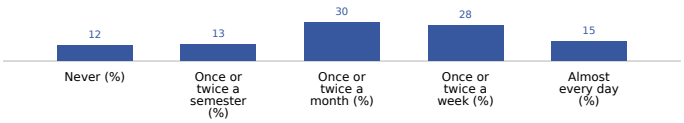
Discuss how culture, time, or place affects an author's writing.



Improve a piece of writing as a class or with partners.



Rewrite a paper or essay in response to comments.



Math Instruction

Math Instruction
Students interact with course material and one another to build and apply knowledge in their math classes.

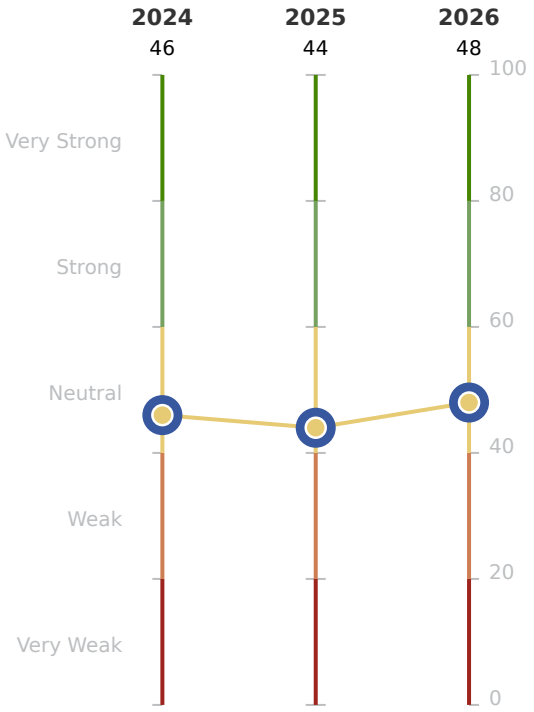
Essential

Ambitious Instruction

Respondent

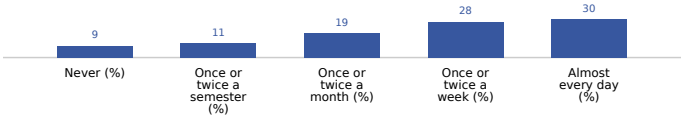
Student

Performance

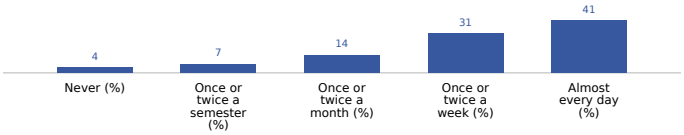


Students report that they do the following in math class:

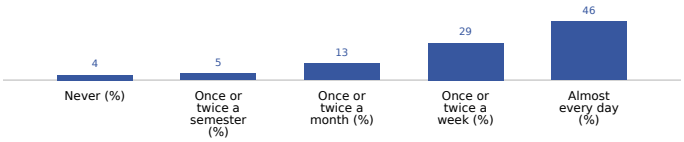
Apply math to situations in life outside of school.



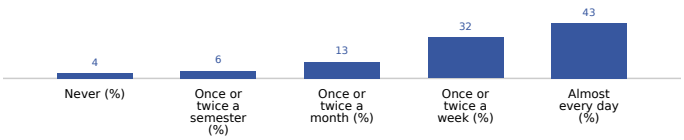
Discuss possible solutions to problems with other students.



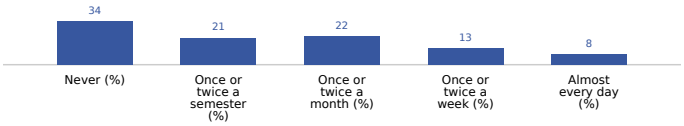
Explain how you solved a problem to the class.



Write a few sentences to explain how you solved a math problem.



Write a math problem for other students to solve.



Quality Professional Development

Quality Professional Development
Professional development is rigorous and focused on student learning.

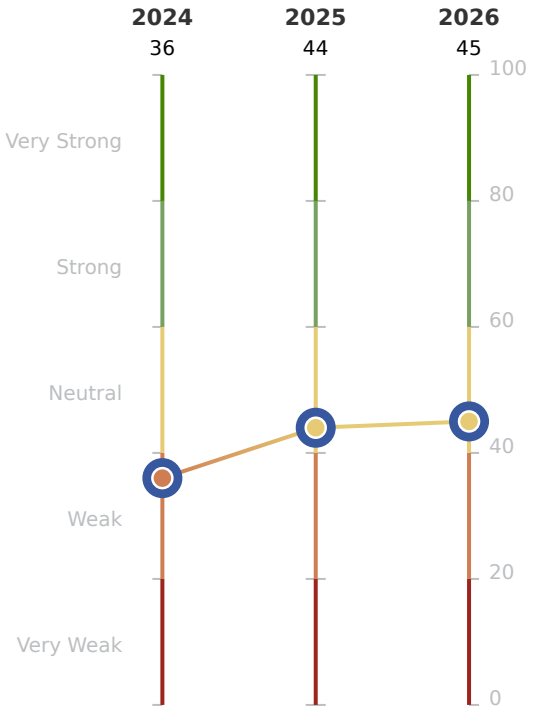
Essential

Collaborative Teachers

Respondent

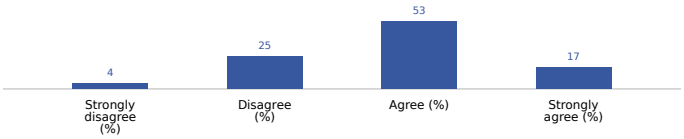
Teacher

Performance

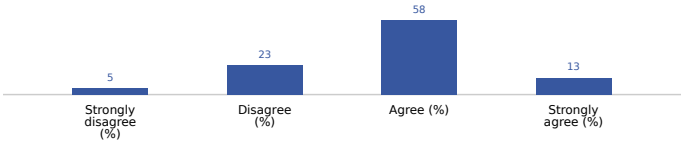


Teachers report that professional development this year has:

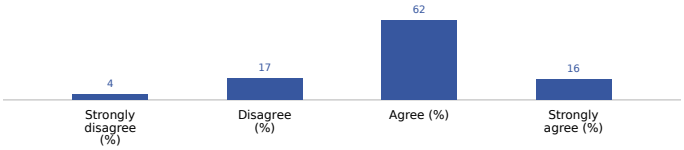
Been sustained and coherently focused, rather than short-term and unrelated.



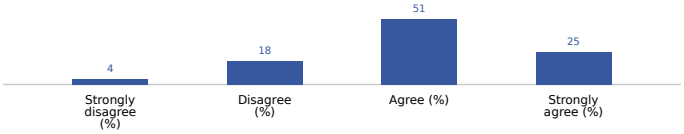
Included enough time to think carefully about, try, and evaluate new ideas.



Been closely connected to my school's improvement plan.



Included opportunities to work productively with colleagues in my school.



Teacher Influence

Teacher Influence
Teachers have influence in a broad range of decisions regarding school policies and practices.

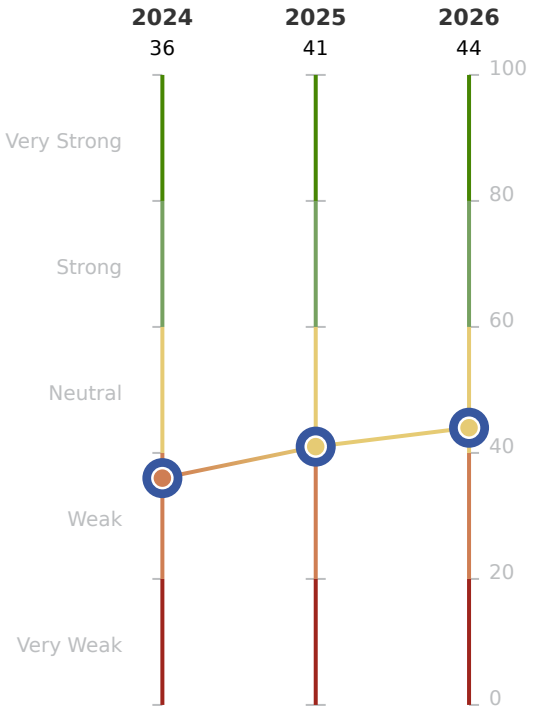
Essential

Effective Leaders

Respondent

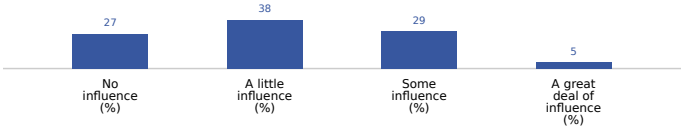
Teacher

Performance

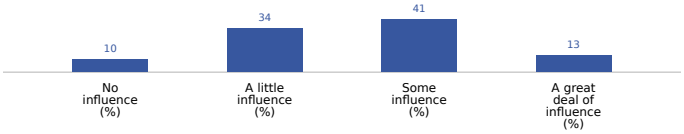


Teachers report having influence on:

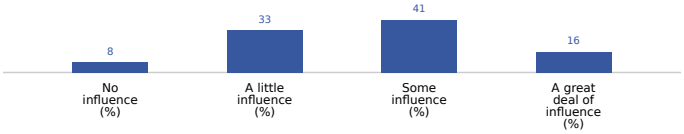
Planning how discretionary school funds should be used.



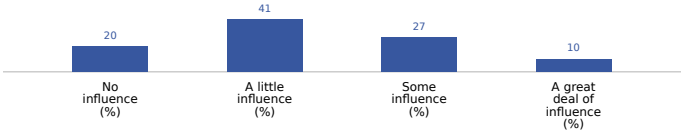
Determining which books and other instructional materials are used in classrooms.



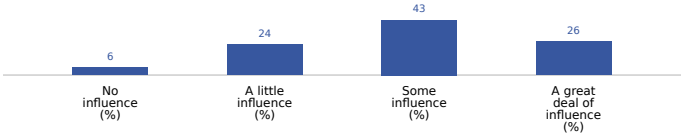
Establishing the curriculum and instructional program.



Determining the content of in-service programs.



Setting standards for student behavior.



Academic Press

Academic Press
Teachers expect students to do their best and to meet academic demands.

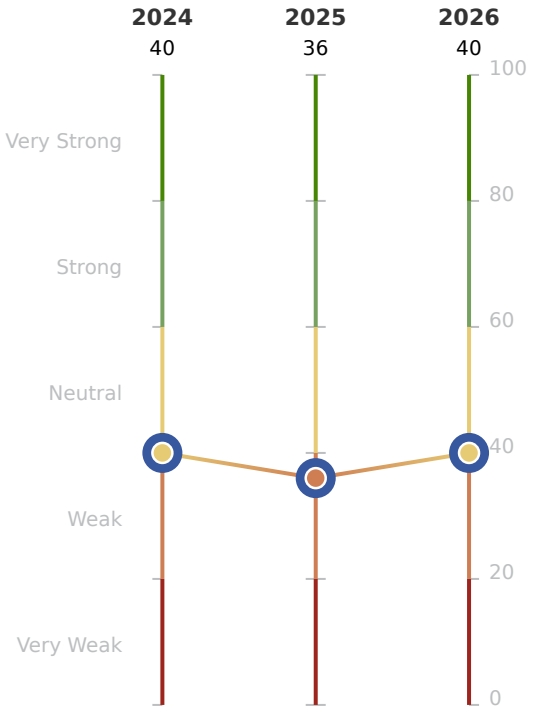
Essential

Ambitious Instruction

Respondent

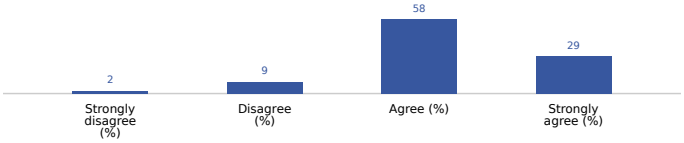
Student

Performance

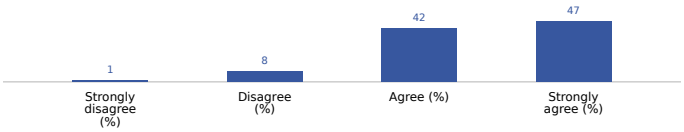


Students report the following about one specific class:

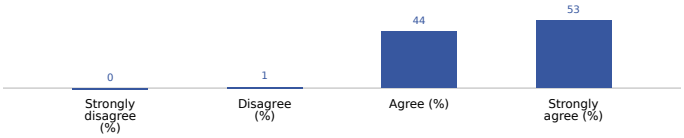
This class really makes me think.



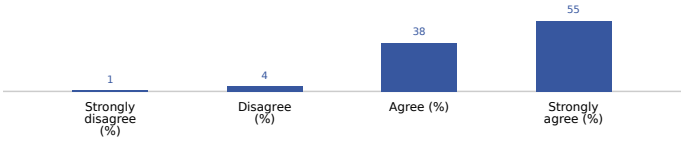
I really learn a lot in this class



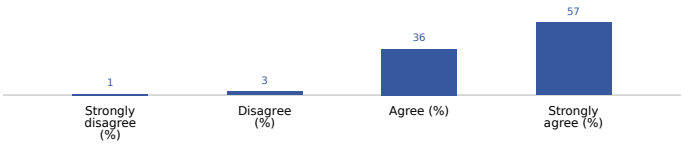
The teacher expects everyone to work hard



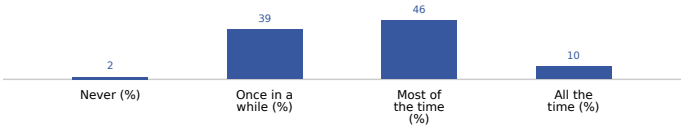
The teacher expects me to do my best all the time



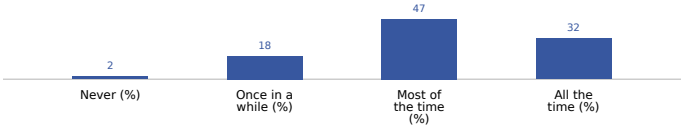
The teacher wants us to become better thinkers, not just memorize things



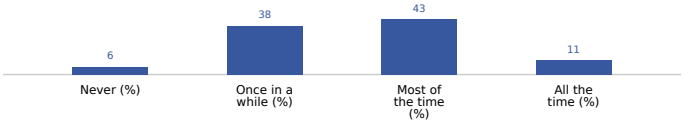
This class challenges me



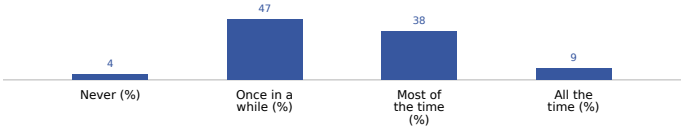
This class requires me to work hard to do well



The teacher asks difficult questions on tests



The teacher asks difficult questions in class



All Supplemental Measures

How is Glen Ellyn SD 41 performing on all supplemental measures in 2026?

Page	Measure	Change	Performance	Essential	Respondent
33	Inquiry-Based Science Instruction	+ 1	67 Strong	Supplemental Measures	Student
34	Human & Social Resources in the Community	- 2	60 Strong	Supplemental Measures	Student
35	Parent Supportiveness	- 2	59 Neutral	Supplemental Measures	Student
36	Classroom Disruptions	+ 5	58 Neutral	Supplemental Measures	Teacher
37	Reflective Dialogue	- 6	58 Neutral	Supplemental Measures	Teacher
38	Socialization of New Teachers	+ 9	56 Neutral	Supplemental Measures	Teacher
39	Student Peer Relationships	+ 3	56 Neutral	Supplemental Measures	Student
40	Rigorous Study Habits	- 1	55 Neutral	Supplemental Measures	Student
41	Innovation	+ 7	54 Neutral	Supplemental Measures	Teacher
42	Student Responsibility	+ 2	54 Neutral	Supplemental Measures	Teacher
43	Teacher Safety	+ 5	53 Neutral	Supplemental Measures	Teacher
44	Classroom Rigor	+ 4	48 Neutral	Supplemental Measures	Student
45	Academic Engagement	+ 0	41 Neutral	Supplemental Measures	Student
46	Course Clarity	- 10	39 Weak	Supplemental Measures	Student

Inquiry-Based Science Instruction

Inquiry-Based Science Instruction
Students conduct scientific investigations, including generating and testing hypotheses, writing lab reports and using laboratory equipment.

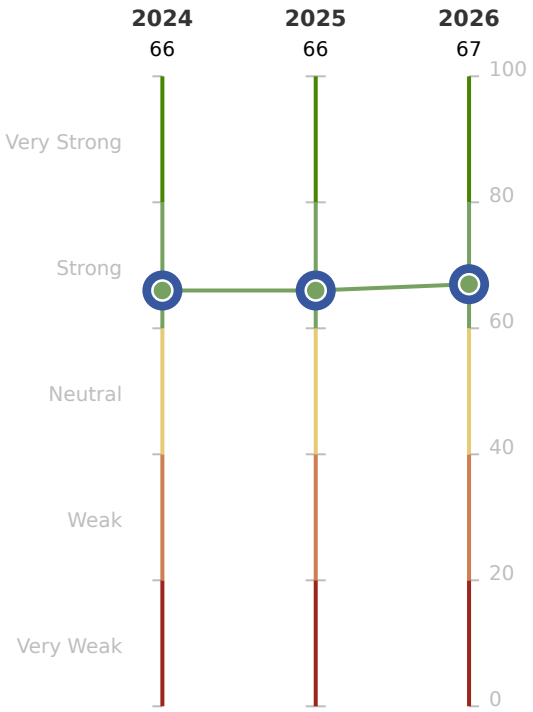
Essential

Supplemental Measures

Respondent

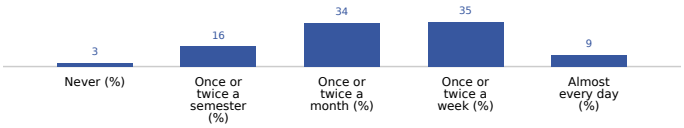
Student

Performance

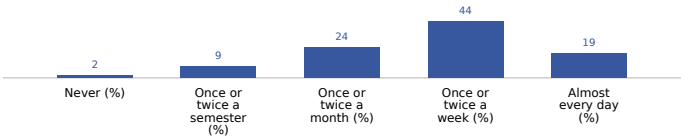


Students report doing the following in science class:

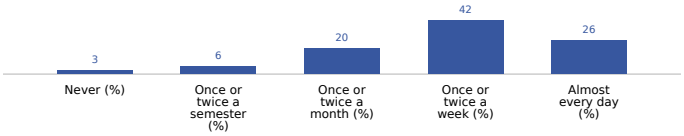
Use laboratory equipment or specimens.



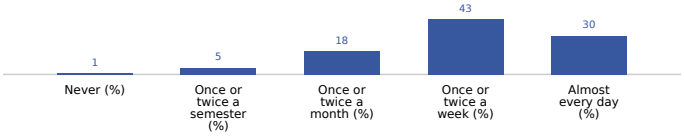
Write lab reports.



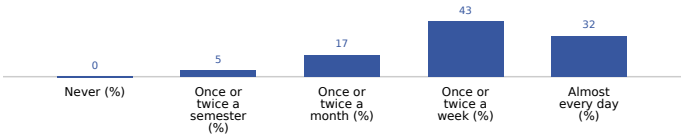
Generate your own hypotheses.



Use evidence/data to support an argument or hypothesis.



Find information from graphs and tables.



Human & Social Resources in the Community

Human & Social Resources in the Community
Students come from communities where there are adults they can trust who provide a safe environment.

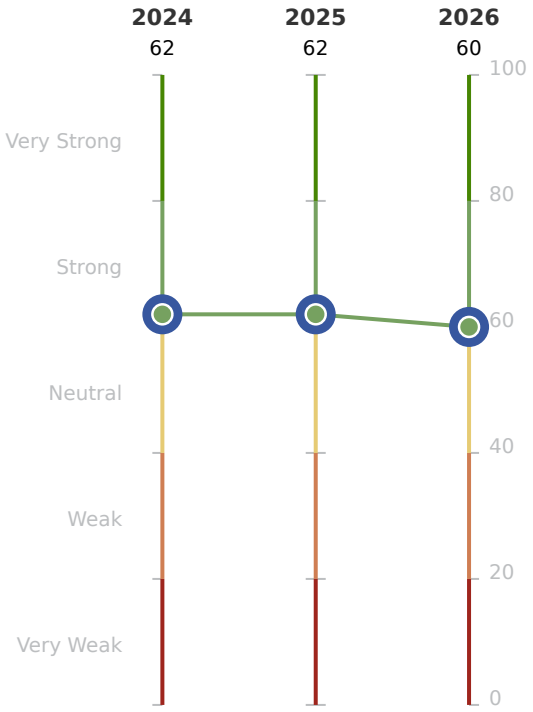
Essential

Supplemental Measures

Respondent

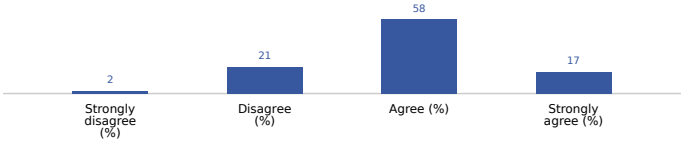
Student

Performance

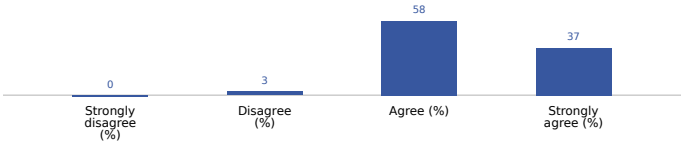


Students report the following about their community:

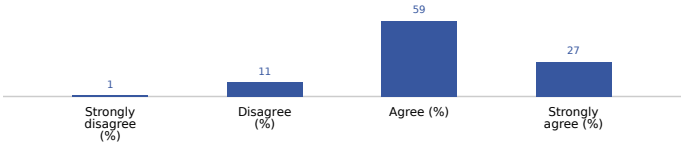
Adults in this neighborhood know who the local children are.



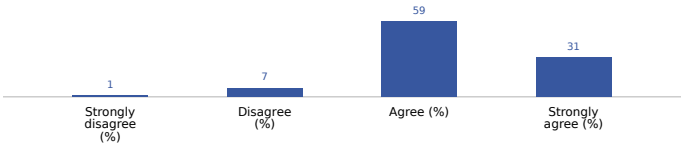
During the day, it is safe for children to play in the local park or playground.



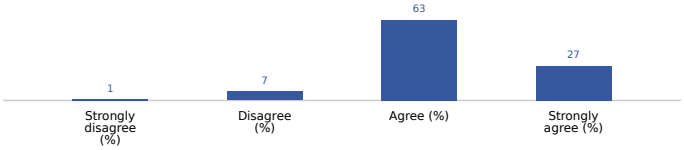
People in this neighborhood can be trusted.



There are adults in this neighborhood that children can look up to.



The equipment and buildings in the neighborhood, park, or playground are well kept.



Parent Supportiveness

Parent Supportiveness
Parents support their children emotionally and developmentally.

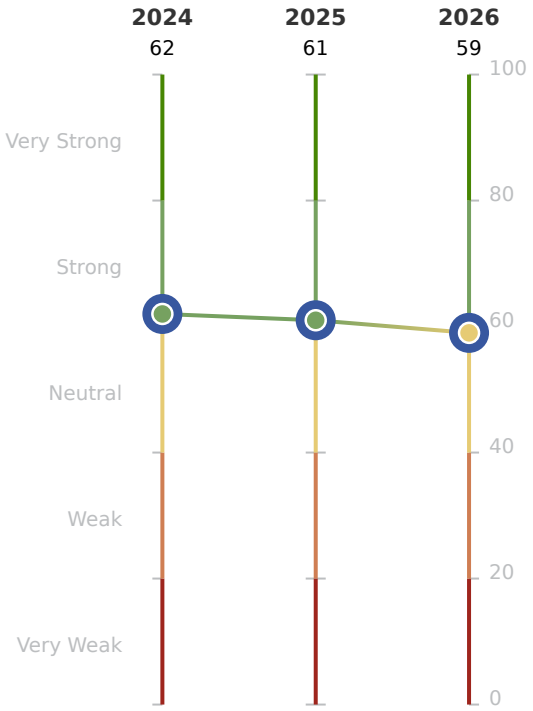
Essential

Supplemental Measures

Respondent

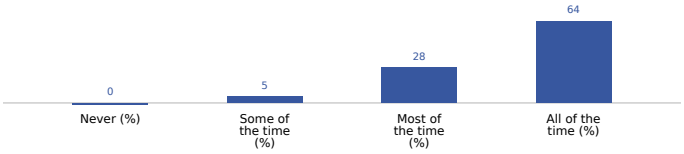
Student

Performance

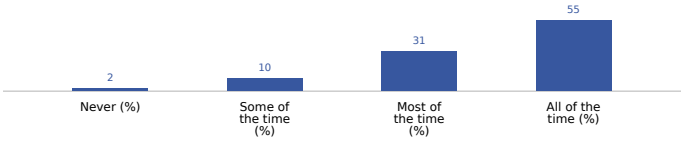


Students report the following about their parents. My parents:

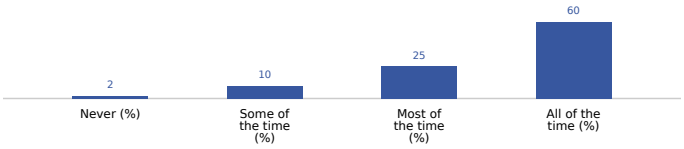
Encourage you to work hard at school.



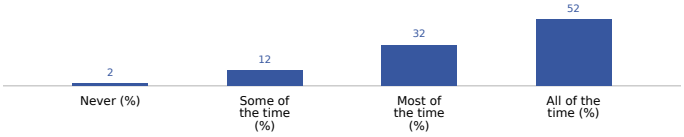
Listen to you when you need to talk.



Show they are proud of you.



Take time to help you make decisions.



Classroom Disruptions

Classroom Disruptions
Teachers report on the degree to which other students disrupt their learning.

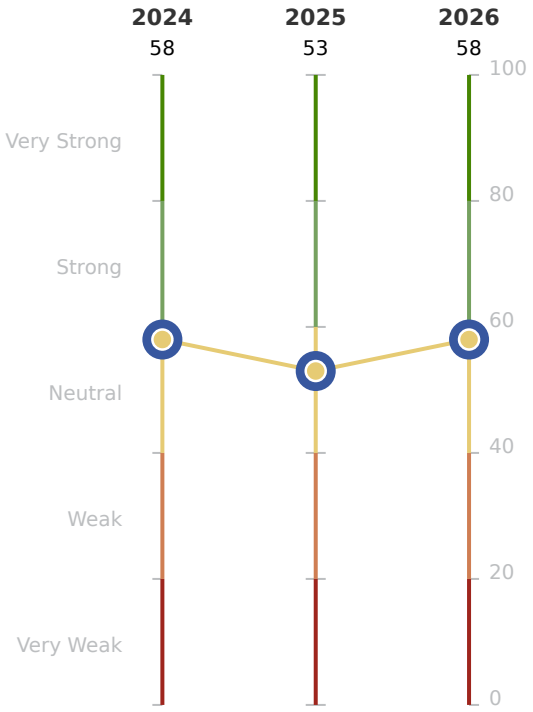
Essential

Supplemental Measures

Respondent

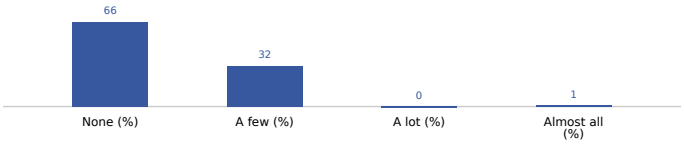
Teacher

Performance

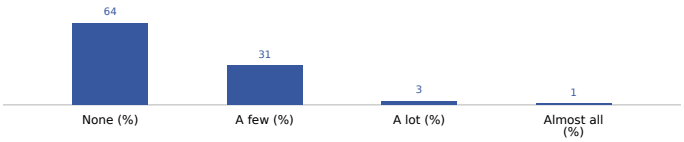


Teachers report that students in their classrooms:

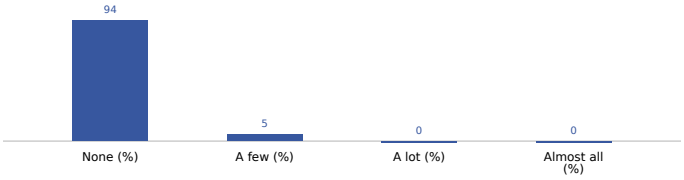
Refuse to respond when addressed?



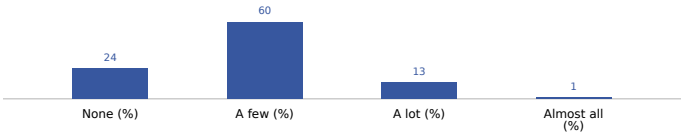
Use inappropriate language during class?



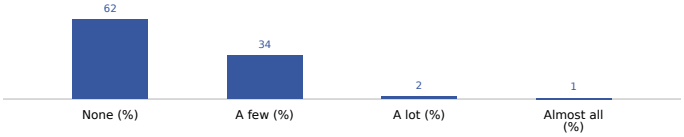
Threaten you verbally?



Do off-task things (e.g., play games, text, talk on cell phone) during instructional time?



Create serious behavior problems in your class?



Reflective Dialogue

Reflective Dialogue
Teachers frequently talk with each other about curriculum, instruction, and student learning.

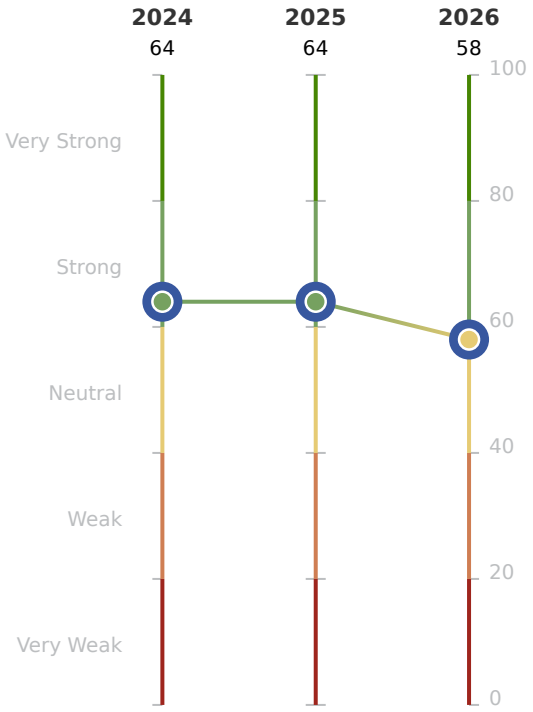
Essential

Supplemental Measures

Respondent

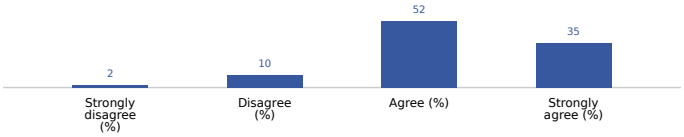
Teacher

Performance

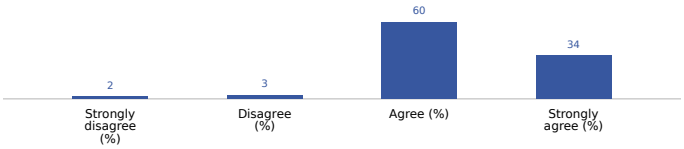


Teachers report having conversations with colleagues about:

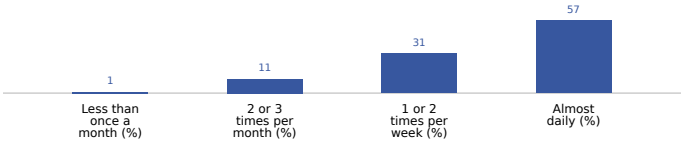
Instruction in the teachers' lounge, faculty meetings, etc.



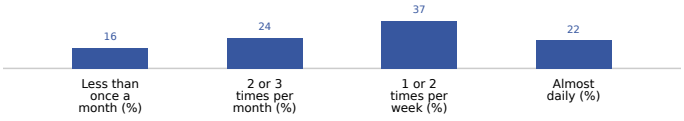
Student work



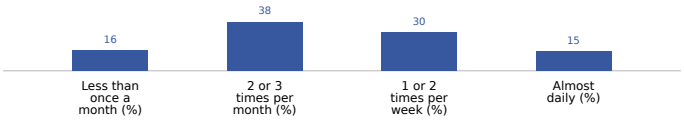
What helps students learn the best



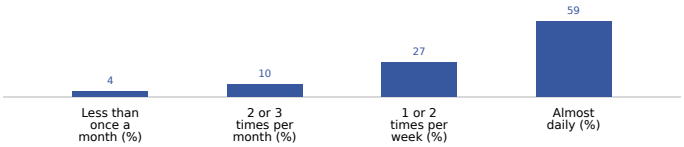
The development of new curriculum



The goals of this school.



Managing classroom behavior



Socialization of New Teachers

Socialization of New Teachers
New teachers are included in the professional community and are given helpful feedback on their instructional practices.

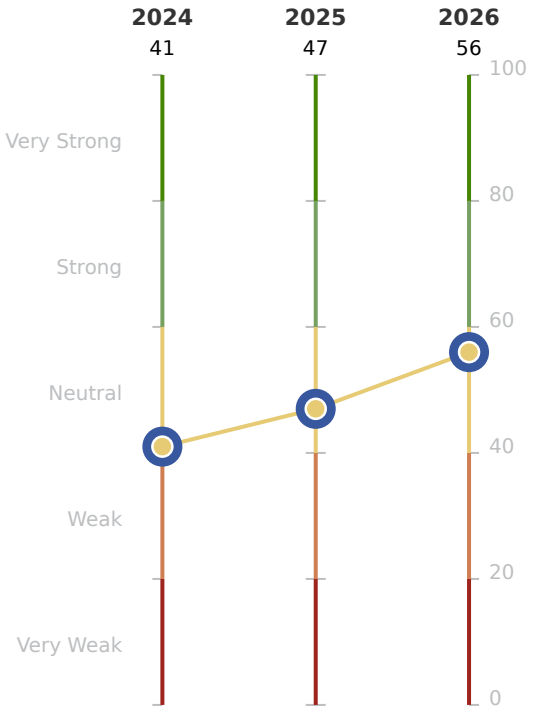
Essential

Supplemental Measures

Respondent

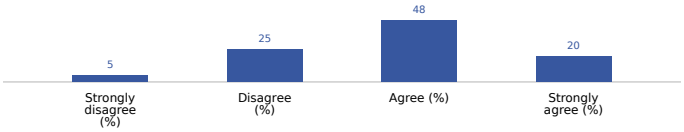
Teacher

Performance

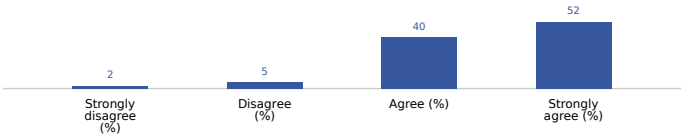


Teachers report the following:

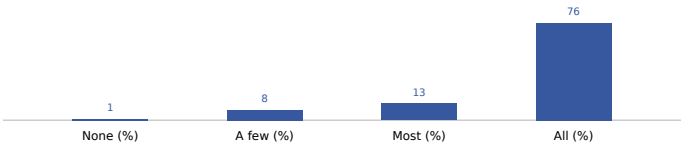
Experienced teachers invite new teachers into their classes to observe, give feedback, etc.



A conscious effort is made by faculty to make new teachers feel welcome here.



How many teachers are assigned a mentor teacher when they first begin working at this school?



Student Peer Relationships

Student Peer Relationships
Students treat each other with respect, work well together, and help each other learn.

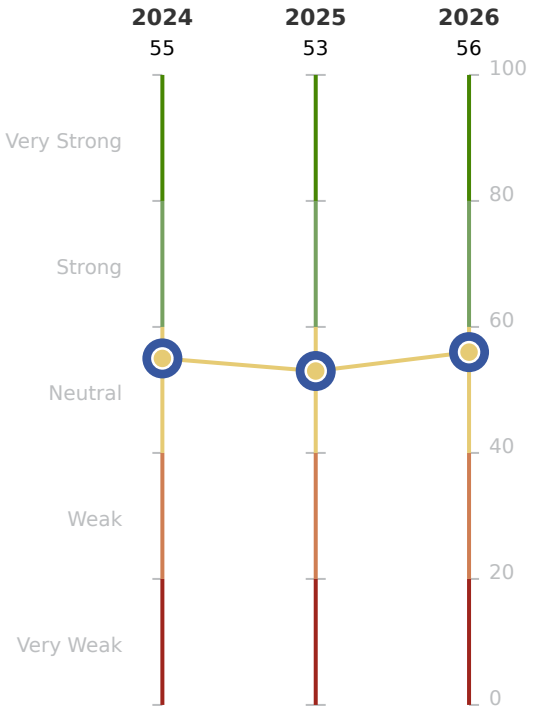
Essential

Supplemental Measures

Respondent

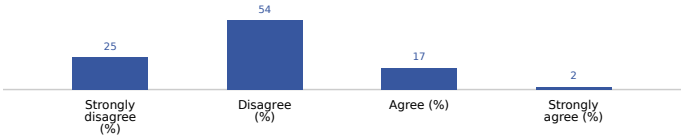
Student

Performance

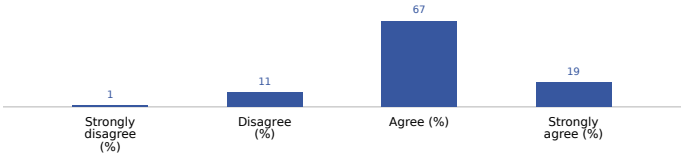


Students report that their school peers:

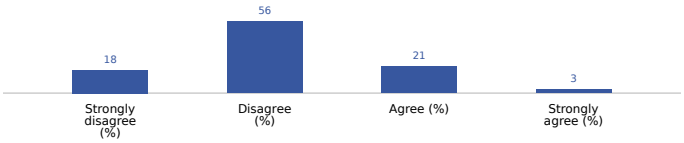
Like to put others down.



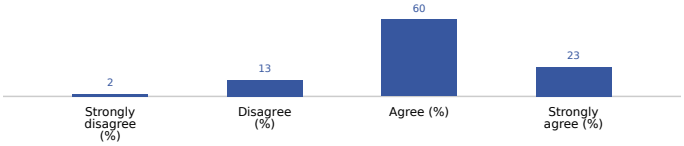
Help each other learn.



Don't get along together very well.



Treat each other with respect.



Rigorous Study Habits

Rigorous Study Habits
Students set aside time for schoolwork and give priority to studying.

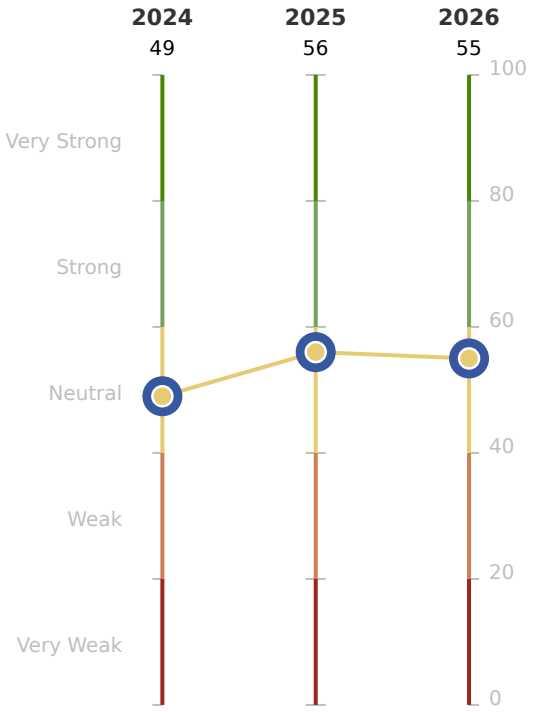
Essential

Supplemental Measures

Respondent

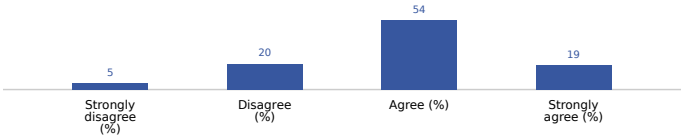
Student

Performance

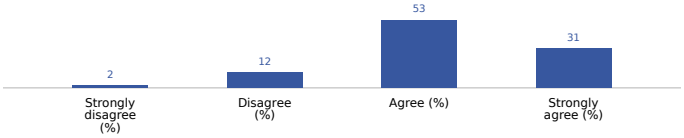


Students report that:

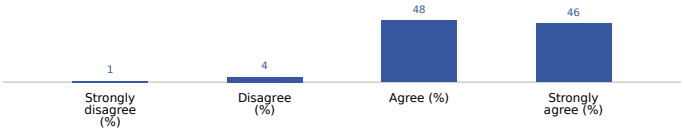
I always study for tests.



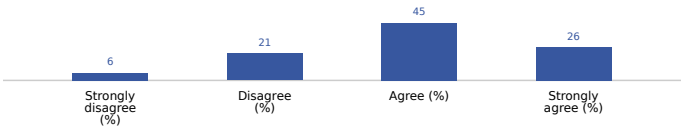
I set aside time to do my homework and study.



I try to do well on my schoolwork even when it isn't interesting to me.



If I need to study, I don't go out with my friends.



Innovation

Innovation
Teachers have a strong orientation toward improvement and a willingness to be a part of an active learning environment.

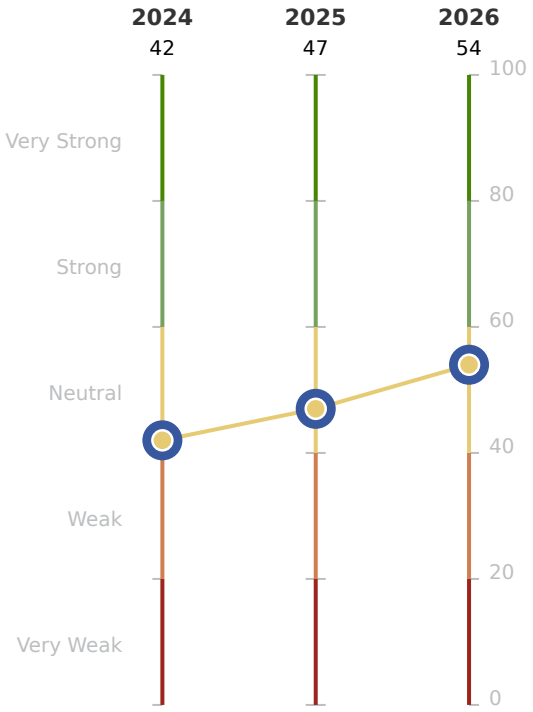
Essential

Supplemental Measures

Respondent

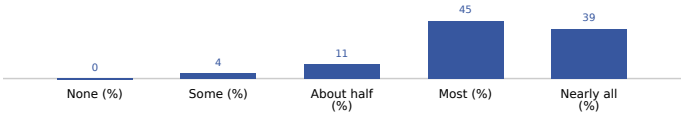
Teacher

Performance

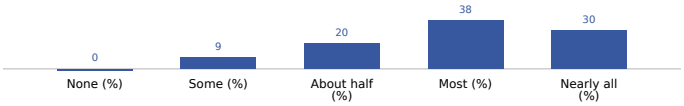


Teachers report that:

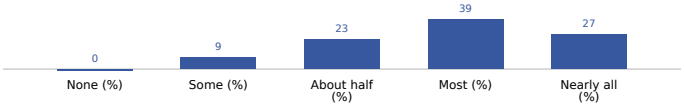
Teachers are really trying to improve their teaching.



Teachers are willing to take risks to make the school better.



Teachers are eager to try new ideas.



Student Responsibility

Student Responsibility
Students are active participants in their own learning and regularly attend class prepared to learn.

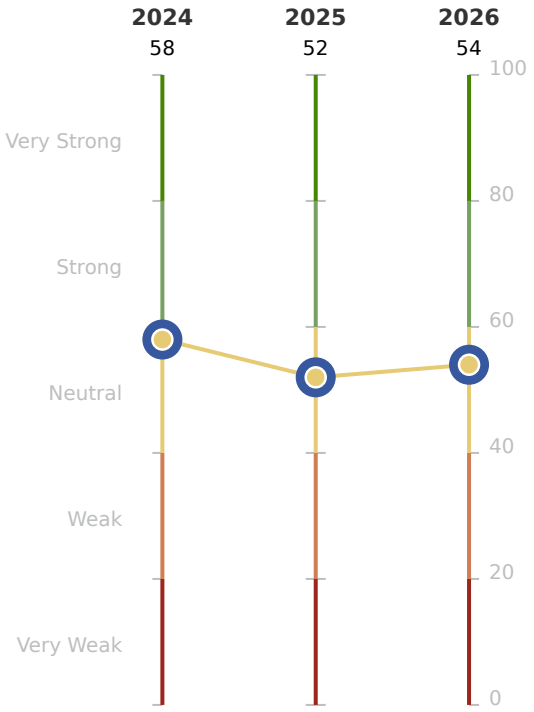
Essential

Supplemental Measures

Respondent

Teacher

Performance



Teachers report that their students:

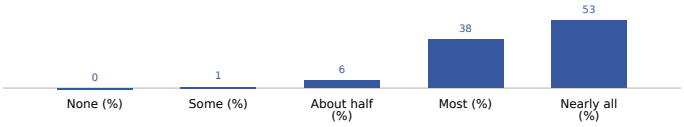
Come to class on time?



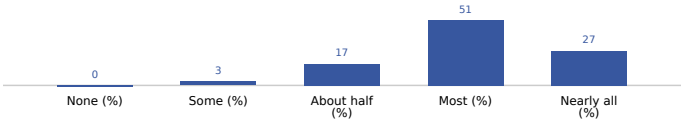
Attend class regularly?



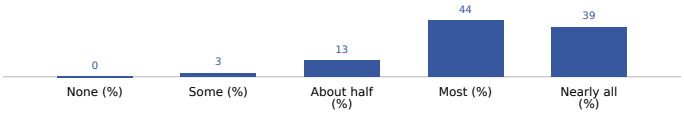
Come to class prepared with the appropriate supplies and books?



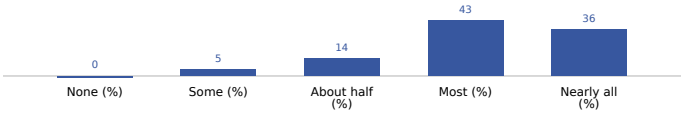
Regularly pay attention in class?



Actively participate in class activities?



Always turn in their homework?



Teacher Safety

Teacher Safety
Teachers report little or no disorder in the hallways, physical conflict among students, vandalism, robbery or theft, and threats of violence against teachers.

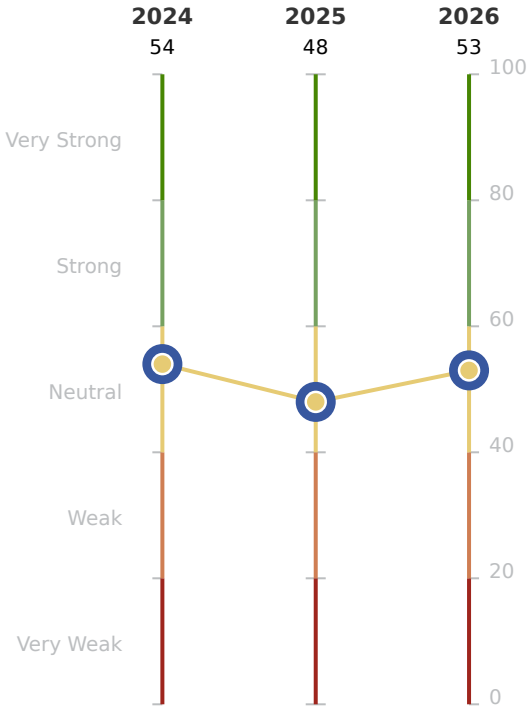
Essential

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Respondent

Teacher

Performance

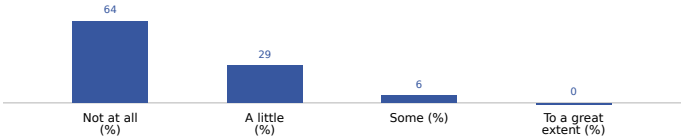


Teachers report how much each of the following is a problem:

Physical conflicts among students



Robbery or theft



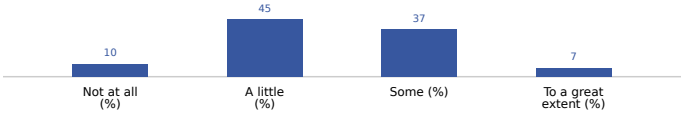
Disorder in classrooms



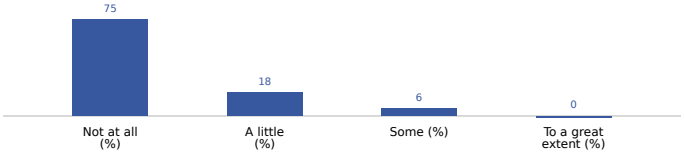
Disorder in hallways



Student disrespect of teachers



Threats of violence toward teachers



Classroom Rigor

Classroom Rigor
Teachers encourage all students to make connections and seek multiple perspectives through their coursework.

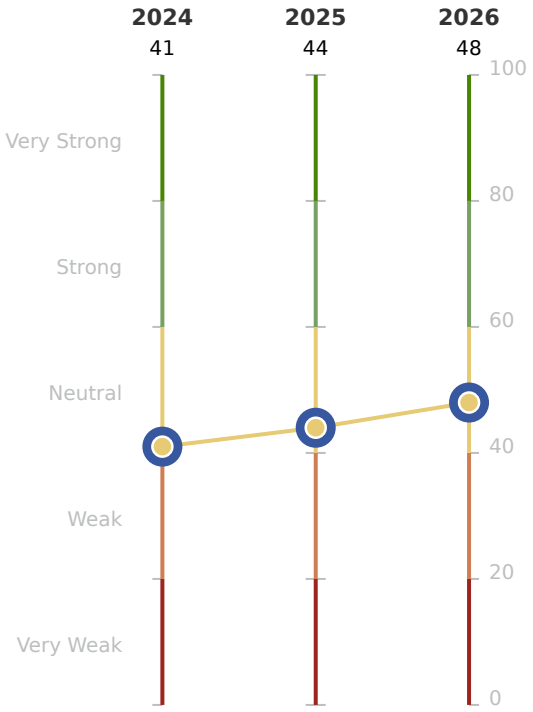
Essential

Supplemental Measures

Respondent

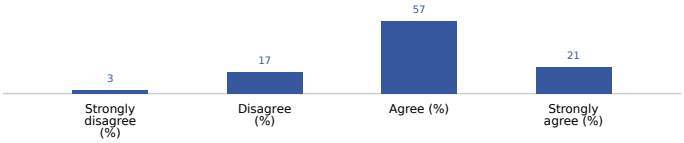
Student

Performance

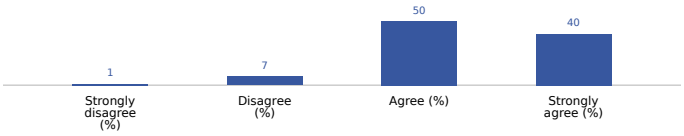


Students report that the teacher in their target class:

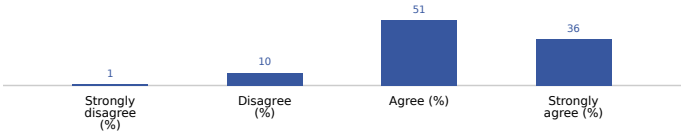
Often connects what I am learning to life outside of the classroom.



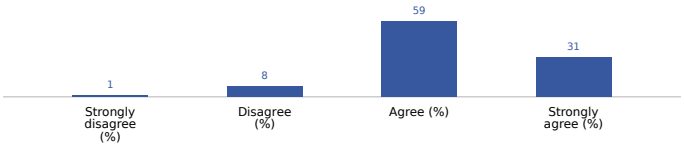
Encourages students to share their ideas about things we are studying in class.



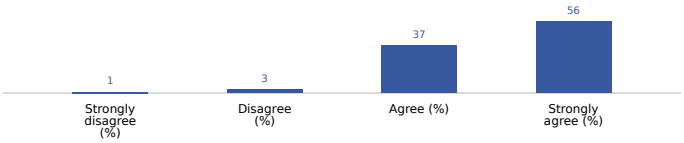
Often requires me to explain my answers.



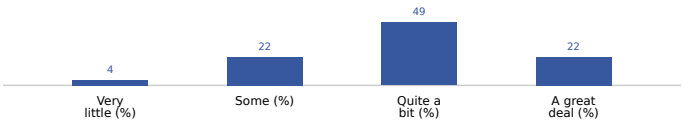
Encourages us to consider different solutions or points of view.



Doesn't let students give up when the work gets hard.



We talk about different solutions or points of view.



Academic Engagement

Academic Engagement
Students are interested and engaged in learning.

Essential

Supplemental Measures

Respondent

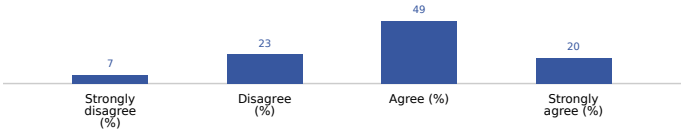
Student

Performance

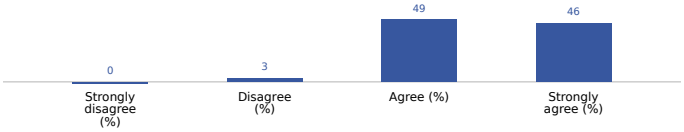


Students report:

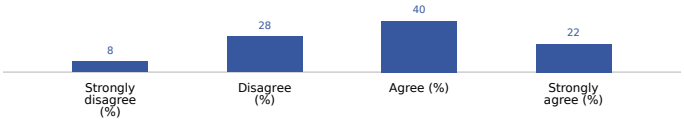
I usually look forward to this class.



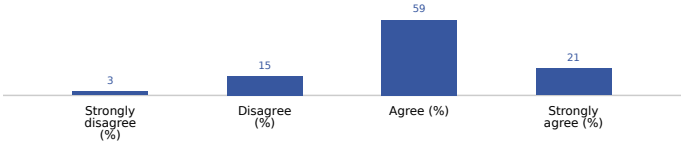
I work hard to do my best in this class.



Sometimes I get so interested in my work I don't want to stop.



The topics we are studying are interesting and challenging.



Course Clarity

Course Clarity
Students are provided clear learning goals and instruction that supports achievement.

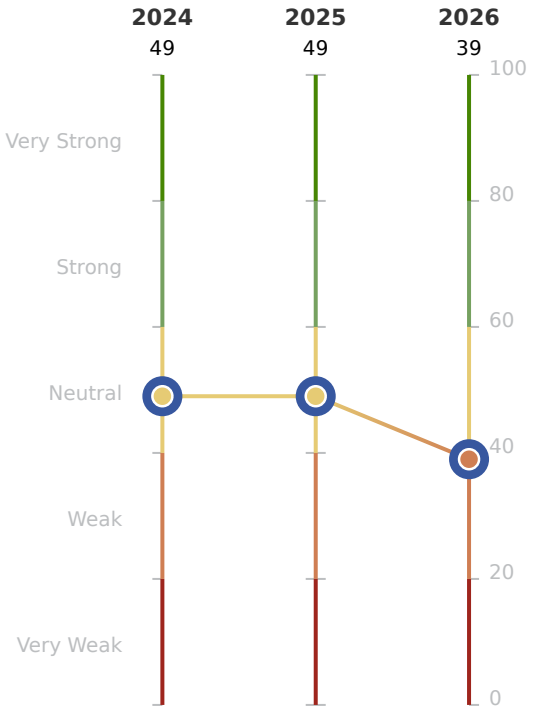
Essential

Supplemental Measures

Respondent

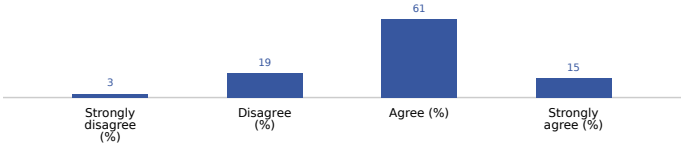
Student

Performance

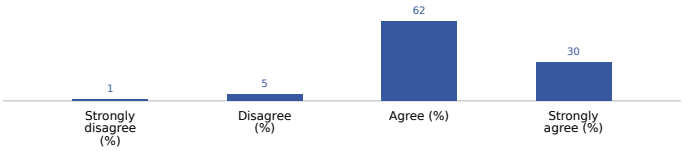


Students report the following about one specific class:

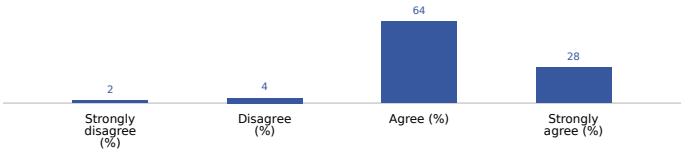
I learn a lot from feedback on my work.



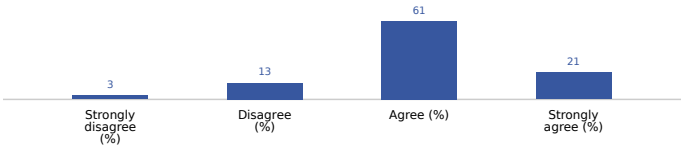
It's clear to me what I need to do to get a good grade.



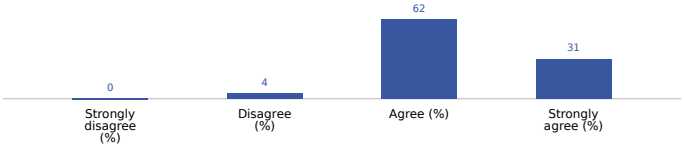
The work we do in class is good preparation for the test.



The homework assignments help me to learn the course material.



I know what my teacher wants me to learn in this class.





INSIGHTeX Growth Mindset & DEI

Full Organization
Glen Ellyn SD 41

September 2026

DO NOT REPRODUCE
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Dimensions

Dimension	Mean
Pride	4.57 + 0.04
Engage-Inspire	4.54 + 0.07
Quality	4.50 + 0.01
Satisfaction	4.42 + 0.03
Relationships	4.40 = 0.00
Continuous Improvement	4.39 + 0.02
Innovation	4.36 + 0.06
Communication	4.35 = 0.00
Career Development	4.35 + 0.05
Talent/Fit	4.34 + 0.04
Mission Conscious	4.32 + 0.05
Support-Equip	4.29 + 0.02
Performance Planning	4.29 + 0.01
Training & Development	4.27 + 0.03
Recognition	4.26 + 0.01

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Pride

Question	Mean	Distribution
4. I feel great pride in the work I do.	4.73 + 0.08	SD: 1 (0.21%) D: 1 (0.21%) N: 7 (1.47%) A: 108 (22.74%) SA: 353 (74.32%) NA: 5 (1.05%)
45. I feel great pride in the team of which I am a part.	4.57 = 0.00	SD: 2 (0.42%) D: 5 (1.05%) N: 22 (4.63%) A: 136 (28.63%) SA: 304 (64.00%) NA: 6 (1.26%)
78. I feel proud of and inspired by the success of others on my team.	4.50 + 0.01	SD: 3 (0.63%) D: 3 (0.63%) N: 16 (3.37%) A: 180 (37.89%) SA: 268 (56.42%) NA: 5 (1.05%)
14. I feel great pride in being a part of our organization.	4.49 + 0.07	SD: 1 (0.21%) D: 4 (0.84%) N: 28 (5.89%) A: 170 (35.79%) SA: 270 (56.84%) NA: 2 (0.42%)

Engage-Inspire

Question	Mean	Distribution
2. I am fully engaged in the work that I do.	4.74 + 0.10	SD: 1 (0.21%) D: 1 (0.21%) N: 5 (1.05%) A: 106 (22.32%) SA: 359 (75.58%) NA: 3 (0.63%)
8. I am driven to contribute to the success of our organization.	4.66 + 0.03	SD: 1 (0.21%) D: 1 (0.21%) N: 7 (1.47%) A: 138 (29.05%) SA: 325 (68.42%) NA: 3 (0.63%)
12. I am highly committed to and energized by my work.	4.53 + 0.07	SD: 1 (0.21%) D: 3 (0.63%) N: 21 (4.42%) A: 167 (35.16%) SA: 281 (59.16%) NA: 2 (0.42%)
67. Our organization promotes a positive and engaging culture.	4.43 + 0.03	SD: 4 (0.84%) D: 4 (0.84%) N: 26 (5.47%) A: 187 (39.37%) SA: 249 (52.42%) NA: 5 (1.05%)
76. I would recommend our organization to a friend as a great place to work.	4.35 + 0.11	SD: 2 (0.42%) D: 5 (1.05%) N: 49 (10.32%) A: 187 (39.37%) SA: 228 (48.00%) NA: 4 (0.84%)

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Quality

Question	Mean	Distribution
92. I demonstrate effort in building a positive workplace culture.	4.60 + 0.01	SD: 1 (0.21%) D: 0 (0.00%) N: 7 (1.47%) A: 172 (36.21%) SA: 292 (61.47%) NA: 3 (0.63%)
43. My teammates demonstrate a commitment to quality work and excellence.	4.57 + 0.02	SD: 3 (0.63%) D: 5 (1.05%) N: 14 (2.95%) A: 145 (30.53%) SA: 301 (63.37%) NA: 7 (1.47%)
47. I am on a team that encourages each member to surpass expectations.	4.42 -0.03	SD: 3 (0.63%) D: 11 (2.32%) N: 35 (7.37%) A: 155 (32.63%) SA: 263 (55.37%) NA: 8 (1.68%)
71. Our organization is committed to quality collaboration and excellence.	4.41 + 0.05	SD: 3 (0.63%) D: 10 (2.11%) N: 27 (5.68%) A: 180 (37.89%) SA: 250 (52.63%) NA: 5 (1.05%)

Satisfaction

Question	Mean	Distribution
46. I am satisfied being a part of our team.	4.57 = 0.00	SD: 3 (0.63%) D: 5 (1.05%) N: 16 (3.37%) A: 145 (30.53%) SA: 300 (63.16%) NA: 6 (1.26%)
13. My work is fulfilling and enjoyable.	4.45 + 0.05	SD: 1 (0.21%) D: 8 (1.68%) N: 29 (6.11%) A: 175 (36.84%) SA: 259 (54.53%) NA: 3 (0.63%)
87. Overall, I am very satisfied with our organization as a place to work.	4.41 + 0.02	SD: 1 (0.21%) D: 9 (1.89%) N: 31 (6.53%) A: 188 (39.58%) SA: 245 (51.58%) NA: 1 (0.21%)
20. I look forward to coming to work every day.	4.26 + 0.06	SD: 2 (0.42%) D: 12 (2.53%) N: 48 (10.11%) A: 208 (43.79%) SA: 202 (42.53%) NA: 3 (0.63%)

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Relationships

Question	Mean	Distribution
91. I take complete ownership for my attitude and effort in embracing a growth mindset.	4.58 + 0.01	SD: 1 (0.21%) D: 1 (0.21%) N: 12 (2.53%) A: 165 (34.74%) SA: 293 (61.68%) NA: 3 (0.63%) A SA
5. I have at least one close friend at work.	4.51 + 0.07	SD: 2 (0.42%) D: 7 (1.47%) N: 40 (8.42%) A: 120 (25.26%) SA: 300 (63.16%) NA: 6 (1.26%) N A SA
66. I look forward to interacting with our team when I come to work.	4.49 + 0.01	SD: 3 (0.63%) D: 6 (1.26%) N: 22 (4.63%) A: 166 (34.95%) SA: 277 (58.32%) NA: 1 (0.21%) A SA
64. Our team is committed to creating an enjoyable work environment.	4.48 -0.02	SD: 4 (0.84%) D: 2 (0.42%) N: 28 (5.89%) A: 166 (34.95%) SA: 270 (56.84%) NA: 5 (1.05%) N A SA
53. I trust my teammates to follow through on projects.	4.46 -0.06	SD: 4 (0.84%) D: 4 (0.84%) N: 29 (6.11%) A: 168 (35.37%) SA: 265 (55.79%) NA: 5 (1.05%) N A SA
50. Based on relationships demonstrated on our team, I would recommend someone to join our team.	4.45 = 0.00	SD: 3 (0.63%) D: 8 (1.68%) N: 31 (6.53%) A: 160 (33.68%) SA: 268 (56.42%) NA: 5 (1.05%) N A SA
25. My supervisor cares about me as a person.	4.43 + 0.01	SD: 6 (1.26%) D: 5 (1.05%) N: 34 (7.16%) A: 162 (34.11%) SA: 267 (56.21%) NA: 1 (0.21%) N A SA
65. Our team members invest time developing relationships with each other.	4.42 + 0.01	SD: 4 (0.84%) D: 8 (1.68%) N: 33 (6.95%) A: 165 (34.74%) SA: 261 (54.95%) NA: 4 (0.84%) N A SA
63. I am highly energized by the people I work with on our team.	4.42 = 0.00	SD: 5 (1.05%) D: 5 (1.05%) N: 37 (7.79%) A: 163 (34.32%) SA: 262 (55.16%) NA: 3 (0.63%) N A SA
68. Quality and inclusive relationships are valued across our organization.	4.41 + 0.07	SD: 4 (0.84%) D: 8 (1.68%) N: 24 (5.05%) A: 189 (39.79%) SA: 245 (51.58%) NA: 5 (1.05%) A SA
51. Our team has open and trusting relationships.	4.40 + 0.01	SD: 5 (1.05%) D: 8 (1.68%) N: 30 (6.32%) A: 178 (37.47%) SA: 248 (52.21%) NA: 6 (1.26%) N A SA
32. I have an open and trusting relationship with my supervisor.	4.26 -0.02	SD: 9 (1.89%) D: 12 (2.53%) N: 59 (12.42%) A: 159 (33.47%) SA: 231 (48.63%) NA: 5 (1.05%) N A SA
38. My supervisor demonstrates effort in establishing and reinforcing a coaching relationship with me.	4.15 -0.02	SD: 6 (1.26%) D: 22 (4.63%) N: 68 (14.32%) A: 170 (35.79%) SA: 199 (41.89%) NA: 10 (2.11%) N A SA

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Question	Mean	Distribution
31. My supervisor inspires me to grow to new levels.	4.14 -0.02	SD: 9 (1.89%) D: 17 (3.58%) N: 68 (14.32%) A: 179 (37.68%) SA: 196 (41.26%) NA: 6 (1.26%)

Continuous Improvement

Question	Mean	Distribution
21. I am committed to a growth mindset to achieve my potential.	4.52 = 0.00	SD: 1 (0.21%) D: 2 (0.42%) N: 17 (3.58%) A: 181 (38.11%) SA: 271 (57.05%) NA: 3 (0.63%)
69. I am part of an organization that continues to pursue excellence every day.	4.46 + 0.02	SD: 2 (0.42%) D: 3 (0.63%) N: 23 (4.84%) A: 190 (40.00%) SA: 252 (53.05%) NA: 5 (1.05%)
54. Our team continuously seeks ways to improve our performance.	4.45 -0.02	SD: 4 (0.84%) D: 7 (1.47%) N: 25 (5.26%) A: 172 (36.21%) SA: 263 (55.37%) NA: 4 (0.84%)
52. I am on a team that continuously challenges me to grow and improve.	4.38 -0.03	SD: 5 (1.05%) D: 7 (1.47%) N: 45 (9.47%) A: 162 (34.11%) SA: 252 (53.05%) NA: 4 (0.84%)
89. Our organization demonstrates the effective use of data to guide continuous improvement.	4.26 + 0.08	SD: 3 (0.63%) D: 16 (3.37%) N: 42 (8.84%) A: 202 (42.53%) SA: 207 (43.58%) NA: 5 (1.05%)
90. Our organization embraces diversity in people, ideas, and experiences to maximize our potential.	4.26 + 0.08	SD: 4 (0.84%) D: 13 (2.74%) N: 46 (9.68%) A: 201 (42.32%) SA: 208 (43.79%) NA: 3 (0.63%)

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Innovation

Question	Mean	Distribution
16. I seek new ways to achieve excellence in my role.	4.52 + 0.02	SD: 1 (0.21%) D: 4 (0.84%) N: 23 (4.84%) A: 166 (34.95%) SA: 278 (58.53%) NA: 3 (0.63%)
42. Our team encourages innovation.	4.45 + 0.08	SD: 3 (0.63%) D: 8 (1.68%) N: 27 (5.68%) A: 170 (35.79%) SA: 261 (54.95%) NA: 6 (1.26%)
75. Our organization embraces an innovative mindset to maximize our potential.	4.26 + 0.04	SD: 3 (0.63%) D: 14 (2.95%) N: 36 (7.58%) A: 225 (47.37%) SA: 194 (40.84%) NA: 3 (0.63%)
83. Our organization encourages innovation.	4.21 + 0.11	SD: 4 (0.84%) D: 17 (3.58%) N: 39 (8.21%) A: 227 (47.79%) SA: 184 (38.74%) NA: 4 (0.84%)

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Communication

Question	Mean	Distribution
79. My teammates share important information with me.	4.48 + 0.02	SD: 3 (0.63%) D: 6 (1.26%) N: 18 (3.79%) A: 177 (37.26%) SA: 267 (56.21%) NA: 4 (0.84%)
44. Our team effectively communicates with each other.	4.46 + 0.02	SD: 4 (0.84%) D: 9 (1.89%) N: 23 (4.84%) A: 162 (34.11%) SA: 270 (56.84%) NA: 7 (1.47%)
55. Information is shared effectively within our team.	4.36 -0.06	SD: 5 (1.05%) D: 10 (2.11%) N: 35 (7.37%) A: 179 (37.68%) SA: 241 (50.74%) NA: 5 (1.05%)
27. My supervisor and I have effective two-way communication.	4.34 + 0.01	SD: 7 (1.47%) D: 7 (1.47%) N: 46 (9.68%) A: 170 (35.79%) SA: 240 (50.53%) NA: 5 (1.05%)
61. When disagreements arise within our team, we effectively communicate to seek resolution.	4.31 + 0.01	SD: 4 (0.84%) D: 13 (2.74%) N: 43 (9.05%) A: 177 (37.26%) SA: 221 (46.53%) NA: 17 (3.58%)
24. My supervisor effectively communicates his/her expectations.	4.30 -0.01	SD: 6 (1.26%) D: 18 (3.79%) N: 44 (9.26%) A: 164 (34.53%) SA: 240 (50.53%) NA: 3 (0.63%)
26. My supervisor gives me constructive feedback about my work performance.	4.20 + 0.01	SD: 7 (1.47%) D: 18 (3.79%) N: 58 (12.21%) A: 175 (36.84%) SA: 210 (44.21%) NA: 7 (1.47%)

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Career Development

Question	Mean	Distribution
85. I am committed to achieving my potential through learning and growing.	4.63 + 0.08	SD: 1 (0.21%) D: 1 (0.21%) N: 7 (1.47%) A: 156 (32.84%) SA: 308 (64.84%) NA: 2 (0.42%)
84. I would like to work at our organization long term.	4.48 = 0.00	SD: 2 (0.42%) D: 10 (2.11%) N: 28 (5.89%) A: 151 (31.79%) SA: 281 (59.16%) NA: 3 (0.63%)
72. Our organization provides the experience and development for me to further my career here.	4.24 + 0.09	SD: 7 (1.47%) D: 22 (4.63%) N: 44 (9.26%) A: 172 (36.21%) SA: 223 (46.95%) NA: 7 (1.47%)
73. My supervisor advocates for my role and career growth.	4.22 + 0.01	SD: 9 (1.89%) D: 15 (3.16%) N: 59 (12.42%) A: 163 (34.32%) SA: 217 (45.68%) NA: 12 (2.53%)
74. I have the opportunity to express my career interests at our organization.	4.15 + 0.03	SD: 8 (1.68%) D: 25 (5.26%) N: 54 (11.37%) A: 174 (36.63%) SA: 198 (41.68%) NA: 16 (3.37%)

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Talent/Fit

Question	Mean	Distribution
1. In my role I have the opportunity to do things that I both do well and enjoy.	4.66 + 0.07	SD: 2 (0.42%) D: 1 (0.21%) N: 7 (1.47%) A: 137 (28.84%) SA: 327 (68.84%) NA: 1 (0.21%)
70. I feel our organization is a great fit for me.	4.49 + 0.04	SD: 3 (0.63%) D: 3 (0.63%) N: 29 (6.11%) A: 164 (34.53%) SA: 273 (57.47%) NA: 3 (0.63%)
60. I fit in well with our team.	4.48 + 0.01	SD: 3 (0.63%) D: 6 (1.26%) N: 29 (6.11%) A: 158 (33.26%) SA: 274 (57.68%) NA: 5 (1.05%)
11. I am in a role that allows me to maximize my talents and strengths.	4.35 + 0.04	SD: 6 (1.26%) D: 8 (1.68%) N: 38 (8.00%) A: 181 (38.11%) SA: 239 (50.32%) NA: 3 (0.63%)
86. Our organization selects highly talented individuals when hiring.	4.25 + 0.06	SD: 3 (0.63%) D: 11 (2.32%) N: 55 (11.58%) A: 198 (41.68%) SA: 204 (42.95%) NA: 4 (0.84%)
39. My supervisor knows the talents to look for in selecting new teammates who will be successful.	4.23 + 0.08	SD: 6 (1.26%) D: 8 (1.68%) N: 63 (13.26%) A: 183 (38.53%) SA: 201 (42.32%) NA: 14 (2.95%)
77. Our organization selects the right people for the right job.	4.14 + 0.09	SD: 4 (0.84%) D: 13 (2.74%) N: 71 (14.95%) A: 209 (44.00%) SA: 173 (36.42%) NA: 5 (1.05%)
7. I have encouraged someone to apply at our organization.	4.10 -0.04	SD: 7 (1.47%) D: 21 (4.42%) N: 69 (14.53%) A: 162 (34.11%) SA: 176 (37.05%) NA: 40 (8.42%)

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Mission Conscious

Question	Mean	Distribution
22. I support our organization's mission.	4.58 + 0.05	SD: 1 (0.21%) D: 0 (0.00%) N: 7 (1.47%) A: 182 (38.32%) SA: 283 (59.58%) NA: 2 (0.42%) A SA
59. Our team is very inspired by the work we do.	4.49 + 0.02	SD: 3 (0.63%) D: 6 (1.26%) N: 21 (4.42%) A: 166 (34.95%) SA: 275 (57.89%) NA: 4 (0.84%) A SA
88. Our organization effectively aligns our day-to-day activities with the organizational mission.	4.31 + 0.07	SD: 2 (0.42%) D: 10 (2.11%) N: 40 (8.42%) A: 207 (43.58%) SA: 213 (44.84%) NA: 3 (0.63%) N A SA
41. My supervisor effectively communicates our organizational mission to me.	4.24 + 0.01	SD: 5 (1.05%) D: 12 (2.53%) N: 50 (10.53%) A: 204 (42.95%) SA: 202 (42.53%) NA: 2 (0.42%) N A SA
82. Business decisions made are consistent with our mission and core values.	3.98 + 0.11	SD: 12 (2.53%) D: 26 (5.47%) N: 82 (17.26%) A: 185 (38.95%) SA: 161 (33.89%) NA: 9 (1.89%) N A SA

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Support-Equip

Question	Mean	Distribution
56. Our team actively responds when needs arise within our team.	4.55 + 0.03	SD: 4 (0.84%) D: 4 (0.84%) N: 17 (3.58%) A: 148 (31.16%) SA: 296 (62.32%) NA: 6 (1.26%)
62. My teammates demonstrate commitment to helping and supporting each other.	4.51 + 0.01	SD: 3 (0.63%) D: 4 (0.84%) N: 20 (4.21%) A: 166 (34.95%) SA: 276 (58.11%) NA: 6 (1.26%)
34. My supervisor is actively responsive to my needs.	4.29 -0.01	SD: 6 (1.26%) D: 14 (2.95%) N: 44 (9.26%) A: 178 (37.47%) SA: 226 (47.58%) NA: 7 (1.47%)
23. I have a supportive coaching relationship with my supervisor.	4.28 -0.04	SD: 9 (1.89%) D: 14 (2.95%) N: 54 (11.37%) A: 155 (32.63%) SA: 239 (50.32%) NA: 4 (0.84%)
3. I am provided the core needs necessary for me to excel in my role.	4.25 + 0.08	SD: 3 (0.63%) D: 19 (4.00%) N: 43 (9.05%) A: 196 (41.26%) SA: 210 (44.21%) NA: 4 (0.84%)
33. My supervisor supports me through challenges and failures in order to succeed.	4.22 = 0.00	SD: 8 (1.68%) D: 12 (2.53%) N: 59 (12.42%) A: 179 (37.68%) SA: 210 (44.21%) NA: 7 (1.47%)
19. I am provided the materials, equipment, and information necessary to effectively perform my job.	4.18 + 0.07	SD: 4 (0.84%) D: 22 (4.63%) N: 50 (10.53%) A: 207 (43.58%) SA: 190 (40.00%) NA: 2 (0.42%)
28. I am provided the opportunity to spend quality time with my supervisor.	4.01 -0.02	SD: 13 (2.74%) D: 25 (5.26%) N: 86 (18.11%) A: 162 (34.11%) SA: 180 (37.89%) NA: 9 (1.89%)

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Performance Planning

Question	Mean	Distribution
57. Our team has improved our performance over time by learning from each other.	4.48 + 0.03	SD: 3 (0.63%) D: 5 (1.05%) N: 24 (5.05%) A: 169 (35.58%) SA: 267 (56.21%) NA: 7 (1.47%)
17. I embrace challenges as opportunities for growth.	4.44 + 0.04	SD: 1 (0.21%) D: 4 (0.84%) N: 20 (4.21%) A: 208 (43.79%) SA: 240 (50.53%) NA: 2 (0.42%)
58. I am satisfied that our team performs up to our potential.	4.43 = 0.00	SD: 4 (0.84%) D: 8 (1.68%) N: 30 (6.32%) A: 166 (34.95%) SA: 260 (54.74%) NA: 7 (1.47%)
49. Our team effectively sets goals to further enhance our performance.	4.31 -0.02	SD: 5 (1.05%) D: 11 (2.32%) N: 41 (8.63%) A: 191 (40.21%) SA: 223 (46.95%) NA: 4 (0.84%)
10. In my current role, I am encouraged to set motivational/stretch goals for myself.	4.21 + 0.02	SD: 5 (1.05%) D: 15 (3.16%) N: 46 (9.68%) A: 215 (45.26%) SA: 191 (40.21%) NA: 3 (0.63%)
37. My supervisor motivates me to achieve my goals.	4.21 -0.02	SD: 9 (1.89%) D: 14 (2.95%) N: 58 (12.21%) A: 174 (36.63%) SA: 213 (44.84%) NA: 7 (1.47%)
40. In the past three months, my supervisor has discussed my successes and progress with me.	3.91 = 0.00	SD: 13 (2.74%) D: 33 (6.95%) N: 96 (20.21%) A: 134 (28.21%) SA: 163 (34.32%) NA: 36 (7.58%)

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Training & Development

Question	Mean	Distribution
6. I seek opportunities to further my growth and development.	4.53 + 0.03	SD: 2 (0.42%) D: 2 (0.42%) N: 23 (4.84%) A: 160 (33.68%) SA: 282 (59.37%) NA: 6 (1.26%)
15. I am properly trained to achieve excellence in my work.	4.31 + 0.06	SD: 2 (0.42%) D: 17 (3.58%) N: 44 (9.26%) A: 177 (37.26%) SA: 231 (48.63%) NA: 4 (0.84%)
35. My supervisor supports my personal and professional development.	4.29 -0.03	SD: 8 (1.68%) D: 12 (2.53%) N: 37 (7.79%) A: 187 (39.37%) SA: 222 (46.74%) NA: 9 (1.89%)
36. My supervisor builds a culture of learning and growth.	4.29 -0.03	SD: 8 (1.68%) D: 13 (2.74%) N: 40 (8.42%) A: 183 (38.53%) SA: 225 (47.37%) NA: 6 (1.26%)
30. My supervisor encourages opportunities for my growth and development.	4.20 -0.03	SD: 10 (2.11%) D: 14 (2.95%) N: 57 (12.00%) A: 182 (38.32%) SA: 207 (43.58%) NA: 5 (1.05%)
81. Our organization provides the "right" training for me to excel in my role.	3.99 + 0.16	SD: 6 (1.26%) D: 33 (6.95%) N: 77 (16.21%) A: 198 (41.68%) SA: 157 (33.05%) NA: 4 (0.84%)

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Recognition

Question	Mean	Distribution
48. My teammates promote gratitude in our culture.	4.50 + 0.01	SD: 2 (0.42%) D: 7 (1.47%) N: 27 (5.68%) A: 150 (31.58%) SA: 281 (59.16%) NA: 8 (1.68%)
18. I demonstrate gratitude by recognizing others in meaningful ways.	4.46 = 0.00	SD: 1 (0.21%) D: 3 (0.63%) N: 20 (4.21%) A: 199 (41.89%) SA: 248 (52.21%) NA: 4 (0.84%)
80. Our organization practices gratitude by recognizing excellence in our work.	4.29 + 0.05	SD: 4 (0.84%) D: 12 (2.53%) N: 41 (8.63%) A: 201 (42.32%) SA: 215 (45.26%) NA: 2 (0.42%)
29. My supervisor recognizes me for a job well done.	4.21 + 0.01	SD: 7 (1.47%) D: 18 (3.79%) N: 61 (12.84%) A: 164 (34.53%) SA: 217 (45.68%) NA: 8 (1.68%)
9. I have received meaningful recognition in the past 10 days.	3.80 -0.04	SD: 16 (3.37%) D: 59 (12.42%) N: 78 (16.42%) A: 160 (33.68%) SA: 153 (32.21%) NA: 9 (1.89%)

Top Items

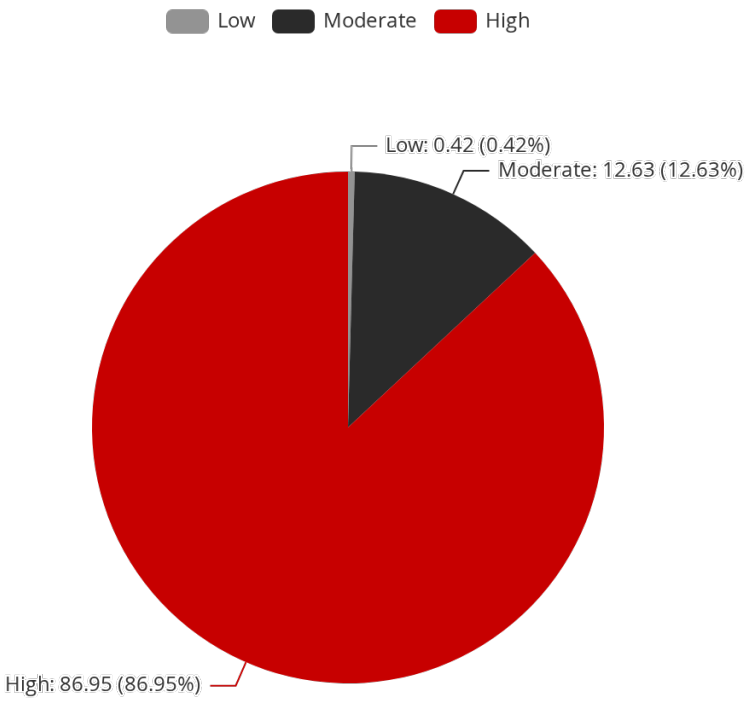
Question	Mean
2. I am fully engaged in the work that I do.	4.74 + 0.10
4. I feel great pride in the work I do.	4.73 + 0.08
1. In my role I have the opportunity to do things that I both do well and enjoy.	4.66 + 0.07
8. I am driven to contribute to the success of our organization.	4.66 + 0.03
85. I am committed to achieving my potential through learning and growing.	4.63 + 0.08

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Bottom Items

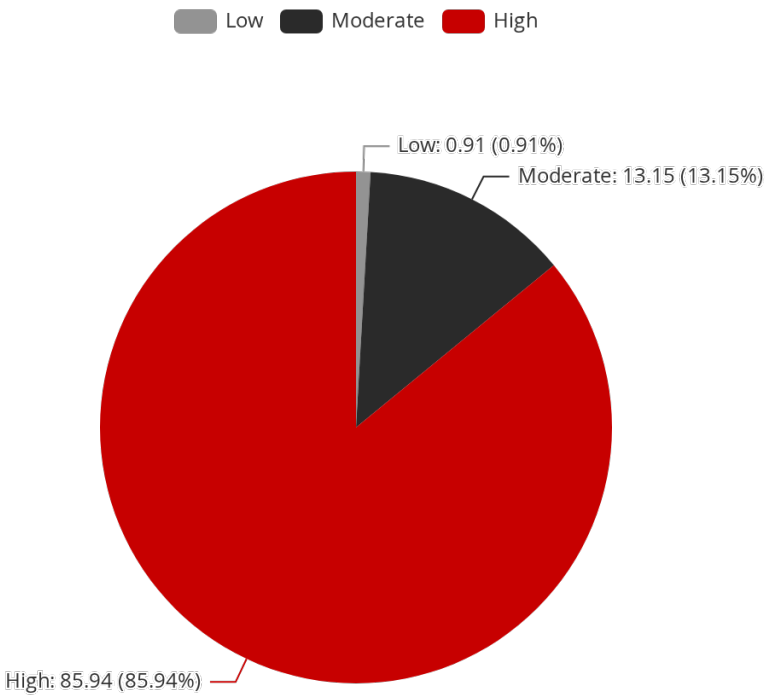
Question	Mean
9. I have received meaningful recognition in the past 10 days.	3.80 -0.04
40. In the past three months, my supervisor has discussed my successes and progress with me.	3.91 = 0.00
82. Business decisions made are consistent with our mission and core values.	3.98 + 0.11
81. Our organization provides the "right" training for me to excel in my role.	3.99 + 0.16
28. I am provided the opportunity to spend quality time with my supervisor.	4.01 -0.02

Current Growth Mindset Chart



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Previous Growth Mindset Chart



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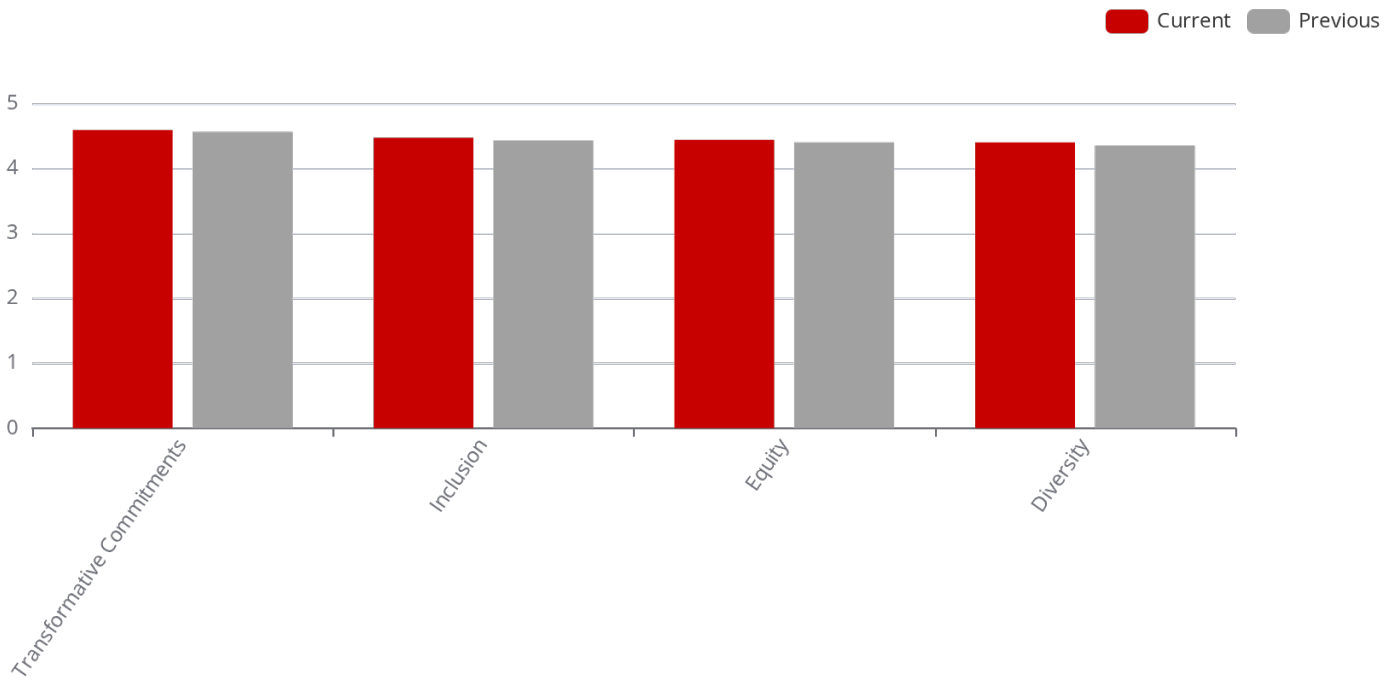
SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Growth Mindset Table

Question	Mean	Distribution
85. I am committed to achieving my potential through learning and growing.	4.63 + 0.08	SD: 1 (0.21%) D: 1 (0.21%) N: 7 (1.47%) A: 156 (32.84%) SA: 308 (64.84%) NA: 2 (0.42%)
91. I take complete ownership for my attitude and effort in embracing a growth mindset.	4.58 + 0.01	SD: 1 (0.21%) D: 1 (0.21%) N: 12 (2.53%) A: 165 (34.74%) SA: 293 (61.68%) NA: 3 (0.63%)
6. I seek opportunities to further my growth and development.	4.53 + 0.03	SD: 2 (0.42%) D: 2 (0.42%) N: 23 (4.84%) A: 160 (33.68%) SA: 282 (59.37%) NA: 6 (1.26%)
21. I am committed to a growth mindset to achieve my potential.	4.52 = 0.00	SD: 1 (0.21%) D: 2 (0.42%) N: 17 (3.58%) A: 181 (38.11%) SA: 271 (57.05%) NA: 3 (0.63%)
78. I feel proud of and inspired by the success of others on my team.	4.50 + 0.01	SD: 3 (0.63%) D: 3 (0.63%) N: 16 (3.37%) A: 180 (37.89%) SA: 268 (56.42%) NA: 5 (1.05%)
18. I demonstrate gratitude by recognizing others in meaningful ways.	4.46 = 0.00	SD: 1 (0.21%) D: 3 (0.63%) N: 20 (4.21%) A: 199 (41.89%) SA: 248 (52.21%) NA: 4 (0.84%)
17. I embrace challenges as opportunities for growth.	4.44 + 0.04	SD: 1 (0.21%) D: 4 (0.84%) N: 20 (4.21%) A: 208 (43.79%) SA: 240 (50.53%) NA: 2 (0.42%)
52. I am on a team that continuously challenges me to grow and improve.	4.38 -0.03	SD: 5 (1.05%) D: 7 (1.47%) N: 45 (9.47%) A: 162 (34.11%) SA: 252 (53.05%) NA: 4 (0.84%)
36. My supervisor builds a culture of learning and growth.	4.29 -0.03	SD: 8 (1.68%) D: 13 (2.74%) N: 40 (8.42%) A: 183 (38.53%) SA: 225 (47.37%) NA: 6 (1.26%)
90. Our organization embraces diversity in people, ideas, and experiences to maximize our potential.	4.26 + 0.08	SD: 4 (0.84%) D: 13 (2.74%) N: 46 (9.68%) A: 201 (42.32%) SA: 208 (43.79%) NA: 3 (0.63%)

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DEI Chart



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DEI Table

Dimension	Mean
Transformative Commitments	4.59 + 0.03
Inclusion	4.47 + 0.04
Equity	4.44 + 0.04
Diversity	4.40 + 0.05

Transformative Commitments

Question	Mean	Distribution
113. I am committed to being a positive contributor to a workplace culture of anti-bias, anti-hate, and anti-racism with equality for all.	4.74 + 0.04	SD: 1 (0.21%) D: 1 (0.21%) N: 6 (1.26%) A: 101 (21.26%) SA: 361 (76.00%) NA: 5 (1.05%) A SA
109. I embrace our ideals and commitment of anti-bias, anti-hate, and anti-racism to promote what is right for all.	4.70 + 0.01	SD: 2 (0.42%) D: 1 (0.21%) N: 7 (1.47%) A: 118 (24.84%) SA: 346 (72.84%) NA: 1 (0.21%) A SA
108. In my department or team, we demonstrate quality efforts in building a culture of anti-bias, anti-hate, and anti-racism.	4.55 + 0.03	SD: 3 (0.63%) D: 1 (0.21%) N: 16 (3.37%) A: 165 (34.74%) SA: 287 (60.42%) NA: 3 (0.63%) A SA
107. Our organization demonstrates quality efforts in building a culture of anti-bias, anti-hate, and anti-racism.	4.36 + 0.03	SD: 3 (0.63%) D: 5 (1.05%) N: 39 (8.21%) A: 195 (41.05%) SA: 229 (48.21%) NA: 4 (0.84%) N A SA

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SD : Strongly Disagree | D : Disagree | N : Neutral | A : Agree | SA : Strongly Agree | NA : Not Applicable

Inclusion

Question	Mean	Distribution
112. I am committed to being a positive contributor to a workplace culture of inclusion, diversity, and equity.	4.73 + 0.06	SD: 1 (0.21%) D: 0 (0.00%) N: 5 (1.05%) A: 111 (23.37%) SA: 353 (74.32%) NA: 5 (1.05%)
110. My team models kindness and respect for all, not hateful, hurtful, or racist behavior towards anyone.	4.67 + 0.08	SD: 2 (0.42%) D: 3 (0.63%) N: 12 (2.53%) A: 115 (24.21%) SA: 340 (71.58%) NA: 3 (0.63%)
100. I value the contributions of all team members.	4.64 = 0.00	SD: 1 (0.21%) D: 2 (0.42%) N: 10 (2.11%) A: 139 (29.26%) SA: 319 (67.16%) NA: 4 (0.84%)
96. I firmly believe that inclusion and diversity make us a stronger team and organization.	4.57 + 0.03	SD: 2 (0.42%) D: 0 (0.00%) N: 18 (3.79%) A: 155 (32.63%) SA: 293 (61.68%) NA: 7 (1.47%)
111. Our organization stands for a workplace culture that does not tolerate racism or hurtful behaviors.	4.57 + 0.03	SD: 1 (0.21%) D: 2 (0.42%) N: 23 (4.84%) A: 146 (30.74%) SA: 297 (62.53%) NA: 6 (1.26%)
95. I value inclusion efforts to build a quality team culture of respect, kindness, and positive impact.	4.55 + 0.01	SD: 2 (0.42%) D: 0 (0.00%) N: 13 (2.74%) A: 176 (37.05%) SA: 280 (58.95%) NA: 4 (0.84%)
116. We have a workplace that promotes a professional and inclusive culture, where all are respected, treated with dignity, and supported for success and potential to be realized.	4.55 + 0.09	SD: 2 (0.42%) D: 3 (0.63%) N: 21 (4.42%) A: 153 (32.21%) SA: 292 (61.47%) NA: 4 (0.84%)
115. Our organization is a safe place for people of color to work and be successful.	4.49 + 0.07	SD: 2 (0.42%) D: 5 (1.05%) N: 33 (6.95%) A: 148 (31.16%) SA: 278 (58.53%) NA: 9 (1.89%)
101. My team values the contributions of all team members, no matter their role, background, experiences, qualities, or perspectives.	4.49 + 0.04	SD: 4 (0.84%) D: 7 (1.47%) N: 18 (3.79%) A: 170 (35.79%) SA: 275 (57.89%) NA: 1 (0.21%)
105. We are committed to a workplace culture where we value, respect, and learn from each other to achieve maximum success, happiness, and potential.	4.42 + 0.03	SD: 3 (0.63%) D: 4 (0.84%) N: 29 (6.11%) A: 193 (40.63%) SA: 242 (50.95%) NA: 4 (0.84%)
114. Our team is comfortable addressing issues of race, racism, and bias in our workplace.	4.42 + 0.10	SD: 2 (0.42%) D: 8 (1.68%) N: 37 (7.79%) A: 163 (34.32%) SA: 256 (53.89%) NA: 9 (1.89%)

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Question	Mean	Distribution
102. Our organization embraces a 'better together' mindset and efforts to support success for all.	4.41 + 0.02	SD: 1 (0.21%) D: 9 (1.89%) N: 29 (6.11%) A: 190 (40.00%) SA: 242 (50.95%) NA: 4 (0.84%)
98. Our team embraces challenging, uniting, and inclusive opportunities to work together for quality outcomes.	4.41 + 0.05	SD: 3 (0.63%) D: 5 (1.05%) N: 28 (5.89%) A: 192 (40.42%) SA: 240 (50.53%) NA: 7 (1.47%)
106. We strive to achieve and model 'more together' in an inclusive and diverse culture with strong respect and support for all.	4.37 = 0.00	SD: 2 (0.42%) D: 3 (0.63%) N: 36 (7.58%) A: 207 (43.58%) SA: 222 (46.74%) NA: 5 (1.05%)
103. Our workplace culture demonstrates that everyone in every role is valued and supported for our collective success.	4.31 -0.02	SD: 6 (1.26%) D: 7 (1.47%) N: 42 (8.84%) A: 196 (41.26%) SA: 221 (46.53%) NA: 3 (0.63%)
97. Our organization demonstrates a belief with actions, to support a culture of inclusion and diversity.	4.31 + 0.08	SD: 2 (0.42%) D: 11 (2.32%) N: 41 (8.63%) A: 202 (42.53%) SA: 213 (44.84%) NA: 6 (1.26%)
99. Our organization demonstrates quality efforts in building a culture of inclusion and equity, where individuals are treated fairly and respectfully, and provided access to resources and opportunities.	4.30 + 0.04	SD: 7 (1.47%) D: 10 (2.11%) N: 33 (6.95%) A: 205 (43.16%) SA: 214 (45.05%) NA: 6 (1.26%)
94. Diversity in ideas, viewpoints, cultures, backgrounds, qualities, and perspectives are respected and valued in our organization.	4.26 + 0.08	SD: 5 (1.05%) D: 11 (2.32%) N: 42 (8.84%) A: 212 (44.63%) SA: 200 (42.11%) NA: 5 (1.05%)

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SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Equity

Question	Mean	Distribution
112. I am committed to being a positive contributor to a workplace culture of inclusion, diversity, and equity.	4.73 + 0.06	SD: 1 (0.21%) D: 0 (0.00%) N: 5 (1.05%) A: 111 (23.37%) SA: 353 (74.32%) NA: 5 (1.05%) A SA
102. Our organization embraces a 'better together' mindset and efforts to support success for all.	4.41 + 0.02	SD: 1 (0.21%) D: 9 (1.89%) N: 29 (6.11%) A: 190 (40.00%) SA: 242 (50.95%) NA: 4 (0.84%) N A SA
104. Our organization demonstrates a commitment to promoting equity and efforts to see potential of all be realized.	4.32 + 0.04	SD: 5 (1.05%) D: 9 (1.89%) N: 35 (7.37%) A: 205 (43.16%) SA: 217 (45.68%) NA: 4 (0.84%) N A SA
99. Our organization demonstrates quality efforts in building a culture of inclusion and equity, where individuals are treated fairly and respectfully, and provided access to resources and opportunities.	4.30 + 0.04	SD: 7 (1.47%) D: 10 (2.11%) N: 33 (6.95%) A: 205 (43.16%) SA: 214 (45.05%) NA: 6 (1.26%) N A SA

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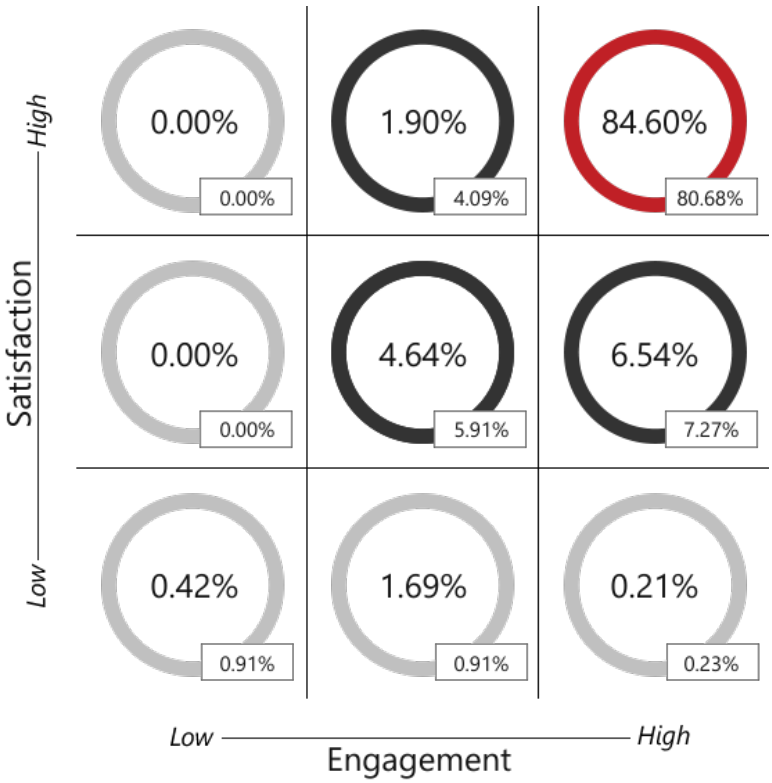
SD : Strongly Disagree D : Disagree N : Neutral A : Agree SA : Strongly Agree NA : Not Applicable

Diversity

Question	Mean	Distribution
112. I am committed to being a positive contributor to a workplace culture of inclusion, diversity, and equity.	4.73 + 0.06	SD: 1 (0.21%) D: 0 (0.00%) N: 5 (1.05%) A: 111 (23.37%) SA: 353 (74.32%) NA: 5 (1.05%) A SA
96. I firmly believe that inclusion and diversity make us a stronger team and organization.	4.57 + 0.03	SD: 2 (0.42%) D: 0 (0.00%) N: 18 (3.79%) A: 155 (32.63%) SA: 293 (61.68%) NA: 7 (1.47%) A SA
106. We strive to achieve and model 'more together' in an inclusive and diverse culture with strong respect and support for all.	4.37 = 0.00	SD: 2 (0.42%) D: 3 (0.63%) N: 36 (7.58%) A: 207 (43.58%) SA: 222 (46.74%) NA: 5 (1.05%) N A SA
97. Our organization demonstrates a belief with actions, to support a culture of inclusion and diversity.	4.31 + 0.08	SD: 2 (0.42%) D: 11 (2.32%) N: 41 (8.63%) A: 202 (42.53%) SA: 213 (44.84%) NA: 6 (1.26%) N A SA
94. Diversity in ideas, viewpoints, cultures, backgrounds, qualities, and perspectives are respected and valued in our organization.	4.26 + 0.08	SD: 5 (1.05%) D: 11 (2.32%) N: 42 (8.84%) A: 212 (44.63%) SA: 200 (42.11%) NA: 5 (1.05%) N A SA
93. Our organization demonstrates quality efforts in building a culture of diversity.	4.18 + 0.08	SD: 5 (1.05%) D: 16 (3.37%) N: 55 (11.58%) A: 210 (44.21%) SA: 186 (39.16%) NA: 3 (0.63%) N A SA

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3x3



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All Items

Question	Dimension	Mean
2. I am fully engaged in the work that I do.	Engage-Inspire	4.74 + 0.10
4. I feel great pride in the work I do.	Pride	4.73 + 0.08
1. In my role I have the opportunity to do things that I both do well and enjoy.	Talent/Fit	4.66 + 0.07
8. I am driven to contribute to the success of our organization.	Engage-Inspire	4.66 + 0.03
85. I am committed to achieving my potential through learning and growing.	Career Development	4.63 + 0.08
92. I demonstrate effort in building a positive workplace culture.	Quality	4.60 + 0.01
91. I take complete ownership for my attitude and effort in embracing a growth mindset.	Relationships	4.58 + 0.01
22. I support our organization's mission.	Mission Conscious	4.58 + 0.05
46. I am satisfied being a part of our team.	Satisfaction	4.57 = 0.00
45. I feel great pride in the team of which I am a part.	Pride	4.57 = 0.00
43. My teammates demonstrate a commitment to quality work and excellence.	Quality	4.57 + 0.02
56. Our team actively responds when needs arise within our team.	Support-Equip	4.55 + 0.03
12. I am highly committed to and energized by my work.	Engage-Inspire	4.53 + 0.07
6. I seek opportunities to further my growth and development.	Training & Development	4.53 + 0.03
16. I seek new ways to achieve excellence in my role.	Innovation	4.52 + 0.02
21. I am committed to a growth mindset to achieve my potential.	Continuous Improvement	4.52 = 0.00
62. My teammates demonstrate commitment to helping and supporting each other.	Support-Equip	4.51 + 0.01
5. I have at least one close friend at work.	Relationships	4.51 + 0.07

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Question	Dimension	Mean
78. I feel proud of and inspired by the success of others on my team.	Pride	4.50 + 0.01
48. My teammates promote gratitude in our culture.	Recognition	4.50 + 0.01
70. I feel our organization is a great fit for me.	Talent/Fit	4.49 + 0.04
59. Our team is very inspired by the work we do.	Mission Conscious	4.49 + 0.02
14. I feel great pride in being a part of our organization.	Pride	4.49 + 0.07
66. I look forward to interacting with our team when I come to work.	Relationships	4.49 + 0.01
64. Our team is committed to creating an enjoyable work environment.	Relationships	4.48 -0.02
79. My teammates share important information with me.	Communication	4.48 + 0.02
84. I would like to work at our organization long term.	Career Development	4.48 = 0.00
60. I fit in well with our team.	Talent/Fit	4.48 + 0.01
57. Our team has improved our performance over time by learning from each other.	Performance Planning	4.48 + 0.03
44. Our team effectively communicates with each other.	Communication	4.46 + 0.02
18. I demonstrate gratitude by recognizing others in meaningful ways.	Recognition	4.46 = 0.00
69. I am part of an organization that continues to pursue excellence every day.	Continuous Improvement	4.46 + 0.02
53. I trust my teammates to follow through on projects.	Relationships	4.46 -0.06
42. Our team encourages innovation.	Innovation	4.45 + 0.08
13. My work is fulfilling and enjoyable.	Satisfaction	4.45 + 0.05
54. Our team continuously seeks ways to improve our performance.	Continuous Improvement	4.45 -0.02

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Question	Dimension	Mean
50. Based on relationships demonstrated on our team, I would recommend someone to join our team.	Relationships	4.45 = 0.00
17. I embrace challenges as opportunities for growth.	Performance Planning	4.44 + 0.04
58. I am satisfied that our team performs up to our potential.	Performance Planning	4.43 = 0.00
67. Our organization promotes a positive and engaging culture.	Engage-Inspire	4.43 + 0.03
25. My supervisor cares about me as a person.	Relationships	4.43 + 0.01
47. I am on a team that encourages each member to surpass expectations.	Quality	4.42 -0.03
63. I am highly energized by the people I work with on our team.	Relationships	4.42 = 0.00
65. Our team members invest time developing relationships with each other.	Relationships	4.42 + 0.01
87. Overall, I am very satisfied with our organization as a place to work.	Satisfaction	4.41 + 0.02
71. Our organization is committed to quality collaboration and excellence.	Quality	4.41 + 0.05
68. Quality and inclusive relationships are valued across our organization.	Relationships	4.41 + 0.07
51. Our team has open and trusting relationships.	Relationships	4.40 + 0.01
52. I am on a team that continuously challenges me to grow and improve.	Continuous Improvement	4.38 -0.03
55. Information is shared effectively within our team.	Communication	4.36 -0.06
11. I am in a role that allows me to maximize my talents and strengths.	Talent/Fit	4.35 + 0.04
76. I would recommend our organization to a friend as a great place to work.	Engage-Inspire	4.35 + 0.11
27. My supervisor and I have effective two-way communication.	Communication	4.34 + 0.01

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Question	Dimension	Mean
61. When disagreements arise within our team, we effectively communicate to seek resolution.	Communication	4.31 + 0.01
88. Our organization effectively aligns our day-to-day activities with the organizational mission.	Mission Conscious	4.31 + 0.07
15. I am properly trained to achieve excellence in my work.	Training & Development	4.31 + 0.06
49. Our team effectively sets goals to further enhance our performance.	Performance Planning	4.31 -0.02
24. My supervisor effectively communicates his/her expectations.	Communication	4.30 -0.01
80. Our organization practices gratitude by recognizing excellence in our work.	Recognition	4.29 + 0.05
34. My supervisor is actively responsive to my needs.	Support-Equip	4.29 -0.01
35. My supervisor supports my personal and professional development.	Training & Development	4.29 -0.03
36. My supervisor builds a culture of learning and growth.	Training & Development	4.29 -0.03
23. I have a supportive coaching relationship with my supervisor.	Support-Equip	4.28 -0.04
89. Our organization demonstrates the effective use of data to guide continuous improvement.	Continuous Improvement	4.26 + 0.08
75. Our organization embraces an innovative mindset to maximize our potential.	Innovation	4.26 + 0.04
20. I look forward to coming to work every day.	Satisfaction	4.26 + 0.06
32. I have an open and trusting relationship with my supervisor.	Relationships	4.26 -0.02
90. Our organization embraces diversity in people, ideas, and experiences to maximize our potential.	Continuous Improvement	4.26 + 0.08
3. I am provided the core needs necessary for me to excel in my role.	Support-Equip	4.25 + 0.08

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Question	Dimension	Mean
86. Our organization selects highly talented individuals when hiring.	Talent/Fit	4.25 + 0.06
41. My supervisor effectively communicates our organizational mission to me.	Mission Conscious	4.24 + 0.01
72. Our organization provides the experience and development for me to further my career here.	Career Development	4.24 + 0.09
39. My supervisor knows the talents to look for in selecting new teammates who will be successful.	Talent/Fit	4.23 + 0.08
73. My supervisor advocates for my role and career growth.	Career Development	4.22 + 0.01
33. My supervisor supports me through challenges and failures in order to succeed.	Support-Equip	4.22 = 0.00
37. My supervisor motivates me to achieve my goals.	Performance Planning	4.21 -0.02
10. In my current role, I am encouraged to set motivational/stretch goals for myself.	Performance Planning	4.21 + 0.02
29. My supervisor recognizes me for a job well done.	Recognition	4.21 + 0.01
83. Our organization encourages innovation.	Innovation	4.21 + 0.11
30. My supervisor encourages opportunities for my growth and development.	Training & Development	4.20 -0.03
26. My supervisor gives me constructive feedback about my work performance.	Communication	4.20 + 0.01
19. I am provided the materials, equipment, and information necessary to effectively perform my job.	Support-Equip	4.18 + 0.07
74. I have the opportunity to express my career interests at our organization.	Career Development	4.15 + 0.03
38. My supervisor demonstrates effort in establishing and reinforcing a coaching relationship with me.	Relationships	4.15 -0.02
77. Our organization selects the right people for the right job.	Talent/Fit	4.14 + 0.09

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Question	Dimension	Mean
31. My supervisor inspires me to grow to new levels.	Relationships	4.14 -0.02
7. I have encouraged someone to apply at our organization.	Talent/Fit	4.10 -0.04
28. I am provided the opportunity to spend quality time with my supervisor.	Support-Equip	4.01 -0.02
81. Our organization provides the "right" training for me to excel in my role.	Training & Development	3.99 + 0.16
82. Business decisions made are consistent with our mission and core values.	Mission Conscious	3.98 + 0.11
40. In the past three months, my supervisor has discussed my successes and progress with me.	Performance Planning	3.91 = 0.00
9. I have received meaningful recognition in the past 10 days.	Recognition	3.80 -0.04

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Glen Ellyn School District 41

Kindergarten Center School Improvement Plan

2026-2027

Glen Ellyn 41 will Ignite passion, Inspire excellence, Imagine possibilities

Our Mission

We embrace an optimistic future in partnership with families on behalf of our community's children. We educate the whole child by developing intellect and curiosity, engaging creativity, fostering responsibility and citizenship while building positive and collaborative relationships. We establish a foundation for our students that leads to post-secondary opportunities and success.

Our Values

- **We expect honesty, integrity and ethical behavior from all members of our learning community.**
- **We empower every child to become a self-directed lifelong learner.**
- **We emphasize critical thinking, creativity, communication, collaboration and compassion, which are essential to success, timeless in their importance, and are the basis of future learning.**
- **We engage all learners in a robust, well-rounded, whole-child education to close and prevent opportunity and achievement gaps, beginning with our earliest learners.**
- **We cultivate a culture of inclusion, acceptance, and belonging in our classrooms.**
- **We assume all children can learn at high levels when provided with differentiated instruction and support.**

GOAL #1 Academic Math

Current Performance	Measurable Goals	Connection to District Strategic Plan
Baseline Data: According to Fall 2026 Fastbridge data, 25% (58/235 students) of full-day kindergarten students are performing at or above the 90th percentile in mathematics, while 16% (36 students) are performing below the 30th percentile. The Kindergarten Center aims to increase personal growth for all students by providing targeted support for those who are struggling and enrichment opportunities for those performing at higher levels.	By Spring of 2027, 80% of Kindergarten students will meet their Fall to Spring end of year goal as projected by Fastbridge.	Goal 1: Foster Growth Focused Academic Excellence By 2027, the district will: Maintain an academic growth level that ranks at or above the 95th percentile among Illinois public school districts in both math and ELA, meaning the district's growth will be equal to or higher than 95% of all public school districts across Illinois.

GOAL #2 Academic Literacy		
Current Performance	**Measurable Goals**	**Connection to District Strategic Plan**
Baseline Data: According to Fall 2026 Fastbridge data, 7% (17/234 students) of full-day kindergarten students are performing at or above the 90th percentile in reading, while 26% (58 students) are performing below the 30th percentile. The Kindergarten Center aims to increase personal growth for all students by providing targeted support for those who are struggling and enrichment opportunities for those performing at higher levels.	By Spring of 2027, 80% of Kindergarten students will meet their Fall to Spring end of year goal as projected by Fastbridge.	Goal 1: Foster Growth Focused Academic Excellence By 2027, the district will: Maintain an academic growth level that ranks at or above the 95th percentile among Illinois public school districts in both math and ELA, meaning the district's growth will be equal to or higher than 95% of all public school districts across Illinois.

GOAL #3 Growth Focused & Collaborative Culture		
Current Performance	**Measurable Goals**	**Connection to District Strategic Plan**
Baseline Data: According to the Spring 2026 5 Essentials Survey, **65%** of staff reported that they observe each others' practice and work together to review assessment data and develop instructional strategies.	By Spring 2027, the Kindergarten Center will increase the percentage of staff who report they observe each others' practice and work together to review assessment data to develop instructional strategies to **80%.**	Goal 1: Foster Growth Focused Academic Excellence and Goal 4: Nurture a Culture of Belonging

Glen Ellyn School District 41

Abraham Lincoln School Improvement Plan

2026-2027

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- **We cultivate a culture of inclusion, acceptance, and belonging in our classrooms.**
- **We assume all children can learn at high levels when provided with differentiated instruction and support.**

GOAL #1 Academic - Math

Current Performance	Measurable Goals	Connection to District Strategic Plan
By the Spring of 2026, Lincoln will increase the growth data for all students K-5 in the area of math from the 53% to the 60%. Spring 2026 Goal outcome- 67th %ile for growth (using 2025-2026 roster)	By the Spring of 2027, Lincoln will increase the growth data for all students K-5 in the area of math from the **69th%** to the **74th%**. (using 2026-2027 roster)	**Goal 1:** Foster Growth-Focused Academic Excellence- District 41 will provide a rigorous and innovative learning environment to ensure all students achieve excellence and are prepared to thrive in a global society. Setting individual grade level goals: Demonstrate cohesion throughout our organization regarding the quality of instruction that is provided to students regardless of their individual strengths and needs

GOAL #2- Student Goal		
Current Performance	**Measurable Goals**	**Connection to District Strategic Plan**
On the 2026 5 Essential survey, the Math Instruction score was rated 46.	By the Spring of 2027, Lincoln will increase our 5Essentials data in the measure of "Math Instruction" from a score of **46** to **60.**	**Goal 1:** Foster Growth-Focused Academic Excellence- District 41 will provide a rigorous and innovative learning environment to ensure all students achieve excellence and are prepared to thrive in a global society. 5 identifying questions related to "Math Instruction:" (Goal 1) Demonstrate cohesion throughout our organization regarding the quality of instruction that is provided to students regardless of their individual strengths and needs (Goal 1) Implement instructional best practices within our general education and special education and language learners programs (Goal 1) Leverage all resources and tools universally and seamlessly to create innovative teaching and learning opportunities

Glen Ellyn School District 41
School Improvement Plan
2026-2027

Glen Ellyn 41 will Ignite passion, Inspire excellence, Imagine possibilities

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GOAL #1 Academic

Current Performance	Measurable Goals	Connection to District Strategic Plan
Franklin's Fall 2026-2027 Math Achievement Percentile for All Students, All Grades was in the 77th percentile. Each Grade Level's Fall 2026-2027 Math Achievement Percentile: Kindergarten: 87th 1st Grade: 77th 2nd Grade: 71st 3rd Grade: 79th 4th Grade: 75th 5th Grade: 72nd	By the Spring of 2027, each grade level of Franklin will be at least in the 80th Percentile for Math Achievement. History: In Spring 2026, 4 of the 6 grade levels achieved this percentile on the Math MAP. Follow Up Action Step: Conference with staff member after the peer observation- what is next? What did you act upon?	<u>Goal 1: Foster Growth-focused Academic Excellence.</u> By 2027, the district will: Maintain an academic proficiency level that ranks at or above the 95th percentile among Illinois public school districts in both math and English Language Arts (ELA), meaning the district's performance will be equal to or higher than 95% of all public school districts across Illinois

GOAL #2 Building Based: Collaborative Teachers: Collaborative Practices		
Current Performance	**Measurable Goals**	**Connection to District Strategic Plan**
On the 2026 5 Essentials Chicago Impact Survey, Franklin's Staff responded to the following statement: **Observed another teacher's classroom to get ideas for your own instruction.** **Never: 59%** **Once or Twice: 31%** **3-9 Times: 3%** **10 or More Times: 0%**	On the 2027 5 Essentials Chicago Impact Survey, **Franklin's Staff will increase their observations of another teacher's classroom to get ideas for their own instruction with the following percentage/participation goals:** **Once or Twice: at least 75%**	<u>Goal 1: Foster Growth-focused Academic Excellence.</u> Demonstrate cohesion throughout our organization regarding the quality of instruction that is provided to students regardless of their individual strengths and needs Implement instructional best practices within our general education and special education and language learners programs Leverage all resources and tools universally and seamlessly to create innovative teaching and learning opportunities

Glen Ellyn School District 41

Churchill Elementary - School Improvement Plan

2026-2027

Glen Ellyn 41 will Ignite passion, Inspire excellence, Imagine possibilities

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- **We cultivate a culture of inclusion, acceptance, and belonging in our classrooms.**
- **We assume all children can learn at high levels when provided with differentiated instruction and support.**

GOAL #1 Academic

Current Performance	Measurable Goals	Connection to District Strategic Plan
2025-2026: 67% of students achieved their Fall to Spring growth target in math on NWEA MAP	By Spring of 2027, Churchill will increase the percentage of students who meet their Fall to Spring growth target in math from 67% to 72%.	By 2027, D41 will implement instructional best practices within our general education and special education and language learner programs.

GOAL #2 Academic

Current Performance	Measurable Goals	Connection to District Strategic Plan
2025-26: 61% of students achieved their Fall to Spring growth target in reading on NWEA MAP.	By Spring of 2027, Churchill will increase the percentage of students who meet their Fall to Spring growth target in reading from 61% to 66%.	By 2027, D41 will implement instructional best practices within our general education and special education and language learner programs.

GOAL #3 Belonging		
Current Performance	**Measurable Goals**	**Connection to District Strategic Plan**
According to the 5Essentials Survey in 25-26, 84% of our 5th grade students believe their peers “treat each other with respect”	According to the 5Essentials Survey in 25-26, 89% of our 5th grade students will state they believe their peers “Treat Each other with Respect”.	By 2027, D41 will utilize SEL education resources and evaluate the district's progress according to the SEL state standards.

Glen Ellyn School District 41

Forest Glen Elementary - School Improvement Plan

2026-2027

Glen Ellyn 41 will Ignite passion, Inspire excellence, Imagine possibilities

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GOAL #1 Academic

Current Performance	Measurable Goals	Connection to District Strategic Plan
In 25-26, 67% of Forest Glen K-5 students met their fall to spring MAP reading growth target. Our 5 year average for MAP reading growth is 59%. In 25-26, 82% of Forest Glen K-5 students met their fall to spring MAP math growth target, Our 5 year average for MAP math growth is 63%.	By spring of 2027, 65% of Forest Glen K-5 students will meet their Fall to Spring MAP growth target in reading and 65% will meet their growth target in math.	Goal 1: Foster Growth-Focused Academic Excellence: Maintain an academic growth level that ranks at or above the 95th percentile among Illinois public school districts in both math and ELA, meaning the district's growth will be equal to or higher than 95% of all public school districts across Illinois

GOAL #2 Supportive Environment		
Current Performance	**Measurable Goals**	**Connection to District Strategic Plan**
The 2026 5 Essentials data results for Forest Glen showed that the student essential of Supportive Environment was 52%. In 2025, this score was 56%.	By spring of 2027, Forest Glen staff will increase the Supportive Environment score on 5 Essentials to at least 63%.	Goal 2: Nurture A Culture of Belonging By 2027: Increase the 5Essentials survey data on supportive environments for students to at or above 70%

GOAL #3 Belonging		
Current Performance	**Measurable Goals**	**Connection to District Strategic Plan**
According to our HumanEx 2026 data, the statement "I have received positive recognition in the last ten days" received a score of 3.85 which was a 0.13 increase from our 2025 score.	According to our HumanEx 2027 data, we will increase our score on the statement "I have received positive recognition in the last ten days" by 0.20.	Goal 2: Nurture A Culture of Belonging By 2027: Increase Humanex survey data on culture and climate for highly engaged and highly satisfied staff to at or above 78%

Glen Ellyn School District 41

Hadley Jr. High - School Improvement Plan

2026-2027

Glen Ellyn 41 will Ignite passion, Inspire excellence, Imagine possibilities

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- We cultivate a culture of inclusion, acceptance, and belonging in our classrooms.
- We assume all children can learn at high levels when provided with differentiated instruction and support.

GOAL #1 Academic Mathematics

Current Performance	Measurable Goals	Connection to District Strategic Plan
We believe: All students at Hadley deserve to grow and learn. **Last Year Math MAP Growth Fall to Spring 66% overall** MAP Growth 6th: 65% IAR Growth: 56% MAP Growth 7th: 69% IAR Growth: 59% MAP Growth 8th: 65% IAR Growth: 55% **IAR Growth Overall 2026: 57.8% overall**	By Spring 2027, Hadley Junior High will elevate total student progress in mathematics, advancing performance from a Fall 2026 baseline of the 66th percentile to the 68th percentile by Spring 2027, evaluated via the NWEA MAP assessment. In alignment with this target, targeted monitoring and assistance will focus on our language learner population to raise their academic progress from the 52nd percentile in Fall 2026 up to the 55th percentile, while advancing special education student growth from the 57th percentile in Fall 2026 to the 59th percentile by Spring 2027.	<u>Goal 1: Foster Growth-focused Academic Excellence</u> By 2027, D41 will implement instructional best practices within our general education and special education and language learner programs. D41 will continue to support and improve the implementation of the D41 Inclusionary Principles. D41 will lessen the achievement gaps between student groups. D41 will prepare every student to experience success in high school and beyond.

GOAL #2 Academic Literacy		
Current Performance	**Measurable Goals**	**Connection to District Strategic Plan**
Last Year Reading MAP Growth Fall to Spring 57% overall MAP Growth 6th: 63% IAR Growth: 62 % MAP Growth 7th: 56 % IAR Growth: 58% MAP Growth 8th: 55% IAR Growth: 53% **IAR Growth Overall 2026: 63.4 % overall**	By Spring 2027, Hadley Junior High will advance overall student growth in reading, raising academic progress from a 2025–2026 baseline of 60% to 62%, as evaluated by the NWEA MAP Growth assessment. In alignment with this target, targeted monitoring and assistance will focus on our English Learner (EL) and special education populations to raise EL academic growth from the 52nd percentile in Fall 2026 up to the 56th percentile in Spring 2027, while advancing special education student growth from the 48th percentile in Fall 2026 to the 52nd percentile by Spring 2027.	<u>Goal 1: Foster Growth-focused Academic Excellence</u> By 2027, D41 will implement instructional best practices within our general education and special education and language learner programs. D41 will continue to support and improve the implementation of the D41 Inclusionary Principles. D41 will lessen the achievement gaps between student groups D41 will prepare every student to experience success in high school and beyond

GOAL #3 Belonging		
Current Performance	**Measurable Goals**	**Connection to District Strategic Plan**
The Hadley Junior High 5 Essentials data from 2026: Supportive Environment (52%)-2026-48% 4 components make up Supportive Environment: 1. Safety 2026-51% 2. Academic Personalism 2026-38% 3. Student/Teacher Trust 2026-47% 4. Peer Support for Academic Work 2026-56%	By May of 2027, Hadley will increase the Student-Teacher Trust category score on the 5Essentials Survey from 47% to 50% by consistently applying research-based, relationship-centered strategies when responding to middle school adolescent students.	<u>Goal 2: Nurture a Culture of Belonging</u> This Hadley goal directly supports Strategic Priority 2, "Nurture a Culture of Belonging." The district aims to increase supportive-environment scores on the 5Essentials survey.

2026 Levy Parameters

Board of Education Meeting
October 19, 2026

2026 Levy Timeline

- 10/19/2026 Board of Education Meeting
  - Levy 101 Discussion
- 11/16/2026 Board of Education Meeting
  - Review Preliminary Levy
  - Approval to Place Preliminary Levy on Display
- 11/16/2026 Communication
  - Levy Placed on Display
- 12/14/2026 Board of Education Meeting
  - Levy Public Hearing
  - Approval of the 2026 Levy

THE LEVY STATUTORY GUIDELINES

- The Board of Education must “estimate” the levy at least 20 days prior to adoption.

- The Board of Education must adopt and file the final levy before the last Tuesday in December.

- A Truth in Taxation Hearing is required if the levy will increase by 5% or more.

THE CALCULATION AND PAYMENT

- The increase potential of each year's levy calculation is determined by taking the previous year's extension multiplied by CPI. For the 2026 levy the CPI will be 2.7%; (It was 2.9% for the last year's 2025 Levy)

- Plus the estimated value of new property;
  - The district will receive the tax receipts in two equal installments: June 1st and September 1st. Taxes are normally collected within 60 days of the installment dates.

TAX CAPS AND THE CONSUMER PRICE INDEX

- Property Tax Extension Limitation Act (Tax caps) Public Act 87-17
- Limits the amount of the increase in taxes from year to year to the lesser of 5% or the prior year CPI, plus the value of new property added to the tax base.
- The value of new property is unknown at the time of the levy and must be estimated.
- The December 31, 2025, CPI was 2.7% (It was 2.9% the previous year)
- The tax cap law will restrict the total levy increase to the lessor of CPI or **5%**, plus new property, **regardless of the amount levied**.

TIMING

- The 2026 levy will fund the 2027-2028 school year. The first installment of taxes related to the 2026 levy are expected to be received during June of 2027. The remainder of the levy is expected to be received during September of 2027.

- The June tax receipts are commonly referred to “Early Taxes” as they arrive just prior to the year for which they will fund.

OTHER ASPECTS OF THE LEVY

- If the district levies less than the maximum permitted under the tax cap limitation law, the district forfeits that taxing capacity for all future years.

- In regards to new property growth, if the estimate used in the levy ends up below the actual growth the district would forfeit that taxing capacity for all future years as well. That is the reason why many districts estimate a bit higher than expected in order to safely capture all taxing capacity.

ABATEMENT vs. UNDER LEVY

- If a district wishes to collect less than the maximum permitted under PTELL, there are generally two options:
  - 1. Under levy: submit a levy request below the maximum. This lowers the district's taxing capacity by the amount of the under levy for the current year, as well as all future levy years.
  - 2. Abatement: submit a levy at (or above) the maximum permitted, and then direct the Clerk's office to refund a certain portion. This preserves the district's full taxing capacity for future years.

Role of the DuPage County Clerk

- The Clerk's office will review all requested tax extensions, and if necessary reduce the amount to the appropriate PTELL limiting rate.

- In no event can a taxing body be granted a tax extension above the limit calculated under PTELL, regardless of the amount they request.

Thank You

Board Report

Date: **October 19, 2026**

Title: **Fund Transfers**

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

Strategic Priority Goal 3: Optimize Early Learning for Student Success: District 41 will provide learning environments that ensure all students from preschool through Kindergarten have safe, accessible, and student-centered indoor and outdoor spaces to support academic growth and achievement.

Background: The Illinois State Board of Education's Requirement for Accounting, Budgeting, Financial Reporting, and Auditing requires expenditures for certain construction projects to be recognized in the Capital Projects Fund. In order to move funds from the Education Fund to the Capital Projects Fund, school code mandates that the funds first be transferred to the Operations and Maintenance fund.

Discussion: The FY27 budget includes amounts to be transferred within funds to account for construction projects completed during the summer of 2026, transportation costs, and to fund the enhancements completed at the full day Kindergarten Center. The total budgeted amount for these transfers total $6,000,000. During the planning for these projects, financial resources were identified to be transferred from the Education Fund to the Operations and Maintenance Fund, the transportation fund and the Capital Projects Fund. This resolution permits the Treasurer to transfer the funds that are part of the FY27 budget.

Other Information: This recommendation is associated with amounts included within the FY27 Budget as a transfer amongst funds.

Budgetary Funding: Administration must hold a public hearing prior to transferring funds from the Education Fund. Additionally, a public notice will be posted in the Suburban Life newspaper advertising the public hearing.

Recommendation: This report is for Board discussion only. On November 16, 2026 the administration will hold a public hearing on the transfer of funds from the Education Fund and will recommend the Board of Education adopt the resolution transferring funds from the Education Fund to the Operations and Maintenance Fund, the Transportation Fund and the Capital Projects Fund in the amount of $6,000,000.

Board Report

Date: **October 19, 2026**

Title: **Skyward Software Update**

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

Strategic Priority Goal 1: Foster Growth-Focused Academic Excellence District 41 will provide a rigorous and innovative learning environment to ensure all students achieve excellence and are prepared to thrive in a global society

Background: The District currently utilizes Skyward School Management System (SMS) as its student information system and the Skyward Financial Management module to support the District's human resources, financial and business operations. Skyward has developed Qmlativ, its next-generation platform, which is expected to replace the District's current Skyward systems as the company transitions away from its legacy products and moves toward discontinuing support for those platforms.

The District is proposing to transition both its student information system (SIS) and financial management functionality from the current Skyward SMS and Financial Management environment to Qmlativ. This transition will allow the District to move to a more current technology platform while establishing a foundation that can better support its future student, human resources, financial, reporting, and operational needs.

Discussion: Prior to selecting Skyward Qmlativ as the District's preferred future software solution, the District issued requests for proposals to K-12 software providers to evaluate available solutions and determine which platform would best meet the District's needs. Staff representing various users across the District participated in the review and evaluation of the proposals.

After careful consideration of the available solutions, the evaluation team determined that Skyward Qmlativ provides the best platform to meet the District's future student information and financial management needs. Selecting Qmlativ will allow the District to continue its relationship with an established software provider while transitioning to its proven next-generation platform.

The transition from the existing Skyward SMS and Financial Management modules to Qmlativ will require coordinated planning and implementation across both the District's educational and business operations. This project represents more than a software upgrade and will require careful planning, data migration, system configuration, testing, and staff preparation.

The following is a brief overview of the major activities that will occur during the migration:

- Data conversion and validation
- System configuration
- Business process review
- Financial system transition

- System and user acceptance testing
- Staff training and communication
- Go-live preparation

The migration will be managed in coordination with Skyward and District representatives.. Because both student information and financial operations are critical to the District, particular attention will be given to data integrity, business continuity, financial accuracy, and minimizing disruption to District operations.

Due to the high volume of school districts currently proceeding with similar transitions, the District's migration is anticipated to occur in early 2028. The student information and financial system migrations are each expected to require approximately six to eight months to complete. The District has already begun working with Skyward to develop a detailed implementation schedule by working backward from the anticipated go-live dates. Planning and preparatory activities are expected to begin in early to mid-2027, with specific work items, milestones, and deadlines established as part of the implementation plan.

Budgetary Funding: Each module will be transitioned and billed separately.

- The Financial management module migration plan, including consulting and training, will cost approximately $31,000 with an anticipated go-live date of February 2028.

- The Student Information System module, including consulting and training, will cost approximately $29,800 with a go-live date of June 2028.

No approval of implementation fees or related expenditures is being requested at this time. As the project progresses, Administration will bring the associated costs and any necessary expenditures to the Board for consideration and approval when payment becomes due.

Other Information: During the migration phase, the District will continue to utilize the existing SMS platform for both the Student Management system and the Financial Management system.

Recommendation: Administration is seeking Board support to proceed with the planning, preparation, and implementation activities necessary to support the anticipated 2028 migration to Qmlativ.

Board Report

Date: **October 19, 2026**

Title: **Decennial HLS Report**

Submitted by: **Eric DePorter, Assistant Superintendent for Finance, Facilities, and Operations**
Dave Scarmardo, Executive Director of Buildings & Grounds

Strategic Priority Goal 4: Strengthen Community Connections: District 41 will strengthen community connections and partnerships through engagement in all five communities District 41 serves.

Background: In the summer of 2026, District architects conducted the required ten-year Health Life Safety Review. Following the review, the District administration developed a capital projects timeline identifying potential projects through 2031. This list was developed collaboratively with building administrators and informed by the findings and recommendations from our architects Green Associates' decennial life safety review. This ongoing process ensures that projects are appropriately prioritized and sequenced based on identified facility needs and available resources.

Discussion: The ten-year capital plan addresses identified HLS deficiencies and administrative facility recommendations in support of Strategic Priority #4 of the Strategic Plan. Where possible the District aims to level capital expenditures from year to year to promote consistency and predictability in budgeting. However, due to the varying scope and complexity of individual projects annual spending may fluctuate based on need and priority.

The report is organized by category and is intended to identify areas that require attention in the near term, as well as items which deserve consideration to be included in future capital improvement plans. Items listed under the "A" category are projects which should be addressed in the near term, while items in the "C" category are projects which are recommended for future consideration.

Identified Category "A" projects total approximately $84,384. Given the District's building portfolio and square footage, this relatively low total reflects proactive facility maintenance and a continued commitment to providing quality learning environments.

Staff continues to expand and improve the district's maintenance inspection program within district facilities. Staff inspects and completes preventative maintenance inspections on HVAC equipment, building envelopes, and playgrounds on a scheduled basis. These inspections help identify any issues found during the inspection process which can then be repaired or replaced as identified.

Other Information: Attached to this report is the completed decennial HLS report. The items identified within the report will be reviewed and addressed through both routine maintenance and within our summer capital project planning.

Recommendation: The report is for discussion purposes only. Administration will seek Board approval for capital improvements through the annual summer capital project plan process.

Ten-Year Safety Survey - Schedule of Violations and Costs
Summary of Costs
Glen Ellyn School District

4/22/2026

Project No.: 13100-2025004

School Name	Total Estimated Cost by Priority				
	'a' Priority	'b' Priority	'c' Priority	'a+b' priority	'a+b+c' priority
Abraham Lincoln Elementary	$4,008.00	$344,624.04	$3,073,572.00	$348,632.04	$3,422,204.04
Benjamin Franklin Elementary	$28,944.00	$514,269.00	$1,333,219.20	$543,213.00	$1,876,432.20
Churchill Elementary	$14,160.00	$502,290.00	$1,749,921.60	$516,450.00	$2,266,371.60
Forest Glen Elementary	$31,500.00	$555,830.40	$1,648,410.00	$587,330.40	$2,235,740.40
Hadley Junior High	$5,772.00	$784,167.60	$1,163,628.00	$789,939.60	$1,953,567.60
District Total by Priority	**$84,384.00**	**$2,701,181.04**	**$8,968,750.80**	**$2,785,565.04**	**$11,754,315.84**

District Grand Total **$11,754,315.84**

Notes:

1. COUNTY CODE 022, DuPage	Ten-Year Safety Survey - Schedule of Violations and Costs	
2. DISTRICT CODE/NAME 0410, GLEN ELLYN ESD 41	GLEN ELLYN	
3. FACILITY CODE/NAME 2001, ABRAHAM LINCOLN ELEMENTARY	Project No.:	13100-2025004

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost			Estimated Completion Date	Funding Type
													'a' Priority	'b' Priority	'c' Priority		
1	Roof 8.1, 14.0, 15.0, 16.0, 17.0	185.310 185.390 175.210 BOCA 1993 NPMC 304.1, 304.6	Ballasted modified bituminous low slope roof system is nearing the end of its useful life	Remove and replace ballasted roof system in 8-10 years	f	c	Remove and replace ballasted roof system in 8-10 years	SF	12851	b	h	$ 40.00			$514,040		O
2	Roof 8.1 to 14., 2.0 to 8.0, 5.0 to 2.0, 4.0 to 2.0, 9.2 to 10.0, 12.0 to 13.0	185.310 175.210 BOCA 1993 NPMC 304.1	Roof ladder is rusted, deteriorating, and not safe	Replace roof access ladder	e	b	Replace roof access ladder	EA	6	b	a	$ 12,000.00		$72,000			O
3	Roof 3.0	185.310 175.210 BOCA 1993 NPMC 304.6	Gutter is improperly sloped preventing water from draining	Remove and install new gutter system	f	b	Remove and install new gutter system	EA	1	b	h	$ 1,500.00		$1,500			O
4	Roof 2.0	185.310 175.210 BOCA 1993 NPMC 304.7, 304.8	Sheet metal coping damaged allowing moisture to enter building envelope	Replace damaged metal coping	c	b	Replace damaged metal coping	LF	98	b	g	$ 50.00		$4,900			O
5	Roof 14.0, 12.0	185.310 175.210 BOCA 1993 NPMC 304.1 304.6	Sealant at roof flashing deteriorating allowing moisture to enter the building	Remove sealant and reseal.	f	b	Remove sealant and reseal.	LF	38	b	h	$ 15.00		$570			O
6	Roof 11.0, 12.0	185.310 175.210 BOCA 1993 NPMC 304.6	Roof drain is damaged or missing	Replace roof drain cover	c	b	Replace roof drain cover	EA	4	b	g	$ 300.00		$1,200			O
7	South elevation: East ramp/corridor, West ramp/corridor , East of exit door 34, North Elevation: East of exit door 19, East ramp/corridor	185.310 175.210 BOCA 1993 NPMC 304.1, 304.3, 304.4, 304.5	Concrete foundation wall cracked allowing moisture into the building envelope	Repair cracks in foundation wall	f	b	Repair cracks in foundation wall	SF	447	b	h	$ 25.00		$11,175			O
8	Masonry wall between Roof 12.0 and 13.0	185.310 175.210 BOCA 1993 NPMC 304.1, 304.5	Mortar joints are deteriorating allowing moisture into the building envelope	Repoint masonry	c	b	Repoint masonry	SF	323	b	h	$ 28.00		$9,044			O
9	North Elevation (Chairs 143 & Table storage 137),	185.310 175.210 BOCA 1993 NPMC 304.1, 304.5	Corrugated metal roof and fascia are damaged causing additional damage to masonry wall	Repair corrugated metal roof and fascia	c	b	Repair corrugated metal roof and fascia	SF	319	b	h	$ 20.00		$6,380			O

1. COUNTY CODE 022, DuPage	**Ten-Year Safety Survey - Schedule of Violations and Costs**
2. DISTRICT CODE/NAME 0410, GLEN ELLYN ESD 41	**GLEN ELLYN**
3. FACILITY CODE/NAME 2001, ABRAHAM LINCOLN ELEMENTARY	**Project No.:** 13100-2025004

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost			Estimated Completion Date	Funding Type
													'a' Priority	'b' Priority	'c' Priority		
10	North Elevation (Chair storage 143 & Table storage 137),	185.310 175.210 BOCA 1993 NPMC 304.1, 304.5	Masonry wall and mortar joints showing signs of failure with algae growth	Power wash and repoint masonry wall	c	b	Power wash and repoint masonry wall	SF	347	b	h	$ 28.00		$9,716			O
11	North wall of Gym 179, and south wall of classroom 168	185.310 175.210 BOCA 1993 NPMC 304.1, 304.5	Condensate line penetrating exterior wall is not properly sealed, allowing moisture into the building	Seal around penetrating item	f	a	Seal around penetrating item	EA	2	b	a	$ 30.00	$60				O
12	South elevation main entrance vestibule, East side of Cafeteria/MPR 142	185.310 175.210 BOCA 1993 NPMC 304.1, 304.8	Paint finish is deteriorated at soffit allowing weather to degrade the exterior building envelope	Sand, patch, prime, and paint wood soffit	f	b	Sand, patch, prime, and paint wood soffit	SF	294	b	h	$ 10.00		$2,940			O
13	Roof 4.0, Above door 15A	185.310 175.210 BOCA 1993 NPMC 304.11	Window system is failing allowing moisture to enter building envelope	Remove and replace existing window system	f	b	Remove and replace existing window system	SF	100	b	g	$ 140.00		$14,000			O
16	Exit door 17	185.310 175.210 BOCA 1993 NPMC 304.11, 304.14	Door and aluminum storefront system are deteriorated and allowing water into the building	Remove existing and provide new aluminum storefront system to include door and hardware	c	b	Remove existing and provide new aluminum storefront system to include door and hardware	SF	110	b	g	$ 140.00		$15,400			O
17	All exterior windows	185.310 175.210 BOCA 1993 NPMC 304.11	Sealant at exterior windows is failing and does not prevent water from entering the building	Remove sealant and reseal	f	b	Remove sealant and reseal	LF	1291	b	h	$ 15.00		$19,363			O
18	Near exit door 5, between exit doors 6 & 7, West exterior wall of Gymnasium 179, South east exterior corner of Cafeteria/MPR 142, North elevation near exit door 17 & 18, North elevation of Chair Storage 143 & Table Storage 137	185.310 175.210 BOCA 1993 NPMC 304.5	Sealant at masonry control joint is failing and does not prevent water from entering the building	Remove sealant and reseal	f	b	Remove sealant and reseal	LF	167	b	h	$ 17.00		$2,831			O
19	West of exit door 13	185.310 175.210 BOCA 1993 NPMC 304.1	Metal wildlife control louver cover is damaged and rusted.	Remove and replace louver cover	f	c	Remove and replace louver cover	EA	2	b	g	$ 1,500.00			$3,000		O
20	North façade of Cafeteria/MPR 142	185.310 175.210 BOCA 1993 NPMC 304.1	Louvers are damaged and rusted	Remove damaged louver and replace.	f	b	Remove damaged louver and replace.	EA	1	b	g	$ 1,500.00		$1,500			O

1. COUNTY CODE 022, DuPage	**Ten-Year Safety Survey - Schedule of Violations and Costs**
2. DISTRICT CODE/NAME 0410, GLEN ELLYN ESD 41	**GLEN ELLYN**
3. FACILITY CODE/NAME 2001, ABRAHAM LINCOLN ELEMENTARY	**Project No.:** 13100-2025004

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost			Estimated Completion Date	Funding Type
													'a' Priority	'b' Priority	'c' Priority		
21	Soffit above exit door 27 & 28	185.310 175.210 BOCA 1993 NPMC 304.1	Louvers are damaged allowing moisture to enter building	Remove and replace damaged louver	f	b	Remove and replace damaged louver	EA	4	b	g	$ 75.00		$300			O
22	Exterior stoop of exit door 19, 20 & 21	Illinois Accessibility Code 400.310(a)(7)	Existing stoop is 8" or more above adjacent walk preventing egress	Provide concrete ramp	f	c	Provide concrete ramp	EA	2	b	c	$ 7,500.00			$15,000		O
23	East side of main entrance - tunnel access grate	185.310 175.210 BOCA 1993 NPMC 303.3	Concrete curb is cracked and deteriorated creating a hazardous condition	Remove and replace concrete curb	c	c	Remove and replace concrete curb	EA	1	b	f	$ 1,000.00			$1,000		O
27	Asphalt near woodchip playground	185.310 175.210 BOCA 1993 NPMC 303.3	Asphalt walkway is cracked/deteriorated	Repair asphalt paving	f	c	Repair asphalt paving	SF	400	b	f	$ 63.00			$25,200		O
28	Toilet T1	1997 Illinois Accessibility Code 400.510(e)(1)(A)	ADA urinal location is not compliant	Reconfigure urinal and toilet to be ADA compliant	f	c	Reconfigure urinal and toilet to be ADA compliant	SF	154	b	c	$ 500.00			$77,000		O
29	Toilet T2	1997 Illinois Accessibility Code 400.510(e)(1)(A)	Toilet room is not ADA compliant. Maneuvering clearance at toilet room entry door is not ADA compliant	Renovate existing toilet room for ADA accessibility	f	c	Renovate existing toilet room for ADA accessibility	SF	207	b	c	$ 500.00			$103,500		O
30	Toilet T3, T4	1997 Illinois Accessibility Code 400.510(e)(1)(A)	Toilet room is not ADA compliant	Renovate existing toilet room for ADA accessibility	f	c	Renovate existing toilet room for ADA accessibility	EA	5	b	c	$ 2,800.00			$14,000		O
31	Toilet T5, Toilet 173	185.310 175.210 BOCA 1993 NPMC 305.1	Toilet partitions are damaged and rusted	Remove and provide toilet partitions	e	b	Remove and provide toilet partitions	EA	4	b	h	$ 2,800.00		$11,200			O
32	Chair Lift Vest 004	1997 Illinois Accessibility Code 400.310(h)(2)(A)	Threshold is damaged preventing accessible path to chair lift	Remove existing threshold and replace with ADA compliant threshold	e	c	Remove existing threshold and replace with ADA compliant threshold	LF	6	b	c	$ 120.00			$720		O

1. COUNTY CODE 022, DuPage	**Ten-Year Safety Survey - Schedule of Violations and Costs**
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3. FACILITY CODE/NAME 2001, ABRAHAM LINCOLN ELEMENTARY	**Project No.:** 13100-2025004

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost			Estimated Completion Date	Funding Type
													'a' Priority	'b' Priority	'c' Priority		
33	Boiler Room 141, Janitor 140, PE Storage 178, Table Storage 137	185.390(g)(1)(C) 175.260 BOCA 1993 NPMC 704.1	Items penetrating fire rated partitions are not properly sealed	Seal around penetrations to provide fire rated assembly and maintain required fire rating of partition	c	a	Seal around penetrations to provide fire rated assembly and maintain required fire rating of partition	EA	24	b	a	$ 120.00	$2,880				O
34	ESL Classroom 151, LD Resource 128, 129, Cafeteria/MPR 142 (2), Classroom 147, 152, Kindergarten 104, Corridor between storage 005 & MPR Storage 138	185.310 (a)(3) 175.210 BOCA 1993 NPMC 305.1 & 305.3	Vinyl floor tile is damaged	Replace damaged 12" x 12" vinyl floor tiles	c	b	Replace damaged 12" x 12" vinyl floor tiles	SF	117	b	h	$ 15.00		$1,755			O
35	Toilet Rooms T5, T6, T8, 8, and Cafeteria / MPR 142	185.310 (a)(3) 175.210 BOCA 1993 NPMC 305.1 & 305.8	Tile wall base is damaged	Replace damaged tile wall base	c	b	Replace damaged tile wall base	LF	23	b	h	$ 18.00		$414			O
36	Nurse 126, Classroom 153	185.310 (a)(3) 175.210 BOCA 1993 NPMC 305.1 & 305.3	Resilient wall base is damaged	Replace damaged resilient wall base	c	b	Replace damaged resilient wall base	LF	18	b	h	$ 9.00		$162			O
37	Reading & Math 118, Kindergarten 105, Classroom 152	185.310 (a)(3) 175.210 BOCA 1993 NPMC 305.1 & 305.3	Paint finish on CMU partition is damaged and peeling	Remove peeling paint, and repaint partition	c	b	Remove peeling paint, and repaint partition	SF	204	b	h	$ 6.00		$1,224			O
38	Cafeteria/MPR 142, Toilet T5	185.310 (a)(3) 175.210 BOCA 1993 NPMC 305.1 & 305.3	Wall tiles are cracked	Remove and replace damaged or cracked wall tiles.	c	b	Remove and replace damaged or cracked wall tiles.	EA	28	b	h	$ 36.00		$1,008			O
39	LD Resource 129	185.310 (a)(3) 175.210 BOCA 1993 NPMC 305.1 & 305.3	Gypsum board wall finish is damaged	Repair, patch, prime and paint gypsum wall	c	b	Repair, patch, prime and paint gypsum wall	SF	45	b	h	$ 40.00		$1,800			O

1. COUNTY CODE 022, DuPage	**Ten-Year Safety Survey - Schedule of Violations and Costs**	GREEN ASSOCIATES
2. DISTRICT CODE/NAME 0410, GLEN ELLYN ESD 41	**GLEN ELLYN**	
3. FACILITY CODE/NAME 2001, ABRAHAM LINCOLN ELEMENTARY	**Project No.:** 13100-2025004	

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost			Estimated Completion Date	Funding Type
													'a' Priority	'b' Priority	'c' Priority		
40	Classroom: 101, 102, 103, 145, 146, 147,148, 149, 152, 153,166, 167, 168, 169, 170, 171, 200, 202, 211, 213, Toilet Rooms: T1, 8, 126A, 128B, JAN: A116, A137, 140, Main entrance vestibule, LD Resource 129, Admin Office 119, Vestibule outside Kitchen 139, Chair Lift Vest 004, Reading & Math 118, OT/PT A110, PE Office 106, ESL Classroom 151, Physics 157, Faculty 160, Corridor 09, Librarian 159, Book Room A121	185.310 (a)(3) 175.210 BOCA 1993 NPMC 305.1 & 305.3	Acoustic ceiling panels are damaged	Replace damaged 2' x 2' acoustic ceiling panels	c	b	Replace damaged 2' x 2' acoustic ceiling panels	EA	341	b	h	$ 25.00		$8,525			O
41	Classroom 107, 150, MPR Storage 138, Storage 005, Music 111, ENL 106,	185.310 (a)(3) 175.210 BOCA 1993 NPMC 305.1 & 305.3	Acoustic ceiling panels and grid are damaged	Replace damaged 2' x 2' acoustic ceiling panel system	c	b	Replace damaged 2' x 2' acoustic ceiling panel system	SF	4138	b	h	$ 15.00		$62,070			O
42	Storage 005, Toilet 172	185.310 175.210 BOCA 1993 NPMC 305.1 &305.3	Interior masonry mortar joints are cracked and deteriorated	Repoint masonry joints	c	b	Repoint masonry joints	SF	24	b	h	$ 40.00		$960			O
44	MPR Storage 138	185.310 175.210 BOCA 1993 NPMC 304.11	Door and frame is damaged and does not operate properly	Remove and provide door, frame and hardware, repair tile wall when removing door frame	b	b	Remove and provide door, frame and hardware. Repair tile wall when removing door frame	EA	1	b	g	$ 6,000.00		$6,000			O
45	Admin Office 119	185.310 175.210 BOCA 1993 NPMC 305.3	Pair of doors and frame is damaged and does not operate properly	Replace doors, frame, transom, hardware, and provide center mullion	b	b	Replace doors, frame, transom, hardware, and provide center mullion	EA	1	b	g	$ 12,000.00		$12,000			O
46	LD Resource 129, AP Conference 132, SW Office 125, OT/PT A110, Exit Door 20,	185.310 175.210 BOCA 1993 NPMC 305.1, 305.3	Door sticks in frame and does not latch properly	Repair and adjust door and hardware	c	b	Repair and adjust door and hardware	EA	5	b	h	$ 250.00		$1,250			O
47	SW Office 125	185.310 175.210 BOCA 93 NPMC 305.1, 305.3	Original door has thumb turn lock preventing egress	Remove thumb turn lock and pull handle and provide new lockset	c	b	Remove thumb turn lock and pull handle and provide new lockset	EA	1	b	g	$ 750.00		$750			O

1. COUNTY CODE
022, DuPage

2. DISTRICT CODE/NAME
0410, GLEN ELLYN ESD 41

3. FACILITY CODE/NAME
2001, ABRAHAM LINCOLN ELEMENTARY

Ten-Year Safety Survey - Schedule of Violations and Costs

GLEN ELLYN

Project No.: 13100-2025004

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost			Estimated Completion Date	Funding Type
													'a' Priority	'b' Priority	'c' Priority		
48	Cafeteria/MPR 142, Speech 124, Classroom 101, 107, 149, Exit door 6, 7, 10, 23, 34, Gymnasium 179 (2), Corridor 12	185.310 175.210 BOCA 1993 NPMC 305.1	Closers are not operating properly	Adjust door closers	c	b	Adjust door closers	EA	9	b	a	$ 250.00		$2,250			O
49	LD Resource 129	185.310 & 185.370(g)(5)(D) 175.210 BOCA 1993 NPMC 305.1	Glass in door light is not safety glazing	Remove and provide safety glazing	f	a	Remove and provide safety glazing	EA	1	b	a	$ 400.00	$400				O
51	Exterior Classroom 148	Recommend	Louver missing on Unit Vent intake	Provide new louver to fit existing opening	f	c	Provide new louver to fit existing opening	EA	1	b	h	$2,000			$2,000		O
52	Classroom 113	Recommend	Ceiling tile is stained, potential leak at hot water heating coil.	Ensure all pipe connections are sealed.	f	c	Ensure all pipe connections are sealed.	EA	1	b	h	$500			$500		O
53	Cafeteria/MPR 142	Recommend	Exhaust fan past end of expected lifespan	Replace wall mounted exhaust fan in kind.	f	c	Replace wall mounted exhaust fan in kind.	EA	1	b	g	$4,500			$4,500		O
54	Classrooms 3, 114, 115, 116	NEC 210.8(B)	Quad outlets not GFI type	Replace existing outlet	f	b	Replace existing outlet	EA	4	b	g	$250		$1,000			O
55	Jan 140	Recommend	Refrigerant piping insulation falling off causing condensation drips.	Replace refrigerant piping insulation.	f	c	Replace refrigerant piping insulation.	LF	25	b	g	$20			$500		O
56	Kit 139/Jan 140	Recommend	Supply duct has condensation drip	Reinsulate 20' section of supply duct at drop.	f	c	Reinsulate 20' section of supply duct at drop.	LF	20	b	h	$30			$600		O
57	Corridor outside Toilets T1, T2	NFPA 101 Section 7.9	No battery light observed	Provide new ceiling mounted battery light connected to local lighting circuit ahead of local control device.	f	b	Provide new ceiling mounted battery light connected to local lighting circuit ahead of local control device.	EA	1	b	h	$1,500		$1,500			O

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Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost			Estimated Completion Date	Funding Type
													'a' Priority	'b' Priority	'c' Priority		
58	Toilet T5	ADA 606.5	Lav Guard piping protection missing	Provide new Lav Guard piping protection on existing piping.	f	b	Provide new Lav Guard piping protection on existing piping.	EA	1	b	h	$300		$300			O
59	Classrooms 3, 4, 101-103, 106-108, 111, 112, 145-153, 164	Recommend	Unit Ventilator is 23 years old and will reach end of expected lifespan within 5 years.	Replace existing Unit Ventilator and associated condensing unit and refrigerant piping	f	c	Replace existing Unit Ventilator and associated condensing unit and refrigerant piping	EA	22	b	g	$60,000			$1,320,000		O
60	Classroom 150	NEC 314.23	Duplex receptacle missing cover plate	Provide cover plate.	f	b	Provide cover plate.	EA	1	b	h	$200		$200			O
61	Corridor 09	Recommend	Condensation dripping from piping insulation	Replace existing pipe insulation	f	c	Replace existing pipe insulation	LF	30	b	g	$20			$600		O
62	Classrooms 166-171	Recommend	Unit Ventilator is past the end of expected lifespan.	Replace existing unit ventilator.	f	c	Replace existing unit ventilator.	EA	6	b	g	$30,000			$180,000		O
63	PE Storage178	Recommend	Air Handling Unit is 27 years old and at end of expected lifespan.	Replace existing Air Handling Unit	f	c	Replace existing Air Handling Unit	EA	1	b	g	$35,000			$35,000		O
64	Roof above 159	Recommend	Rooftop unit is 17 years old and will reach end of expected lifespan within 5 years.	Replace existing rooftop unit in kind.	f	c	Replace existing rooftop unit in kind.	EA	1	b	g	$21,000			$21,000		O
65	Roof (various)	Recommend	Refrigerant piping insulation failing/falling off causing condensation drips.	Replace refrigerant piping insulation.	f	c	Replace refrigerant piping insulation.	LF	200	b	g	$20			$4,000		O
66	Roof above 184	Recommend	Condensing unit appears at to be at end of expected lifespan.	Replace existing condensing unit associated with indoor unit.	f	c	Replace existing condensing unit associated with indoor unit.	EA	1	b	g	$15,000			$15,000		O

1. COUNTY CODE 022, DuPage	**Ten-Year Safety Survey - Schedule of Violations and Costs**
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Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost			Estimated Completion Date	Funding Type
													'a' Priority	'b' Priority	'c' Priority		
67	Roof above 105	Recommend	Exhaust fan is vibrating and has loud rattle. Approaching end of lifespan.	Replace existing exhaust fan.	f	c	Replace existing exhaust fan.	EA	2	b	g	$1,500			$3,000		O
68	Roof above 168	Recommend	Roof drain strainer is flush with roof.	Replace with domed style strainer.	f	c	Replace with domed style strainer.	EA	1	b	g	$200			$200		O
69	Roof above 169	Recommend	Roof Drain Strainer is loose and sitting upside down in opening.	Replace with domed style strainer.	f	c	Replace with domed style strainer.	EA	1	b	g	$200			$200		O
70	Roof above 166	Recommend	Roof drain damaged with large hole	Replace with domed style strainer.	f	c	Replace with domed style strainer.	EA	1	b	g	$750			$750		O
71	Boiler Room	Recommend	Boilers are 27 years old and will reach end of expected lifespan within 10 years.	Replace existing boilers in kind.	f	c	Replace existing boilers in kind.	EA	2	b	g	$110,000			$220,000		O

Subtotal by priority	$3,340	$287,187	$2,561,310
Contingency 10%	$334	$28,719	$256,131
A/E Fees 10%	$334	$28,719	$256,131
Total by priority	$4,008	$344,624	$3,073,572

Grand Total **$3,422,204**

1. COUNTY CODE
022, DuPage

2. DISTRICT CODE/NAME
0410, GLEN ELLYN ESD 41

3. FACILITY CODE/NAME
2002, BENJAMIN FRANKLIN ELEMENTARY

Ten-Year Safety Survey - Schedule of Violations and Costs

GLEN ELLYN

Project No.: 13100-2025004

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													'a' Priority	'b' Priority	'c' Priority		
1	Roof 11.0, 12.0, 12.1, 13.0, 14.0	185.310.a.3 185.390.l BOCA 1993 NPMC 304.7	Ballasted modified bituminous low slope roof system is nearing the end of its useful life	Remove and replace ballasted roof system in 8-10 years	f	c	Remove and replace ballasted roof system in 8-10 years	SF	5852	b	g	$ 40.00			$234,080		O
2	Roof areas 1.1, 2.0, 11.0, 12.0	185.310.a.3 185.390.l BOCA 1993 NPMC 304.7	Sheet metal coping is damaged allowing water into the roof system	Replace damaged sheet metal coping system	f	b	Replace damaged sheet metal coping system	LF	126	b	g	$ 50.00		$6,300			O
3	Roof areas 4.0, 12.0	185.310.a.3 185.390.l BOCA 1993 NPMC 304.7	Sealant is deteriorating or missing at roof flashing allowing moisture into the building	Remove sealant and reseal	f	b	Remove sealant and reseal	LF	183	b	g	$ 15.00		$2,745			O
4	North dumpster enclosure	185.310.a.3 185.390.l BOCA 1993 NPMC 304.7	Sealant is deteriorating or missing at roof flashing allowing moisture into the building	Remove sealant and reseal	f	b	Remove sealant and reseal	LF	104	b	g	$ 15.00		$1,560			O
5	Roof areas 1.0, 9.0, 10.0, 13.0	185.310.a.3 185.390.l BOCA 1993 NPMC 304.7	Roof drain cover damaged	Replace roof drain cover	f	b	Replace roof drain cover	EA	9	b	g	$ 300.00		$2,700			O
6	Exterior of SPED 134 North elevation	185.310.a.3 BOCA 1993 NPMC 304.5	Concrete foundation wall cracked allowing moisture into the building envelope	Repair cracks in foundation wall	f	b	Repair cracks in foundation wall	EA	3	b	h	$ 1,500.00		$4,500			O
7	West side exterior retaining wall	185.310.a.3 BOCA 1993 NPMC 304.5	Exterior landscape masonry retaining wall failing creating a hazardous condition	Remove and rebuild exterior masonry retaining wall	f	b	Remove and rebuild exterior masonry retaining wall	LF	495	b	h	$ 105.00		$51,975			O
8	Yard Storage T-2	185.310.a.3 1 185.390.l BOCA 1993 NPMC 304.5	Mortar joints showing signs of distress allowing moisture to enter building	Repoint masonry joints	f	b	Repoint masonry joints	SF	220	b	h	$ 28.00		$6,160			O
9	Above exit door 5	185.310.a.3 1 185.390.l BOCA 1993 NPMC 304.5	Masonry parapet is deteriorating, allowing moisture into the building	Reconstruct masonry parapet	f	b	Reconstruct masonry parapet	SF	102	b	h	$ 150.00		$15,300			O
10	South end of Roof 3.0	185.390.e.2.C BOCA 1993 NPMC 704.1	Item penetrating exterior wall not properly sealed	Seal around penetrating item	f	b	Seal around penetrating item.	EA	1	b	a	$ 30.00		$30			O
11	Roof 10.0, South face main entrance	185.310.a.3 185.390.l BOCA 1993 NPMC 304.8 & 304.9	Paint finish is deteriorated at soffit and trim allowing weather to degrade the exterior building envelope	Sand, patch, prime, and paint wood soffit/siding	f	b	Sand, patch, prime, and paint wood soffit/siding	LF	265	b	h	$ 40.00		$10,580			O
12	Exit door 5	185.379.j.4.D BOCA 1993 NPMC 702.1	Stormwater runoff has deteriorated concrete and caused concrete to heave creating a tripping hazard at a required exit route	Replace concrete and redirect stormwater runoff to storm sewer	f	b	Replace concrete and redirect stormwater runoff to storm sewer	LS	1	b	a	$ 23,750.00		$23,750			O

1. COUNTY CODE	022, DuPage
2. DISTRICT CODE/NAME	0410, GLEN ELLYN ESD 41
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Ten-Year Safety Survey - Schedule of Violations and Costs

GLEN ELLYN

Project No.: 13100-2025004

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost			Estimated Completion Date	Funding Type
													'a' Priority	'b' Priority	'c' Priority		
13	Exit door 6	185.379.j.4.D BOCA 1993 NPMC 702.1	Concrete stairs restrict ADA accessibility on exit route	Replace concrete stairs with ADA compliant concrete ramp	f	c	Replace concrete stairs with ADA compliant concrete ramp	LS	1	b	a	$ 62,375.00			$62,375		O
14	Roof 3.0 at South masonry wall at Roof 1.1	185.310.a.3 185.390.l BOCA 1993 NPMC 304.11	Window system is failing allowing moisture to enter building envelope	Remove and replace existing window system	f	b	Remove and replace existing window system	SF	60	b	g	$ 140.00		$8,400			O
15	Resource 214, 215	BOCA 1993 NPMC 304.15	Window screens are missing	Provide new window screen	f	b	Provide new window screen	EA	3	b	g	$ 300.00		$900			O
16	Windows at Classroom 208, 209, 210, Conference 102B, Library Learning Center 101, Principal 102A	185.310.a.3 1 185.390.l BOCA 1993 NPMC 304.2 & 304.14	Finish on exterior window lintel is deteriorated, allowing lintel to rust	Scrape, prime and paint lintel	f	b	Scrape, prime and paint lintel	LF	82	b	h	$ 35.00		$2,870			O
17	Exit door 1, 3	185.310.a.3 185.390.l 185.370 (d)2(A) BOCA 1993 NPMC 304.14	Pair of hallow metal door and frame are rusted and deteriorated	Replace doors, frame and hardware	f	b	Replace doors, frame and hardware	EA	2	b	g	$ 10,000.00		$20,000			O
18	Roof 3.1, Exit door 11	185.310.a.3 BOCA 1993 NPMC 304.6 & 304.14	Sealant at exterior windows is failing and does not prevent water from entering the building	Remove sealant at perimeter and reseal	f	b	Remove sealant at perimeter and reseal	LF	182	b	h	$ 15.00		$2,723			O
19	Roof 9.0, Exterior of ESL 125, Exterior Gymnasium 111, Near Door 4, 12	185.310.a.3 BOCA 1993 NPMC 304.6	Masonry expansion joint is deteriorated allowing moisture to enter building envelope	Remove expansion joint sealant and reseal	f	b	Remove expansion joint sealant and reseal	LF	286	b	h	$ 15.00		$4,283			O
20	Roof 3.1 North wall	185.310.a.3 185.390.l BOCA 1993 NPMC 304.6 & 304.8	Sealant around louver is deteriorated allowing moisture to enter building	Remove and replace sealant	f	b	Remove and replace sealant	EA	8	b	g	$ 100.00		$800			O
21	Southwest corner façade, Northeast corner façade, West retaining wall	185.310.a.3 185.390.l BOCA 1993 NPMC 304.6	Head joints are cracked, deteriorated or missing allowing moisture to enter wall construction	Repoint head joints at window sills	f	b	Repoint head joints at window sills	EA	57	b	h	$ 100.00		$5,700			O
22	Classroom 210, 214, 215	BOCA 1993 NPCM 304.11.2	Window opens beyond 4” - and does not latch	Repair window and install opening restrictor device / adaptor	f	c	Repair window and install opening restrictor device / adaptor	EA	17	b	a	$ 250.00			$4,250		O
23	Exit 7	Illinois Accessibility Code 400.510 (e)(2)(3) BOCA 1993 NPMC 304.10	Wooden ramp is deteriorated.	Remove wood ramp and piers and provide aluminum ramp with handrails including concrete peirs	e	c	Remove wood ramp and piers and provide aluminum ramp with handrails including concrete peirs	LS	1	b	c	$ 50,000.00			$50,000		O
24	Exterior North of SPED 134, Door 1	185.310.a.3 185.390.l BOCA 1993 NPMC 304.10	Metal handrail post is rusted at base	Remove existing handrail. Replace with new handrails at ramp. Prime and paint new handrails. Repair broken	e	c	Remove existing handrail. Replace with new handrails at ramp. Prime and paint new handrails. Repair broken	LF	296	b	a	$ 145.00			$42,920		O

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GLEN ELLYN

Project No.: 13100-2025004

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost			Estimated Completion Date	Funding Type
													'a' Priority	'b' Priority	'c' Priority		
25	Exterior of SPED 134, North West corner	BOCA 1993 NPMC 303.7	Fence component system is failing and deteriorated	Replace damaged gate components	f	c	Replace damaged gate components	EA	3	b	g	$ 2,500.00			$7,500		O
26	Courtyard CT1, CT2	185.310.a.3 185.390.l BOCA 1993 NPMC 303.3 & 702.1	Concrete sidewalk is cracked with large gaps between slabs creating tripping hazard in required means of egress	Remove and replace concrete sidewalk	f	c	Remove and replace concrete sidewalk	SF	1654	b	c	$ 27.00			$44,658		O
27	South asphalt pavement	185.379.j.4.D IMPC 304.2 BOCA 1993 NPMC 702.1	Asphalt is cracked and deteriorated	Remove and replace asphalt paving	f	c	Remove and replace asphalt paving	SY	2036	b	f	$ 63.00			$128,268		O
28	North Façade of Classroom 303 and 304	185.310.a.3 185.390.l BOCA 1993 NPMC 304.6	Joint sealant between building and curb is deteriorated allowing moisture to enter	Remove 4" wide sealant and provide metal flashing over curb	f	c	Remove 4" wide sealant and provide metal flashing over curb	LF	119	b	h	$ 35.00			$4,165		O
29	Boys Toilet T-2	1997 Illinois Accessibility Code 400.510(e)(1)(A) **Recommendation**	Toilet room is not ADA compliant	Renovate existing toilet room for ADA accessibility. Adjust door location to provide ADA clearance at entry	f	c	Renovate existing toilet room for ADA accessibility. Adjust door location to provide ADA clearance at entry	LS	1	b	c	$ 117,000.00			$117,000		O
30	Boys Toilet A201	1997 Illinois Accessibility Code 400.510(e)(1)(A) **Recommendation**	Toilet room is not ADA compliant	Renovate existing toilet room for ADA accessibility	f	c	Renovate existing toilet room for ADA accessibility	SF	137	b	c	$ 500.00			$68,500		O
31	Staff Toilet 4	1997 Illinois Accessibility Code 400.510(e)(1)(A) **Recommendation**	Lavatory location encroaches on toilet clear floor space	Relocate lavatory to opposite side of toilet room	f	c	Relocate lavatory to opposite side of toilet room	LS	1	b	c	$ 20,000.00			$20,000		O
32	Girls Toilet 16	1997 Illinois Accessibility Code 400.510(e)(1)(A) **Recommendation**	Toilet room is not ADA compliant	Renovate existing toilet room for ADA accessibility. Adjust door location to provide ADA clearance at entry	f	c	Renovate existing toilet room for ADA accessibility. Adjust door location to provide ADA clearance at entry	LS	1	b	c	$ 115,000.00			$115,000		O
33	Toilet Room 6	1997 Illinois Accessibility Code 400.510(e)(1)(A) **Recommendation**	Furniture obstructing ADA floor clearance	Remove furniture and provide wall mounted changing station	f	c	Remove furniture and provide wall mounted changing station	LS	1	b	c	$ 11,000.00			$11,000		O
34	Boys T-2	185.310.a.3 185.390.l BOCA 1993 NPMC 305.1 & 305.3	Toilet partition is damaged and is no longer functional	Remove and replace toilet partitions	e	b	Remove and replace toilet partitions	EA	4	b	h	$ 2,800.00		$11,200			O
35	Office 117A, 117B, Janitor 203, Reading Impaired 117D	1997 Illinois Accessibility Code 400.310 (j)(8)	Door hardware is not ADA compliant	Provide new lockset	f	c	Provide new lockset	EA	4	b	c	$ 650.00			$2,600		O
36	AEC 217, Classroom 119, 121, 127, 206, Girls Toilet 15	185.310.a.3 BOCA 1993 NPMC 305.3	VCT flooring is damaged	Replace damaged 12" x 12" VCT	f	b	Replace damaged 12" x 12" VCT	SF	121	b	h	$ 15.00		$1,815			O
37	Girls Toilet 15 Classroom 1	185.310.a.3 BOCA 1993 NPMC 305.3	Wall base is damaged	Replace damaged wall base with resilient wall base	f	b	Replace damaged wall base with resilient wall base	LF	8	b	h	$ 9.00		$68			O

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Ten-Year Safety Survey - Schedule of Violations and Costs

GLEN ELLYN

Project No.: 13100-2025004

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost			Estimated Completion Date	Funding Type
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38	Classroom 208, 214, Breakroom 209, AEC 217	185.310.a.3 BOCA 1993 NPMC 305.3	CMU wall finish is damaged	Repair, patch, prime and paint CMU wall	f	b	Repair, patch, prime and paint CMU wall	SF	45	b	h	$ 28.00		$1,260			O
39	Classroom 1, 206, 207, 208, Breakroom 209, Nurses Toilet 10, Asst. Principal 104	185.310.a.3 BOCA 1993 NPMC 305.3	Gypsum board wall finish is damaged	Repair, patch, prime and paint gypsum board wall	f	b	Repair, patch, prime and paint gypsum board wall	SF	175	b	h	$ 40.00		$7,000			O
40	3 OT Office 116, Classroom 118,119, 201, 204, 205, 206, 207, 208, 210, 214, 301, 302, Girls Toilet 16, 125, Storage 110C, 356, Corridor C104, C112, C203, C205, Breakroom 209, Band Orchestra 124, Orchestra Room 216, AEC 217, Girls Toilet 15, 137, Boys Toilet A102, Work Room 102C, Nurse 103, Toilet 10, Asst. Principal 104, Room 110A PE, Office 110B	185.310.a.3 BOCA 1993 NPMC 305.3 2009 IPMC 305.3	Acoustic ceiling panels are damaged	Replace damaged 2' x 4' acoustic ceiling panels	f	b	Replace damaged 2' x 4' acoustic ceiling panels	EA	1682	b	h	$ 25.00		$42,050			O
41	Corridor 112	185.310.a.3 185.390.I BOCA 1993 NPMC 305.2	Interior masonry mortar joints are cracked and deteriorated	Repoint masonry joints	c	b	Repoint masonry joints	SF	5	b	h	$ 28.00		$140			O
42	C205	BOCA 1993 NPMC 704.2	Door held open by other means other than magnetic hold open devices	Remove door stops / manual hold open devices	f	a	Remove door stops / manual hold open devices	EA	1	a	a	$ -	$0				O
43	Classroom 210	185.370(g)(5)(B) 175.410(i) BOCA 1993 NPMC 702.1	Location of classroom 210 door is obstructed by stair SW2 doors, restricting egress from classroom 210	Provide new door opening at alternate location in corridor. Remove cubbies and patch floor	f	a	Provide new door opening at alternate location in corridor. Remove cubbies and patch floor	LS	1	b	h	$ 12,500.00	$12,500				O
44	Corridor C109, C113	185.370(g)(5)(B) 175.410(i) BOCA 1993 NPMC 702.1	Door from courtyard does not swing in the direction of egress grade change	Replace frame and doors, doors should swing in the direction of exit travel	f	b	Replace frame and doors, doors should swing in the direction of exit travel	EA	1	b	h	$ 10,000.00		$10,000			O
45	Classroom 1, 118, Corridor C110, PE office110B	185.370(2)(A)(i) 185.370(6)(A) & (C) BOCA 1993 NPMC 305.3 & 704.2	Wood door and frame is beyond useful life and deteriorating	Replace door, frame and hardware	c	b	Replace door, frame and hardware	EA	6	b	g	$ 5,000.00		$30,000			O
46	CT 2	185.370(2)(A)(i) 185.370(6)(A) & (C) BOCA 1993 NPMC 305.3 & 704.2	Pair of wood doors and frame are beyond their useful life and deteriorating	Replace pair of doors, frame and hardware	c	b	Replace pair of doors, frame and hardware	EA	1	b	g	$ 10,000.00		$10,000			O

1. COUNTY CODE 022, DuPage	**Ten-Year Safety Survey - Schedule of Violations and Costs**
2. DISTRICT CODE/NAME 0410, GLEN ELLYN ESD 41	**GLEN ELLYN**
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Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost			Estimated Completion Date	Funding Type
													'a' Priority	'b' Priority	'c' Priority		
47	Custodial Storage, Corridor C13, C104, C113,C201, C303, Kindergarten 136, Exit door 16, AEC 217, Stair S01, Classroom 126, 201, Exit door 11	185.370(2)(A)(i) 185.370(6)(A) & (C) BOCA 1993 NPMC 305.3 & 704.2	Door sticks in frame and does not close and latch properly	Repair and adjust door and hardware	c	b	Repair and adjust door and hardware	EA	13	b	g	$ 250.00		$3,250			O
48	Kindergarten 113, Classroom 121	185.370(2)(A)(i) 185.370(6)(A) & (C) BOCA 1993 NPMC 305.3	Missing closer in rated door	Provide closer	c	b	Provide closer	EA	2	b	g	$ 1,000.00		$2,000			O
49	Breakroom 209	185.370(9)(C) BOCA 1993 NPMC 304.11.1	Vision panel glass in door is not safety glazing	Replace glass with safety glazing	f	a	Replace glass with safety glazing	EA	1	b	g	$ 400.00	$400				O
51	Classroom 119	185.370(2)(A)(i) BOCA 1993 NPMC 305.3	Accordion partition is damaged	Repair damaged accordion door components	f	b	Repair damaged accordion door components	EA	1	b	h	$ 2,500.00		$2,500			O
52	Kindergarten 113 Classroom 204, 205, 206	185.310.a.3 185.390.l BOCA 1993 NPMC 305.1 & 305.3	Wood chalk board tray is damaged	Remove and replace wood chalk board tray	f	b	Remove and replace wood chalk board tray	EA	4	b	g	$ 1,000.00		$4,000			O
53	Band/Orch 124, Stage 111C, Corridor C205, Gymnasium 111, Janitor 110F, Custodial Storage 14	185.390.e.2.C BOCA 1993 NPMC 704.1	Items penetrating a fire rated partition are not properly fire sealed	Seal around penetrations to provide fire rated assembly and maintain required fire rating of partition	f	a	Seal around penetrations to provide fire rated assembly and maintain required fire rating of partition	EA	56	b	a	$ 120.00	$6,720				O
54	Corridor C202	185.390.e.2.C 185.390.g.4 BOCA 1993 NPMC 704.1	Prior construction removed portions of existing fire rated plaster partitions no longer provide required fire / smoke separation	Extend rated partition to roof deck and seal all penetrations. Requires further investigation to determine scope of restoration	f	a	Extend rated partition to roof deck and seal all penetrations. Requires further investigation to determine scope of restoration	SF	0	b	a	$ -	$0				O
55	Roof above rooms 102, 109, 111, 133, 136, 213	Recommend	Strainer is damaged.	Replace existing strainer.	f	c	Replace existing strainer.	EA	8	b	g	$200			$1,600		O
56	Roof above Multipurpose	Recommend	Refrigerant piping if failing/falling off.	Replace existing refrigerant pipe insulation	f	c	Replace existing refrigerant pipe insulation	LF	20	b	g	$20			$400		O
57	Roof above 216	Recommend	Light fixture loose and sitting on roof.	Reinstall or remove existing light fixture.	f	c	Reinstall or remove existing light fixture.	EA	1	a	h	$500			$500		O
58	Roof (various)	Recommend	Refrigerant pipe insulation missing.	Insulate existing pipe insulation.	f	c	Insulate existing pipe insulation.	EA	20	b	h	$20			$400		O
59	Roof above Multipurpose	recommend	Rooftop Unit is 19 years old and will reach end of expected lifespan in 6 years.	Replace existing rooftop unit in kind.	f	b	Replace existing rooftop unit in kind.	EA	1	b	g	$52,500		$52,500			O
60	Roof above Workroom 102C and Boys Toilet 8	Recommend	Condensing unit is past end of expected lifespan (unit appears to be abandoned in place)	Confirm if units are in operation and if necessary, replace condensing units and associated piping in kind.	f	c	Confirm if units are in operation and if necessary, replace condensing units and associated piping in kind.	EA	2	b	h	$22,000			$44,000		O

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1. COUNTY CODE	022, DuPage
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Project No.: 13100-2025004

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost			Estimated Completion Date	Funding Type
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61	Boys 5	Recommend	Condensation on piping insulation.	replace existing piping insulation.	f	c	replace existing piping insulation.	LF	40	b	g	$20			$800		O
62	Kindergarten	Recommend	Sprinkler head missing escutcheon	Provide escutcheon at ceiling.	f	c	Provide escutcheon at ceiling.	EA	1	b	h	$150			$150		O
64	Classrooms 132, 133, 134, 135, 136, 2, 109, stage 111C	Recommend	Unit ventilators are at end of expected lifespan.	Replace existing unit ventilators in kind.	f	c	Replace existing unit ventilators in kind.	EA	5	b	g	$30,000			$150,000		O
65	Classrooms 301, 302, 304	Recommend	Ceiling tile is stained showing signed of leak at hot water heating coil.	Ensure all joints and connection are sealed.	f	c	Ensure all joints and connection are sealed.	EA	3	b	h	$200			$600		O
66	Classrooms 204-207	Recommend	Shelving units blocking hot water heating coil discharge vents	Relocate shelves	f	c	Relocate shelves	EA	5	b	h	$50			$250		O
73	Corridor C113 / Toilet Room 124A	NFPA 101 Section 7.9	No battery light observed.	Provide new ceiling mounted battery light connected to local lighting circuit ahead of local control device.	f	b	Provide new ceiling mounted battery light connected to local lighting circuit ahead of local control device.	EA	2	b	g	$1,500		$3,000			O
74	Girls TLT 15	ADA 606.5	Lav guard piping protection missing.	Provide new lav guard piping protection on existing piping.	f	b	Provide new lav guard piping protection on existing piping.	EA	1	b	a	$300		$300			O
75	Classroom 132	NFPA 101 Section 7.10	Exit light missing.	Provide new exit light.	f	a	Provide new exit light.	EA	1	b	a	$1,500	$1,500				O
76	Office 101A	Recommend	Air Handling Unit is 27 years old and at end of expected lifespan,	Replace existing Air Handling Unit.	f	b	Replace existing Air Handling Unit.	EA	1	b	g	$35,000		$35,000			O
77	Toilet 124A, 136A	IBC 907.5.2.3.1	Visual alarm device missing.	Provide new visual alarm device.	f	a	Provide new visual alarm device.	EA	2	b	g	$1,500	$3,000				O
78	Roof 4.0	Recommend	Vent cap is damaged.	Replace relief.	f	b	Replace relief.	EA	1	b	g	$600		$600			O
79	Roof 2.0	Recommend	Relief hood is damaged.	Replace hood.	f	b	Replace hood.	EA	1	b	g	$600		$600			O
80	Mezzanine Above 110B	Recommend	Air Handling Unit is 27 years old and at end of expected lifespan,	Replace existing Air Handling Unit.	f	b	Replace existing Air Handling Unit.	EA	1	b	g	$40,000		$40,000			O

Subtotal by priority	$24,120	$428,558	$1,111,016
Contingency 10%	$2,412	$42,856	$111,102
A/E Fees 10%	$2,412	$42,856	$111,102
Total by priority	$28,944	$514,269	$1,333,219

Grand Total **$1,876,432**

1. COUNTY CODE	**Ten-Year Safety Survey - Schedule of Violations and Costs**
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													'a' Priority	'b' Priority	'c' Priority		
1	Roof 10.0 & 13.1	185.310.a.3 185.390.l BOCA 1993 NPMC 304.7	Sheet metal roof coping is damaged allowing moisture to enter the building envelope	Replace damaged metal coping	c	b	Replace damaged metal coping	LF	24	b	g	$ 50.00		$1,200			O
2	Roof 6.0	BOCA 1993 NPMC 304.5, 304.6, 304.7	Masonry parapet deteriorating, allowing moisture into the building	Repoint masonry joints	f	b	Repoint masonry joints	SF	438	b	g	$ 28.00		$12,264			O
3	Roof 2.2	185.485 175.586(a) BOCA 1993 NPMC 705.2.3,	Gas piping on roof is deteriorating	Scrape, prime and paint piping	f	b	Scrape, prime and paint piping	LF	70	b	h	$ 17.00		$1,190			O
4	West of exit door 6	185.310(a)(3) 185.390(1)(5) 175.210 BOCA 1993 NPMC 304.1, 304.3, 304.4, 304.5	Concrete exit stair is cracked and settled creating a hazardous condition at required exit path	Remove and replace concrete steps	f	c	Remove and replace concrete steps	EA	1	b	h	$ 22,000.00			$22,000		O
5	East elevation of classroom 300	185.370(k)(15) BOCA 1993 NPMC 304.5	Moisture from failed coping is deteriorating exterior masonry joints allowing moisture into the wall	Repoint masonry	f	b	Repoint masonry	SF	130	b	h	$ 28.00		$3,640			O
6	East wall of Vestibule 132	185.370(k)(15) BOCA 1993 NPMC 304.5	Mortar joints showing signs of distress allowing moisture to enter building	Power wash and repoint brick masonry	f	b	Power wash and repoint brick masonry	SF	126	b	h	$ 28.00		$3,528			O
7	East elevation near exit door 15	185.370(k)(15) BOCA 1993 NPMC 304.5	Masonry wall is showing signs of distress and deterioration with large cracks	Remove and rebuild brick wall	f	b	Remove and rebuild brick wall	SF	221	b	h	$ 100.00		$22,100			O
8	Elevation at exit door 24, between exit doors 26 & 27, and exit door 34, exit door 32, West elevation of Roof 7.0, Classrooms 206, 207, 208	185.310 175.210 BOCA 1993 NPMC 304.1, 304.5	Mortar joints are deteriorating allowing moisture into the building envelope	Repoint masonry joints	f	b	Repoint masonry joints	SF	1039	b	h	$ 28.00		$29,092			O
9	Classroom 104	185.310 175.210 BOCA 1993 NPMC 304.1, 304.5	Cracks are present in the brick masonry around louver. Mortar joints are deteriorating allowing moisture into the building envelope	Remove and replace damaged bricks and repoint masonry joints	f	b	Remove and replace damaged bricks and repoint masonry joints	EA	1	b	h	$ 500.00		$500			O
10	Work room 116, ESL Classroom 117A, Social 212, Dual 121	185.310(a)(3) 185.390(l) BOCA 1993 NPMC 304.11	Window system is failing allowing moisture to enter building envelope	Remove and replace with new window system	f	c	Remove and replace with new window system	SF	72	b	g	$ 140.00			$10,080		O

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11	Classroom: 202, 203, 204, 205, 206, 207, 209, 5 ST/ENL Bilingual 201, 5 LIT/ST 208, Reading improv 214	185.310.a.3 1 185.390.I BOCA 1993 NPMC 304.2 & 304.14	Hollow metal door and window system is deteriorated and rusted and do not operate properly	Remove and replace door and window system	f	b	Remove and replace door and window system	EA	10	b	g	$ 13,400.00		$134,000			O
12	Classroom 109, 114, 203, 205, 206, 5 ST/ENL Bilingual 201	BOCA 1993 NPMC 304.12, 304.15	Window screen is broken	Provide window screen	f	b	Provide window screen	EA	7	b	g	$ 300.00		$2,100			O
13	West elevation between exit door 22 & 23, East elevation near exit door 19, Exterior of Valve 128, Roof 6.0	185.310.a.3 185.390.I BOCA 1993 NPMC 304.3 & 304.5	Sealant at masonry control joint is failing and does not prevent water from entering the building	Remove sealant and reseal	f	b	Remove sealant and reseal	LF	118	b	g	$ 17.00		$2,006			O
14	Exit door 7, South stair between exit door 8 & 9	185.310(a)(3) 185.390.I BOCA 1993 NPMC 304.10	Metal handrail posts rusted through at base	Replace existing metal handrails	f	b	Replace existing metal handrails	LF	78	b	a	$ 50.00		$3,900			O
15	Near exit door 13	BOCA 1993 NPMC 303.3	Concrete curb is cracked creating a hazardous condition	Remove and replace portion of existing concrete curb	f	c	Remove and replace concrete curb	EA	1	b	c	$ 1,500.00			$1,500		O
16	Between exit doors 1 & 2, Exit Door 6, 7, South stair between exit door 8 & 9, East side between exit door 12 & 13	185.310.a.3 185.390.I BOCA 1993 NPMC 303.3 & 702.1	Concrete sidewalk is cracked creating a tripping hazard	Remove and replace portion of existing concrete sidewalk.	f	c	Remove and replace portion of existing concrete sidewalk.	SF	186	b	c	$ 27.00			$5,022		O
17	Classroom 302, 308	185.379.j.4.D IMPC 304.2 BOCA 1993 NPMC 702.1	Grade change in pavement at entry stoop creates a tripping hazard on a required exit route	Remove existing concrete and replace with a concrete stair	f	c	Remove existing concrete and replace with a concrete stair	LF	400	b	c	$ 27.00			$10,800		O
18	Exit Door 10, Stair outside exit door 12	BOCA 1993 NPMC 303.3	Joint between sidewalks has a large gap. Sealant is missing creating a tripping hazard	Provide joint filler and sealant.	f	c	Provide joint filler and sealant.	LF	48	b	c	$ 17.00			$816		O
19	Girls Toilet T3, Boys Toilet T4	185.310(a)(3) 185.390(l) BOCA 1993 NPMC 305.1 & 305.3	Toilet partitions are damaged and no longer operational	Remove and provide toilet partitions	e	b	Remove and provide toilet partitions	EA	3	b	g	$ 2,800.00		$8,400			O
20	Classroom 202	1997 Illinois Accessibility Code 400.310(w)(4) **Recommendation**	No ADA 34” sink and countertop section	Replace with ADA height sink, casework, and countertop	f	c	Replace with ADA height sink, casework, and countertop	EA	1	b	c	$ 4,000.00			$4,000		O

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21	Classroom: 104,106, 110,111, 112, 113, 114, 207, Reading improv 214, 5 LIT/ST 208	185.310 (a)(3) 175.210 BOCA 1993 NPMC 305.1, 305.3	VCT flooring is damaged	Replace damaged 12" x 12" VCT	f	b	Replace damaged 12" x 12" VCT	SF	285	b	h	$ 15.00		$4,275			O
22	Classroom 205, 203, 313, Gymnasium 131, Multipurpose room / lunchroom 127	185.310 175.210 BOCA 93 NPMC 305.1, 305.3 IPMC 09 305.3	Paint finish on CMU partition is damaged	Sand, prime, and paint partition	f	b	Sand, prime, and paint partition	SF	258	b	h	$ 6.00		$1,548			O
23	Boys toilet 106A, Girls toilet 108B	185.310 175.210 BOCA 93 NPMC 305.1, 305.3 IPMC 09 305.3	Glazed brick is damaged	Replace damaged brick and repoint joints	f	b	Replace damaged brick and repoint joints	EA	5	b	h	$ 75.00		$375			O
24	Classroom: 202, 203, 204, 205, 206, 207, 209 Kitchen 123, 5 LIT/ST 208, 5 ST ENL/ Bilingual 201	185.310 175.210 BOCA 1993 NPMC 305.1, 305.3 IPMC 09 305.3	Acoustic ceiling panels and grid are damaged	Replace damaged 2' x 4' acoustic ceiling panel system	f	b	Replace damaged 2' x 4' acoustic ceiling panel system	SF	8421	b	h	$ 15.00		$126,315			O
25	Classroom: 103, 104, 105, 106, 109, 110, 111, 112, 113, 114, 119, 128, 302, 308, P2-301, Toilet 118A, Boys toilet: T4, 106A, 311, Girls toilet: T3, 108B, 307, Vestibule 132, Gym Office 131B, Janitor 129A, Supply 130, Multipurpose room /lunchroom 127, OT/PT 126A, Dual 121, MDF 119B, Media 218, Media 218, AEC 211, Nurse 118, Reading improv 214 (2), Corridor C002, Conference 119	185.310 175.210 BOCA 1993 NPMC 305.1, 305.3 IPMC 09 305.3	Acoustic ceiling panels are damaged	Replace damaged 2' x 4' acoustic ceiling panels	f	b	Replace damaged 2' x 4' acoustic ceiling panels	EA	232	b	h	$ 25.00		$5,800			O
26	Closet Reception 102	185.310 175.210 BOCA 1993 NPMC 305.1, 305.3	Gypsum board ceiling finish is damaged	Repair, patch, prime and paint gypsum ceiling	f	b	Repair, patch, prime and paint gypsum ceiling	SF	70	b	h	$ 25.00		$1,750			O
27	Classroom 105, 106, Gymnasium 131, Dual 121	185.310(a)(3) 175.210 BOCA 1993 NPMC 305.1, 305.3	Interior masonry mortar joints are cracked and deteriorated	Repoint masonry joints	c	b	Repoint masonry joints	LF	114	b	h	$ 28.00		$3,192			O

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28	Vestibule 132, Gymnasium 131	185.370(2)(A)(I) 185.370(6)(A)&(c) BOCA 1993 NPMC 305.3 & 704.2	Pair of wood doors are beyond their useful life and deteriorating	Replace doors on existing frame and reinstall existing door hardware	c	b	Replace doors on existing frame and reinstall existing door hardware	EA	3	b	g	$ 4,500.00		$13,500			O
29	Multipurpose room / lunchroom 127	185.370(2)(A)(I) 185.370(6)(A)&(c) BOCA 1993 NPMC 305.3 & 704.2	Pair of fire rated wood stage doors are damaged and do not operate properly	Replace pair of wood stage doors and provide door hardware	c	b	Replace pair of wood stage doors and provide door hardware	EA	4	b	g	$ 7,500.00		$30,000			O
30	Corridor C318, C320, Classroom 204, P2-301, Gymnasium 131, SPED 101, Reading improv 214	185.370(2)(A)(I) 185.370(6)(A)&(c) BOCA 1993 NPMC 305.3 & 704.2	Door sticks in frame and does not latch properly	Repair and adjust door and hardware	c	b	Repair and adjust door and hardware	EA	9	b	h	$ 500.00		$4,500			O
31	Work Room 116	185.310 & 185.360(c)(5) 175.210 & 175.420(b) BOCA 1993 NPMC 305.1, 305.3	Single door and frame in a fire rated partition do not have appropriate rating	Remove and provide door, frame and hardware to meet fire rating requirements	c	a	Remove and provide door, frame and hardware to meet fire rating requirements	EA	1	b	g	$ 7,500.00	$7,500				O
32	Kitchen 123	185.370(2)(A)(I) 185.370(6)(A)&(c) BOCA 1993 NPMC 305.3	No closer present in rated partition	Provide door closer	c	b	Provide door closer	EA	1	b	g	$ 1,000.00		$1,000			O
33	Dual: 121, 125, Classroom: 202, 203, 204, 5 ST ENL/ Bilingual 201	185.370(2)(A)(I) 185.370(6)(A)&(c) BOCA 1993 NPMC 305.3	Closers are not operating properly	Adjust door closers	c	b	Adjust door closers	EA	6	b	h	$ 250.00		$1,500			O
34	Corridor C002, Gym Office 131B, Storage 123A, Supply 130, Boiler 124, MDF 119B, Classroom 103, SPED 101, Media 218, closet Janitor 152	185.360(d)(1)(8) 175.210 & 175.295 BOCA 1993 NPMC 704.1	Items, penetrating fire rated partition are not properly fire sealed	Seal around penetrations to provide fire rated assembly and maintain required fire rating of partition.	f	a	Seal around penetrations to provide fire rated assembly and maintain required fire rating of partition.	EA	86	b	a	$ 50.00	$4,300				O
35	Classroom 109, 205, 206, 207, 211, Corridor C002, C003	Recommend	Sprinkler head missing escutcheon	Provide new escutcheon at ceiling	f	c	Provide new escutcheon at ceiling	EA	10	b	h	$ 150.00			$1,500		O
36	Classroom 103	Recommend	Cleanout cover is loose with sanitary pipe open to space	Fix or replace existing cleanout cover.	f	c	Fix or replace existing cleanout cover.	EA	1	b	h	$200			$200		O
37	Office 125B	IMC 403.3.1	No outside air provided to occupied space	Provide 50 CFM from RTU-3 to ceiling mounted diffuser	f	b	Provide 50 CFM from RTU-3 to ceiling mounted diffuser	EA	1	b	h	$900		$900			O
39	Media 218	Recommend	Piping above ceiling with loose insulation	Provide new insulation on piping	f	c	Provide new insulation on piping	LF	20	b	h	$20			$400		O
41	Classroom 128B	Recommend	Loose insulation on refrigerant piping	Replace existing piping insulation.	f	c	Replace existing piping insulation.	LF	10	b	g	$20			$200		O
42	Toilet T4	Recommend	Signs of water closet leak	Secure existing water closet to wall	f	c	Secure existing water closet to wall	EA	1	b	h	$750			$750		O
43	Toilet T4	Recommend	Wash basin strainer rusted out	Replace existing wash basin	f	c	Replace existing wash basin	EA	1	b	g	$1,500			$1,500		O

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44	Classroom 101-114, 121, 125 / Roof	Recommend	Unit ventilators are 21 years old. To reach end of expected lifespan in 3-5 years	Replace existing unit ventilators and associated condensing unit and refrigerant piping in kind	f	c	Replace existing unit ventilators and associated condensing unit and refrigerant piping in kind	EA	14	b	g	$60,000			$840,000		O
45	Roof above Lunchroom	Recommend	Rooftop unit is 18 years old. To reach end of expected lifespan in 5-7 years	Replace existing rooftop units in kind	f	c	Replace existing rooftop units in kind	EA	1	b	g	$37,000			$37,000		O
46	Roof above 218, Corr C01	Recommend	Condensing units are at end of expected lifespan	Confirm if existing condensing units are still in operation. If so, replace existing condensing units and associated refrigerant piping in kind.	f	c	Confirm if existing condensing units are still in operation. If so, replace existing condensing units and associated refrigerant piping in kind.	EA	3	b	g	$12,500			$37,500		O
47	Roof above 117A, 118, 119, 126A, 128A, 128B	Recommend	Condensing unit to reach end of expected life in 7-10 years.	Replace existing unit ventilators and associated condensing unit and refrigerant piping in kind	f	c	Replace existing unit ventilators and associated condensing unit and refrigerant piping in kind	EA	7	b	g	$60,000			$420,000		O
48	Roof (Various)	Recommend	Refrigerant pipe insulation failing	Replace existing refrigerant pipe insulation	f	c	Replace existing refrigerant pipe insulation	LF	60	b	g	$20			$1,200		O
49	Roof above 202	Recommend	Roof drain strainer is damaged.	Replace existing strainer in kind	f	c	Replace existing strainer in kind	EA	1	b	g	$100			$100		O
50	Roof above 108B	Recommend	Exhaust fan rattling/shaking.	Replace exhaust fan in kind.	f	c	Replace exhaust fan in kind.	EA	1	b	g	$1,200			$1,200		O
51	Roof above Gym	Recommend	Rooftop unit is 17 years old. To reach end of expected lifespan in 5-7 years	Replace existing rooftop units in kind	f	c	Replace existing rooftop units in kind	EA	1	b	g	$62,500			$62,500		O

Subtotal by priority		$11,800	$418,575	$1,458,268
Contingency	10%	$1,180	$41,858	$145,827
A/E Fees	10%	$1,180	$41,858	$145,827
Total by priority		$14,160	$502,290	$1,749,922

Grand Total **$2,266,372**

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1	Roof 2.0, 2.1, 3.0, 4.0, 5.0, 5.1, 6.3, 9.0	185.310 185.390 175.210 BOCA 1993 NPMC 304.1, 304.6	Ballasted modified bituminous low slope roof system is nearing the end of its useful life	Remove and replace ballasted roof system in 8-10 years	e	c	Remove and replace ballasted roof system in 8-10 years	SF	23812	b	g	$ 40.00			$952,480		O
2	Roof 5.1, 9.0	185.310 185.390 175.210 BOCA 1993 NPMC 304.1, 304.6	Sealant is deteriorating or missing at roof coping allowing moisture into the building	Remove sealant and reseal	f	b	Remove sealant and reseal	LF	16	b	h	$ 15.00		$240			O
3	Roof 5.0	185.310 185.485 175.210 BOCA 1993 NPMC 304.1	Gas piping on roof is rusting	Scrape, prime and paint piping	f	b	Scrape, prime and paint piping	LF	120	b	h	$ 17.00		$2,040			O
4	Roof 2.1, 9.0	BOCA 1993 NPMC 304.7	Debris accumulating on roof	Remove debris from roof	f	b	Remove debris from roof	EA	1	b	h	$ 250.00		$250			O
5	Roof 5.0 and 7.0	185.310 175.210 BOCA 1993 NPMC 603.2 2009 IBC 1013.5	Air cooled condensing unit are located within 10 feet from roof edge making service dangerous - on two sides	Provide roof fall protection guards	f	a	Provide roof fall protection guards	EA	2	b	h	$ 4,500.00	$9,000				O
6	Roof 10.0	185.310 175.210 BOCA 1993 NPMC 603.2 2009 IBC 1013.5	Sheet metal roof coping is damaged allowing moisture to enter the building envelope	Replace damaged metal coping	f	a	Replace damaged metal coping	LF	5	b	h	$ 50.00	$250				O
7	Trash Enclosure	185.310 175.210 BOCA 1993 NPMC 304.6	Stone coping has failed allowing moisture into the wall cavity damaging the masonry	Remove approximately 26 LF of stone coping and provide metal coping. Repoint masonry joints. Remove discoloration from masonry	f	b	Remove approximately 26 LF of stone coping and provide metal coping. Repoint masonry joints. Remove discoloration from masonry	LS	1	b	h	$ 3,120.00		$3,120			O
8	Courtyard C01	185.310 175.210 BOCA 1993 NPMC 304.1, 304.3, 304.4, 304.5	Concrete foundation wall cracked allowing moisture into the building envelope	Repair cracks in foundation wall	c	b	Repair cracks in foundation wall	LF	31	b	h	$ 500.00		$15,500			O
9	Near Door 1, Near Door 20, Near Door 18, North exterior elevation of Classroom 116, Roof 6.0, 7.0, 8.0	185.310 175.210 BOCA 1993 NPMC 304.1, 304.5	Mortar joints showing signs of distress allowing moisture to enter building	Repoint masonry joints	f	b	Repoint masonry joints	SF	876	b	h	$ 28.00		$24,528			O
10	Near Door 7, South of exit door 5 on Corridor C200 exterior wall, North exterior wall Library 120	185.310.a.3 175.210 BOCA 1993 NPMC 304.5	Roof coping is damaged allowing water to enter building envelope and down face of brick, discoloring brick	Repair roof coping and remove discoloration from brick	c	b	Repair roof coping and remove discoloration from brick	LS	1	b	h	$ 4,100.00		$4,100			O
11	Door 1	185.310.a.3 175.210 BOCA 1993 NPMC 304.5	Brick and stone are broken or spauled	Repair brick and repoint masonry	c	b	Repair brick and repoint masonry	EA	2	b	h	$ 250.00		$500			O

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12	Exterior wall of EC/Pre-K blended 104, East exterior wall of ES/SC 101, North wall of Classroom 121	185.310 175.210 BOCA 1993 NPMC 304.1, 304.5	Items penetrating exterior wall not properly sealed	Seal around penetrating items	f	b	Seal around penetrating items	EA	7	b	h	$ 30.00		$210			O
13	Door 5, 20	185.310.a.3 185.390.I 175.210 BOCA 1993 NPMC 304.8 & 304.9	Paint finish is deteriorated at soffit allowing weather to degrade the exterior building envelope	Sand, patch, prime, and paint wood soffit	f	b	Sand, patch, prime, and paint wood soffit	LF	18	b	h	$ 40.00		$720			O
14	AEC 120B, Band/Orch B11, Classroom 116, 119, 121, 122, 123, 125, ECSW, EC Library 120, OT/PT B10, Speech B08	185.310.a.3 185.390.I 175.210 BOCA 1993 NPMC 304.11	Window system is failing allowing moisture to enter building envelope	Remove and replace existing window system	f	b	Remove and replace existing window system	SF	574	b	g	$ 140.00		$80,360			O
15	Nurse 106C	185.310.a.3 185.390.I 175.210 BOCA 1993 NPMC 304.11	Window glazing is broken or missing	Remove and install new window glazing	f	b	Remove and install new window glazing	SF	32	b	h	$ 45.00		$1,440			O
17	Courtyard C01 (2) , East side windows of ES/SC 101, Exterior windows near exit door 19, Windows east of exit door 16, south elevation windows of classrooms 133-137, North elevation window classrooms 116 -104, East elevation window EC/Pre-K Blended 102,	185.310.a.3 1 185.390.I 175.210	Finish on exterior window lintel is deteriorated, allowing lintel to rust	Scrape, prime and paint lintel	f	b	Scrape, prime and paint lintel	LF	307	b	h	$ 35.00		$10,745			O
18	South elevation window of ES/SC 101	185.310 175.210 BOCA 1993 NPMC 304.6	Weather stripping is failing and does not prevent rain and snow from entering the building, causing damage to interior finishes	Remove and replace weather stripping	c	b	Remove and replace weather stripping	EA	9	b	g	$ 15.00		$135			O
19	Exit door 8, 14, 17, Roof 6.3, Roof 8.0, Courtyard C01	185.310.a.3 185.390.I BOCA 1993 NPMC 304.3 & 304.5	Sealant at masonry control joint is failing and does not prevent water from entering the building	Remove sealant and reseal.	f	b	Remove sealant and reseal.	LF	243	b	g	$ 17.00		$4,131			O
20	Courtyard C01	185.310 175.210 BOCA 1993 NPMC 304.1	Paint finish is deteriorated and louver is rusted	Scrape, prime and paint louver with rust inhibitive paint	f	b	Scrape, prime and paint louver with rust inhibitive paint	EA	1	b	g	$ 500.00		$500			O
21	West façade exit door 20, South - West corner façade, South - West façade exit door 19, South wall near playground	185.310.a.3 185.390.I 175.210	Mortar at head joints are deteriorated, cracked or missing allowing moisture to enter building envelope	Repoint masonry head joints.	f	b	Repoint masonry head joints.	EA	31	b	h	$ 50.00		$1,550			O

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22	Concrete steps to playground	BOCA 1993 NPMC 304.13 & 305.7	Metal handrail post is rusted at base. Concrete block retaining wall is cracked and missing blocks in various locations	Remove existing handrail, provide new handrail, patch and repair concrete steps. Patch and repair concrete retaining wall	f	b	Remove existing handrail, provide new handrail, patch and repair concrete steps. Patch and repair concrete retaining wall	LS	1	b	h	$ 8,600.00		$8,600			O
23	Ramp at Exit Door 1	1997 Illinois Accessibility code 400.310f(4) BOCA 1993 NPMC 304.13 & 305.7	Handrail and guard rails at stair and ramp do not meet code	Replace existing handrails with new code compliant handrail, patch and repair concrete	f	b	Replace existing handrails with new code compliant handrail, patch and repair concrete	LF	116	b	h	$ 145.00		$16,820			O
24	Courtyard C01	BOCA 1993 NPMC 303.7	Fence component system is failing and deteriorated creating a hazardous condition	Remove and replace fence	f	b	Remove and replace fence	LF	25	b	h	$ 35.00		$875			O
25	Ramp at exit door 1, Door 3, 4, 5, and 20, Near concrete steps to playground, North of Door 3	BOCA 1993 NPMC 303.3 Illinois Accessibility Code 400.310(C)(a)(5)	Concrete sidewalk is cracked, creating a tripping hazard	Remove and replace concrete sidewalk	f	c	Remove and replace concrete sidewalk	SF	585	b	h	$ 27.00			$15,795		O
29	Toilet T3, T4	1997 Illinois Accessibility Code 400.510(e)(1)(A) **Recommendation**	Wall mounted unit heater projects into ADA access path	Remove wall mounted unit heater. Provide suspended ceiling heater. Patch ceiling and wall	f	c	Remove wall mounted unit heater. Provide suspended ceiling heater. Patch ceiling and wall	EA	2	b	c	$ 10,000.00			$20,000		O
30	Toilet T5	1997 Illinois Accessibility Code 400.510(e)(1)(A) **Recommendation**	Toilet compartment stall is not ADA compliant	Remove and replace toilet compartment partition and provide outswing door. Relocate paper towel dispenser	f	c	Remove and replace toilet compartment partition and provide outswing door. Relocate paper towel dispenser	EA	1	b	c	$ 3,000.00			$3,000		O
31	Toilet Rooms T1, T4, T6	185.310.a.3 185.390.l BOCA 1993 NPMC 305.1 & 305.3	Toilet partitions are damaged	Remove and provide toilet partitions	f	b	Remove and provide toilet partitions	EA	11	b	g	$ 2,800.00		$30,800			O
32	Toilet T6	185.310.a.3 BOCA 1993 NPMC 305.3	Ceramic tile wall base is damaged	Replace damaged 4" x 4" ceramic tile wall base	f	b	Replace damaged 4" x 4" ceramic tile wall base	LS	1	b	g	$ 250.00		$250			O
33	Social Work B07, Psychology B03, OT/PT B10, Corridor B3, OT/PT 131, ENL 136B, Multi-purpose room 109, Gymnasium 107	185.310.a.3 BOCA 1993 NPMC 305.3	VCT flooring is damaged	Replace damaged 12" x 12" VCT	f	b	Replace damaged 12" x 12" VCT	SF	150	b	h	$ 15.00		$2,250			O
34	Vestibule C001	185.310.a.3 BOCA 1993 NPMC 305.3	Ceramic floor tile is damaged	Replace damaged 4" x 4" ceramic clay tile	f	b	Replace damaged 4" x 4" ceramic clay tile	LS	1	b	g	$ 750.00		$750			O
35	OT/PT B10	185.310.a.3 BOCA 1993 NPMC 305.3	Resilient wall base is damaged	Replace damaged resilient wall base	f	b	Replace damaged resilient wall base	LF	5	b	g	$ 20.00		$100			O
36	Band/Orch B11, ES/SC 101, Offices 111, Teachers Lounge B09, ES/SC 101	185.310.a.3 BOCA 1993 NPMC 305.3	Gypsum board wall finish is damaged	Repair, patch, prime and paint gypsum board wall	f	b	Repair, patch, prime and paint gypsum board wall	SF	49	b	h	$ 40.00		$1,960			O

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37	Art 136, Band/Orch B11, Classroom 119, 133, 137, Corridor C002, C003 C006, B3, EC/OR - PT 105, ECSW, EC Speech B08, ES/SC 101, ENL 136B, Janitor 142A, Music 139, Office 107A, 111, OT/PT B10, 131, Principal Office 106D, Psychology B03, Teachers Lounge B09, Toilet T2, T5, 105E	185.310.a.3 BOCA 1993 NPMC 305.3 2009 IPMC 305.3	Acoustic ceiling panels are damaged	Replace damaged 2' x 4' acoustic ceiling panels	f	b	Replace damaged 2' x 4' acoustic ceiling panels	EA	147	b	h	$ 25.00		$3,675			O
38	Custodial office 190, Storage 1, 158	185.310.a.3 BOCA 1993 NPMC 305.3 2009 IPMC 305.3	Acoustic ceiling panels and grid are damaged	Replace damaged 2' x 4' acoustic ceiling panel system	e	b	Replace damaged 2' x 4' acoustic ceiling panel system	SF	163	b	g	$ 15.00		$2,445			O
39	Gymnasium 107	185.310.a.3 185.390.I BOCA 1993 NPMC 305.2	Interior masonry mortar joints are cracked and deteriorated	Repoint masonry joints	c	b	Repoint masonry joints	SF	86	b	h	$ 28.00		$2,408			O
40	Work room B02	185.310.a.3 185.390.I BOCA 1993 NPMC 305.2	Interior basement concrete foundation walls are cracked allowing moisture to enter the building	Repair cracks	c	b	Repair cracks	LF	86	b	h	$ 40.00		$3,440			O
41	AEC 120, BEC/Pre-K Blended 104, Classroom 112, 114, 116, 117, 119, 121, 122, 123, Kindergarten 110, Resource Reading + Math 108	185.370(2)(A)(i) 185.370(6)(A) & (C) BOCA 1993 NPMC 305.3 & 704.2	Wood door and frame is beyond useful life and deteriorating	Replace door, frame and hardware. Replace sidelights with CMU	f	b	Replace door, frame and hardware. Replace sidelights with CMU	EA	13	b	g	$ 8,000.00		$104,000			O
42	Corridor C003	185.370(2)(A)(i) 185.370(6)(A) & (C) BOCA 1993 NPMC 305.3 & 704.2	Pair of wood doors and frame are beyond their useful life and deteriorating	Replace pair of doors, frame and hardware	f	b	Replace pair of doors, frame and hardware	EA	1	b	g	$ 10,000.00		$10,000			O
43	Corridor C002, C006, Custodial Office 190, EC 101B, Girls Toilet T6, Gymnasium 107, Teachers Lounge B09	185.370(2)(A)(i) 185.370(6)(A) & (C) BOCA 1993 NPMC 305.3 & 704.2	Door sticks in frame, does not close and latch	Repair and adjust door and hardware	f	b	Repair and adjust door and hardware	EA	8	b	h	$ 500.00		$4,000			O
44	Boiler Room B01, Nurse 106C, Teachers Lounge B09	185.310.a.3 & 185.390.I 175.285 BOCA 1993 NPMC 305.3 & 704.2 BOCA 1996 717.1	Door and frame are deteriorated and no longer provides required fire rating	Remove and replace door, frame and hardware to meet fire rating requirements	f	b	Remove and replace door, frame and hardware to meet fire rating requirements	EA	3	b	g	$ 7,500.00		$22,500			O
45	Classroom 122, 123, EC Blended 124, Gymnasium 107, Library 120, Office 111, Toilet rooms T3, T4	185.370(2)(A)(i) BOCA 1993 NPMC 305.3 & 704.2	Single door and frame in a fire rated partition do not have appropriate fire rating	Remove and replace door, frame and hardware to meet fire rating requirements	f	b	Remove and replace door, frame and hardware to meet fire rating requirements	EA	9	b	g	$ 7,500.00		$67,500			O

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46	Multi-Purpose room/lunchroom 109, Storage 107B	185.370 175.285 BOCA 1993 NPMC 305.3 & 704.1	Pair of doors and frame in a fire rated partition do not have appropriate fire rating	Remove and replace doors, frame and hardware to meet fire rating requirements	f	b	Remove and replace doors, frame and hardware to meet fire rating requirements	EA	2	b	g	$ 15,000.00		$30,000			O
47	ECSW, EC Speech B08	185.310.a.3 & 185.390.l 175.285 BOCA 1993 NPMC 305.3 & 704.2	Door closer missing in rated partition	Provide door closer	f	a	Provide door closer	EA	2	b	g	$ 750.00	$1,500				O
48	Corridor C006	185.310 a 175.210 BOCA 1993 NPMC 305.3	Laminated cubby casework is damaged	Remove and replace damaged shelf	f	b	Remove and replace damaged shelf	EA	1	b	h	$ 250.00		$250			O
49	Corridor C005	185.395 e 175.495(a) BOCA 1993 NPMC 705.4	Fire extinguisher cabinet damaged	Remove and provide fire extinguisher cabinet	f	b	Remove and provide fire extinguisher cabinet	EA	1	b	a	$ 500.00		$500			O
50	Boiler room B01, Corridor B1, B3, Office 107A , Sprinkler 127A, Storage 107B, 158, Teachers Lounge B09	185.390.i .2.C 175.295 a BOCA 1993 NPMC 704.1	Items penetrating fire rated partitions are not properly fire sealed	Seal around penetrations to provide fire rated assembly and maintain required fire rating of partition	f	a	Seal around penetrations to provide fire rated assembly and maintain required fire rating of partition	EA	110	b	a	$ 50.00	$5,500				O
51	Boiler Room B01	185.310 a & 185.390 l 175.420 BOCA 93 NPMC 305.3	Damaged plaster ceiling does not provide the required fire resistance separation	Repair damaged or missing plaster.	f	a	Repair damaged or missing plaster.	LS	1	b	a	$ 6,500.00	$6,500				O
52	Janitor Closet 113A	185.310 a & 185.390 l 175.420 BOCA 93 NPMC 305.3	Damaged plaster wall does not provide the required fire resistance separation	Repair damaged or missing plaster	f	a	Repair damaged or missing plaster	SF	70	b	a	$ 50.00	$3,500				O
53	Rooms 102, 104, 105A, 118	Recommend	Sprinkler head missing escutcheon	Install escutcheon at ceiling	f	c	Install escutcheon at ceiling	EA	4	b	h	$150			$600		O
54	Gymnasium 107	Recommend	Sprinkler head missing protective cages	Provide protective cages	f	c	Provide protective cages	EA	4	b	h	$250			$1,000		O
55	Storage 158	Recommend	Water heater is 12 years old and at end of expected lifespan	Replace existing water heater in kind	f	c	Replace existing water heater in kind	EA	1	b	g	$5,000			$5,000		O
56	OT/PT B10	Recommend	Water leaks at perimeter wall during rainfall	Verify no perimeter wall cracks Clear debris from area drain in lightwell	f	c	Verify no perimeter wall cracks Clear debris from area drain in lightwell	EA	1	b	h	$2,000			$2,000		O
57	Classrooms 133-137, 139	Recommend	Unit ventilators are past the end of expected lifespan	Replace existing unit ventilator	f	c	Replace existing unit ventilator	EA	8	b	g	$30,000			$240,000		O
58	Roof 5.0	Recommend	Condensing units are 21 years old and are at to be at end of expected lifespan	Confirm if unit is still in use If so, replace existing condensing unit and associated indoor unit	f	c	Confirm if unit is still in use If so, replace existing condensing unit and associated indoor unit	EA	3	b	h	$28,000			$84,000		O

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													'a' Priority	'b' Priority	'c' Priority		
59	Roof 6.0	Recommend	RTU is missing tag so age is unknown, but appears to be nearing end of expected lifespan	Replace rooftop unit in kind	f	c	Replace rooftop unit in kind	EA	1	b	g	$47,500			$47,500		O
60	Roof 8.0	Recommend	Vent cap is damaged limiting open area	Replace vent cap	f	c	Replace vent cap	EA	1	b	g	$500			$500		O
61	Roof 8.0	Recommend	Refrigerant piping iced	Replace existing refrigerant piping	f	c	Replace existing refrigerant piping	LF	15	b	g	$20			$300		O
62	Roof 8.0	Recommend	Exhaust fan is loud and shaking. Nearing end of lifespan	Replace existing exhaust fan	f	c	Replace existing exhaust fan	EA	1	b	g	$1,500			$1,500		O

Subtotal by priority	$26,250	$463,192	$1,373,675
Contingency 10%	$2,625	$46,319	$137,368
A/E Fees 10%	$2,625	$46,319	$137,368
Total by priority	$31,500	$555,830	$1,648,410
Grand Total	**$2,235,740**		

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													'a' Priority	'b' Priority	'c' Priority		
1	Roof 17.0	185.310 (a)(3) 185.390.I BOCA 1993 NPMC 304.7	Ballasted modified bituminous low slope roof system is nearing the end of its useful life	Remove and replace ballasted roof system within 5 years	e	c	Remove and replace ballasted roof system within 5 years	SF	4515	b	g	$ 40.00			$180,600		O
2	Roof 1.1	BOCA 1993 NPMC 304.5	Masonry joint with drip edge has failed allowing moisture to enter building	Remove section of masonry and provide thru wall flashing	c	b	Remove section of masonry and provide thru wall flashing	LS	1	b	h	$ 8,000.00		$8,000			O
3	Roof 5.0	BOCA 1993 NPMC 304.5	Masonry wall is failing allowing water to penetrate building envelope	Rebuild masonry wall	e	b	Rebuild masonry wall	SF	1752	b	h	$ 40.00		$70,080			O
4	Roof 5.0	BOCA 1993 NPMC 304.5	Sheet metal roof coping is damaged allowing moisture to enter the building envelope	Replace damaged metal coping	e	b	Replace damaged metal coping	LF	250	b	h	$ 50.00		$12,500			O
5	Roof 7.4	185.310 (a)(3) 1 185.390.I 175.210 BOCA 1993 NPMC 304.5	Masonry is cracked due to lack of control/expansion joints in the masonry	Mortar joints are failing allowing moisture to enter the building	c	b	Repoint masonry joints. Saw cut in control joint	SF	208	b	h	$ 40.00		$8,320			O
6	Roof 13.0, Roof 7.4, Roof 7.3, Roof 15.0	185.310 (a)(3) 185.390.I 175.210 BOCA 1993 NPMC 304.8 & 304.9	Paint finish is deteriorated at soffit and trim allowing weather to degrade the exterior building envelope	Sand, patch, prime, and paint wood soffit/siding	f	b	Sand, patch, prime, and paint wood soffit/siding	LF	22	b	h	$ 40.00		$880			O
7	Roof 19.1, Roof 11.1	185.370.k.4.vi	No safe access provided over tall parapet and piping	Provide roof access crossover ladder	f	b	Provide roof access crossover ladder	EA	2	b	a	$ 12,000.00		$24,000			O
8	Roof 7.3, Roof 7.4	185.310 175.210 BOCA 93 NPMC 304.6, 304.7	Sheet metal roof edge/coping is damaged/failed allowing water into the roof system/wall construction	Replace damaged sheet metal components and provide sealant	c	b	Replace damaged sheet metal components and provide sealant	EA	3	b	g	$ 1,500.00		$4,500			O
9	North West corner of classroom 211	185.310 175.210 BOCA 1993 NPMC 304.6	Stone coping has failed allowing moisture into the wall cavity damaging the masonry	Remove stone coping and provide metal coping. Repoint masonry joints. Remove discoloration from masonry	f	b	Remove stone coping and provide metal coping. Repoint masonry joints. Remove discoloration from masonry	LF	8	b	h	$ 100.00		$800			O
10	Roof 7.4, Roof 10.1	185.310 (a)(3) 185.390.I BOCA 1993 NPMC 304.7	Roof utility portal boot has failed allowing moisture into the building	Remove and replace roof utility portal boot. Provide flashing	f	a	Remove and replace roof utility portal boot. Provide flashing	EA	2	b	h	$ 500.00	$1,000				O
11	Roof 7.4, Roof 7.7	185.310 175.210 BOCA 1993 NPMC 304.6	Roof drain cover damaged	Replace roof drain cover	c	a	Replace roof drain cover	EA	2	b	g	$ 300.00	$600				O
12	Roof 7.4, Roof 19.0, Roof 1.1	BOCA 1993 NPMC 304.6, 306.1	Remove debris at roof drain	Remove debris at roof drain	f	a	Remove debris at roof drain	EA	1	b	h	$ 250.00	$250				O
13	Ramp at exit door 1	185.310 (a)(3) 185.390.I BOCA 1993 NPMC 304.10	Metal handrail and post are rusted	Remove existing handrail. Replace with new handrails at ramp. Prime and paint new handrail. Repair broken concrete curb	e	b	Remove existing handrail. Replace with new handrails at stairs. Prime and paint new handrail. Repair broken concrete curb	LF	64	b	c	$ 145.00		$9,280			O

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14	North - East corner of building near exit door 15	185.310 175.210 BOCA 1993 NPMC 304.4	Concrete retaining wall supporting asphalt drive is deteriorated and failing creating a hazardous situation	Remove and replace concrete foundation wall and fencing. Repair asphalt drive	f	b	Remove and replace concrete foundation wall and fencing. Repair asphalt drive	LF	30	b	h	$ 500.00		$15,000			O
15	Exit door 9, Exit door 10, Exit doors 11 and 12, Exit door 13, North - West corner of building, Exit door 22, North - East façade, Roof 7.3, Roof 3.4, Roof 3.8, Roof 12.0, Roof 6.1	185.310 (a)(3) 175.210 BOCA 1993 NPMC 304.5	Mortar joints are failing allowing moisture to enter the building	Repoint masonry joints	f	b	Repoint masonry joints	SF	335	b	h	$ 28.00		$9,380			O
16	Exit door 9, Exit door 10	185.310 (a)(3) 185.390.I 175.210 BOCA 1993 NPMC 304.8 & 304.9	Paint finish had deteriorated at steel column, allowing weather to degrade the exterior building envelope	Scrape, prime and paint steel column	f	b	Scrape, prime and paint steel column	EA	8	b	h	$ 300.00		$2,400			O
17	Roof 7.4, Classroom-6 168	185.310 (a)(3) 185.390.I 175.210 BOCA 1993 NPMC 304.11	Window system is failing allowing moisture to enter building envelope	Remove and replace existing window system	f	b	Remove and replace existing window system	SF	71	b	g	$ 140.00		$9,940			O
18	Speech 176, Classroom 170, Classroom 311, Cafeteria 219, Roof 13.0, Corridor C18, Classroom-6 175, ESL 006, SPED 144	BOCA 1993 NPMC 304.15	Window screens are damaged	Provide new window screen	f	b	Provide new window screen	EA	28	b	g	$ 300.00		$8,400			O
19	Courtyard	185.310 (a)(3) 1 185.390.I 175.210	Steel lintel is deteriorated and near end of its useful life	Remove and replace lintel	f	b	Remove and replace lintel	LS	1	b	h	$ 2,000.00		$2,000			O
20	Exit door 12	185.310 (a)(3) 1 185.390.I 175.210	Finish on exterior steel beam is deteriorated, allowing steel beam to rust	Scrape, prime and paint steel beam	f	b	Scrape, prime and paint steel beam	LF	9	b	h	$ 35.00		$315			O
21	North - East corner of building near door 15	185.310 (a)(3) 1 185.390.I 175.210	Mortar joints showing signs of distress allowing moisture to enter building	Repoint masonry joints	f	b	Repoint masonry joints	SF	341	b	h	$ 28.00		$9,548			O
22	South façade near door 1	185.310 (a)(3) 1 185.390.I 175.210	Finish on exterior window lintel is deteriorated, allowing lintel to rust	Scrape, prime and paint lintel	f	b	Scrape, prime and paint lintel	LF	25	b	h	$ 35.00		$875			O
23	Courtyard entry doors, Exit door 16	185.310 175.210 BOCA 93 NPMC 304.11, 304.14	Vision panel in exterior door has failed	Remove and replace vision panel	f	b	Remove and replace vision panel	EA	2	b	g	$ 500.00		$1,000			O
24	Roof 7.1, Roof 3.1, Roof 3.4, Roof 7.2, Roof 3.8, Exit door 24, North - East façade	185.310 (a)(3) 185.390.I BOCA 1993 NPMC 304.3 & 304.5	Exterior brick control joints are failing causing degradation of the building envelope and allowing moisture into the building	Remove and replace control joint sealant	f	b	Remove and replace control joint sealant	LF	222	b	g	$ 16.00		$3,552			O
25	South - East façade between exits 9 and 10	185.310 (a)(3) 185.390.I BOCA 1993 NPMC 304.6	Stone window sill is cracked and missing head joints	Repair stone window sill	f	b	Repair stone window sill	LS	1	b	h	$ 1,000.00		$1,000			O

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26	Fenced area at Exit door 6	BOCA 1993 NPMC 303.7	Wood on galvanized steel fence component system is failing and deteriorated	Replace damaged wood boards	e	c	Replace damaged wood boards	EA	1	b	g	$ 2,500.00			$2,500		O
27	Exit door 24	BOCA 1993 NPMC 303.3 Illinois Accessibility Code 400.310(C)(a)(5)	Concrete sidewalk is cracked creating a tripping hazard at required means of egress	Repair section of cracked concrete	f	c	Repair section of cracked concrete	EA	3	b	h	$ 150.00			$450		O
28	Exit door 11	185.379.j.4.D IMPC 304.2 BOCA 1993 NPMC 702.1	Grade change in pavement at entry stoop creates a tripping hazard on a required exit route	Remove existing concrete and replace with concrete stoop. Provide frost wall at stoop	f	c	Remove existing concrete and replace with concrete stoop. Provide frost wall at stoop	LS	1	b	h	$ 2,680.00			$2,680		O
29	Exit door 10, North - West Façade	BOCA 1993 NPMC 303.3	Joint sealant between building and sidewalk has a large gap sealant is deteriorated allowing moisture to enter	Provide joint filler and sealant	f	b	Provide joint filler and sealant	LF	70	b	h	$ 35.00		$2,450			O
30	Boys Locker Room Toilet 162B	1997 Illinois Accessibility Code 400.510(e)(1)(A) **Recommendation**	Toilet room is not ADA compliant. Toilet compartment door swing interferes with access entry into restroom	Renovate and reconfigure existing toilet room for ADA accessibility. Remove entry door	f	c	Renovate and reconfigure existing toilet room for ADA accessibility. Remove entry door	SF	124	b	c	$ 500.00			$62,000		O
31	Girls Locker Room Toilet 154	1997 Illinois Accessibility Code 400.510(e)(1)(A) **Recommendation**	Toilet room is not ADA compliant	Remove and relocate feminine hygiene dispenser and paper towel dispenser	f	c	Remove and relocate feminine hygiene dispenser and paper towel dispenser	EA	2	b	c	$ 140.00			$280		O
32	Toilet 106	1997 Illinois Accessibility Code 400.510(e)(1)(A) **Recommendation**	Furniture obstructing ADA floor clearance	Remove furniture	f	c	Remove furniture	SF	98	b	c	$ -			$0		O
33	Girls Toilet B-157	1997 Illinois Accessibility Code 400.510(e)(1)(A) **Recommendation**	Sanitary feminine product dispenser obstructs ADA path	Remove and relocate sanitary feminine products dispenser. Patch wall	f	c	Remove and relocate sanitary feminine products dispenser. Patch wall	LS	1	b	c	$ 250.00			$250		O
34	Teachers Lunchroom 217	1997 Illinois Accessibility Code 400.310(L)(m)(2) Illinois Accessibility Code 2018 606.2	Sink is not ADA compliant	Abandon and relocate to exterior south wall of Toilet 216	f	b	Abandon and relocate to exterior south wall of Toilet 216	LS	1	b	c	$ 10,280.00		$10,280			O
35	Nurse 114	1997 Illinois Accessibility Code 400.310(w)(4) **Recommendation**	No ADA 34” countertop section	Remove whole cabinet and replace with ADA cabinet. Provide new countertop	f	c	Remove whole cabinet and replace with ADA cabinet. Provide new countertop	LS	1	b	c	$ 5,680.00			$5,680		O
36	Classroom 012, Boys Locker Room 163, Office B-155, Stage Storage 012, Storage 128B, 221, Girls Toilet B-157, Toilet 172B, 172C	175.285 BOCA 1993 NPMC 305.3 & 704.2	Door hardware is at the end of its useful life	Provide new lockset	f	b	Provide new lockset	EA	9	b	c	$ 750.00		$6,750			O
37	Classrooms 139, 201, 318, Kitchen 214, ENL Office 210, Office 202	185.310 (a)(3) BOCA 1993 NPMC 305.3	VCT flooring is damaged	Replace damaged 12" x 12" VCT	c	b	Replace damaged 12" x 12" VCT	SF	50	b	h	$ 15.00		$750			O
38	Boys Toilet 222, Girls Toilet 223	185.310 (a)(3) BOCA 1993 NPMC 305.3	Mosaic floor tile is damaged	Replace damaged 4" x 4" mosaic tile floor finish	f	b	Replace damaged 4" x 4" mosaic tile floor finish	SF	46	b	h	$ 15.00		$690			O
39	Classroom 130, 134, 141, 168, 170, 201, 203, 211, 300, 307, 308, 309, 310, 311, 314, 318, 319, SPED 144, Corridor C17, Boys Locker Room 163, Janitor Closet 215A, Office 310	185.310 (a)(3) BOCA 1993 NPMC 305.3	CMU wall finish is damaged	Repair, patch, prime and paint CMU wall	f	b	Repair, patch, prime and paint CMU wall	EA	264	b	h	$ 30.00		$7,920			O

1. COUNTY CODE
022, DuPage

2. DISTRICT CODE/NAME
0410, GLEN ELLYN ESD 41

3. FACILITY CODE/NAME
2005, HADLEY JUNIOR HIGH

Ten-Year Safety Survey - Schedule of Violations and Costs

GLEN ELLYN

Project No.: 13100-2025004

GREEN ASSOCIATES

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost 'a' Priority	Estimated Cost 'b' Priority	Estimated Cost 'c' Priority	Estimated Completion Date	Funding Type
40	Classroom 200, 204, 208, 301, 303, 304, 312, 313, 315, ESL 006, Science Classroom 131, Fitness Lab 158, Gymnasium A 161, IDF 218, Learning Center 151, File Storage 189, Janitor Closet 173, Boys Locker Room 162, 163, Toilet 100A,	185.310 (a)(3) BOCA 1993 NPMC 305.3	Gypsum board wall finish is damaged	Repair, patch, prime and paint gypsum wall	c	b	Repair, patch, prime and paint gypsum wall	SF	425	b	h	$ 40.00		$17,000			O
41	Classrooms 003, 010, 012, 129, 130, 132, 134, B-138, 139, 140, 141, 143, 168, 170, 175, 177, 178, 201, 203, 204, 207, 209, 211, 300, 301, 303, 304, 307, 308, 309, 311, 312, 313, 314, 315, 318, 319, A-112, A-209, IDF 218, Lab Classroom 148, ESL 006, Learning Center 151, Science Classroom 131, 135, SPED 145,147, Speech 176, Reading Room 151D, Gymnasium A 161, Cafeteria 219, Teachers Lunchroom 217, Kitchen 214, Conference Room 112, Corridor C001, C02, C04, C17, C18, C20, C113, Custodians Office 222, Janitor Closet 220, Office 101, 103, 105, 169, 202, 210, 310, C113, C26, C30, Mail-Copy Room 111, Multi-Media 07, OP/PT 111, Toilet Boys 162, 180, 222, A-217, T10, Toilet Girls 08, 121, 208, 223, Toilet 100A, 216, Stairs 04, SW01, SW02, Storage 012, 126, 128B, 137, 171, 189, 221, 323, Kiln-Storage 004A, Vestibule 280, Tech 321, Tech Work Room 172, Workroom 302,	185.310 (a)(3) BOCA 1993 NPMC 305.3 2009 IPMC 305.3	Acoustic ceiling panels are damaged	Replace damaged 2' x 4' acoustic ceiling panels	c	b	Replace damaged 2' x 4' acoustic ceiling panels	EA	1204	b	h	$ 25.00		$30,100			O
42	Cafeteria 219, Classroom 012, 200, 204, 208, 308, 309, 311, 318, Science Classroom-8 133, Fitness Lab 158, Office 310, Stair SW02, Storage 162A, 202, Toilet Boys 222,	185.310 (a)(3) BOCA 1993 NPMC 305.3 2009 IPMC 305.3	Acoustic ceiling panels and grid are damaged	Replace damaged 2' x 4' acoustic ceiling panel system	c	b	Replace damaged 2' x 4' acoustic ceiling panel system	SF	1541	b	h	$ 15.00		$23,115			O
43	Gymnasium B 155, Stair 04, Girls Toilet C06, Boys Locker Room 162, Boys Locker Room 163, Fitness Lab 158, Storage Rooms: 162A, 164, 195, Classrooms: 138, 140, Office 197	185.310 (a)(3) 185.390.I BOCA 1993 NPMC 305.2	Interior masonry mortar joints are cracked and deteriorated	Repoint masonry joints	c	b	Repoint masonry joints	LF	216	b	h	$ 28.00		$6,048			O
44	Life Skills Classroom 011, Classroom-6/7 200	BOCA 1993 NPMC 304.3	Damaged window sill	Repair damaged window sill	c	b	Repair damaged window sill	EA	2	b	h	$ 500.00		$1,000			O
45	Classroom 003, 300, 301, 303, 304, 307, 308, 309, 311, 312, 313, 314, 318, 319, Office 310, C26, C30, Workroom 302	185.370(2)(A)(i) 185.370(6)(A) & (C) BOCA 1993 NPMC 305.3 & 704.2	Wood door and frame is beyond useful life and deteriorating	Remove and provide door, frame and hardware	b	b	Remove and provide door, frame and hardware	EA	19	b	g	$ 5,000.00		$95,000			O

1. COUNTY CODE
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2005, HADLEY JUNIOR HIGH

Ten-Year Safety Survey - Schedule of Violations and Costs

GLEN ELLYN

Project No.: 13100-2025004

GREEN ASSOCIATES

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost 'a' Priority	Estimated Cost 'b' Priority	Estimated Cost 'c' Priority	Estimated Completion Date	Funding Type
46	Fitness Lab 158, Storage 165, Corridor C001	185.370(2)(A)(i) 185.370(6)(A) & (C) BOCA 1993 NPMC 305.3 & 704.2	Pair of wood doors and frame are beyond their useful life and deteriorating	Replace doors, frame, and hardware	b	b	Replace doors, frame, and hardware	EA	3	b	g	$ 10,000.00		$30,000			O
47	SPED 144, Workroom 302, Kitchen 214, Office 202, ENL Office 210, Stair SW02, Corridors: C001, C04, C18, Fitness Lab 158, Storage Rooms: 195, 164, 323, Classrooms: 303, 301, 143, 145	185.370(2)(A)(i) 185.370(6)(A) & (C) BOCA 1993 NPMC 305.3 & 704.2	Door sticks in frame and does not latch properly	Repair and adjust door and hardware	c	b	Repair and adjust door and hardware	EA	18	b	g	$ 1,000.00		$18,000			O
48	Classroom 168, Speech 176	185.370(2)(A)(i) 185.370(6)(A) & (C) BOCA 1993 NPMC 305.3	Door closer missing in rated partition	Provide door closer	c	a	Provide door closer	EA	2	b	g	$ 1,000.00	$2,000				O
49	Life Skills Classroom 011, Janitor Closet 9A, Multi-Media 07, ESL 006, Kiln/Storage 004A, Art Room 004, Tech Room 321, Speech 176, ISC Office 169, Janitor Closet 173, Storage Room: 171, 221, Classrooms: 178, 177, 175, 170, 003, 010, 012	185.370(2)(A)(i) BOCA 1993 NPMC 305.3 & 704.2	Single door and frame in a fire rated partition do not have appropriate fire rating	Remove and replace door, frame and hardware to meet fire rating requirements	c	b	Remove and replace door, frame and hardware to meet fire rating requirements	EA	19	b	a	$ 7,500.00		$142,500			O
50	Stairs: SW03, SW04, 04	185.370 175.285 BOCA 1993 NPMC 305.3 & 704.1	Pair of doors and frame in a fire rated partition do not have appropriate fire rating	Remove and replace doors, frame and hardware to meet fire rating requirements	c	b	Remove and replace doors, frame and hardware to meet fire rating requirements	EA	3	b	g	$ 15,000.00		$45,000			O
51	Cafeteria 219, Janitor Closet 173, Boiler Room 000, Exit Door: 6, 16, 29 Fitness Lab 158, Corridor: C14, C18, Classroom: A-110	175.285 BOCA 1993 NPMC 305.3 & 704.2	Closers are not operating properly	Adjust door closers	c	b	Adjust door closers	EA	13	b	a	$ 250.00		$3,250			O
52	Boys Toilet 222, Girls Toilet 223	185.310 (a)(3) 185.390.l BOCA 1993 NPMC 305.1 & 305.3	Toilet partition is damaged	Repair toilet partitions and replace damaged components	e	b	Repair toilet partitions and replace damaged components	EA	2	b	g	$ 2,800.00		$5,600			O
53	Stage 166, Storage 165, Boiler Room 000, Janitor Closet 173, Girls Toilet C06, Janitor Closet 9B, Storage 221, Storage 012	185.390.e.2.C BOCA 1993 NPMC 704.1	Items penetrating a fire rated partition are not properly fire sealed	Seal around penetrations to provide fire rated assembly and maintain required fire rating of partition	c	a	Seal around penetrations to provide fire rated assembly and maintain required fire rating of partition	EA	8	b	a	$ 120.00	$960				O
54	Corridor C001	Recommend	Raised cleanout cover. Potential trip hazard	Replace with flat cover.	f	c	Replace with flat cover.	EA	1	b	g	$ 200.00			$200		O
55	Classroom 012	Recommend	Plugmold is rusting	Replace plugmold in kind.	f	c	Replace plugmold in kind.	LF	20	b	g	$ 25.00			$500		O
58	Roof	Recommend	Exhaust fan causing significant noise.	Rebalance/inspect existing exhaust fan.	f	c	Rebalance/inspect existing exhaust fan.	EA	1	b	h	$ 500.00			$500		O
59	Toilets 276, 277	ADA 606.5	Lav guards not installed.	Install lav guards at all exposed lavatory piping.	f	b	Install lav guards at all exposed lavatory piping.	EA	2	b	h	$ 350.00		$700			O
60	Corridor 74	Recommend	Stained ceiling tile from apparent storm pipe leak	Seal all piping joints and replace section of piping as required	f	c	Seal all piping joints and replace section of piping as required	LF	5	b	h	$ 200.00			$1,000		O
61	Classroom 66, 82, storage 84	Recommend	Sprinkler head missing escutcheon	Provide new ceiling escutcheon	f	c	Provide new ceiling escutcheon	EA	3	b	h	$ 150.00			$450		O

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2. DISTRICT CODE/NAME	0410, GLEN ELLYN ESD 41
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Ten-Year Safety Survey - Schedule of Violations and Costs

GLEN ELLYN

Project No.: 13100-2025004

Item I.D.	Location(s) (Room No)	Rule Violated	Description of the violation	Recommendation to correct violation	Action ID	Priority Code	Specification(s)	Units Of Measure	Quantity	Labor Code	Work Type	Unit Cost (A/E Only)	Estimated Cost 'a' Priority	Estimated Cost 'b' Priority	Estimated Cost 'c' Priority	Estimated Completion Date	Funding Type
62	Classroom 77	Recommend	Stained ceiling tile under hot water heating coil	Seal all piping joints.	f	c	Seal all piping joints.	EA	1	b	h	$ 200.00			$200		O
63	Classrooms 311, 315, 319	NEC 314.23	Open portion of raceway.	Provide/replace cover of raceway.	f	b	Provide/replace cover of raceway.	EA	3	b	h	$ 350.00		$1,050			O
64	Roof (Various)	Recommend	Damaged roof drain stainer.	Provide new strainer.	f	c	Provide new strainer.	EA	5	b	h	$ 200.00			$1,000		O
65	Roof above Rooms 314-319, 228	Recommend	Refrigerant piping insulation not completely covering piping.	Provide new insulation on refrigerant piping.	f	c	Provide new insulation on refrigerant piping.	LF	60	b	h	$ 20.00			$1,200		O
66	Roof above 314-319	Recommend	Refrigerant piping missing.	Confirm condensing unit is in operation and provide new piping insulation as required.	f	c	Confirm condensing unit is in operation and provide new piping insulation as required.	LF	30	b	h	$ 20.00			$600		O
67	Roof above 314-319	Recommend	Refrigerant piping falling off	Provide new insulation on refrigerant piping.	f	c	Provide new insulation on refrigerant piping.	LF	40	b	h	$ 20.00			$800		O
68	Roof above 314-319	Recommend	Refrigerant pipe insulation iced over.	Replace existing refrigerant piping.	f	c	Replace existing refrigerant piping.	LF	10	b	g	$ 20.00			$200		O
69	Roof 17.0	Recommend	Rooftop units are 16-17 years old and will reach end of expected lifespan within 10 years.	Replace existing units in kind.	f	c	Replace existing units in kind.	EA	3	b	g	$ 21,000.00			$63,000		O
70	Roof above 314-319, Locker Rooms	Recommend	Condensing unit appears past age of expected lifespan	Confirm if unit is still in use. If so, replace existing condensing unit and associated refrigerant piping in kind.	f	c	Confirm if unit is still in use. If so, replace existing condensing unit and associated refrigerant piping in kind.	EA	9	b	h	$ 25,000.00			$225,000		O
71	Cafeteria 219, Teachers Lunchroom 217	Recommend	Unit ventilator will reach end of expected lifespan within 10 years.	Replace existing unit ventilator and associated condensing units and refrigerant piping in kind.	f	c	Replace existing unit ventilator and associated condensing units and refrigerant piping in kind.	EA	7	b	g	$ 60,000.00			$420,000		O
72	Roof above 314-319	Recommend	Unit off/recept not covered.	Provide new cover for recept.	f	c	Provide new cover for recept.	EA	2	b	h	$ 300.00			$600		O
73	Roof above 314-319	IMC 304.11	Condensing units are too close to roof edge.	Provide rail at roof edge for fall prevention.	f	b	Provide rail at roof edge for fall prevention.	EA	1	b	h	$ 4,500.00		$4,500			O

Subtotal by priority	$4,810	$653,473	$969,690
Contingency 10%	$481	$65,347	$96,969
A/E Fees 10%	$481	$65,347	$96,969
Total by priority	$5,772	$784,168	$1,163,628

Grand Total **$1,953,568**

Board Report

Date: **October 19, 2026**

Title: **2027 Summer Capital Projects**

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

Dave Scarmardo, Executive Director of Buildings & Grounds

Strategic Priority Goal 4: Strengthen Community Connections: District 41 will strengthen community connections and partnerships through engagement in all five communities District 41 serves.

Background: The District maintains a five-year rolling list of capital improvement projects, which is continuously reviewed and updated to ensure project sequencing aligns with priority needs annually.

Discussion: The District's five-year capital plan outlines the timeline for addressing identified Health/Life Safety (HLS) deficiencies and incorporates administrative facility recommendations in support of Strategic Priority #4 of the Strategic Plan. Where possible, the District aims to level capital expenditures from year to year to promote consistency and predictability in budgeting. However, due to the varying scope and complexity of individual projects, annual spending may fluctuate based on need and priority. Attached is the updated five-year capital project plan which summarizes the capital priorities as they currently exist.

Other Information: Each year, the District seeks approval from the Board of Education for the capital projects planned for the upcoming budget year. These projects are carefully selected to proactively address facility needs and ensure minimal disruption to the educational experience of our students.

Budgetary Funding:
The projects outlined in the five-year Capital Plan will be financed through the Capital Projects Fund. The total projected expenditure for the 2027 summer capital projects, including all associated soft costs, is **$410,000.**

Recommendation: This report is for informational purposes only. A formal recommendation for the Summer 2027 capital projects will be presented at the November 16, 2026 Board meeting.

Summer 2027	Anticipated Expenditures	Summer 2028	Anticipated Expenditures	Summer 2029	Anticipated Expenditures	Summer 2030	Anticipated Expenditures	Summer 2031	Anticipated Expenditures
FG Classroom Announcement system replacement	$215,000	AL Replace storefront glass door 15/17	$25,000	Forest Glen window LMC rpl	$475,000	Abraham Lincoln rpl rooftop, unitvents	$200,000	FG Pre-K Playground replacement	$425,000
Hadley Stage Partition Wall Replacement	$195,000	BF interior door relocation/exterior door replacements	$75,000	BF classroom doors/frames/wired glass replacements	$150,000	FG replace retianing wall and stairs	$675,000	Hadley Classroom Announcement system replacement	$625,000
		Hadley Exterior Door Replacements	$115,000	FG interior classroom/exterior door rpl, gym, main entrance	$175,000	Solar Churchill/FDK	$600,000		
		Hadley interior classroom door/frame replacements	$400,000	AL Rooftop HVAC replacements	$450,000				
		BF Sound System Replacement	$325,000	Parking/rear lot repairs AL-BF	$100,000				
		AL Classroom flooring replacements (6)	$40,000						
		Hadley kitchen equipment/electrical service rpl	$225,000						
	$410,000		**$1,205,000**		**$1,350,000**		**$1,475,000**		**$1,050,000**
							5-year Expendature	$6,540,000	

Board Report

Date: **October 19, 2026**

Title: **Disposal of Surplus Property**

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

Strategic Priority Goal 3: Optimize Early Learning for Student Success: District 41 will provide learning environments that ensure all students from preschool through Kindergarten have safe, accessible, and student-centered indoor and outdoor spaces to support academic growth and achievement.

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 School District 41
Assets for Disposal September 2026

Asset Tag	Current Location	Originating School Site	Description (Make, Model, etc.)	Serial Number	QTY	Working Order	Obsolete Y/N?	Disposal
N/A	CSO	HA	Dell 3100 2 in 1 Chromebook	9W54ZW2	1	N	N	Disposal
N/A	CSO	FG	APC BN450M UPS	9B2402A10645	1	N	N	Disposal
N/A	CSO	FG	ELMO MX-P2	3017407	1	N	N	Disposal
240001657	CSO	HA	Dell 3100 2 in 1 Chromebook	3S6ZT44	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 2 in 1 Chromebook	5W4MZW2	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 2 in 1 Chromebook	7BXBZW2	1	N	N	Disposal
N/A	CSO	HA	Dell 3100 2 in 1 Chromebook	2RBLZW2	1	N	N	Disposal
N/A	HA	HA	Armstrong flute	10457508	1			Disposal
N/A	HA	HA	Lucida LG-520 Guitars	n/a	14			Disposal
N/A	HA	HA	Conn Tuba	886913	1			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 19th day of October, 2026, 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: **October 19, 2026**

Title: **Donations and Gifts**

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

Strategic Priority Goal 4: Strengthen Community Connections: District 41 will strengthen community connections and partnerships through engagement in all five communities District 41 serves.

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.

Individual or Organization	Amount or Item	Purpose	Building
Ben Franklin PTA	$1,330.00	Field Trip Admission / 3rd Grade	Ben Franklin
Abraham Lincoln PTA	$538.98	Field Trip Admission / Kindergarten	Abraham Lincoln

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 these generous donations.

Glen Ellyn School District 41
FOIA Report
September 1- September 30, 2026

Date Received	Date of Response	Request Summary	FOIA Officer Time	Admin Time	Attorney Contacted
8.31.26	9.8.26	Request: Anne Thibault requested….All products from: ESS/ESI, Kokua Education, Scoot Education, Zed Educate, and BuildEd from 2020-01-01 to present. Response: Requested AI confirmation; No response. Appeal: None at this time	1hr	.5	yes
9.2.26	9.10.26	Request: CT Mills requested..... copies of any existing records showing district-issued direct work telephone numbers, direct dial lines, or work extensions for employees currently serving in the district's Central Office / District Administration Office. This request is limited to official district work contact numbers only. I am not requesting personal cell phone numbers, home phone numbers, or privately maintained contact information. Response: Responsive records provided Appeal: None at this time	.50 hr	.50 hr	no
9.12.26	9.22.26	Request: Justin Wenig requested….. existing electronic records maintained by Glen Ellyn School District 41 reflecting payment records for all vendor entities (companies, organizations, contractors, and other non-person payees) from January 1, 2026 to current date, including at minimum: Response: Responsive records provided Appeal:None at this time	2 hrs	.50 hr	yes
9.15.26	9.22.26	Request: Jennifer Mitchell requested ….. a copy of the following documents containing education job salary information be provided. We are looking to collect information on salaries for different jobs/positions in the public education (school districts) sector and would greatly appreciate your cooperation. Response:Requested AI confirmation; *pending response* Appeal: None at this time	1hr	.5	yes

Current Portfolio

9/30/2026

Type	Code	Holding Id	Trade Date	Settle Date	Maturity Date	Description	Cost	Rate	NAV / Share Price	Face/Par/Shares	Market Value
LIQ				09/30/2026		LIQ Account Balance	$1,588,665.83	3.665%	$1.000	1,588,665.830	$1,588,665.83
MAX				09/30/2026		MAX Account Balance	$45,817,769.03	3.686%	$1.000	45,817,769.030	$45,817,769.03
							$47,406,434.86			**47,406,434.860**	**$47,406,434.86**

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	3.351%	$1,588,665.83	LIQ Account
MAX	96.649%	$45,817,769.03	MAX Account

Index

Cost is comprised of the total amount you paid for the investment (including any fees and commissions) plus any reinvested dividends.

Rate is the average monthly yield for pool 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/Shares is the amount received at maturity for fixed rate investments or the balance at statement date for pool 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” for fixed term investments or the balance at statement date for pool investments.

FIFTH THIRD
Securities

Report: Glen Ellyn Accounting (447444)
Account: 53-Glen Ellyn SD #41 (96403)
As of: 09/30/2026

Settle Date	CUSIP	Description	Coupon Rate	Final Maturity	Coupon Frequency	Face Amount	Original Cost Basis
---	CCYUSD	Cash	0.000	09/30/2026	---	17,778.47	17,778.47
---	91282CLX7	UNITED STATES TREASURY	4.125	11/15/2027	Semi-Annual	1,750,000.00	1,746,418.75
---	262006208	BNY DREYFUS GVT CM INST	3.760	09/30/2026	---	1,174,579.57	1,174,579.57
10/04/2023	59013KXD3	Merrick Bank	5.000	10/05/2026	Monthly	245,000.00	245,000.00
10/20/2023	666613MJ0	Northpointe Bank	5.100	10/20/2026	Monthly	245,000.00	245,000.00
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	91282CFM8	UNITED STATES TREASURY	4.125	09/30/2027	Semi-Annual	750,000.00	749,700.00
11/21/2024	91282CFU0	UNITED STATES TREASURY	4.125	10/31/2027	Semi-Annual	750,000.00	749,700.00
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	91282CJK8	UNITED STATES TREASURY	4.625	11/15/2026	Semi-Annual	750,000.00	756,675.00
11/21/2024	91282CJP7	UNITED STATES TREASURY	4.375	12/15/2026	Semi-Annual	750,000.00	753,300.00
11/21/2024	91282CKE0	UNITED STATES TREASURY	4.250	03/15/2027	Semi-Annual	750,000.00	751,575.00
11/21/2024	91282CKJ9	UNITED STATES TREASURY	4.500	04/15/2027	Semi-Annual	750,000.00	755,925.00
11/21/2024	91282CKR1	UNITED STATES TREASURY	4.500	05/15/2027	Semi-Annual	750,000.00	756,150.00
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
03/25/2025	38150VS91	Goldman Sachs Bank USA	4.000	03/27/2028	Semi-Annual	245,000.00	245,000.00
04/08/2025	360395GW1	FULTON MASON & KNOX CNTY ILL CMNTY COLLEGE DIST NO	1.900	12/01/2027	Semi-Annual	800,000.00	758,176.00
05/30/2025	91159XCS2	U.S. BANCORP	4.550	05/30/2028	Annual	1,000,000.00	1,000,000.00
10/31/2025	48135NB88	JPMORGAN CHASE FINANCIAL COMPANY LLC	3.700	07/31/2028	Annual	1,000,000.00	1,000,000.00
12/15/2025	32110YW35	First National Bank of America	3.600	12/15/2028	Monthly	245,000.00	245,000.00
12/15/2025	74432QCC7	PRUDENTIAL FINANCIAL INC	3.878	03/27/2028	Semi-Annual	500,000.00	500,750.00
12/15/2025	427866BH0	HERSHEY CO	4.250	05/04/2028	Semi-Annual	500,000.00	506,000.00
12/15/2025	494368BY8	KIMBERLY-CLARK CORPORATION	3.950	11/01/2028	Semi-Annual	500,000.00	503,100.00
12/16/2025	56065GCS5	MainStreet Bank	3.900	12/18/2028	Monthly	208,000.00	208,000.00
12/16/2025	240361QH1	DEKALB & KANE CNTYS ILL CMNTY UNIT SCH DIST NO 427	2.740	02/01/2028	Semi-Annual	500,000.00	490,265.00
12/19/2025	724468AV5	The Pitney Bowes Bank Inc.	3.600	12/19/2028	Semi-Annual	245,000.00	245,000.00
12/19/2025	152577DL3	Central Bank	3.950	12/19/2028	Monthly	245,000.00	245,000.00
12/23/2025	32022RB55	1st Financial Bank USA	3.600	12/22/2028	Monthly	245,000.00	245,000.00
12/29/2025	805508CP1	Sawyer Savings Bank	3.850	12/29/2028	Once at Maturity	245,000.00	245,000.00
12/30/2025	74277ACC0	Prism Bank	3.900	12/29/2028	Monthly	245,000.00	245,000.00
12/30/2025	318520AZ6	First Federal Savings and Loan Association of Lora	3.600	12/29/2028	Monthly	245,000.00	245,000.00
12/30/2025	15118R3T2	Celtic Bank Corporation	3.600	12/29/2028	Monthly	245,000.00	245,000.00
03/11/2026	26155DBF5	Dream First Bank, N.A.	3.750	03/12/2029	Monthly	245,000.00	245,000.00
03/19/2026	17290GE94	Citibank, N.A.	3.800	03/19/2029	Monthly	245,000.00	245,000.00
09/29/2026	10924JME7	Brighthouse Financial Short Term Funding, LLC	0.000	12/14/2026	Once at Maturity	2,000,000.00	1,982,629.96
---	**---**	**---**	**3.696**	**10/05/2027**	**---**	**23,600,358.04**	**23,562,332.13**

Monthly Summary Report Overview
Revenue & Expenditures
September 2026

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 38.52% versus 38.13% of the budget from a year ago.

Revenues are greater in the areas of:

- Personal Property Taxes (21.47% versus 18.57%)
- Food Service (26.19% versus 20.85%)
- Donations/Misc Revenue (66.06% versus 58.26%)
- Unrestricted State Funds (18.18% versus 18.18%)
- Restricted State Funds (34.7% versus 0%)

Revenues are less in the areas of:

- Property Taxes (44.48% versus 44.96%)
- Tuition (12.63% versus 18.93%)
- Student Fees (89.61% versus 100.97%)
- Interest Earnings (22.23% versus 23.93%)
- Federal Funds (21.76% versus 39.94%)
- Fund Transfers (0% versus 0%)

Expenditures:

To date, expressed as a percent of the district budget, expenditures year to date are 18.22% versus 23.76% of the budget from a year ago.

Expenditures are greater in the areas of:

- Benefits (16.41% versus 16.11%)
- Capital Outlay (78.25% versus 71.94%)
- Principal/Interest Payments (15.52% versus 0%)

Expenditures are less in the areas of:

- Salaries (14.65% versus 14.8%)
- Supplies/Materials (35.34% versus 37.34%)
- Purchased Services (16.01% versus 22.48%)
- Dues & Fees (36.35% versus 37.82%)
- Tuition (21.3% versus 30.3%)
- Fund Transfers (0% versus 0%)

Glen Ellyn School District 41
Monthly Revenue/Expenditure Summary Report
Comparing September 2026 Fiscal Year to Date to September 2025

Revenues

Function	Category	September-25	Fiscal Year to Date September 2025	Revenue Budget 2025-2026	Percent of Budget Received	September-26	Fiscal Year to Date September 2026	Revenue Budget 2026-2027	Percent of Budget Received
	All Funds								
1100	Property Taxes	$25,687,039	$26,924,248	$59,889,187	44.96%	$26,552,799	$27,719,048	$62,314,618	44.48%
1200	Personal Property Taxes	$ -	$287,307	$1,546,951	18.57%	$0	$386,242	$1,799,138	21.47%
1300	Tuition	$13,817	$13,817	$73,000	18.93%	$8,200	$9,218	$73,000	12.63%
1500	Interest Earnings	$298,148	$688,943	$2,878,950	23.93%	$217,270	$511,553	$2,301,250	22.23%
1600	Food Services	$41,062	$93,825	$450,000	20.85%	$39,909	$112,606	$430,000	26.19%
1700	Student Fees	$10,963	$302,758	$299,850	100.97%	$6,191	$301,396	$336,350	89.61%
1900	Donations/Misc Revenue	$161	$86,927	$149,200	58.26%	$15,000	$98,557	$149,200	66.06%
3000	Unrestricted State Funds	$240,228	$480,456	$2,642,513	18.18%	$240,538	$481,076	$2,645,921	18.18%
3100	Restricted State Funds	$0	$0	$2,120,790	0.00%	$923,818	$984,090	$2,835,814	34.70%
4000	Federal Funds	$0	$640,049	$1,602,463	39.94%	$0	$407,225	$1,871,246	21.76%
7000	Fund Transfers	$0	$0	$5,760,000	0.00%	$0	$0	$5,760,000	0.00%
Grand Total		**$26,291,419**	**$29,518,329**	**$77,412,905**	**38.13%**	**$28,003,725**	**$31,011,012**	**$80,516,538**	**38.52%**

Expenditures

Object		September-25	Fiscal Year to Date September 2025	Expenditure Budget 2025-2026	Percent of Budget Expended	September-26	Fiscal Year to Date September 2026	Expenditure Budget 2026-2027	Percent of Budget Expended
	All Funds								
100	Salaries	$3,486,185	$5,890,961	$39,812,301	14.80%	$3,507,059	$5,992,684	$40,905,842	14.65%
200	Benefits	$831,819	$1,546,321	$9,598,703	16.11%	$1,004,271	$1,766,946	$10,766,530	16.41%
300	Purchased Services	$712,735	$2,108,505	$9,380,599	22.48%	$282,903	$1,925,923	$12,029,753	16.01%
400	Supplies/Materials	$819,661	$2,375,542	$6,362,227	37.34%	$224,750	$1,295,265	$3,665,048	35.34%
500	Capital Outlay	$2,148,199	$7,656,126	$10,642,254	71.94%	$129,789	$2,976,023	$3,803,071	78.25%
640-642	Dues & Fees	$14,611	$22,995	$60,800	37.82%	$6,232	$20,935	$57,600	36.35%
610/620	Principal/Interest Payments	$0	$0	$1,757,412	0.00%	$0	$272,331	$1,754,662	15.52%
670/690	Tuition	$868,515	$988,835	$3,263,525	30.30%	$432,622	$647,406	$3,039,100	21.30%
660/666	Fund Transfers	$0	$0	$5,760,000	0.00%	$ -	$0	$5,760,000	0.00%
Grand Total		**$8,881,726**	**$20,589,284**	**$86,637,821**	**23.76%**	**$5,587,626**	**$14,897,513**	**$81,781,606**	**18.22%**

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 $3,386,300.81 for the period of September 12, 2026 through October 8, 2026.

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: October 19, 2026

_____
President

_____
Secretary

CHECK NUMBER	CHECK DATE	VENDOR	AMOUNT	INVOICE DESCRIPTION
563883	09/17/2026	DECKER EQUIPMENT	-215.86	CUSTODIAL SUPPLIES
571357	09/15/2026	AFSCME	1,863.63	Multiple Invoices
571358	09/15/2026	GoCredit.me	289.90	Payroll accrual
571361	09/17/2026	AMAZON CAPITAL SERVI	4,489.94	Multiple Invoices
571362	09/17/2026	ARK PRODUCTS, LLC	189.47	Spec Ed Classroom Supplies
571363	09/17/2026	[redacted]	80.00	REFUND OF FEE ACCOUNT
571364	09/17/2026	BOB'S DAIRY SERVICE	1,393.00	Multiple Invoices
571365	09/17/2026	BOOKSTORE LTD, THE	153.49	book order
571366	09/17/2026	BROOKFIELD ZOO	25.00	Brookfield Zoo Bus Parking #1
571367	09/17/2026	BROOKFIELD ZOO	25.00	Brookfield Zoo Bus Parking #10
571368	09/17/2026	BROOKFIELD ZOO	25.00	Brookfield Zoo Bus Parking #2
571369	09/17/2026	BROOKFIELD ZOO	25.00	Brookfield Zoo Bus Parking #3
571370	09/17/2026	BROOKFIELD ZOO	25.00	Brookfield Zoo Bus Parking #4
571371	09/17/2026	BROOKFIELD ZOO	25.00	Brookfield Zoo Bus Parking #5
571372	09/17/2026	BROOKFIELD ZOO	25.00	Brookfield Zoo Bus Parking #6
571373	09/17/2026	BROOKFIELD ZOO	25.00	Brookfield Zoo Bus Parking #7
571374	09/17/2026	BROOKFIELD ZOO	25.00	Brookfield Zoo Bus Parking #8
571375	09/17/2026	BROOKFIELD ZOO	25.00	Brookfield Zoo Bus Parking #9
571376	09/17/2026	CENGAGE LEARNING	406.73	lift books for HA
571377	09/17/2026	COMCAST	34.85	WIFI 09/05-10/04/26
571378	09/17/2026	CORRECT ELECTRIC	4,690.00	Multiple Invoices
571379	09/17/2026	DUPAGE FEDERATION ON	401.69	translation services
571380	09/17/2026	GAME ONE	2,121.00	Wellness clothing items
571381	09/17/2026	IAASE	975.00	Professional Development
571382	09/17/2026	JW PEPPER & SONS INC	76.49	Chorus Music
571383	09/17/2026	LANGUAGE LINE SERVIC	537.05	translation services
571384	09/17/2026	MORTON ARBORETUM	1,304.00	Morton Arboretum Field Trip [redacted]
571385	09/17/2026	NORTHERN SPEECH SERV	204.00	Professional Development - Institute Day
571386	09/17/2026	OFFICE DEPOT	174.92	Multiple Invoices

CHECK NUMBER	CHECK DATE	VENDOR	AMOUNT	INVOICE DESCRIPTION
571387	09/17/2026	OLSON, DALE	85.00	V-ball ref 10/14
571388	09/17/2026	ORCA BOOK PUBLISHERS	971.55	book order
571389	09/17/2026	ORKIN LLC	168.60	BF PEST SERV 09/10
571390	09/17/2026	SASED	188,199.00	Outplacement Tuition - Public Schools
571391	09/17/2026	VOYAGER SOPRIS LEARN	294.00	Software License
571392	09/17/2026	VT SERVICES INC	595.00	Chromebook Repairs Invoice# 213118
571393	09/17/2026	WIGHT & COMPANY	6,429.58	FDK CENTER - CH
571397	09/24/2026	AMAZON CAPITAL SERVI	8,263.32	Multiple Invoices
571398	09/24/2026	ACCO BRANDS USA LLC	2,623.98	Laminator for AL
571399	09/24/2026	ALFRED PUBLISHING	82.50	Bigfoot Meets Abominable!: HybridNOW Concert Band Conductor Score & Parts
571400	09/24/2026	ARMBRUST PLUMBING IN	3,757.91	AL SERVICE CALL - LABOR, CAMERA, TRAILER MOUNTED HYDROJETTER
571401	09/24/2026	BOB'S DAIRY SERVICE	1,333.25	Multiple Invoices
571402	09/24/2026	BUSINESS SOLVER	41.25	July service fees
571403	09/24/2026	CDW GOVERNMENT	23,209.52	Multiple Invoices
571404	09/24/2026	CENGAGE LEARNING	1,256.00	Hadley Social Studies
571405	09/24/2026	COMMONWEALTH EDISON	140.17	CH ELECTRIC 08/11-09/11/26
571406	09/24/2026	CORRECT ELECTRIC	2,880.00	Low voltage work at K center summer construction 25586-3
571407	09/24/2026	COUGHLAN COMPANIES L	9,306.04	PebbleGo Renewal 26-27 (PebbleGo Classic K-5+) Quote# Q-63830
571408	09/24/2026	CROWN BATTERY MFG CO	732.99	D12185, CR-185, QTY 3
571409	09/24/2026	DEMCO	204.62	Supply order
571410	09/24/2026	DIRECT ENERGY BUSINE	43,228.58	Multiple Invoices
571411	09/24/2026	DISCOUNT SCHOOL SUPP	955.19	EC Classroom Supplies
571412	09/24/2026	DUPAGE SECURITY SOLU	535.00	CH ROOM 110 WO 111, NDE CHASSIS
571413	09/24/2026	FERGUSON	198.60	REPAIRS
571414	09/24/2026	FILTERBUY, INC.	184.50	AFB18x24x4M8HC, QTY 18
571415	09/24/2026	FIRST STUDENT INC	959.22	Field Trip
571416	09/24/2026	FOLLETT CONTENT SOLU	743.95	Books for circulation
571417	09/24/2026	FRONTLINE TECHNOLOGI	1,314.99	Final quarterly payment
571418	09/24/2026	GRAHAM SPEECH THERAP	465.00	Speech Team Professional Development
571419	09/24/2026	ILMEA	330.00	Multiple Invoices
571420	09/24/2026	IMPERIAL BRADY	1,378.85	Multiple Invoices
571421	09/24/2026	INNOVATIONS THERAPEU	3,079.89	Outplacement Tuition
571422	09/24/2026	ISPA CONVENTION	1,596.00	2026 ISPA Fall Conference Attendees
571423	09/24/2026	LEN'S ACE HARDWARE	24.29	DRAIN OPENER 1 G ROOTO PRO
571424	09/24/2026	LITTLE FRIENDS INC	5,477.64	Outplacement Tuition
571425	09/24/2026	NICOR GAS	2,348.50	Multiple Invoices
571426	09/24/2026	NOKES, KELLY	85.00	V-ball ref 9/17
571427	09/24/2026	OFFICE DEPOT	91.08	Multiple Invoices
571428	09/24/2026	OLIVE GROVE LANDSCAP	7,089.00	Multiple Invoices
571429	09/24/2026	OPENTEXT	145.61	OpenText August 2026 Invoice# 2609870717

CHECK NUMBER	CHECK DATE	VENDOR	AMOUNT	INVOICE DESCRIPTION
571430	09/24/2026	ORKIN LLC	2,222.53	Multiple Invoices
571431	09/24/2026	QUEST FOOD MANAGEMEN	74,165.65	FOOD SERVICE - AUG
571432	09/24/2026	QUINLAN & FABISH MUS	4,095.78	Multiple Invoices
571433	09/24/2026	RIVERSIDE INSIGHTS	306.03	Pshycologist Assessment Forms
571434	09/24/2026	S2 DISTRIBUTION	7,397.00	Fan motor assembly for Hadley rooftop unit PS26-55468 S2 Distribution PTACE Solutions 15140 North Point Drive Rogers, MN 55374 763-390-6838
571435	09/24/2026	SCHOLASTIC	5,186.86	Multiple Invoices
571436	09/24/2026	SCHOOL SPECIALTY, LL	2,417.31	Multiple Invoices
571437	09/24/2026	SHAW MEDIA	52.22	E-LEARNING HEARING 08/07/2026
571438	09/24/2026	SIGN IDENTITY	512.60	Assignment Notebooks
571439	09/24/2026	SKYWARD USER GROUP,	450.00	Conference
571440	09/24/2026	SOUTH SIDE CONTROL S	118.15	HVAC REPAIR
571441	09/24/2026	STAPLES ADVANTAGE	51.11	art supplies
571442	09/24/2026	TERRACE SUPPLY COMPA	38.70	4043 1/16X36" ALUMINUM, 4043 3/32X36" ALUMINUM
571443	09/24/2026	COMPREHENSIBLE CLASS	98.00	Hadley Dual content
571444	09/24/2026	THERMOSYSTEMS	1,467.17	Multiple Invoices
571445	09/24/2026	VT SERVICES INC	1,240.00	Chromebook Repairs Invoice# 213148
571446	09/24/2026	WAREHOUSE DIRECT	4,057.42	Multiple Invoices
571447	09/24/2026	WESTERN PSYCHOLOGICA	2,700.00	Professional Development
571448	09/30/2026	AFSCME	1,863.63	Multiple Invoices
571451	10/01/2026	AMAZON CAPITAL SERVI	6,948.39	Multiple Invoices
571456	10/07/2026	AMAZON CAPITAL SERVI	6,453.87	Multiple Invoices
571457	10/07/2026	ABBEY CONSTRUCTION C	12,784.00	FQC #576 PAYMENT #28
571458	10/07/2026	AED SUPERSTORE	3,244.00	AED supplies all schools
571459	10/07/2026	AMERICAN TAXI DISPAT	15,231.45	Multiple Invoices
571460	10/07/2026	ARMBRUST PLUMBING IN	7,284.26	Multiple Invoices
571461	10/07/2026	BLICK, DICK	413.04	Multiple Invoices
571462	10/07/2026	BOB'S DAIRY SERVICE	2,237.35	Multiple Invoices
571463	10/07/2026	BOOKSTORE LTD, THE	3,316.72	Multiple Invoices
571464	10/07/2026	BREEZY HILL NURSERY	5,000.00	FQC #576 PAYMENT #28
571465	10/07/2026	BRITTEN SCHOOL	7,255.77	Outplacement Tuition
571466	10/07/2026	BUSINESS SOLVER	42.75	September service fees
571467	10/07/2026	CANDOR HEALTH EDUCAT	1,215.00	Health Education FG
571468	10/07/2026	CLARE WOODS ACADEMY	22,986.81	Outplacement Tuition
571469	10/07/2026	CONNECT ACADEMY	8,903.80	Outplacement Tuition
571470	10/07/2026	CORRECT ELECTRIC	13,084.87	Multiple Invoices
571471	10/07/2026	DEMCO	1,639.82	Library Bins
571472	10/07/2026	DIRECT ENERGY BUSINE	2,077.39	CSO ELECTRIC 08/11-09/10/26
571473	10/07/2026	DISCOUNT SCHOOL SUPP	2,446.87	Multiple Invoices
571474	10/07/2026	DRURY LANE THEATRE	7,038.00	Drury Lane Theater [redacted] field trip
571475	10/07/2026	E T PADDOCK ENTERPRI	11,690.00	All school backstop inspections
571476	10/07/2026	E&K OF CHICAGO INC	26,973.00	FQC #576 PAYMENT #28
571477	10/07/2026	EASTER SEALS METROPO	18,215.04	Professional Development
571478	10/07/2026	ELENS & MAICHIN ROOF	28,890.00	FQC #576 PAYMENT #28
571479	10/07/2026	ELIM CHRISTIAN SERVI	13,493.00	Outplacement Tuition
571480	10/07/2026	EMBRACE EDUCATION	826.69	Embrace Usage
571481	10/07/2026	FILTERBUY, INC.	2,687.03	Filters for all schools HVAC systems #M5kptvj4-0007

CHECK NUMBER	CHECK DATE	VENDOR	AMOUNT	INVOICE DESCRIPTION
571483	10/07/2026	FIRST STUDENT INC	119,339.03	Multiple Invoices
571484	10/07/2026	FQC	28,452.00	FQC #576 PAYMENT #28
571485	10/07/2026	FRANCZEK RADELET	4,198.05	August 2026 Billing
571486	10/07/2026	G.P. MAINTENANCE SER	14,328.00	FQC #576 PAYMENT #28
571487	10/07/2026	GAME ONE	7,056.25	Wellness t-shirts for all buildings
571488	10/07/2026	GARCIA, RAYMUNDO	95.92	MILEAGE REIMBURSEMENT
571489	10/07/2026	GIANT STEPS	8,722.77	Outplacement Tuition
571490	10/07/2026	GLEN ELLYN CHAMBER C	300.00	Invoice # 24955 Steak Fry Dinner
571491	10/07/2026	GRAINGER INC, W W	174.22	PIPE INSULATION
571492	10/07/2026	HARGRAVE BUILDERS IN	42,106.00	FQC #576 PAYMENT #28
571493	10/07/2026	HILL MECHANICAL CORP	7,728.00	AC rentals for Hadley due to rooftop unit malfunction
571494	10/07/2026	HYDE PARK DAY SCHOOL	5,355.00	Outplacement Tuition
571495	10/07/2026	ILLINOIS ASBO	295.00	PAYROLL ESSENTIALS CONF 10/07/2026
571496	10/07/2026	ILLINOIS ASSN OF SCH	1,294.00	Multiple Invoices
571497	10/07/2026	ILLINOIS STATE POLIC	459.00	August background checks
571498	10/07/2026	ILMEA	464.70	Music PD
571499	10/07/2026	IMPERIAL BRADY	4,091.75	Multiple Invoices
571500	10/07/2026	INCREDIBLEBATS, INC.	650.00	Animals Around the World performance Oct 23, 2026
571501	10/07/2026	INFOBIP INC.	2,779.29	PHONE SERVICE Account #: GLENELLY5428
571502	10/07/2026	ISPA CONVENTION	259.00	2026 ISPA Fall Conference
571503	10/07/2026	JOHNSON CONTROLS FIR	9,824.04	Churchill Intercom set up #103110103586
571504	10/07/2026	KONICA MINOLTA BUSIN	4,402.00	Multiple Invoices
571505	10/07/2026	LAKESHORE LEARNING M	1,422.76	Multiple Invoices
571506	10/07/2026	LAUREATE DAY SCHOOL	8,160.96	Multiple Invoices
571507	10/07/2026	LAUTERBACH & AMEN LL	10,000.00	06/30/2026 PROGRESS BILLING
571508	10/07/2026	LINCOLN LIBRARY PRES	3,517.00	FactCite 26-27 Renewal Order# 35262R
571509	10/07/2026	MACDIARMID, EVAN	130.00	Soccer ref 9/29
571510	10/07/2026	MAKEMUSIC INC	9,573.25	MakeMusic Renewal 26-27 Quote# GPXM-FNGZ
571511	10/07/2026	MCGAVOCK, DEBORAH	51.04	MILEAGE REIMBURSEMENT
571512	10/07/2026	MIDLAND PAPER	6,880.88	Multiple Invoices
571513	10/07/2026	MINI MALL STORAGE	1,014.00	UNIT 1033 10/14/26-11/13/26
571514	10/07/2026	NEW LEADER ACADEMY I	28,745.22	Outplacement Tuition
571515	10/07/2026	[redacted]	15.00	REFUND OF FEE ACCOUNT
571516	10/07/2026	OFFICE DEPOT	203.11	Multiple Invoices
571517	10/07/2026	OLIVE GROVE LANDSCAP	2,025.00	Multiple Invoices
571518	10/07/2026	ORKIN LLC	1,201.00	Multiple Invoices
571519	10/07/2026	PARKLAND PREPARATORY	6,781.00	Outplacement Tuition
571520	10/07/2026	PUSHCOIN	2,857.86	MONTHLY FEES - SEP
571521	10/07/2026	QUINLAN & FABISH MUS	40.50	Open PO for Supplies
571522	10/07/2026	SANTUCCI, PAUL	130.00	Soccer ref 9/10
571523	10/07/2026	SCANNING PENS, INC.	774.65	Student Accommodation Tools
571524	10/07/2026	SCHOOL SPECIALTY, LL	429.01	EC Classroom Supplies
571525	10/07/2026	SHRED-IT	2,213.93	SEP DISPOSAL
571526	10/07/2026	SIGN IDENTITY	76.00	Business Cards
571527	10/07/2026	SOUND INC	310.00	HD SERVICE ROOM 140, CALL BUTTON NOT WORKING
571528	10/07/2026	SUMMIT SCHOOL	7,161.21	Outplacement Tuition

CHECK NUMBER	CHECK DATE	VENDOR	AMOUNT	INVOICE DESCRIPTION
571529	10/07/2026	T-MOBILE	554.55	CELL PHONES 08/21-09/20/26
571530	10/07/2026	TERRA SERVICES, INC.	532.00	FQC #576 PAYMENT #28
571531	10/07/2026	TERRACE SUPPLY COMPA	202.28	SUPPLIES
571532	10/07/2026	TEXTOL.COM	54.96	EC Classroom Supplies
571533	10/07/2026	THE COVE SCHOOL	20,188.00	Multiple Invoices
571534	10/07/2026	THE DAVEY TREE EXPER	3,700.00	Multiple Invoices
571535	10/07/2026	UNITED RADIO COMMUNI	7,522.95	Replacement emergency radios for replacements 103017810.1
571536	10/07/2026	UP-RIGHT CONSTRUCTIO	5,755.00	Basketball pole replacements at BF #26018
571537	10/07/2026	VASILE, DANIEL	36.25	MILEAGE REIMBURSEMENT
571538	10/07/2026	VT SERVICES INC	1,515.00	Multiple Invoices
571539	10/07/2026	WAREHOUSE DIRECT	3,705.90	Multiple Invoices
571540	10/07/2026	WEST MUSIC CO	516.17	Multiple Invoices
571541	10/07/2026	WILSON LANGUAGE TRAI	285.12	Classroom Supplies
571542	10/07/2026	ZORO TOOLS, INC.	1,544.95	METERING 6" TO 20" MOUNT, 3 HOLE LOW ARC BATHROOM FAUCET
202600088	09/15/2026	ILL MUNICIPAL RETIRE	50,592.16	Multiple Invoices
202600089	09/15/2026	ILLINOIS DEPT OF REV	66,746.24	Multiple Invoices
202600090	09/15/2026	INTERNAL REV SERVICE	222,809.29	Multiple Invoices
202600091	09/15/2026	T H I S	21,199.68	Multiple Invoices
202600092	09/15/2026	TEACHERS RETIREMENT	130,277.27	Multiple Invoices
202600093	09/15/2026	OMNI	50,347.86	Multiple Invoices
202600094	09/15/2026	EXPERT PAY	847.00	Payroll accrual
202600095	09/15/2026	TEACHERS RETIREMENT	5,094.25	Multiple Invoices
202600096	09/15/2026	WEBSTER BANK, N.A.	7,871.17	Multiple Invoices
202600097	07/20/2026	BMO MASTERCARD	22,748.44	BMO STATEMENT 07/20
202600098	09/15/2026	TEACHERS RETIREMENT	1,448.72	Adjustments - FLEX BEN
202600099	09/10/2026	CSG FORTE PAYMENTS,	4,946.58	MONTHLY FEE - AUG
202600100	10/01/2026	MICHIGAN STATE UNIVE	163,322.44	PRINCIPAL & INTEREST
202600101	09/30/2026	ILL MUNICIPAL RETIRE	50,694.61	Multiple Invoices
202600102	09/30/2026	ILLINOIS DEPT OF REV	72,532.38	Multiple Invoices
202600103	09/30/2026	INTERNAL REV SERVICE	247,173.71	Multiple Invoices
202600104	09/30/2026	T H I S	21,351.47	Multiple Invoices
202600105	09/30/2026	TEACHERS RETIREMENT	131,191.56	Multiple Invoices
202600106	09/30/2026	OMNI	50,756.66	Multiple Invoices
202600107	09/30/2026	EXPERT PAY	847.00	Payroll accrual
202600108	09/30/2026	TEACHERS RETIREMENT	5,175.96	Multiple Invoices
202600109	09/30/2026	WEBSTER BANK, N.A.	7,871.39	Multiple Invoices
202600110	10/01/2026	EDUCATIONAL BENEFIT	907,155.95	OCT - MEDICAL, DENTAL, LIFE, AD&D
202600111	09/28/2026	ILL MUNICIPAL RETIRE	11,071.29	REG-ACCELERATED PAYMENT-EMPLOYER
202600112	10/01/2026	RELIANCE STANDARD LI	5,157.11	OCT - LONG TERM DISABILTIY
202600113	10/01/2026	RELIANCE STANDARD LI	398.18	OCT - VOL LONG TERM DISABILITY
202600114	09/30/2026	T H I S	5,480.88	EMPLOYER PAID HEALTH INSURANCE
202600115	09/28/2026	WEBSTER BANK, N.A.	476.50	SERVICE FEES - DCA,FSA,HRA
202600116	09/30/2026	TEACHERS RETIREMENT	1,448.71	Adjustments - FLEX BEN
202600117	10/02/2026	EYEMED	5,312.50	VISION - OCT 2026
202600118	10/02/2026	EYEMED	23.58	VISION - OCT 2026
202600119	08/20/2026	BMO MASTERCARD	30,686.34	BMO STATEMENT 08/20
202600120	10/06/2026	ILL MUNICIPAL RETIRE	-0.15	ROUNDING VARIANCE

Totals for checks 3,386,300.81

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	Education Fund	1,796,383.01	95.00	647,325.49	2,443,803.50
20	Operations & Maintenance Fund	113,994.95	0.00	185,064.28	299,059.23
30	Debt Service Fund	0.00	0.00	163,322.44	163,322.44
40	Transportation Fund	575.82	0.00	135,779.70	136,355.52
50	Social Security/Medicare Fund	87,587.88	0.00	0.00	87,587.88
51	Ill Municipal Retirement Fund	66,902.48	0.00	11,071.14	77,973.62
60	Capital Projects Fund	0.00	0.00	178,198.62	178,198.62
*** Fund Summary Totals ***		2,065,444.14	95.00	1,320,761.67	3,386,300.81

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

Glen Ellyn School District 41
Summary of Bills and Payroll
September 2026

Fund	Expenditures	Payroll	Total Expenditures
Education	$ 680,824	$ 4,111,980	$4,792,803
Operations & Maintenance	248,897	243,919	492,816
Debt Service	-	-	-
Transportation	(6,980)	941	(6,039)
Social Security	-	87,588	87,588
IMRF	-	66,903	66,903
Capital Projects	153,554	-	153,554
Working Cash	-	-	-
Tort	-	-	-
TOTAL	**$ 1,076,296**	**$ 4,511,330**	**5,587,626**

Glen Ellyn School District 41
Treasurer's Report - Statement of Cash & Investments
Sep-26

FUND	***Cash & Investment Balance**	*Revenues*	Revenues	*Expenditures*	Expenditures	Transfers & Adjustments	***Cash & Investment Balance**	*Investments at Cost (Information Only)*
	FY27 Beginning Balance	*September*	July - June	*September*	July - June	YTD	9/30/2026	
Education	*$46,196,697*	*$23,246,981*	*$25,812,865*	*$4,792,803*	*$9,786,056*	($1,149,928)	$61,073,578	*$22,408,000*
Operations and Maintenance	*($2,684,500)*	*$1,012,337*	*$1,262,247*	*$492,816*	*$1,729,227*	$19	($3,151,460)	*$0*
Debt Service	*$1,202,596*	*$767,558*	*$806,755*		*$437,574*	$0	$1,571,777	*$0*
Transportation	*$968,753*	*$2,005,004*	*$2,063,992*	*($6,039)*	*$374,676*	($660)	$2,657,410	*$0*
Social Security	*$2,488,662*	*$635,244*	*$680,448*	*$87,588*	*$171,741*	$0	$2,997,369	*$0*
IMRF	*$1,959,699*	*$329,921*	*$357,865*	*$66,903*	*$150,698*	$0	$2,166,866	*$0*
Capital Projects	*$3,402,043*	*$2,949*	*$17,315*	*$153,554*	*$2,247,541*	$0	$1,171,817	*$0*
Working Cash	*$769,053*	*$2,806*	*$8,357*	*$0*	*$0*	$0	$777,411	*$0*
Tort	*$28,740*	*$925*	*$1,168*	*$0*	*$0*	$0	$29,908	*$0*
Totals	*$54,331,744*	*$28,003,725*	$31,011,012	*$5,587,626*	$14,897,513	($1,150,569)	$69,294,675	*$22,408,000*

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

MEETING MINUTES
MONDAY, SEPTEMBER 21, 2026
6:30 PM
HADLEY JR. HIGH SCHOOL
240 HAWTHORNE BLVD, GLEN ELLYN, IL

Call to Order
The September 21, 2026 regular Board meeting was called to order at 6:30 p.m.

Roll Call
The following Board members were in attendance: Katie LaDow, Amy Becker, Jason Loebach, Ted Estes, Dr. Chris Martelli, and Dr. Robert Bruno. Julie Hill was absent.

Also in Attendance: Superintendent Dr. Jeff McHugh, Assistant Superintendent for Human Resources Dr. David Bruno, Assistant Superintendent for Finance, Facilities and Operations Eric DePorter, Assistant Superintendent for Teaching, Learning, & Accountability Dr. Kristin Williams, Executive Director of Student Services Molly Victor, Executive Director of Buildings and Grounds Dave Scarmardo, Chief Communications Officer Erika Krehbiel, Director of Language Services Dee Neukirch, and Director of Instructional Technology and Innovation Faisal Baig.

Public Hearing on the E-Learning Plan
Dr. Robert Bruno called the meeting to order at 6:31 p.m. and noted that Illinois School Code allows the use of e-learning days related to emergency days with an approach to engage students and maintain continuity of teaching and learning on days that would have otherwise been lost to emergency school closures. Prior to the adoption, the Board must hold a public hearing for approval of the district e-learning program. He noted that the legal notice for the public hearing was published in Glen Ellyn Suburban Life on September 4, 2026 and to date no public input has been received.

No public comment was made.

The public hearing on the E-Learning Plan was closed at 6:34 pm

Public Hearing on the 2026-2027 Budget
The public hearing on the 2026-2027 Budget came to order at 6:34 p.m. Dr. Robert Bruno noted that the 2026-2027 FY budget budget had been on file and conveniently available for public inspection beginning August 18, 2026. To date, the District had not received any verbal or written comments.

No public comment was made.

The public hearing on the 2026-2027 Fiscal Year budget was closed at 6:35 pm

Celebration
New Staff Recognition: Dr. David Bruno introduced the new staff members in attendance. He shared that the new staff members have been busy with onboarding activities, building connections, and becoming familiar with District 41. They participated in the district's Welcome Back program in August, each sharing their "one word" for the year. New staff members shared their experiences and impressions from the first few weeks of school.

Presentations

Glenbard West Update: Dr. McHugh introduced Glenbard West High School principal Ben Peterselli. Mr. Peterselli provided the Board with an update on Glenbard West High School, highlighting the strong partnership between Districts 41 and 87 and their shared commitment to communication, collaboration, and continuous growth. He reviewed Glenbard 87's guiding values, Profile of a Graduate, and Profile of an Educator, all of which emphasize the importance of balancing aspirations for student growth with measurable academic outcomes. He also highlighted areas where former Hadley students are excelling at Glenbard West, including math achievement, ACT performance, and dual-credit participation.

Board members thanked Mr. Peterselli for his report and discussed the importance of continued collaboration between the districts, particularly in supporting student transitions. Additional discussion focused on the balanced and responsible use of technology, evolving approaches to artificial intelligence, and the importance of developing essential life skills such as communication, emotional intelligence, and collaboration. Mr. Peterselli noted that while academic success can be measured through data, student growth and progress toward the Profile of a Graduate are also reflected in meaningful ways beyond traditional performance measures.

Public Participation

No public comments were submitted.

Reports

Superintendent's Report: Dr. McHugh reported on the following:

- Strategic Plan Update: Work continues with the consultants at scheduling focus groups, developing and deploying surveys and committee development.
- Instructional Technology: Dr. Williams and Mr. Baig are organizing the details for the Instructional Technology Committee to establish shared beliefs about technology use, including when it is appropriate and which tools best support learning.
- Special Education: Mrs. Victor continues to collaborate with staff and families to monitor the rollout of new programming and establish parent groups.
- Superintendent Councils: The Community Council met for their first meeting and Dr. McHugh shared that the plans are being finalized for the Student Council, which will include students in grades 5–7 alongside the Student Board members.
- Administrator and Teacher Salary and Benefits Report for 2025-2026 School Year & IMRF Employees over $75,000 for the 2026-2027 School Year: Dr. McHugh announced that the Administrator and Teacher Salary Report and the IMRF Employees report were both posted on the website as required by Illinois state statute.
- Dr. McHugh provided a recap of State Superintendent Tony Sanders's September 11 visit to District 41. Dr. Sanders visited the Kindergarten Center and Hadley Jr. High. Assistant Principal Angelica Love coordinated the visit for Hadley, which featured student-led tours and opportunities for students to share their experiences.

Board Reports

- Dr. Robert Bruno shared Mrs. Hill's report in her absence.
- Mr. Loebach reported on his attendance at the first SEFSA meeting
- Mrs. LaDow reported on her attendance at the PTA Council and PEP meetings
- Mr. Estes reported on his attendance at the Hadley PTA meeting.

Discussion

Intergovernmental Agreement with Village of Glen Ellyn - Reciprocal Reporting: Dr. McHugh shared that the District is required by law to maintain an intergovernmental agreement with the Village/Police Department, noting that this IGA supports school safety by establishing a lawful framework for the two-way sharing of certain information involving students, suspicious activity, and incidents occurring at school or involving students. The District has maintained an IGA with the Village since 2013, however changes to Illinois law in recent years necessitate updates to the agreement to ensure continued compliance with current legal requirements. The revised IGA was prepared collaboratively by legal counsel for the District and the Village.

Board Policy Revisions: The School Board policy manuals require regular updates to remain aligned with evolving laws, regulations, and societal expectations. Last year, the District transitioned the Policy Library to the PRESS Plus model aligning processes. The proposed updates are reviewed by district staff, administration, and reviewed with the Board Policy Committee earlier this month. Policy revisions presented today will be adopted at the October 19, 2026 Board meeting. The full report can be found here.

Approve Red Rover Hiring Software: For over 13 years, the District has utilized Frontline Recruiting & Hiring as its applicant tracking system. Over the past four years, the District has experienced a decline in customer service and support from Frontline, including longer resolution times for identified issues. The Human Resources department has identified Red Rover Hiring as a more modern, efficient, and user-friendly solution to better support the District's recruitment and hiring needs. Compared to the current Frontline system, Red Rover offers enhanced features, including customizable workflows, real-time applicant tracking, mobile-friendly applications, video interviewing, and a more seamless transition to onboarding. Designed specifically for K–12 school districts, Red Rover builds on the District's positive experience with its Absence Management system, which has been in place since 2023.

Administration is recommending an agreement with Red Rover which includes an annual subscription cost of $9,850 and a one-time implementation fee of $2,750. Once approved, the District will begin an eight-week implementation period, operating both systems concurrently to allow for testing, training, and a smooth transition. Red Rover Hiring would officially launch on January 1, 2027, with ongoing technical support provided. The District has adjusted its Frontline billing schedule to accommodate the transition. This item was presented for discussion, with administration planning to bring the recommendation to the Board for consideration on October 19, 2026. The report can be found here.

2026-2029 District 41 E-Learning Plan: School districts are required to renew their e-Learning plans every three years. The administration collaborated with Glen Ellyn Education Association (GEEA) and notified parents of the proposed plan. Dr. McHugh reviewed the plan with the Board and explained that its approval does not commit the District to using e-Learning days but provides the option to do so when appropriate. Once approved, the plan will remain in effect for three years and will be reviewed annually by the administration and the Regional Office of Education (ROE). Last month, the Board and Administration discussed details of the plan and decided to make some minor adjustments based on those conversations. Dr. Williams provided context of what was changed and how e-learning would look like in application and practice. The Board will take action on the plan later in the meeting.

Action Items

Consent Agenda: Mr. Estes requested the Donation report be pulled from the consent agenda to be considered separately.

Board members Loebach motioned and Becker seconded to approve the consent agenda which included the:

- Employment recommendations, internal transfers, and resignations as noted on the personnel report
- Disposal of Surplus Property
- Investment Schedule
- Monthly Revenue/Expenditure Summary Report
- School District Payment Order
- Summary of Bills and Payroll
- Treasurer's Report
- Board Meeting Minutes of August 17, 2026 and the open and closed meeting minutes of August 29, 2026
- PRESS Plus Policy updates for immediate action as presented

Aye: Estes, Martelli, Becker, Loebach, LaDow and Bruno
Nay: None
Absent: Hill
Motion passed

Recommendations

Donation Report: *Board members Estes motioned and Loebach seconded to approve the Donation report as presented.*
Mr. Estes thanked the organizations noted for their very generous donations.

Aye: Estes, Martelli, Becker, Loebach, LaDow and Bruno
Nay: None
Absent: Hill
Motion passed

Approve Memorandum of Understanding with GEEA - Elearning Plan: Dr. Robert Bruno noted that as part of the eLearning Plan, the administration and the Glen Ellyn Education Association collaborated to establish a Memorandum of Understanding and the District appreciates GEEA's continued collaboration and shared commitment to supporting our students, staff, and school community. This MOU will remain in effect for the duration of the eLearning Plan and the current GEEA collective bargaining agreement.

Board members Loebach motioned and Becker seconded to approve the Memorandum of Understanding with GEEA - Elearning Plan as presented.

Aye: Estes, Martelli, Becker, Loebach, LaDow and Bruno
Nay: None
Absent: Hill
Motion passed

2026-2029 District 41 E-Learning Plan: *Board members Loebach motioned and Becker seconded to renew and approve the elearning plan presented for implementation district-wide in accordance with relevant statutes and/or regulatory action(s)/guidance*.

Aye: Estes, Martelli, Becker, Loebach, LaDow and Bruno
Nay: None
Absent: Hill
Motion passed

Approve 2026-2027 FY Budget: *Board members Loebach motioned and Becker seconded to approve the 2025-2026 fiscal year budget as presented.*

Aye: Estes, Martelli, Becker, Loebach, LaDow and Bruno
Nay: None
Absent: Hill
Motion passed

Approve Resolution to Regulate Expense Reimbursements:The Board regulates the reimbursement of District travel, meal, and lodging expenses through an adopted resolution. As part of the annual budget process, or at any other time when an adjustment is necessary, the Superintendent will recommend maximum allowable reimbursement amounts for Board consideration and inclusion in the resolution or ordinance.

Board members Loebach motioned and Becker seconded to approve the Resolution to Regulate Expense Reimbursements, pursuant to section 2:125 of Board Policy as presented.

Aye: Estes, Martelli, Becker, Loebach, LaDow and Bruno
Nay: None
Absent: Hill
Motion passed

Authorization to Prepare the 2027-2028 Budget: *Board members Loebach motioned and Becker seconded to approve the resolution directing the Superintendent to prepare the budget for the fiscal year 2027-2028 as presented.*

Aye: Estes, Martelli, Becker, Loebach, LaDow and Bruno
Nay: None
Absent: Hill
Motion passed

Intergovernmental Agreement with Village of Glen Ellyn - Reciprocal Reporting: *Board members Loebach motioned and Becker seconded to approve the Reciprocal Reporting Intergovernmental Agreement with the Village of Glen Ellyn as presented.*

Aye: Estes, Martelli, Becker, Loebach, LaDow and Bruno
Nay: None
Absent: Hill
Motion passed

Other/Board Governance - Learning Together

- **PTA Meetings:** Board members reaffirmed the value of attending local and district PTA meetings as an opportunity to build relationships, strengthen communication, and stay connected with school communities. The Board discussed the Board's role and purpose at these meetings, including sharing district updates, listening to feedback, and directing questions to appropriate staff. Members appreciated the practice of rotating attendance and supporting one another, and suggested receiving meeting agendas in advance to help prepare for meaningful participation.
- **Special Workshop Meeting Follow Up:** Board members reported on the outcomes of their special workshop meeting held last month. They noted that they discussed potential monitoring approaches once the Strategic Plan goals are established, identifying priorities for measuring progress. Members also reviewed the Board/Superintendent Expectations and reached consensus on updating them, with particular attention to the impact of work demands on staff.
- **Board Book Study:** The reviewed the anticipated structure for the Committee of the Whole meeting in October.

Student Success Highlights from the Meeting

At last month's meeting, the Board agreed to conclude each meeting with a reflection on how its discussions and actions contribute to positive outcomes for students.

Mrs. LaDow shared several highlights from the meeting, expressing appreciation for Mr. Peterselli's presentation, which provided insight into ongoing initiatives and future priorities. She also noted the value of the opportunity to meet and hear from new staff members. Mrs. LaDow concluded by recognizing the importance of Dr. McHugh and other Cabinet members visiting classrooms, noting that their presence strengthens connections with staff and supports positive experiences for students.

Upcoming Meetings

- Monday, October 5, 2026, Committee of the Whole, 6:30 p.m., Hadley Jr. High School
- Monday, October 19, 2026, Regular Meeting, 6:30 p.m., Hadley Jr. High School

Adjourn to Closed Session

Board members Loebach motioned and Becker seconded to adjourn to closed session to confidentially discuss section 2(c) 1 The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors, or specific volunteers of the District or legal counsel for the District and 2(c),10 The placement of individual students in special education programs and other matters relating to individual student, 2(c) 11

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

Return to Open Session
The Board returned to open session at 8:34 p.m.

Adjournment
At 8:35 p.m. Board members Loebach motioned and Becker seconded to adjourn the September 21, 2026 regular meeting. Approved by unanimous vote.

Respectfully submitted,

Nancy Mogk
Board Recording Secretary

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Robert Bruno, Board President Julie Hill, Board Secretary

Approved October 19, 2026

Committee of the Whole Meeting Minutes
October 5, 2026

Hadley Jr. High School
Minutes

Call to Order
The October 5, 2026 Committee of the Whole meeting was called to order at 6:32 p.m.

Roll Call
The following Board members were in attendance: Amy Becker, Ted Estes, Katie LaDow, Julie Hill, Dr. Chris Martelli, Jason Loebach and Dr. Robert Bruno.

Also in Attendance: Assistant Superintendent of Human Resources Dr. David Bruno, Assistant Superintendent of Finance, Facilities and Operations Eric DePorter, Assistant Superintendent of Teaching, Learning and Accountability Kristin Williams, Executive Director of Student Services Molly Victor, Chief Communications Officer Erika Krehbiel, Executive Director of Buildings and Grounds Dave Scarmardo, and Director of Innovation and Technology Faisal Baig, Hadley Principal Dr. Rebecca Gabrenya, Hadley Assistant Principal Bob Guzzetti, Abraham Lincoln Assistant Principal Brian Schremp, Ben Franklin Assistant Principal Jamie Westergaard, and Forest Glen Assistant Principal Sarah Taitel.

Board Book Discussion: *The Digital Delusion,* by Jared Cooney Horvath
Dr. McHugh facilitated a discussion with Board members, staff, and community participants centered on *The Digital Delusion,* by Jared Cooney Horvath. He invited participants to reflect on what resonated most with them and how it might apply in today's educational structures. Participants engaged in group discussions noting their perspectives on concerns, hopes and questions. The feedback pointed toward a shared desire for a more intentional, balanced, transparent, and evidence-based approach to instructional technology. Participants were not broadly rejecting technology; rather, they questioned when technology improves learning, when it does not, how much is appropriate, and how its effectiveness should be measured. A recurring theme was that technology should serve educational goals rather than become the goal itself. Participants expressed an interest in having students retain opportunities for handwriting, conversation, creativity, critical thinking, problem solving, boredom, frustration, and other productive learning experiences. There also was a recognition that students need technology skills for their future and that technology can provide meaningful benefits when used purposefully.

At the conclusion of the discussion, Dr. McHugh noted these discussions were just beginning and there will be opportunity for ongoing collaboration and communication. This includes engaging teachers in the process and using their daily experiences to inform decisions. Participants expressed an interest in understanding the technology usage data, evaluating the effectiveness of existing platforms, and identifying which resources support teaching and learning meaningfully. Dr. Williams noted that improvement through coaching, professional learning, and refining instructional practices will remain a priority. The conversation also underscored the importance of building awareness of current technology capabilities, including

Chromebooks and AI, while ensuring transparency and engagement with staff, labor representatives, and the broader community.

Public Participation
No public comment was presented.

Adjournment
At 7:48 p.m. Board members Loebach motioned and Becker seconded to adjourn the October 5, 2026 Committee of the Whole meeting. Motion carried by unanimous voice vote.

Respectfully submitted,

Nancy Mogk, Board Recording Secretary

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Bob Bruno, Board President Julie Hill, Board Secretary

Approved: October 19, 2026

Board Report

Date: **October 19, 2026**
Title: **Board Policy Revision Adoption**
Submitted by: **Dr. Jeff McHugh, Superintendent**

Strategic Priority Goal 2: Nurture a Culture of Belonging: District 41 will provide a culture of belonging where every student, staff member and family feeds valued, respected, and connected.

Strategic Priority Goal 4: Strengthen Community Connections: District 41 will strengthen community connections and partnerships through engagement in all five communities District 41 serves.

Background: School Board policy manuals require regular updates to remain aligned with evolving laws, regulations, and societal expectations. Last year, the District transitioned the Policy Library to the PRESS Plus model aligning processes.

Discussion: Proposed updates are reviewed by district staff, administration, and reviewed with the Board Policy Committee earlier this month. Policy revisions were presented on September 21, 2026 for an initial review.

Issue 220

- **Immigration:** Illinois enacted new laws strengthening protections for students regardless of immigration or citizenship status. Districts must adopt policies and procedures for handling agency and law enforcement requests at schools, including documentation requirements, while counseling services must be available to all students regardless of citizenship status.
- **District Operations and Safety:** These changes address new website posting and financial reporting requirements, restrictions involving certain financial institutions and emergency service contracts, and updated building standards. Student-related changes include protections against penalties for unpaid fees and a future requirement for seat belts on newly purchased school buses. Safety measures require immediate law enforcement notification of reported threats of gun violence, enhanced training for substitute personnel, and development of hazardous substance release procedures. Districts must also update threat assessment procedures based on forthcoming state guidance and use updated terminology related to child sexual abuse material. Additional changes address school indoor air quality resources.
- **Personnel:** Teacher and administrator evaluations are no longer required to include student growth as a significant factor, while districts have access to a state-developed resource to meet racism-free workplace training requirements. Employee protections were expanded to include paid break time for expressing breast milk, certain concerted activities, participation in military funeral honors, and the use of employer-issued equipment to document violence. Changes also update terminology and definitions related to child sexual abuse and grooming. New provisions allow for short-term teacher credentials. Additionally, specific minimum training-hour requirements were removed for employees designated to handle certain student complaints.

Issue 121

- **OMA & FOIA**: Updates to open meetings and public records requirements, including allowing for remote attendance and prohibiting Board meetings on election days, as well as establishing new requirements for emailed public records requests and verification of requesters when necessary.
- **Personnel:** New employee protections address federal immigration-related document discrepancies and establish unpaid leave for employees whose child is receiving care in a neonatal intensive care

unit. Districts should consult legal counsel when responding to federal "no match" letters to ensure compliance with applicable requirements.

- **School Code Article 27 Reorganization:** Many provisions in Article 27 of the School Code, which addresses instruction. Many items affected by P.A. 104-391 were updated in PRESS Issue 120, but due to the sheer volume of materials impacted, we continue to update materials in this issue.
- **Title I Parent and Family Engagement:** Districts receiving Title I funds must maintain written parent and family engagement policies and plans developed jointly with families of participating students. Updates align with revised federal guidance and state terminology. For FY 2027 compliance, certain districts will need to submit their adopted Title I policy and both district- and school-level engagement plans to the state.

Issue 122

- **Teaching About Religions and Controversial Issues:** Updated guidance addressing constitutionally protected prayer and religious expression in public schools.
- **Equal Access Act:** Guidance on student-led, noncurricular groups and their free use of school facilities has been updated to clarify which groups qualify and the conditions they must follow. Related policies and application materials were also revised to reflect recent court decisions and ensure consistency.
- **Five-Year Reviews:** Quality assurance review.
- **Miscellaneous:** Materials are updated due to legislation, administrative rule, and/or continuous improvement changes, including subscriber feedback.

Other: Summary of presented policies attached.

Recommendation: The administration recommends the Board approve and adopt the revisions as outlined.

Policy Revision Summary
September 21, 2026

Issue	Policy #	Title of Policy	PRESS Subheading
120	2:120	Board Member Development	Personnel
121	2:140-E	Guidance for Board Member Communications, Including Email Use	OMA and FOIA
120	2:150	Committees	Student Behavior, Mental Health and Attendance
121	2:200	Types of Board of Education Meetings	OMA and FOIA
121	2:250	Access to District Public Records	OMA and FOIA
121	2:260	Uniform Grievance Procedure	School Code Article 27 Reorganization
120	4:30	Revenue and Investments	District Operations and Safety
120	4:80	Accounting and Audits	District Operations and Safety
120	4:10	Fiscal and Business Management	District Operations and Safety
121	4:165	Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors	School Code Article 27 Reorganization - D41 will maintain notification.
120	5:10	Equal Employment Opportunity and Minority Recruitment	Personnel
121	5:50	Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition	School Code Article 27 Reorganization
120	5:90	Abused and Neglected Child Reporting	Personnel
122	5:240	Suspension	Five-Year Review
121	5:250	Leaves of Absence	Personnel
121	5:330	Sick Days, Vacation, Holidays, and Leaves	Personnel
120	6:40	Curriculum Development	Curriculum
120	6:60	Curriculum Content	Curriculum
121	6:65	Student Social and Emotional Development	School Code Article 27 Reorganization
122	6:70	Teaching About Religions	Teaching About Religions and Controversial Issues
120	6:130	Program for the Gifted	Curriculum
121	6:170	Title I Programs	Title I Parent and Family Engagement
122	6:190	Extracurricular and Co-Curricular Activities	Equal Access Act
120	7:70	Attendance and Truancy	Student Behavior, Mental Health and Attendance
120	7:150	Agency and Law Enforcement Requests	Immigration and Law Enforcement
120	7:180	Prevention of and Response to Bullying, Intimidation, and Harassment	Student Behavior, Mental Health and Attendance
120	7:190	Student Behavior	Student Behavior, Mental Health and Attendance
120	7:290	Suicide and Depression Awareness and Prevention	Student Behavior, Mental Health and Attendance
121	7:300	Extracurricular Athletics	Miscellaneous
122	8:70	Accommodating Individuals with Disabilities	Five-Year Review

Document Status: Draft Update

SECTION 2 - BOARD OF EDUCATION

2:120 Board Member Development

The Board of Education desires that its individual members learn, understand, and practice effective governance principles. The Board is responsible for Board 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 Board President and/or Superintendent shall provide all Board members with information regarding pertinent education 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; (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 OMA 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.~~ C1

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 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, 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 (no less than every other year) self-evaluations with the goal of continuous improvement.

New Board Member Orientation

The orientation process for newly elected or appointed Board members includes:

1. The Board President or Superintendent, or their designees, shall give each new Board member a copy of or online access to the Board Policy Manual, the Board's regular meeting minutes for the past year, and other helpful information including material describing 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.

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), 2:200 (Types of Board of Education Meetings)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated for continuous improvement. **Issue 120, October 2025**

Document Status: Draft Update - Rewritten

2:140-E Exhibit - Guidance for Board Member Communications, Including Email Use

The Open Meetings Act (OMA) requires the Board of Education to discuss District business only at a properly noticed Board meeting.[C1] 5 ILCS 120/. Other than during a Board meeting, a majority or more of a Board quorum may not engage in contemporaneous interactive communication, whether in person or electronically, to discuss District business. This guidance assumes a Board has seven members and covers issues arising from Board policy 2:140*, Communications To and From the Board*.

Note: *Public records* stored by board members on personal devices (i.e., texts) or personal email accounts pose significant logistical and administrative challenges for public record preservation and certain FOIA requests. It is therefore a best practice for board members to utilize District-issued devices or District-issued email addresses for electronic communications that qualify as public records under the Freedom of Information Act (FOIA) or the Local Records Act (LRA). For that reason, the examples in this guidance focus primarily on board member email use and District-issued devices.

Communications Between or Among Board Members and/or the Superintendent Outside of a Properly Noticed Board Meeting

1. The Superintendent or designee is permitted to email information to Board members. For example, the Superintendent may email Board meeting agendas and supporting information to Board members. When responding to a single Board member's request, the Superintendent should copy all other Board members and include a do not reply all/forward alert to the group, such as: **"BOARD MEMBER ALERT: This email is in response to a request. Do not reply or forward to the group but only to the sender.**" Alternatively, the Superintendent may blind carbon copy (bcc) all other board members (preventing them from replying to all) and include a similar alert to the group, such as: **"BOARD MEMBER ALERT: This email is in response to a request. To prevent replies or forwards to the group, all board members are blind carbon copied on this email. Only reply to the sender."**
2. Board members are permitted to discuss any topic other than District business with each other, whether in person or by telephone, email, text, or other electronic means, regardless of the number of members participating in the discussion. For example,

they may discuss sports, work, or current events.

3. Board members are permitted to provide information to each other, whether in person or by telephone, email, text, or other electronic means, that relates to District business but is non-deliberative and non-substantive. Examples of this type of communication include scheduling meetings and confirming receipt of information.
4. A Board member is not permitted to discuss District business with more than one other Board member at a time, whether in person or by telephone, email, text, or other electronic means. Stated another way, a Board member may discuss District business in person or by telephone, email, text, or other electronic means with only one other Board member at a time.
5. A Board member should not facilitate interactive communication by discussing District business in a series of visits with, or telephone calls, emails, texts, or other electronic communications to, Board members individually.
6. A Board member should include a do not reply all/forward alert when emailing a message concerning District business to more than one other Board member. The following is an example of such an alert: "**BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not reply to it or forward it to any other individual.**" Alternatively, the board member may bcc the other board members and include a similar alert to the other board members, such as **"BOARD MEMBER ALERT: This email is not for interactive discussion purposes. To prevent replies or forwards to the group, all board members are blind carbon copied on this email. The recipient should not reply to it or forward it to another individual."**
7. Board members should not forward email received from another Board member.

<u>When Must the Electronic Communications Sent or Received by Individual Board Members Be Disclosed Pursuant to a Freedom of Information Act (FOIA) Request?</u>

An electronic communication must be disclosed if it is a public record as defined by FOIA, unless a specific exemption applies. A *public record* is any recorded information "pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of any public body." 5 ILCS 140/2, amended by P.A. 104-438. Public records do not include *junk mail*. Junk mail includes unsolicited commercial electronic communications sent to the District that it does not respond to. <u>Id</u>. Email or other electronic communications sent or received by an individual Board member may be, depending on the content and circumstances, subject to disclosure as a public record (unless a FOIA exemption is applicable).

If a Board member uses a District-provided device or email address to discuss public business, the electronic communication is subject to disclosure under FOIA, barring an

applicable exemption. If a Board member uses a private device and email address, the communication is subject to FOIA if it satisfies this test:

> **First**, the communication pertains to the transaction of public business, and
>
> **Second**, the communication was: (1) prepared by a public body, (2) prepared for a public body, (3) used by a public body, (4) received by a public body, (5) possessed by a public body, and/or (6) controlled by a public body.

This test is from the appellate court decision in City of Champaign v. Madigan, 992 N.E.2d 629 (Ill. App. Ct. 2013).

The following examples describe FOIA's treatment of electronic communications:

1. If an electronic communication does not pertain to public business, it is not a public record and is not subject to a FOIA request.
2. An electronic communication pertaining to public business that is:
    a. Sent and/or received by an individual Board member using a personal electronic device and personal email address while he or she is at home or work would not be a public record. Individual Board members, alone, cannot conduct school District business. As stated earlier, emails among a majority or more of a Board-quorum violate OMA and, thus, are subject to disclosure during proceedings to enforce OMA.
    b. Sent and/or received by an individual Board member on a District-issued device or District-issued email address **will be a public record** and subject to FOIA. The electronic communication is under the control of the District.
    c. Received by an individual Board member on a personal electronic device and then forwarded by the Board member to a District-owned device or server **will be a public record** and subject to FOIA. The electronic communication is under the control of the District.
    d. Received by an individual Board member using a personal electronic device and personal email address, and then forwarded by the Board member to enough members to constitute a majority or more of a Board-quorum **will be a public record** and subject to FOIA. The electronic communication is in the District's possession.
    e. Either sent to or from a Board member's personal electronic device during a Board meeting **will be a public record** and subject to FOIA. The electronic communication is in the District's possession because Board members were functioning collectively as a public body.

The District's Freedom of Information Officer and/or Board Attorney will help determine whether a specific communication must be disclosed pursuant to a FOIA request.

When Must Electronic Communications Be Retained?

Electronic communications that qualify under FOIA as *public records* will need to be stored pursuant to the Local Records Act (LRA), only if it is evidence of the District's organization, function, policies, procedures, or activities or contains informational data appropriate for preservation. 50 ILCS 205/. An example is any email from a Board officer concerning a decision made in his or her capacity as an officer. If a Board member uses his or her personal email, he or she must copy this type of email to the appropriate District office where it will be stored. If made available, Board members should use their email accounts provided by the District, and the District will automatically store the official record messages. The District will delete these official record messages as provided in an applicable, approved **retention schedule**. Of course, email pertaining to public business that is sent or received by a Board Member using a District-issued device or email address will be subject to FOIA, even if the email does not need to be retained under the LRA.

Important: Do not destroy any electronic communication concerning a topic that is being litigated without obtaining the Board Attorney's direction. In federal lawsuits, there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally advise their clients at the beginning of a legal proceeding that they must not destroy any electronic records that might be relevant. This is referred to as a *litigation hold*. For more discussion of a litigation hold, see administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. In addition, any person who knowingly with the intent to defraud any party destroys, removes, or conceals any public record commits a Class 4 felony. 50 ILCS 205/4.

PRESSPlus Comments

C1. Rewritten for PRESS Plus in response to the Freedom of Information Act (FOIA), 5 ILCS 140/2, amended by P.A. 104-438, excluding *junk mail* from the definition of *public record*, and for continuous improvement. This exhibit is not a substitute for legal advice. Use it after having a discussion with the board attorney. A redlined version showing the changes made is available at PRESS Online by logging in at www.iasb.com. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 2 - BOARD OF EDUCATION

2:150 Committees

The Board of Education may establish committees to assist with the Board's governance function and, in some situations, to comply with State law requirements. These committees are known as Board committees and report directly to the Board. Committee members may include both Board members and non-Board members depending on the committee's purpose. The Board President makes all Board committee appointments unless specifically stated otherwise. Board committee meetings shall comply with the Open Meetings Act.A Board committee may not take final action on behalf of the Board - it may only make recommendations to the Board.

Special Board Committees

A special committee may be created for specific purposes or to investigate special issues. A special committee is automatically dissolved after presenting its final report to the Board or at the Board's discretion.

Standing Board Committees

A standing committee is created for an indefinite term although its members will fluctuate. Standing committees are:

1. Board Policy Committee. This committee researches policy issues, and provides information and recommendations to the Board.
2. Parent-Teacher Advisory Committee. This committee assists in the development of student behavior policy and procedure, and provides information and recommendations to the Board. Its members are parents/guardians and teachers, and may include persons whose expertise or experience is needed. The committee reviews such issues as administering medication in the schools, reciprocal reporting between the School District and local law enforcement agencies regarding criminal and civil[C1] offenses committed by students, student discipline, disruptive classroom behavior, school bus safety procedures, and the dissemination of student conduct information.
3. Behavioral Interventions Committee. This committee develops and monitors procedures for using behavioral interventions in accordance with Board policy

7:230, *Misconduct by Students with Disabilities*, and provides information and recommendations to the Board. At the Board President's discretion, the Parent-Teacher Advisory Committee shall perform the duties assigned to the Behavioral Interventions Committee.

4. Board Finance Committee. This committee reviews overall District finances, including the budget, tax levy, and audit.

Nothing in this policy limits the authority of the Superintendent or designee to create and use committees that report to him or her or to other staff members.

LEGAL REF.:

5 ILCS 120/, Open Meetings Act.

105 ILCS 5/10-20.14 and 5/14-8.05.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of Board of Education Meetings), 2:240 (Board Policy Development), 7:190 (Student Behavior), 7:230 (Misconduct by Students with Disabilities)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated in response to 105 ILCS 5/10-20.14, amended by P.A. 104-430. **Issue 120, October 2025**

Document Status: Draft Update

SECTION 2 - BOARD OF EDUCATION

2:220 Board of Education Meeting Procedure

Agenda

The Board of Education President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. Any Board member may submit suggested agenda items to the Board President for his or her consideration for an upcoming meeting. District residents may suggest inclusions for the agenda.[Q1] The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of Board of Education Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes is rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote[Q2] shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

Minutes

The Board Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary. The minutes include:

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted *yea* and *nay*;
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;
7. A record of all motions, including individuals making and seconding motions;
8. Upon request by a Board member, a record of how he or she voted on a particular motion; and
9. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

Every six months, or as soon after as is practicable, in an open meeting, the Board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) determines which, if any, no longer require confidential treatment and are available for public inspection. This is also referred to as a *semi-annual review*. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release, but it reports its determination in open session.

The Board's meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within 10 days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District's administrative offices or their official storage location, and (2) in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District's administrative offices or their official storage location except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within ten days after the Board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained within the District's administrative offices or their official storage location.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, (3) a family or other emergency, or (4) unexpected childcare obligations, or (5) performance of *active military duty* as a *service member*.[C1] If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

No Physical Presence of Quorum and Participation by Audio or Video; Disaster Declaration

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. The Board President or, if the office is vacant or the President is absent or unable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration; if neither the President nor Vice President are present or able to perform this determination, the Superintendent shall serve as the duly authorized designee for purposes of making this determination. The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes, and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum.

Rules of Order

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use the most recent edition of Robert's Rules of Order Newly Revised, as a guide when

a question arises concerning procedure.

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.:

5 ILCS 120/2a, 120/2.02, 120/2.05, 120/2.06, and 120/7, Open Meetings Act.

105 ILCS 5/10-6, 5/10-7, 5/10-12, and 5/10-16.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:200 (Types of Board of Education Meetings), 2:210 (Organizational Board of Education Meeting), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/7(a), amended by P.A. 104-438. OMA borrows the definition for *active military duty* from the Service Member Employment and Reemployment Act, 330 ILCS 61/1-10. 5 ILCS 120/7(a), amended by P.A. 104-438. It means any full-time military service regardless of length or voluntariness, including, but not limited to, annual training, full-time National Guard Duty, and State active duty. 330 ILCS 61/1-10. *Service member* means a resident of Illinois who is a member of any component of the U.S. Armed Forces or the National Guard of any state, D.C., a commonwealth, or territory of the U.S. **Issue 121, March 2026**

Questions

Q1. The Board may restrict addition of discussion items suggested by District residents to the agenda to the beginning of a regular meeting and/or upon unanimous approval of those board members present.

Does the Board want to add restrictions regarding addition of discussion items suggested by District residents to the agenda?

Options

☑ No (Default)

☐ Yes, restrict to the beginning of a regular meeting. (IASB will add the following sentence: Discussion items suggested by District residents may be added to the agenda at the beginning of a regular meeting.)

☐ Yes, restrict to upon unanimous approval of those board members present. (IASB will add the following sentence: Discussion items suggested by District residents may be added to the agenda upon unanimous approval of those Board members present.)

☐ Yes, restrict to the beginning of a regular meeting upon unanimous approval of those board members present. (IASB will add the following sentence: Discussion items suggested by District residents may be added to the agenda at the beginning of a regular meeting upon unanimous approval of those Board members present.)

Q2. Does the Board take a roll call vote on *all* action items?

Options

☑ No (Default)

☐ Yes (IASB will replace this paragraph with the following sentence: The Board shall take a roll call vote on all matters requiring its action, including but not limited to, all questions involving the expenditure of money and all questions involving the closing of a meeting to the public.)

Document Status: Draft Update

SECTION 2 - BOARD OF EDUCATION

2:250 Access to District Public Records

Full access to the District's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response.

Freedom of Information Officer

The Superintendent shall appoint an employee, who may be himself or herself, to serve as the District's Freedom of Information Officer. That appointee assumes all the duties and powers of that office as provided in FOIA and this policy.

Definition

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary material pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District. The District's public records do not include *junk mail*.[C1]

Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. Email requests must include the entirety of the request within the body of the email and not as an attachment or hyperlink.[C2] The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying of a public record to the District's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; or
3. Complying with the request would be unduly burdensome;.
4. The request would require the District to open electronically attached files or hyperlinks to view or access details of a request. In that case, the requester shall be notified within five business days that the entirety of the electronic request must appear within the body of the electronic submission; or
5. The District has a reasonable belief that the request was not submitted by a person, and the requester fails to verify orally or in writing that they are a person within 30 days of the District's request for such verification.C3

Within five business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to five business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period.

The time periods are extended for responding to requests for records made for a *commercial purpose*, requests by a *recurrent requester*, or *voluminous requests*, as those terms are defined in Section 2 of FOIA. The time periods for responding to those requests are governed by Sections 3.1, 3.2, and 3.6 of FOIA.

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

Fees

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a *commercial purpose* and

fees, costs, and personnel hours in connection with responding to a *voluminous request*.

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a *voluminous request*, as defined in FOIA.

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it.

Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record. The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable to reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy.

Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the Board of Education or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

LEGAL REF.:

5 ILCS 140/, Illinois Freedom of Information Act.

50 ILCS 205/, Local Records Act.

105 ILCS 5/10-16 and 5/24A-7.1.

820 ILCS 40/11, Personnel Record Review Act.

820 ILCS 130/5, Prevailing Wage Act.

CROSS REF.: 2:140 (Communications To and From the Board), 5:150 (Personnel Records), 7:340 (Student Records)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated in response to the Freedom of Information Act (FOIA), 5 ILCS 140/2, amended by P.A 104-438. *Junk mail* means any unsolicited commercial mail or commercial electronic communication sent to a district and not responded to by a district. **Issue 121, March 2026**

C2. Updated in response to FOIA, 5 ILCS 140/3(c), amended by P.A. 104-438. **Issue 121, March 2026**

C3. Updated in response to FOIA, 5 ILCS 140/3(j), added by P.A. 104-438. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 2 - BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or has a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 *et seq*.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 *et seq*., excluding Title IX complaints governed by Board policy 2:265, *Title IX Grievance Procedure*
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 *et seq*.
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d *et seq*.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq*. (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)
5. Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq*. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq*. (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy

Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff *et seq*.

16. Employee Credit Privacy Act, 820 ILCS 70/

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parent(s)/guardian(s)); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager or designee shall process and review the complaint under Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

For any complaint alleging sex discrimination that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or designee shall process and review the complaint under Board policy 2:265, *Title IX Grievance Procedure*.

For any complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, in addition to any response required by this policy.

For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time from the Superintendent.

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance

with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall provide his or her written decision to the Complainant and the accused as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall provide its written decision to the Complainant and the accused, as well as to the Complaint Manager.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX.

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, each of a different gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator, Title IX Coordinator, and the Complaint Managers.

Nondiscrimination Coordinator:

David Bruno, Assistant Superintendent for Human Resources
Name

793 North Main Street, Glen Ellyn, IL 60137
Address

dbruno@d41.org
Email

630-790-6400
Telephone

Title IX Coordinator:

David Bruno, Assistant Superintendent for Human Resources
Name

793 North Main Street, Glen Ellyn, IL 60137
Address

dbruno@d41.org
Email

630-790-6400
Telephone

Complaint Managers:

Kristin Williams
~~Kristine Webster~~, Assistant Superintendent for Teaching, Learning & Accountability
Name

793 North Main Street, Glen Ellyn, IL 60137
Address

kwilliams@d41.org
~~kwebster~~@d41.org
Email

Eric DePorter, Assistant Superintendent for Finance, Facilities & Operations
Name

793 North Main Street, Glen Ellyn, IL 60137
Address

edeporter@d41.org
Email

630-790-6400 Telephone	630-790-6400 Telephone

LEGAL REF.:

8 U.S.C. §1324a *et seq*., Immigration Reform and Control Act.

20 U.S.C. §1232g, Family Education Rights Privacy Act.

20 U.S.C. §1400, The Individuals with Disabilities Education Act.

20 U.S.C. §1681 *et seq*., Title IX of the Education Amendments; 34 C.F.R. Part 106.

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §621 *et seq*., Age Discrimination in Employment Act.

29 U.S.C. §791 *et seq*., Rehabilitation Act of 1973.

29 U.S.C. §2612, Family and Medical Leave Act.

42 U.S.C. §2000d *et seq*., Title VI of the Civil Rights Act of 1964.

42 U.S.C. §2000e *et seq*., Title VII of the Civil Rights Act of 1964.

42 U.S.C. §2000ff *et seq*., Genetic Information Nondiscrimination Act.

42 U.S.C. §11431 *et seq*., McKinney-Vento Homeless Assistance Act.

42 U.S.C. §12101 *et seq*., Americans With Disabilities Act; 28 C.F.R. Part 35.

105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69, 5/10-20.75, 5/10-22.5, 5/22-19, 5/22-95 ~~(final citation pending)~~, 5/22-110, 5/24-4, and 5/27-1~~, 5/27-23.7, and 45/1-15~~.[C1]

105 ILCS 45/, Education for Homeless Children Act.

5 ILCS 415/10(a)(2), Government Severance Pay Act.

5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.

410 ILCS 513/, Ill. Genetic Information Privacy Act.

740 ILCS 174/, Whistleblower Act.

740 ILCS 175/, Ill. False Claims Act.

775 ILCS 5/, Ill. Human Rights Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 112/, Equal Pay Act of 2003.

820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill.Admin.Code Part 280.

23 Ill.Admin.Code §§1.240, 200.40, 226.50, and 226.570.

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. The Legal References are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391, and for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 4 - OPERATIONAL SERVICES

4:10 Fiscal and Business Management

The Superintendent is responsible for the School District's fiscal and business management. This responsibility includes annually preparing and presenting the District's statement of affairs to the Board of Education and publishing it byefore[C1] December 1 as required by State law.

The Superintendent shall ensure the efficient and cost-effective operation of the District's business management using computers, computer software, data management, communication systems, and electronic networks, including electronic mail, the Internet, and security systems. Each person using the District's electronic network shall complete an *Authorization for Access to the District's Electronic Network*.

Budget Planning

The District's fiscal year is from July 1 until June 30. The Superintendent shall present to the Board, no later than the first regular meeting in August, a tentative budget with appropriate explanation. This budget shall represent the culmination of an ongoing process of planning for the fiscal support needed for the District's educational program. The District's budget shall be entered upon the Ill. State Board of Education's (ISBE) *School District Budget Form*. To the extent possible, the tentative budget shall be balanced as defined by ISBE guidelines. The Superintendent shall complete a tentative deficit reduction plan if one is required by ISBE guidelines.

Preliminary Adoption Procedures

After receiving the Superintendent's proposed budget, the Board sets the date, place, and time for:

1. A public hearing on the proposed budget, and
2. The proposed budget to be available to the public for inspection.

The Board Secretary shall arrange to publish a notice in a local newspaper stating the date, place, and time of the proposed budget's availability for public inspection and the public hearing. The proposed budget shall be available for public inspection at least 30 days before the time of the budget hearing.

At the public hearing, the proposed budget shall be reviewed, including the cash reserve balance of all funds held by the District related to its operational levy and, if applicable, any obligations secured by those funds, and the public shall be invited to comment, question, or advise the Board.

Final Adoption Procedures

The Board adopts a budget before the end of the first quarter of each fiscal year, September 30, or by such alternative procedure as State law may define. To the extent possible, the budget shall be balanced as defined by ISBE; if not balanced, the Board will adopt a deficit reduction plan to balance the District's budget within three years according to ISBE requirements.

The Board adopts the budget by roll call vote. The budget resolution shall be incorporated into the meeting's official minutes. Board members' names voting *yea* and *nay* shall be recorded in the minutes.

The Superintendent or designee shall perform each of the following:

1. Post the District's final annual budget, itemized by receipts and expenditures, on the District's Internet website; notify parents/guardians that it is posted and provide the website's address.
2. File a certified copy of the budget resolution and an estimate of revenues by source anticipated to be received in the following fiscal year, certified by the District's Chief Fiscal Officer, with the County Clerk within 30 days of the budget's adoption.
3. Ensure disclosure to the public of the cash reserve balance of all funds held by the district related to its operational levy and, if applicable, any obligations secured by those funds, at the public hearing at which the Board certifies its operational levy.
4. Present a written report that includes the annual average expenditures of the District's operational funds for the previous three fiscal years at or before the board meeting at which the Board adopts its levy. In the event the District's combined cash reserve balance of its operational funds is more than 2.5 times the annual average expenditures of those funds for the previous three fiscal years, the Board will adopt and file with ISBE a reserve reduction plan by December 31.
5. Make all preparations necessary for the Board to timely file its Certificate of Tax Levy, including preparations to comply with the Truth in Taxation Act; file the Certificate of Tax Levy with the County Clerk on or before the last Tuesday in December. The Certificate lists the amount of property tax money to be provided for the various funds in the budget.
6. Submit the annual budget, a deficit reduction plan if one is required by ISBE guidelines, and other financial information to ISBE according to its requirements.

Any amendments to the budget or Certificate of Tax Levy shall be made as provided in the School Code and Truth in Taxation Act.

Budget Amendments

The Board may amend the budget by the same procedure as provided for in the original adoption.

Implementation

The Superintendent or designee shall implement the District's budget and provide the Board with a monthly financial report that includes all deficit fund balances. The amount budgeted as the expenditure in each fund is the maximum amount that may be expended for that category, except when a transfer of funds is authorized by the Board.

The Board shall act on all interfund loans, interfund transfers, transfers within funds, and transfers from the working cash fund or abatements of it, if one exists.

LEGAL REF.:

105 ILCS 5/10-17, 5/10-22.33, 5/17-1, 5/17-1.2, 5/17-1.3, 5/17-1.10, 5/17-2A, 5/17-3.2, 5/17-11, 5/20-5, 5/20-8, and 5/20-10.

35 ILCS 200/18-55 *et seq*., Truth in Taxation Law.

23 Ill.Admin.Code Part 100.

CROSS REF.: 4:20 (Fund Balances), 4:40 (Incurring Debt), 4:60 (Purchases and Contracts), 6:235 (Access to Electronic Networks)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated in response to 105 ILCS 5/10-17, amended by P.A. 104-261, eff. 1-1-26. No later than December 1 each year, a school board must make its statement of affairs available to the public by posting it on the district's website and publishing it in a newspaper of general circulation. See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at PRESS Online by logging in at www.iasb.com. **Issue 120, October 2025**

Document Status: Draft Update

4:30 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 School District's Assistant Superintendent for Finance, Facilities, and Operations shall serve as the District's Treasurer (hereinafter referred to as Chief Investment Officer). 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 any investment as authorized in 30 ILCS 235/2, and Acts amendatory thereto.

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. An annual review of the financial condition and registration of all qualified institutions and broker/dealers will be conducted by the Chief Investment Officer.

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. For financial institutions subject to the Ill. Community Reinvestment Act (ICRA), the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the ICRA;[C1]
3. 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;
4. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;
5. 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
6. 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. The District may not deposit public funds in a financial institution subject to the ICRA unless either: (1) the institution has a current rating of satisfactory under the ICRA at the time of deposit; or (2) the Ill. Dept. of Financial and Professional Regulation has not yet completed its initial examination of the institution under the ICRA. The District may not withdraw public funds from a financial institution prior to the date of maturity solely on the basis of a less than satisfactory rating under the ICRA. When investing or depositing public funds, the District may give preference to financial institutions that have a current rating of outstanding under the CRA and the ICRA.

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 an investment report at least monthly to the Board. The report will: (1) identify each security by class or type, book value, income earned, and market value, (2) identify those institutions providing investment services to the District, and (3) 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 or designee 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)

~~ADOPTED: February 23, 2026~~

PRESSPlus Comments

C1. Updated in response to the Public Funds Investment Act, 30 ILCS 235/8, amended by P.A. 104-92, eff. 1-1-26. **Issue 120, October 2025**

Document Status: Draft Update

SECTION 4 - OPERATIONAL SERVICES

4:80 Accounting and Audits

The School District's accounting and audit services shall comply with the *Requirements for Accounting, Budgeting, Financial Reporting, and Auditing,* as adopted by the Ill. State Board of Education (ISBE), State and federal laws and regulations, and generally accepted accounting principles. Determination of liabilities and assets, prioritization of expenditures of governmental funds, and provisions for accounting disclosures shall be made in accordance with government accounting standards as directed by the auditor designated by the Board. The Superintendent, in addition to other assigned financial responsibilities, shall report monthly on the District's financial performance, both income and expense, in relation to the financial plan represented in the budget.

Annual Audit

At the close of each fiscal year, the Superintendent shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent. The Superintendent shall annually, on or before October 15, submit ~~an original and~~ one copy of the audit to the Regional Superintendent of Schools. The Superintendent shall also ensure the District's auditing firm files the District's audit with ISBE annually on or before October 15.[C1]

Annual Financial Report

The Superintendent or designee shall annually prepare and submit the Annual Financial Report (AFR) on a timely basis using the form adopted by ~~the~~ ISBE. The Superintendent shall review and discuss the ~~Annual Financial Report~~AFR with the Board before it is submitted~~.~~ and submit one copy of the AFR to the Regional Superintendent of Schools annually on or before October 15. The Superintendent shall also ensure the District's auditing firm files the District's AFR with ISBE annually on or before October 15.[C2]

Inventories

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost, unless the supplies and equipment are acquired by the District pursuant to a federal or State grant award, in which case the inventory record shall also include the information required by 2 C.F.R. §200.313, if applicable. The Superintendent shall establish procedures for the management of property acquired by the District under grant awards that comply with federal and State law.

Capitalization Threshold

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of $10,000 and have an estimated useful life greater than one year.

Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent shall establish procedures for the disposition and, when permitted by the terms and conditions of the award, the retention of property acquired by the District under grant awards that comply with federal and State law.

Taxable Fringe Benefits

The Superintendent or designee shall: (1) require that all use of District property or equipment by employees is for the District's convenience and best interests unless it is a Board-approved fringe benefit, and (2) ensure compliance with the Internal Revenue Service regulations regarding when to report an employee's personal use of District property or equipment as taxable compensation.

Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Bank accounts for revolving funds

are limited to a maximum balance of $1,000. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

Control Requirements for Checks

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. All checks issued by the School District must be signed by either the Treasurer or Board President, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

Internal Controls

The Superintendent is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, waste, and abuse, as well as employee error, misrepresentation by third parties, or other imprudent employee action. The District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented.
2. Financial records and data must be accurate and complete.
3. Accounts payable must be accurate and punctual.
4. District assets must be protected from loss or misuse.
5. Incompatible duties should be segregated, if possible.
6. Accounting records must be periodically reconciled.
7. Equipment and supplies must be safeguarded.
8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
9. Any unnecessary weaknesses or financial risks must be promptly corrected.

The Superintendent or designee shall annually audit the District's financial and business operations for compliance with established internal controls and provide the results to the Board. The Board may from time-to-time engage a third-party to audit internal controls in

addition to the annual audit.

LEGAL REF.:

2 C.F.R. §200 *et seq*.

30 ILCS 708/, Grant Accountability and Transparency Act~~; implemented by~~ 44 Ill.Admin.Code 7000 et seq.

105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-20.19, 5/10-22.8, and 5/17-1 *et seq*.

23 Ill.Admin.Code Part 100.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 4:90 (Student Activity and Fiduciary Funds)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Optional. Inclusion of this sentence supports the auditor's compliance with its filing requirement under 105 ILCS 5/3-7, amended by P.A. 104-261, eff. 1-1-26. **Issue 120, October 2025**

C2. Optional. Inclusion of this sentence supports the auditor's compliance with its filing requirement under 105 ILCS 5/3-7, amended by P.A. 104-261, eff. 1-1-26. **Issue 120, October 2025**

Document Status: District Use Only

SECTION 4 - OPERATIONAL SERVICES

4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:

    a. An age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities, through policy 6:60, *Curriculum Content*;
    b. Information in policy 7:250, *Student Support Services*, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District.

2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:

    a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy 5:120, *Employee Ethics; Code of Professional*

Conduct; and Conflict of Interest;

b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and

c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.

3. Provide information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes:

   a. Assistance, referral, or resource information, including how to recognize grooming behaviors, appropriate relationships between District employees and students based upon policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and how to prevent child sexual abuse from happening;

   b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and

   c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, *Student Support Services*.

4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing. ~~Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.~~ C1

LEGAL REF.:

105 ILCS 5/10-23.13, 5/22-85.5, and 5/27-10159.1a, ~~and 5/27-13.2~~. C2

105 ILCS ~~110/~~35/27-215, Critical Health Problems and Comprehensive Health Education

Act.

325 ILCS 5/, Abused and Neglected Child Reporting Act.

720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated in response to the repeal of 105 ILCS 5/27-13.2, by P.A. 104-391. **Issue 121, March 2026**

C2. The Legal References are updated in response to 105 ILCS 5/27-1015 and 5/27-215, both renumbered by P.A. 104-391. **Issue 121, March 2026**

Document Status: Draft Update

General Personnel

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or use of District-issued equipment to record such types of violence;[C1] genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; reproductive health decisions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; 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 under Board policy 2:260, *Uniform Grievance Procedure, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy* 2:270*, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager under Board policy 2:260,

Uniform Grievance Procedure.

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.

Nondiscrimination Coordinator:	**Title IX Coordinator:**
David Bruno, Assistant Superintendent for Human Resources	David Bruno, Assistant Superintendent for Human Resources
Name	Name
793 North Main Street, Glen Ellyn, IL 60137	793 North Main Street, Glen Ellyn, IL 60137
Address	Address
dbruno@d41.org	dbruno@d41.org
Email	Email
630-790-6400	630-790-6400
Telephone	Telephone

Complaint Managers:

Kristin Williams ~~Kristine Webster~~, Assistant Superintendent for Teaching, Learning & Accountability	Eric DePorter, Assistant Superintendent for Finance, Facilities & Operations
Name	Name
793 North Main Street, Glen Ellyn, IL 60137	793 North Main Street, Glen Ellyn, IL 60137
Address	Address
kwilliams@d41.org ~~kwebster@d41.org~~	edeporter@d41.org
Email	Email
630-790-6400	630-790-6400
Telephone	Telephone

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.:

8 U.S.C. §1324a *et seq*., Immigration Reform and Control Act.

20 U.S.C. §1681 *et seq*., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §218d, Fair Labor Standards Act.

29 U.S.C. §621 *et seq*., Age Discrimination in Employment Act.

29 U.S.C. §701 *et seq*., Rehabilitation Act of 1973.

38 U.S.C. §4301 *et seq*., Uniformed Services Employment and Reemployment Rights Act (1994).

42 U.S.C. §1981 *et seq*., Civil Rights Act of 1991.

42 U.S.C. §2000d *et seq*., Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

42 U.S.C. §2000e *et seq*., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.

42 U.S.C. §2000ff *et seq*., Genetic Information Nondiscrimination Act of 2008.

42 U.S.C. §2000gg *et seq*., Pregnant Workers Fairness Act; 29 C.F.R. Part 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, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.

410 ILCS 130/40, Compassionate Use of Medical Cannabis Program Act.

410 ILCS 513/25, Genetic Information Privacy Act.

740 ILCS 174/, Ill. Whistleblower Act.

775 ILCS 5/1-103, 5/2-101, 5/2-102, 5/2-103, 5/2-103.1, 5/2-104(D) and 5/6-101, Ill. Human Rights Act.

775 ILCS 35/, Religious Freedom Restoration Act.

820 ILCS 55/10, Right to Privacy in the Workplace Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 75/, Job Opportunities for Qualified Applicants Act.

820 ILCS 112/, Ill. Equal Pay Act of 2003.

820 ILCS 180/30 and 180/33, 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)

~~\ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated in response to the Victims' Economic Security and Safety Act (VESSA), 820 ILCS 180/33, added by P.A. 104-171, eff. 1-1-26. **Issue 120, October 2025**

Document Status: Draft Update

General Personnel

5:50 Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition

All District workplaces are drug-and alcohol-free workplaces.

An employee is *on call* when the District schedules the employee with at least 24 hours' notice to be on standby or otherwise responsible for performing employment-related tasks either at the District or another location previously designated by the District.[C1]
All employees are prohibited from engaging in any of the following activities while on District premises or while performing work or being *on call* for the District:

1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance.
2. Distribution, consumption, use, possession, or being impaired by or under the influence of an alcoholic beverage; being present on District premises or while performing work for the District when alcohol consumption is detectible, regardless of when and/or where the use occurred.
3. Distribution, consumption, possession, use, or being impaired by or under the influence of cannabis; being present on District premises or while performing work for the District when impaired by or under the influence of cannabis, regardless of when and/or where the use occurred, unless distribution, possession, and/or use is by a school nurse or school administrator pursuant to *Ashley's Law*, 105 ILCS 5/22-33. The District considers employees impaired by or under the influence of cannabis when there is a good faith belief that an employee manifests specific articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position.

Upon the Superintendent or designee's reasonable suspicion of an employee's violation of any of the prohibited activities stated above, the Superintendent or designee may direct the employee to undergo a drug and/or alcohol test to corroborate or refute the alleged violation. State law protects the District from liability when it takes actions pursuant to a reasonable workplace drug policy, including but not limited to subjecting an employee or applicant to reasonable drug and alcohol testing, reasonable and nondiscriminatory random drug testing, discipline, termination of employment, or withdrawal of a job offer due to a failure of a drug test.

For purposes of this policy a controlled substance means a substance that is:

1. Not legally obtainable,
2. Being used in a manner different than prescribed,
3. Legally obtainable, but has not been legally obtained, or
4. Referenced in federal or State controlled substance acts.

For purposes of this policy, *District premises* means workplace as defined in the Cannabis Regulation and Tax Act (CRTA) in addition to District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a Board of Education meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. *School grounds* means the real property comprising any school, any conveyance used to transport students to school or a school-related activity, and any public way within 1,000 feet of any school ground, designated school bus stops where students are waiting for the school bus, and school-sponsored or school-sanctioned events or activities. "Vehicles used for school purposes" means school buses or other school vehicles.

As a condition of employment, each employee shall:

1. Abide by the terms of this Board policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five calendar days after such a conviction.

Unless otherwise prohibited by this policy, prescription and over-the-counter medications are not prohibited when taken in standard dosages and/or according to prescriptions from the employee's licensed health care provider, provided that an employee's work performance is not impaired.

To make employees aware of the dangers of drug and alcohol abuse, the Superintendent or designee shall perform each of the following:

1. Provide each employee with a copy of this policy.
2. Post notice of this policy in a place where other information for employees is posted.
3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations.
4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees.
5. Establish a drug-free awareness program to inform employees about:

a. The dangers of drug abuse in the workplace,
b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
c. The penalties that the District may impose upon employees for violations of this policy.

6. Remind employees that policy 6:60, *Curriculum Content*, requires the District to educate students, depending upon their grade, about drug and substance abuse prevention and relationships between drugs, alcohol, and violence.

E-Cigarette, Tobacco, and Cannabis Prohibition

All employees are covered by the conduct prohibitions contained in policy 8:30, *Visitors to and Conduct on School Property*. The prohibition on the use of e-cigarettes, tobacco, and cannabis products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location.

Tobacco has the meaning provided in 105 ILCS 5/10-20.5b.

Cannabis has the meaning provided in the CRTA, 410 ILCS 705/1-10.

E-Cigarette is short for electronic cigarette and includes, but is not limited to, any electronic nicotine delivery system (ENDS), electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device, and any components or parts that can be used to build the product or device.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. In addition or alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of $5,000 or more, the Superintendent shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

Disclaimer

The Board reserves the right to interpret, revise or discontinue any provision of this policy pursuant to the **Suspension of Policies** subhead in policy 2:240, *Board Policy Development*.

LEGAL REF.:

20 U.S.C. §7101 et seq., Safe and Drug-Free School and Communities Act of 1994.

21 U.S.C. §812, Controlled Substances Act; 21 C.F.R. §1308.11-1308.15.

41 U.S.C. §8101 et seq., Drug-Free Workplace Act of 1988.

42 U.S.C. §12114, Americans With Disabilities Act.

21 C.F.R. Parts 1100, 1140, and 1143.

30 ILCS 580/, Drug-Free Workplace Act.

105 ILCS 5/10-20.5b.

410 ILCS 82/, Smoke Free Illinois Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.

410 ILCS 705/1-1 et seq., Cannabis Regulation and Tax Act.

720 ILCS 675, Prevention of Tobacco Use by Persons under 21 Years of Age and Sale and Distribution of Tobacco Products Act.

820 ILCS 55/, Right to Privacy in the Workplace Act.

23 Ill.Admin.Code §22.20.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 8:30 (Visitors to and Conduct on School Property)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Consult the board attorney regarding how the board wants to treat employees who may be considered on call, e.g., superintendents, principals, coaches, and/or maintenance workers, etc. **Issue 121, March 2026**

Document Status: Draft Update

General Personnel

5:90 Abused and Neglected Child Reporting

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child shall immediately report or cause a report to be made to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873)(within Illinois); 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY). Any District employee who believes a student is in immediate danger of harm, shall first call 911. The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. The Superintendent or Building Principal shall immediately coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement.

Negligent failure to report occurs when a District employee personally observes an instance of suspected child abuse or neglect and reasonably believes, in his or her professional or official capacity, that the instance constitutes an act of child abuse or neglect under the Abused and Neglected Child Reporting Act (ANCRA) and he or she, without willful intent, fails to immediately report or cause a report to be made of the suspected abuse or neglect to DCFS.

Any District employee who discovers child sexual abuse materialpornography[C1] on *electronic and information technology equipment*, as defined in 325 ILCS 5/4.5(a), shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678) or online at https://report.cybertip.org or www.missingkids.org. The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made.

Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Superintendent or Building Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Abused and Neglected Child Reporting Act (ANCRA), School Code, and *Erin's Law* Training

The Superintendent or designee shall provide staff development opportunities for District employees in the detection, reporting, and prevention of child abuse and neglect.

All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Superintendent or designee shall ensure that the signed forms are retained.
2. Complete mandated reporter training as required by law within three months of initial employment and at least every three years after that date.
3. Complete an annual evidence-informed training related to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations as required by law and policy 5:100, *Staff Development Program*.

Alleged Incidents of Sexual Abuse; Investigations

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A, 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.

If a District employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, DCFS will refer the matter to the local Children's Advocacy Center (CAC). The Superintendent or designee will implement procedures to coordinate with the CAC.

DCFS and/or the appropriate law enforcement agency will inform the District when its investigation is complete or has been suspended, as well as the outcome of its investigation. The existence of a DCFS and/or law enforcement investigation will not preclude the District from conducting its own parallel investigation into the alleged incident of sexual abuse in accordance with Board policy 7:20, *Harassment of Students Prohibited*.

Special Superintendent Responsibilities

The Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

When the Superintendent has reasonable cause to believe that a license holder (1) committed an intentional act of abuse or neglect with the result of making a child an abused

child or a neglected child under ANCRA or an act of *sexual misconduct* under *Faith's Law*, and (2) that act resulted in the license holder's dismissal or resignation from the District, the Superintendent shall notify the State Superintendent and the Regional Superintendent in writing, providing the Ill. Educator Identification Number as well as a brief description of the misconduct alleged. The Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license holder.

The Superintendent shall develop procedures for notifying a student's parents/guardians when a District employee, contractor, or agent is alleged to have engaged in *sexual misconduct* with the student as defined in *Faith's Law*. The Superintendent shall also develop procedures for notifying the student's parents/guardians when the Board takes action relating to the employment of the employee, contractor, or agent following the investigation of *sexual misconduct*. Notification shall not occur when the employee, contractor, or agent alleged to have engaged in *sexual misconduct* is the student's parent/guardian, and/or when the student is at least 18 years of age or emancipated.

The Superintendent shall execute the recordkeeping requirements of *Faith's Law*.

Special Board of Education Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in ANCRA, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's requirements concerning the reporting of child abuse.

If the Board determines that any District employee, other than an employee licensed under 105 ILCS 5/21B, has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by ANCRA, the Board may dismiss that employee immediately.

When the Board learns that a licensed teacher was convicted of any felony, it must promptly report it to the State agencies listed in Board policy 2:20, *Powers and Duties of the Board of Education; Indemnification*.

LEGAL REF.:

20 U.S.C. §7926, Elementary and Secondary Education Act.

105 ILCS 5/10-21.9, 5/10-23.13, 5/21B-85, 5/22-85.5, and 5/22-85.10.

20 ILCS 1305/1-1 *et seq*., Department of Human Services Act.

325 ILCS 5/, Abused and Neglected Child Reporting Act.

720 ILCS 5/12C-50.1, Criminal Code of 2012.

CROSS REF.: 2:20 (Powers and Duties of the Board of Education; Indemnification), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Termination and Suspensions), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:20 (Harassment of Students Prohibited), 7:150 (Agency and Law Enforcement RequestsPolice Interviews)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated in response to 325 ILCS 5/4.5, amended by P.A. 104-245, eff. 1-1-26. **Issue 120, October 2025**

Document Status: Draft Update

Professional Personnel

5:240 Suspension

Suspension Without Pay

The Board of Education may suspend a professional employee[C1] without pay: (1) ~~a professional employee~~ pending a dismissal hearing, or (2) ~~a teacher~~ as a disciplinary measure for up to 30 employment days for misconduct that is detrimental to the ~~School~~ District. A *professional employee* means a non-administrator employee who holds a professional educator license. Administrative staff members may not be suspended without pay as a disciplinary measure.

Misconduct that is detrimental to the School District includes:

- Insubordination, including any failure to follow an oral or written directive from a supervisor;
- Violation of Board policy or Administrative Procedure;
- Conduct that disrupts or may disrupt the educational program or process;
- Conduct that violates any State or federal law that relates to the employee's duties; and
- Other sufficient causes.

The Superintendent or designee is authorized to issue a pre-suspension notification to a professional employee. This notification shall include the length and reason for the suspension as well as the deadline for the employee to exercise his or her right to appeal the suspension to the Board or Board-appointed hearing examiner before it is imposed. At the request of the professional employee made within five calendar days of receipt of a pre-suspension notification, the Board or Board-appointed hearing examiner will conduct a pre-suspension hearing. The Board or its designee shall notify the professional employee of the date and time of the hearing. At the pre-suspension hearing, the professional employee or his/her representative may present evidence. If the employee does not appeal the pre-suspension notification, the Superintendent or designee shall report the action to the Board at its next regularly scheduled meeting.

Suspension With Pay

The Board or Superintendent or designee may suspend a professional employee with pay: (1) during an investigation into allegations of disobedience or misconduct whenever the employee's continued presence in his or her position would not be in the School District's best interests, (2) as a disciplinary measure for misconduct that is detrimental to the School District as defined above, or (3) pending a Board hearing to suspend a professional employee~~teacher~~ without pay.

The Superintendent shall meet with the employee to present the allegations and give the employee an opportunity to refute the charges. The employee will be told the dates and times the suspension will begin and end.

Employees Under Investigation by Illinois Dept. of Children and Family Services (DCFS)

Upon receipt of a DCFS recommendation that the District remove an employee from his or her position when he or she is the subject of a pending DCFS investigation ~~that relates to his or her employment with the District~~,[C2] the Board or Superintendent or designee, in consultation with the Board Attorney, will determine whether to:

1. Let the employee remain in his or her position pending the outcome of the investigation; or
2. Remove the employee as recommended by DCFS, proceeding with:
    a. A suspension with pay; or
    b. A suspension without pay.

Repayment of Compensation and Benefits

If a professional employee is suspended with pay, either voluntarily or involuntarily, pending the outcome of a criminal investigation or prosecution, and the employee is later dismissed as a result of his or her criminal conviction, then the employee must repay to the District all compensation and the value of all benefits received by him or her during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

LEGAL REF.:

105 ILCS 5/24-12.

5 ILCS 430/5-60(b), State Officials and Employee Ethics Act.

325 ILCS 5/7.4(c-10), Abused and Neglected Child Reporting Act.

Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532 (1985).

Barszcz v. Cmty College Dist. No. 504, 400 F.Supp. 675 (N.D. Ill. 1975).

Massie v. East St. Louis Sch. Dist. No.189, 203 Ill.App.3d 965 (5th Dist. 1990).

CROSS REF.: 5:290 (Employment Termination and Suspensions)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated in response to a five-year review. **Issue 122, June 2026**

C2. Updated in response to a five-year review. **Issue 122, June 2026**

Document Status: Draft Update

Professional Personnel

5:250 Leaves of Absence

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, Sabbatical Leave, Personal Leave, Child-Rearing Leave

Please refer to the applicable collective bargaining agreement(s).

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from; (1), a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member, (3) a chiropractic physician licensed under the Medical Practice Act, (4) a licensed advanced practice registered nurse (5) a licensed physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (6) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the

employee provide evidence that the formal adoption or foster care process is underway.

Family Bereavement Leave

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 *et seq*.) to take family bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Family Bereavement Leave Act. Eligible employees may use family bereavement leave, without any adverse employment action, for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of a covered family member, which includes an employee's child, stepchild, spouse,[C1] domestic partner, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent (2) making arrangements necessitated by the death of the covered family member, (3) grieving the death of the covered family member, or (4) absence from work due to a Significant Event, which includes: (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify which specific reason applies to the employee's request.

The leave must be completed within 60 days after the date on which the employee received notice of the death of the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Bereavement Leave Act. This policy does not create any right for an employee to take family bereavement leave that is inconsistent with the Family Bereavement Leave Act.

Child Extended Bereavement Leave

Unpaid leave from work is available to employees who experience the loss of a child by suicide or homicide. The Child Extended Bereavement Leave Act governs the duration, scheduling, continuity of benefits, and all other terms of the leave. Accordingly, if the District employs 250 or more employees on a full-time basis, an employee is entitled to a total of 12 weeks of unpaid leave within one year after the employee notifies the District of the loss. An employee may elect to substitute other forms of leave to which the employee is entitled for the leave provided under the Child Extended Bereavement Leave Act.

Leave of Absence Without Pay

The Board may grant a leave of absence without pay to tenured professional staff members who have rendered satisfactory service and desire to return to employment in a similar capacity at a time determined by the Board.

Each leave of absence shall be of the shortest possible duration required to meet the leave's purpose consistent with a reasonable continuity of instruction for students.

Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

Leaves for Service in the Military

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

General Assembly Leave

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

Leave for Employment in Department of Defense

The Board may grant teachers a leave of absence to accept employment in a Dept. of Defense overseas school.

School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the teacher's child, if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance, and to grieve and attend to matters necessitated by the death of a family or household member who is killed in a crime of violence, without suffering adverse employment action.

The Victims' Economic Security and Safety Act (VESSA) governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, and subject to any exceptions in VESSA, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 (29 U.S.C. §2601 *et seq*.).

Leaves to Serve as an Officer Trustee, or Representative of a Specific Organization

Upon request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) up to twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with 105 ILCS 5/24-6.3, (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in 105 ILCS 5/24-6.2, and (4) up to 10 days of paid leave per school term for teachers elected to represent a statewide teacher association in federal advocacy work in accordance with 105 ILCS 5/24-3.5.

COVID-19 Paid Administrative Leave

When applicable, paid administrative leave related to COVID-19 will be granted to eligible employees in accordance with State law.

Family Neonatal Intensive Care Leave[C2]

An unpaid leave from work is available to any staff member whose child[C3] is a patient in a neonatal intensive care unit (NICU) in accordance with the requirements of the Family Neonatal Intensive Care Leave Act. If the District employs at least 51 employees, an employee is entitled to a total of 20 days of unpaid leave while a child of the employee is a patient in a NICU.[Q1] The District may require reasonable verification of the employee's child's length of stay in a NICU.[C4]

LEGAL REF.:

105 ILCS 5/10-20.83, 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.

10 ILCS 5/13-2.5, Election Code.

330 ILCS 61/, Service Member Employment and Reemployment Rights Act.

820 ILCS 147/, School Visitation Rights Act.

820 ILCS 154/, Family Bereavement Leave Act.

820 ILCS 156/, Child Extended Bereavement Leave Act.

820 ILCS 157/, Family Neonatal Intensive Care Leave Act.

820 ILCS 180/, Victims' Economic Security and Safety Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated for continuous improvement. A covered family member includes a spouse under 105 ILCS 154/5. **Issue 121, March 2026**

C2. Updated in response to 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26. This leave is separate from FMLA leave, and an employer must allow the employee to take the leave in addition to FMLA leave. The term *employee* includes part-time workers. **Issue 121, March 2026**

C3. *Child* means an employee's son or daughter who is a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis. **Issue 121, March 2026**

C4. An employer may not request confidential information protected by the Health Insurance Portability and Accountability Act or other law when asking for reasonable verification. Consult the board attorney for guidance on acceptable forms of verification. **Issue 121, March 2026**

Questions

Q1. A district that employs 50 or fewer employees may substitute the following sentence: “If the District employs at least 16 but not more than 50 employees, an employee is entitled to a total 10 days of unpaid leave while a child of the employee is a patient in a NICU.” 820 ILCS 157/10, added by P.A. 104-259, eff. 6-1-26. A district that employs 15 or fewer employees is not subject to the requirements of 820 ILCS 157/. If the district employs 15 or fewer employees, it may choose to delete this subhead.

How many employees are employed by the district, including part-time workers?

Options

☑ 51 or more full- or part-time employees. (Default)

☐ 50 or fewer full- or part-time employees. (IASB will substitute the following sentence: "If the District employs at least 16 but not more than 50 employees, an employee is entitled to a total 10 days of unpaid leave while a child of the employee is a patient in a NICU.”)

Document Status: Draft Update

Educational Support Personnel

5:330 Sick Days, Vacation, Holidays, and Leaves

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Full or part-time educational support personnel who work at least 600 hours per year receive 10 paid sick leave days per year. Part-time employees will receive sick leave pay equivalent to their regular workday. Unused sick leave shall accumulate to a maximum of 180 days, including the leave of the current year.

Sick leave is defined in State law as personal illness, mental or behavioral complications, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, placement for adoption, or the acceptance of a child in need of foster care. The Superintendent or designee shall monitor the use of sick leave.

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member (3) a chiropractic physician licensed under the Medical Practice Act, (4) a licensed advanced practice registered nurse, (5) a licensed physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (6) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

Employees are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or the Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need to foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Vacation

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Twelve-month employees shall be eligible for paid vacation days according to the following schedule:

Length of Employment		Earned Per Monthly Accumulation	Maximum Vacation Leave Earned Per Year
From:	To:		
Beginning of year 2	End of year 5	0.83 Days	10 Days per year
Beginning of year 6	End of year 15	1.25 Days	15 Days per year

Beginning of year 16	End of year	1.67 Days	20 Days per year

Part-time employees who work at least half-time are entitled to vacation days on the same basis as full-time employees, but the pay will be based on the employee's average number of part-time hours per week during the last vacation accrual year. The Superintendent will determine the procedure for requesting vacation.

Vacation days earned in one fiscal year must be used by the end of the following fiscal year; they do not accumulate. Employees resigning or whose employment is terminated are entitled to the monetary equivalent of all earned vacation.

Holidays

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Unless the District has a waiver or modification of the School Code pursuant to Section 2-3.25g or 24-2(b) allowing it to schedule school on a legal school holiday listed below, District employees will not be required to work on:

New Year's Day	Labor Day
Martin Luther King Jr.'s Birthday	Columbus Day/Indigenous Peoples Day
Abraham Lincoln's Birthday	Veterans Day
Casimir Pulaski's Birthday	General Election Day, ~~in even years~~ when required by la
Memorial Day	Thanksgiving Day
Juneteenth National Freedom Day	Christmas Day
Independence Day	

A holiday will not cause a deduction from an employee's time or compensation. The District may require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

Personal Leave

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Full-time educational support personnel have one paid personal leave day per year. The use of a personal day is subject to the following conditions:

1. Except in cases of emergency or unavoidable situations, a personal leave request should be submitted to the Building Principal three days before the requested date.
2. No personal leave day may be used immediately before or immediately after a holiday, or during the first and/or last five days of the school year, unless the Superintendent grants prior approval.
3. Personal leave may not be used in increments of less than one-half day.
4. Personal leave is subject to any necessary replacement's availability.
5. Personal leave may not be used on an in-service training day and/or institute training days.
6. Personal leave may not be used when the employee's absence would create an undue hardship.

Leave to Serve as a Trustee of the Ill. Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Ill. Municipal Retirement Fund in accordance with State law.

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leave for Service in the Military.
2. Leave for Service in the General Assembly.
3. School Visitation Leave.
4. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence.

5. Family Bereavement Leave.
6. Child Extended Bereavement Leave.
7. Leave to serve as an election judge.
8. COVID-19 Paid Administrative Leave.
9. Family Neonatal Intensive Care Leave.[C2]

LEGAL REF.:

105 ILCS 5/10-20.7b, 5/10-20.83, 5/24-2, 5/24-6, and 5/24-6.3.

10 ILCS 5/13-2.5, Election Code.

330 ILCS 61/, Service Member Employment and Reemployment Rights Act.

820 ILCS 147, School Visitation Rights Act.

820 ILCS 154/, Family Bereavement Leave Act.

820 ILCS 156/, Child Extended Bereavement Leave Act.

820 ILCS 157/, Family Neonatal Intensive Care Leave Act.

820 ILCS 180/, Victims' Economic Security and Safety Act.

School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987); *Elder v. Sch. Dist. No.127 1/2*, 60 Ill.App.2d 56 (1st Dist. 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. The General Assembly passed legislation adding General Election Day as a school holiday for 2020, 2022, and 2024. Language referring to a General Election holiday when required by law is maintained in this policy should this practice continue. **Issue 121, March 2026**

C2. Updated in response to 820 ILCS 157/, added by P.A. 104-259, eff. 6-1-26. See policy 5:250, *Leaves of Absence*, for important information about this leave. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 6 - INSTRUCTION

6:40 Curriculum Development

Adoption

The Superintendent shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals,
2. Student needs as identified by research, demographics, and student achievement and other data,
3. The knowledge, skills, and abilities required for students to become life-long learners,
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements,
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available,
6. The Illinois State Learning Standards and any District learning standards, and
7. Any required State or federal student testing.

The Board of Education will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria.

Experimental Educational Programs and Pilot Projects

The Superintendent may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

Single-Gender Classes and Activities

The Superintendent may recommend a program of nonvocational single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. At least every

two years, [C1] tThe Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, (2) it is substantially related to the achievement of the important objective for the class or activity, and (32) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

Development

The Superintendent shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, administrators, parents/guardians, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

Curriculum Guides and Course Outlines

The Superintendent shall develop and provide subject area curriculum guides to appropriate staff members.

LEGAL REF.:

20 U.S.C. §1681, Title IX of the Education Amendments of 1972, implemented by; 34 C.F.R. Part 106.

105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues) 6:100 (Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 6:145 (Migrant Students),

6:150 (Home and Hospital Instruction), 6:160 (English Learners), 6:170 (Title I Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Districts are required to evaluate single-sex classes and extracurricular activities at least every two years. 34 C.F.R. §106.34(b)(4)(ii). See also an FAQ from the U.S. Dept. of Education's Office of Civil Rights at: www.ed.gov/sites/ed/files/about/offices/list/ocr/docs/faqs-title-ix-single-sex-201412.pdf. Consult the board attorney about accommodation issues for transgender or gender non-conforming students in single-sex classes. This subhead may be removed if a district will not offer single-gender classes or activities. **Issue 120, October 2025**

Document Status: Draft Update

SECTION 6 - INSTRUCTION

6:60 Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, and (h) music~~, and (i) drug and substance abuse prevention including the dangers of opioid abuse~~.[C1] A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.
2. In all schools, drug and alcohol abuse prevention education, including:[C2] (a) in each year in grades K though 4, age- and developmentally appropriate instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and the dangers of opioid and substance abuse, (b) in grades 5 through 8, age- and developmentally appropriate classroom instruction on alcohol and drug use and abuse, (c) in grades 6-8, the dangers of fentanyl, and (d) in grades 7 and 8, ~~as well as in interscholastic athletic programs,~~ anabolic steroid abuse prevention, which must also be taught in interscholastic athletic programs.
3. In kindergarten through grade 8, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
4. In grades kindergarten through 8, through the 2026-2027 school year,[C3] age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate Board policy

6:235, *Access to Electronic Networks*, and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.

5. Beginning in the fall of 2027, in grades 3-8 each year, age- and developmentally appropriate instruction on online safety.[C4]
6. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
7. In all grades, ~~character education~~[C5] ~~must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. I~~instruction on ~~in all grades will include examples of~~ behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment.*
8. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America, and the Constitution of the State of Illinois), (c) proper use and display of the American flag, and (d) the Pledge of Allegiance~~, and (e) the voting process~~.[C6]
9. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. For exemptions and substitutions, see Board policy 7:260, *Exemption from Physical Education.*
10. In all schools, health education must be stressed, including:[C7] (a) human ecology, health, growth, development, personal health habits, and nutrition, (b) family life, (c) prevention and control of disease, ~~proper nutrition, (b) physical fitness, (c) personal health habits, (d) dangers and avoidance of abduction,~~ (de) age- and developmentally ~~-~~appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, (e) public health, environmental health, disaster preparedness, and safety education,[C8] (f) mental health and illness, (g) dental health, (h) cancer education, and (i) age- and developmentally appropriate consent education[C9] ~~and (f) in grades 6-8, the dangers of fentanyl~~. The Superintendent shall implement a comprehensive health education program in accordance with State law.

11. In all schools, abduction education that addresses the danger of and avoidance of abduction.[C10]
12. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels. In grades 6-8, students engage in career exploration and career development activities to prepare them to make informed plans and decisions about their future education and career goals.
13. In all schools, environmental education, including instruction on: (a) the current problems and needs in the conservation of natural resources and (b) beginning in the fall of 2026, instruction on climate change.
14. In all schools, instruction as determined by the Superintendent or designee on United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovakians in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America, (i) Native American nations' sovereignty and self-determination, both historically and in the present day, with a focus on urban Native Americans, and (j) ~~beginning in the fall of 2024,~~ the events of the Native American experience and Native American history within the Midwest and Illinois since time immemorial in accordance with 105 ILCS 5/27-20.05.

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

13. ~~In grade 7, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.~~ C11
14. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, the Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, Q1 and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
15. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
16. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans.
17. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
18. In all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States.
19. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

LEGAL REF.:

Pub. L. No. 108-447, Section 111 of Division J, Consolidated Appropriations Act of 2005.

Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.

47 C.F.R. §54.520.

5 ILCS 465/3 and 465/3a.

20 ILCS 2605/2605-480.

105 ILCS 5/2-3.80(e) and (f), 5/10-20.79, 5/10-20.84, 5/10-23.13,5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.05, 5/27-20.08, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-20.7, 5/27-20.8, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-23.11, 5/27-23.15, 5/27-23.16, 5/27-24.1, and 5/27-24.25/22-110, 5/27-105, 5/27-110, 5/27-115, 5/27-210, 5/27-215, 5/27-245, 5/27-250, 5/27-255, 5/27-260, 5/27-305, 5/27-310, 5/27-315, 5/27-405, 5/27-410 (scheduled for repeal on 7-1-27), 5/27-415 (scheduled for repeal on 7-1-27), 5/27-505, 5/27-510, 5/27-515, 5/27-520, 5/27-525, 5/27-530, 5/27-535, 5/27-540, 5/27-545, 5/27-605, 5/27-705, 5/27-710, 5/27-715, 5/27-720, 5/27-725, 5/27-810, and 5/27-815. C12

105 ILCS 110/3, Comprehensive Health Education Program. C13

105 ILCS 435/, Vocational Education Act.

625 ILCS 5/6-408.5, Ill. Vehicle Code.

23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440.

CROSS REF.: 4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:260 (Exemption from Physical Education)

ADOPTED: February 23, 2026

Glen Ellyn SD 41

PRESSPlus Comments

C1. Stricken from #1 and added below. **Issue 120, October 2025**

C2. Drug abuse prevention education is no longer part of the Comprehensive Health Education Program (CHEP) and is therefore listed as a separate item. P.A. 104-391 consolidated drug prevention education related topics into one new section of the School Code, 105 ILCS 5/27-255. **Issue 120, October 2025**

C3. Updated in response to 105 ILCS 5/27-410 (scheduled for repeal on 7-1-27), amended by P.A. 104-399, eff. 1-1-26, and renumbered by P.A. 104-391. **Issue 120, October 2025**

C4. Required by 105 ILCS 5/27-405(b), added by P.A. 104-391. Boards locally determine the scope and duration of this unit of instruction. Topics to include in online safety instruction are not mandated, but the following are recommended: (1) safe and responsible use of the Internet, social networking websites, electronic mail, online messaging and posting, and other means of communication on the Internet; (2) recognizing, avoiding, and reporting online solicitations of students, their classmates, and their friends by sexual predators; (3) risks of transmitting personal information on the Internet; (4) recognizing and avoiding unsolicited or deceptive communications received online; (5) reporting online harassment, cyber-bullying, and illegal activities and communications on the Internet; (6) the legal penalties and social ramifications for illicit actions taken online, including infringement of copyright laws and the creation and sharing of harmful, defamatory, or sexually explicit content; and (7) the relationship between responsible use of online resources and social-emotional health. *Online safety* means safe practices relating to an individual's or group's use of the Internet, social networking website, electronic mail, online messaging and posting, and other means of communication on the Internet. **Issue 120, October 2025**

C5. Updated in response to P.A. 104-391, which repealed the requirement to teach character education formerly at 105 ILCS 5/27-12. **Issue 120, October 2025**

C6. Updated in response to P.A. 104-391, which moved instruction on the voting process to civics education for grades 6, 7, or 8. **Issue 120, October 2025**

C7. Letters (a) - (i) are required by CHEP. 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

C8. 105 ILCS 5/27-815, renumbered by P.A. 104-391, also requires safety instruction in each of grades 1 through 8, equivalent to one class period each week. Neither CHEP nor 105 ILCS 5/27-815 (as it pertains to grades 1-8) define safety education or explain how it differs from the optional safety education that boards can offer under 105 ILCS 5/27-1020, renumbered by P.A. 104-391, though districts could draw from the topics listed in that section. **Issue 120, October 2025**

C9. Consent education under CHEP is limited to the definition of *consent* under 105 ILCS 5/27-215(a), added by P.A. 104-391; this basic consent instruction is separate from the more extensive, optional consent education under 105 ILCS 5/27-1010, amended and renumbered by P.A. 104-391. For more information, see PRESS sample policy 6:60, *Curriculum Content*, at footnote 33, available at PRESS Online by logging in at www.iasb.com. **Issue 120, October 2025**

C10. Required by 105 ILCS 5/27-105, added by P.A. 104-391. The Ill. State Police and Ill. State Board of Education (ISBE) must develop instruction on child abduction prevention. 20 ILCS 2605/2605-480. See www.isbe.net/Documents/Child-Abduction-Prevention.pdf. Although this topic is no longer required by CHEP, it is also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, available at PRESS Online by logging in at www.iasb.com. **Issue 120, October 2025**

C11. Repealed by P.A. 104-391, formerly at 105 ILCS 5/27-3.5. **Issue 120, October 2025**

C12. Updated in response to P.A. 104-391, renumbering, reorganizing, and repealing citations throughout 105 ILCS 5/27. **Issue 120, October 2025**

C13. Repealed by P.A. 104-391 and replaced, in part, by 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

Questions

Q1. A district may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland, known as the "Irish Famine." 105 ILCS 5/27-1030, renumbered by P.A. 104-391. If offered, the board locally determines the minimum amount of instruction time. For a resource originally developed by the NJ Commission on Holocaust Education, see www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/IrishFamine.pdf.

Does the Board provide instruction studying the causes and effects of the Irish Famine?

Options

☐ No. (Default)

☑ Yes. (IASB will add "the Irish Famine" after "the Famine-Genocide in Ukraine," and IASB will add 5/27-1030 to the Legal References.)

Document Status: Draft Update

SECTION 6 - INSTRUCTION

6:65 Student Social and Emotional Development

Social and eEmotional lLearning[C1] (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social- awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age- and- culturally appropriate classroom instruction, and District-wide, and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Ongoing Sstaff professional development and trainingsupport to promote students' SEL development. ~~This may include providing all personnel with age-appropriate academic and SEL and how to promote it.~~
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include

establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.

5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.
7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

LEGAL REF.:

~~Children's Mental Health Act,~~ 405 ILCS 49/, Children's Mental Health Act.

CROSS REF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

~~ADOPTED: February 23, 2026~~

PRESSPlus Comments

C1. Updated throughout for continuous improvement. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 6 - INSTRUCTION

6:70 Teaching About Religions

The School District's curriculum may include the study of religions as they relate to geography, history, culture, and the development of various ethnic groups. The study of religions shall give neither preferential nor derogatory treatment to any single religion, religious belief, or to religion in general. The study of religions shall be treated as an academic subject with no emphasis on the advancement or practice of religion.

LEGAL REF.:

Mahmoud v. Taylor, 606 U.S. 522 (2025). C1

Allegheny County v. ACLU Pittsburgh Chapter, 492 U.S. 573 (1989).

School Dist. of Abington Twp v. Schempp, 374 U.S. 203 (1963).

~~Allegheny County v. ACLU Pittsburgh Chapter, 492 U.S. 573 (1989).~~

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:255 (Assemblies and Ceremonies)

~~ADOPTED: February 23, 2026~~

PRESSPlus Comments

C1. In Mahmoud v. Taylor, 606 U.S. 522 (2025), the U.S. Supreme Court held that a public school "burdens the religious exercise of parents when it requires them to submit their children to instruction that poses 'a very real threat of undermining' the religious beliefs and practices that the parents wish to instill." Consult the board attorney on questions related to religious opt-outs from curriculum, and see policy 6:260, *Complaints About Curriculum, Instructional Materials, and Programs.* **Issue 122, June 2026**

Document Status: Draft Update

SECTION 6 - INSTRUCTION

6:130 Program for the Gifted

The Superintendent or designee shall implement an education program for gifted and talented learners that will challenge and motivate academically advanced learners and engage them in appropriately differentiated learning experiences to develop their unique abilities. This program will be responsive to student needs and within the budget parameters as set by the Board.~~If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a "plan for gifted education" that would qualify for State funding.~~ C1

Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented learner.

The Board of Education will monitor this program's performance by meeting periodically with the Superintendent or designee to determine and/or review the indicators and data that evidence whether the educational program for gifted and talented learners is accomplishing its goals and objectives and is otherwise in compliance with this policy.

LEGAL REF.:

105 ILCS 5/14A.

~~23 Ill.Admin.Code Part 227.~~

CROSS REF.: 6:135 (Accelerated Placement Program)

~~ADOPTED: February 23, 2026~~

PRESSPlus Comments

C1. Updated in response to 105 ILCS 5/14A, amended by P.A. 104-129, eff. 1-1-26, removing references to State funding for gifted programs and related requirements. **Issue 120, October 2025**

Document Status: Draft Update

SECTION 6 - INSTRUCTION

6:170 Title I Programs

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Title I Parent and Family Engagement

The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level ~~compacts~~plans.[C1]

District-Level Parent and Family Engagement Plan~~*Compact*~~

The Superintendent or designee shall develop a District-Level Parent and Family Engagement Plan~~*Compact*~~ (District Plan) according to Title I requirements. Thise District Plan~~*-Level Parent and Family Engagement Compact*~~ shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the District Plan~~*Compact*~~ is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parent and Family Engagement Plan~~*Compact*~~

Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Plan~~*Compact*~~ (School Plan) according to Title I requirements. This School Plan~~*-Level Parent and Family Engagement Compact*~~ shall contain: (1) a

process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the School Plan~~*Compact*~~ is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Incorporated
by Reference: 6:170-AP1, E1 (District-Level Parent and Family Engagement Plan~~Compact~~) and 6:170-AP1, E2 (School-Level Parent and Family Engagement Plan~~Compact~~)

LEGAL REF.:

~~Title I of the Elementary and Secondary Education Act,~~ 20 U.S.C. §§6301-6514, Title I of the Elementary and Secondary Education Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment and Intra-District Transfer), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. To comply with the Elementary and Secondary Education Act (ESEA), a board must incorporate by reference the district's exhibits 6:170-AP1, E1, *District-Level Parent and Family Engagement Plan*, and 6:170-AP1, E2, *School-Level Parent and Family Engagement Plan*. These exhibits, which have both been renamed to more closely align with federal statutes and guidance and terminology used by ISBE, contain all legally required components and are compatible with sample templates contained in the U.S. Dept. of Education's non-regulatory guidance titled Parent and Family Engagement (2025), at: www.ed.gov/media/document/parent-and-family-engagement-guidance-2025-109202.pdf.

Districts receiving a Title I, Part A allocation that are required to submit proof of parent and family engagement (PFE) compliance to the Ill. State Board of Education (ISBE) as part of their FY 2027 Consolidated District Plan (CDP) will need to submit this adopted policy and both exhibits 6:170-AP1, E1 and 6:170-AP1, E2. **Please note that the plans must be customized to reflect the district's actual Title I parent and family engagement activities.** At the end of March, ISBE will offer a recorded webinar on CDPs that will include additional information on Title I requirements. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 6 - INSTRUCTION

6:190 Extracurricular and Co-Curricular Activities

The Superintendent must approve an activity in order for it to be considered a District-sponsored extracurricular or co-curricular activity, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants.
2. Fees assessed for[C1] students are reasonable and do not exceed the actual cost of operation.
3. The District has sufficient financial resources for the activity.
4. Requests from students.
5. The activity will be supervised by a school-approved sponsor.

Academic Criteria for Participation

Students must satisfy all academic standards and must comply with the activity's rules and the Student Conduct Code.

For students in kindergarten through 8th grade, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies.~~Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.~~

LEGAL REF.:

105 ILCS 5/10-20.30 and 5/24-24.

CROSS REF.: 4:170 (Safety), 7:10 (Equal Educational Opportunities), 7:40 (Nonpublic School Students, Including Parochial and Home-Schooled Students), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:300 (Extracurricular Athletics), 8:20 (Community Use of School Facilities)

~~ADOPTED: February 23, 2026~~

PRESSPlus Comments

C1. Updated for continuous improvement. **Issue 122, June 2026**

Document Status: Draft Update

SECTION 7 - STUDENTS

7:70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 8 in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, and (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 8 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in 105 ILCS 5/26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, and information about available community services relevant to such students' needs. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process for the collection and review of chronic absence data and to:
    a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
    b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to all school personnel, Board members, and school resource officers on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate

Regional Office of Education, if truancy continues after supportive services have been offered.

11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
14. An approval process for students to attend activities allowed under 105 ILCS 5/10-19.05(k), including provisions for making up missed coursework that do not penalize students.[C1]

Updating

Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

LEGAL REF.:

105 ILCS 5/10-19.05(k), 5/22-92, and 5/26-1 through 5/26-3, 5/26-5 through 5/26-16, 5/26-18, and 5/26A.

705 ILCS 405/3-33.5, Juvenile Court Act of 1987.

23 Ill.Admin.Code §§1.242 and Part 207.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated in response to 105 ILCS 5/10-19.05(k), amended by P.A. 104-250, eff. 1-1-26, requiring an approval process for students to attend allowable activities by the beginning of the 2026-2027 school year. Allowable activities are: (1) instruction in a college course where the student is dually enrolled for both high school and college credit, (2) participation in a Supervised Career Development Experience in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, (3) participation in any work-based learning experience in which student participation and learning outcomes are approved by an educator who holds an Educator License with Stipulations with a career and technical educator endorsement and a work-based learning designation, (4) participation in a youth apprenticeship in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, and (5) participation in a blended learning program approved by the district in which course content, student evaluation, and instructional methods are supervised by an educator licensed under 105 ILCS 5/21B. **Issue 120, October 2025**

Document Status: Draft Update - Rewritten

SECTION 7 - STUDENTS

7:150 Agency and Law Enforcement Requests

The District recognizes the right of every student to equal access to a free public education under State and federal law, consistent with Board policy 7:10, *Equal Educational Opportunities*. District administrators and staff stand *in loco parentis* when government agency and law enforcement authority requests occur at school.[C1]

Federal and State Law Requirements Regarding Citizenship and Immigration Status in Schools[C2]

No student shall be denied an education based on the student's, or their parent's/guardian's, actual or perceived citizenship or immigration status. Based on such status, the District will not:

1. Exclude a student from participating in, or deny them the benefits of, any District program or activity.
2. Use policies or procedures or engage in practices that have the effect of excluding a student from participating in or denying the benefits of any District program or activity.
3. Use policies or procedures or engage in practices that have the effect of excluding participation of a student's parent(s)/guardian(s) from District parental engagement activities or programs.
4. Threaten to disclose information related to the actual or perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency.
5. Disclose information related to the perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency if the District does not have direct knowledge of the student's or associated person's actual citizenship or immigration status, subject to the requirements in 105 ILCS 5/22-105(c)(3).[C3]
6. Disclose information related to the actual citizenship or immigration status of a student or a person associated with the student to any other person or nongovernmental entity if the District has direct knowledge of the student's or associated person's actual citizenship status, subject to the requirements in 105

ILCS 5/22-105(c)(3).

State law does not prohibit or restrict the District from sending or receiving information about the citizenship or immigration status of an individual to or from the U.S. Dept. of Homeland Security or any other governmental entity under 8 U.S.C. §§1373 and 1644.

Responding to Agency and Law Enforcement Requests[C4]

The Superintendent shall develop procedures to manage requests by government agencies or law enforcement authorities regarding students at school. Procedures will:

1. Recognize individual student rights and privacy.
2. Recognize the potential impact the release of information or an interview may have on an individual student.
3. Minimize potential disruption.
4. Foster a cooperative relationship with government agencies and law enforcement authorities.
5. Maintain discipline and recognize that school employees stand in the relationship of the parents/guardians to the students during the school day.
6. Comply with State law including, but not limited to, ensuring that before a law enforcement agent, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the Superintendent or designee will:[C5]
    a. Notify or attempt to notify the student's parent(s)/guardian(s) and document the time and manner in writing;
    b. Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that school employees (including, but not limited to, a school social worker, psychologist, nurse, counselor, or any other mental health professional) are present during the questioning; and
    c. If practicable, make reasonable efforts to ensure a trained law enforcement officer[C6] to promote safe interactions and communications with the student is present during questioning.
7. Manage reviewing and authorizing requests from law enforcement agents attempting to enter a school or school facility, in accordance with the requirements of 105 ILCS 5/22-105(c)(4).[C7]

LEGAL REF.:

U.S. Constitution, Amend. IV.

8 U.S.C. §1373 and §1644.

Plyler v. Doe, 457 U.S. 202 (1982).

Ill. Constitution, Art. I, §6.

105 ILCS 5/10-20.64, 5/10-20.68, 5/22-88, 5/22-105, and 5/24-24.

55 ILCS 80/, Children's Advocacy Center Act.

325 ILCS 5/, Abused and Neglected Child Reporting Act.

720 ILCS 5/31-1 et seq., Interference with Public Officers Act.

725 ILCS 120/, Rights of Crime Victims and Witnesses Act.

CROSS REF.: 2:160 (Board Attorney), 2:260 (Uniform Grievance Procedure), and 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:90 (Abused and Neglected Child Reporting), 7:10 (Equal Educational Opportunities), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:190 (Student Behavior)

Glen Ellyn SD 41

PRESSPlus Comments

C1. This policy is renamed and rewritten in response to 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, requiring districts to establish a policy by 7-1-26 regarding agency and law enforcement requests at school, and for continuous improvement. See the footnotes of this sample policy for more information, available at PRESS Online by logging in at www.iasb.com.

By 7-1-26, districts are also required to develop procedures for reviewing and authorizing requests from *law enforcement agents* attempting to enter a school or school facility. 105 ILCS 5/22-105(b), added by P.A. 104-288, eff. 1-1-26, defines *law enforcement agent* as "an agent of federal, State, or local law enforcement authorized with the power to arrest or detain individuals or manage the custody of detained individuals for a law enforcement purpose, including civil immigration enforcement." *Law enforcement agent* does not include a school resource officer as defined in 105 ILCS 5/10-20.68. Id. See sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*. **Issue 120, October 2025**

C2. Required by 105 ILCS 5/22-105(d), added by P.A. 104-288, eff. 1-1-26. **Issue 120, October 2025**

C3. Districts must also still comply with federal and State laws, e.g., FERPA and the Ill. School Student Records Act, governing the disclosure of student records or information. **Consult the board attorney regarding legal requirements when requests are received from federal law enforcement agencies. Issue 120, October 2025**

C4. With the exception of items #6 and #7, the listed standards for procedures are at the local school board's discretion and may be omitted. For procedures addressing #1-6, refer to the *Guidelines for Interviews of Students*, published by the Ill. Council of School Attorneys (*ICSA Guidelines*) at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/guidelines-for-interviews-of-students/ in consultation with the board attorney. For procedures addressing the items listed in #7, refer to sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*, available at PRESS Online by logging in at www.iasb.com, in consultation with the board attorney. Procedures covering item #7 are required by 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, and must be implemented by 7-1-26. **Issue 120, October 2025**

C5. 105 ILCS 5/22-88. The statute does not specifically assign these duties to a school official, but instead states that "a law enforcement officer, school resource officer, or other school security personnel" must ensure these conditions are met before detaining and questioning a student on school grounds. For ease of implementation, this policy assigns these duties to a school official as they routinely contact parents/guardians and can arrange for the presence of school personnel during an interview. See the *ICSA Guidelines* for further discussion of school officials' responsibilities when law enforcement authorities interview students at school. **Issue 120, October 2025**

C6. A *trained law enforcement officer* is someone who: (1) received training in youth investigations approved or certified by his/her law enforcement agency or under 50 ILCS 705/10.22, or (2) is a juvenile police officer per 705 ILCS 405/1-3(17). 105 ILCS 5/22-88(b)(4). **Issue 120, October 2025**

C7. 105 ILCS 5/22-105(c)(4), added by P.A. 104-288, eff. 1-1-26, requires a district to develop procedures that: (1) designate authorized personnel at the school and the superintendent's office or school administrative office who may contact the board attorney, (2) require the designated authorized person and board attorney to work together to review requests from law enforcement agents to enter a school or school facility, including under judicial warrants, nonjudicial warrants, and subpoenas, (3) require the designated authorized personnel to monitor or accompany and to document all interactions with law enforcement agents while on the school's premises, and (4) require the designated authorized person to notify and seek consent from a student's parent/guardian, or from the student if the student is 18 years old or older or emancipated, if a law enforcement agent requests access to a student for immigration enforcement purposes, unless such access is in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the student's parent/guardian.

Regarding requirement #2 in the paragraph immediately above, ensure that the superintendent's authority to designate others to contact the board attorney aligns with policy 2:160, *Board Attorney*. The superintendent will need to work with the board attorney to create a list of administrators authorized to consult directly with the board attorney if any agency or law enforcement request is received. Factors to consider when drafting this list include: the type of request received, the type of agency or law enforcement unit making the request, whether or not a warrant is presented, and whether or not exigent circumstances are claimed. **Issue 120, October 2025**

Document Status: Draft Update

SECTION 7 - STUDENTS

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from 105 ILCS 5/22-11027-23.7[C1]

Artificial intelligence means a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content,

recommendations, or decisions that can influence physical or virtual environments. *Artificial intelligence* includes generative artificial intelligence.

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of *bullying*.[C2]

Digital replica means a newly created, electronic representation of the identity of an actual individual created using a computer, algorithm, software, tool, artificial intelligence, or other technology that is fixed in a sound recording or audiovisual work in which that individual did

not actually perform or appear and that is so realistic that a reasonable observer would believe it is a performance by the individual being portrayed and no other individual.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Unauthorized digital replica means the use of a digital replica of an individual without the consent of the depicted individual.

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.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The

District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

David Bruno, Assistant Superintendent for Human Resources

Name

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Address

dbruno@d41.org

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Title IX Coordinator:

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kwilliams@d41.org ~~kwebster@d41.org~~ Email	edeporter@d41.org Email
630-790-6400 Telephone	630-790-6400 Telephone

4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
    a. Making all reasonable efforts to complete the investigation within 10 school

days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.

b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/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, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where

applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.

11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
    a. The frequency of victimization;
    b. Student, staff, and family observations of safety at a school;
    c. Identification of areas of a school where bullying occurs;
    d. The types of bullying utilized; and
    e. Bystander intervention or participation.

    The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

    i. An updated version of the policy with the amendment/modification date specifying the date of adoption (indicated by month, date, and year)[C3] included in the reference portion of the policy;
    ii. If no revisions are deemed necessary, a copy of Board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
    iii. A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

    The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
    a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
    b. 2:265, Title IX *Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education

Amendments of 1972.

c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.

d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.

e. 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.

f. 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.

g. 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).

h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.

i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.

j. 7:310, *Restrictions on Publications; Elementary Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/22-110, and 5/24-24~~, and 5/27-23.7~~.

405 ILCS 49/, Children's Mental Health Act.

775 ILCS 5/1-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (*Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited),* 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. All definitions are directly from 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391, or any other statutes it incorporates by reference. **Issue 120, October 2025**

C2. This sentence is required beginning with the 2026-27 school year. 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391. **Issue 120, October 2025**

C3. Including the month, date, and year that an updated policy was adopted is required by 23 Ill. Admin.Code §1.295(c)(2). **Issue 120, October 2025**

Document Status: Draft Update

SECTION 7 - STUDENTS

7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and *Where* Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend

school or school functions and are treated as though they had alcohol in their possession.

3. Using, possessing, distributing, purchasing, selling, or offering for sale:
    a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
    b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
    c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
    d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
    e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
    f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
    g. Look-alike or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
    h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b)

grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
5. Using or possessing an electronic paging device.
6. Using or possessing a cellular telephone, two-way radio, video recording device, and/or other telecommunication device, unless authorized and approved by the Building Principal.
7. *Sexting*, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions, non-consensual dissemination of private sexual images,* and *non-consensual dissemination of sexually explicit digitized depictions,* as defined in State law.
8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
11. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or

preference, or (b) display of affection during non-instructional time.

13. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
17. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
18. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
19. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
22. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
23. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is:

(a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or alternative study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use

this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.

9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended shall also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled shall also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. Students enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the program(s).

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others. It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by 105 ILCS 5/10-20.33.

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, Ill. State Board of Education (ISBE) rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430ILCS65/), or firearm as defined in Section 24-1 of the Criminal Code of 2012 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds, becomes aware of any person in possession of a firearm on school grounds, or becomes aware of any threat of gun violence on school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. If the report of (1), above, pertains to a threat of firearm violence made by a student, the Building Principal or designee shall attempt to notify the student's parent/guardian as soon as possible and shall further attempt to contact the parent/guardian to ensure that the student does not have access to a firearm.[C1] In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report these incidents to ISBE through its web-based School Incident Reporting System as they occur during the year and no later than July 31 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other licensed educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by 105 ILCS 5/10-20.33. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent or administrative designee is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated
by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

20 U.S.C. §7971 *et seq*., Pro-Children Act of 2004.

20 U.S.C. §7961 *et seq*., Gun Free Schools Act.

105 ILCS 5/2-3.71(a)(7), 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/22-100, 5/22-110, 5/24-24, 5/26-12, 5/27-2427-23.7, and 5/31-3.

~~105 ILCS 110/3.10, Critical Health Problems and Comprehensive Health Education Act.~~

410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.

410 ILCS 647/, Powdered Caffeine Control and Education Act.

430 ILCS 66/, Firearm Concealed Carry Act.

23 Ill.Admin.Code §§1.280, 1.285.

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Law Enforcement RequestsPolice Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications; Elementary Schools), 8:30 (Visitors to and Conduct on School Property)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated in response to 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174. **Issue 120, October 2025**

Document Status: Draft Update

SECTION 7 - STUDENTS

7:290 Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code Section 5/2-3.166(c)(2)-(7). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
    a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements ~~105 ILCS 5/2-3.139 and~~ 105 ILCS 5/27-2157 (requiring education for students on mental health and illness~~to develop a sound mind and a healthy body~~).[C1]
    b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
    a. The training required by 105 ILCS 5/10-22.39 for all District staff who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
    b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant

to *Ann Marie's Law* on ISBE's website.

3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:
    a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District's educational program);
    b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
    c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;
    d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
    e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
    f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;
    g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
    h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student*

Support Services, in addition to other State and/or federal resources that address reporting procedures.

6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

Monitoring

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District. Student and staff[C2] identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Student Confidential Reporting Act, 5 ILCS 860/, Children's Mental Health Act, 405 ILCS 49/, Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/, and the Individuals with Disabilities Education Act, 42 U.S.C. §12101 *et seq*.

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

LEGAL REF.:

42 U.S.C. § 12101 *et seq*., Individuals with Disabilities Education Act.

105 ILCS 5/2-3.166, ~~105 ILCS 5/2-3.139,~~ 5/3-14.8, ~~5/10-20.76~~, 5/10-20.81, 5/10-22.24a, 5/10-22.24b, 5/10-22.39, 5/14-1.01 et seq., 5/14-7.02, ~~and~~ 5/14-7.02b, and 5/27-215~~7~~.

5 ILCS 860/, Student Confidential Reporting Act.

405 ILCS 49/, Children's Mental Health Act.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

745 ILCS 10/, Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated in response to 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

C2. Updated in response to 105 ILCS 5/10-20.81, amended by P.A. 104-264, eff. 1-1-26, requiring districts to insert the same contact information for suicide prevention helplines required for student ID cards on employee ID cards for employees serving any of grades 6 through 12. **Issue 120, October 2025**

Document Status: Draft Update

SECTION 7 - STUDENTS

7:300 Extracurricular Athletics

Student participation in school-sponsored extracurricular athletic activities is contingent upon the following:

1. The student must meet the academic criteria set forth in Board policy 6:190, *Extracurricular and Co-Curricular Activities*.
2. A parent/guardian of the student must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved.
3. The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice registered nurse, or a physician assistant. The ***Pre-Participation Physical Examination Form***, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness.
4. The student must show proof of accident insurance coverage either by an insurance[C1] policy purchased through the District-approved insurance plan or a parent/guardian written statement that the student is covered under a family insurance ~~plan~~policy.
5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and his or her parents/guardians must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association, or the Southern Illinois Junior High School Athletic Association), and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about ~~the~~ Board ~~s concussion~~ policy 7:305, *Student Athlete Concussions and Head Injuries*.

The Superintendent or designee (1) is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirement(s) comply with Board policy 7:10, *Equal Educational Opportunities*, and (2) shall maintain the necessary records to ensure student compliance with this policy.

LEGAL REF.:

105 ILCS 5/10-20.30~~,~~ and 5/22-80~~, and 25/2~~.[C2]

23 Ill.Admin.Code §1.530(b).

CROSS REF.: 4:100 (Insurance Management), 4:170 (Safety), 6:190 (Extracurricular and Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:305 (Student Athlete Concussions and Head Injuries), 7:340 (Student Records)

~~ADOPTED: February 23, 2026~~

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated throughout for continuous improvement. **Issue 121, March 2026**

C2. The Legal References are updated. **Issue 121, March 2026**

Document Status: Draft Update

SECTION 8 - COMMUNITY RELATIONS

8:70 Accommodating Individuals with Disabilities

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities and will not be subject to illegal discrimination. When appropriate, the District may provide to persons with disabilities aids, benefits, or services that are separate or different from, but as effective as, those provided to others.

The District will provide auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

Each service, program, website, or activity operated in existing facilities shall be readily accessible to, and useable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety.

The Superintendent or designee is designated the Title II Coordinator and shall:

1. Oversee the District's compliance efforts and, recommend necessary modifications to the Board of Education, and maintain the District's final Title II self-evaluation document, update it to the extent necessary, and keep it available for public inspection for at least three years after its completion date.[C1]
2. Institute plans to make information regarding Title II's protection available to any interested party.

Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Superintendent or designated Title II Coordinator, or by filing a grievance under Board policy 2:260, the *Uniform Grievance Procedure*.

LEGAL REF.:

Americans with Disabilities Act, 42 U.S.C. §§12101 et seq. and 12131 et seq., Americans with Disabilities Act; 28 C.F.R. Part 35.

Rehabilitation Act of 1973 §104, 29 U.S.C. §794, Rehabilitation Act of 1973 (2006).

105 ILCS 5/10-20.51.

410 ILCS 25/, Environmental Barriers Act.

71 Ill.Admin.Code Part 400, Illinois Accessibility Code.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:150 (Facility Management and Building Programs)

ADOPTED: February 23, 2026

Glen Ellyn SD 41

PRESSPlus Comments

C1. Updated in response to a five-year review. **Issue 122, June 2026**

Board Report

Date: **October 19, 2026**

Title: **Technology Software Purchase: Red Rover Hiring Software**

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

Strategic Priority Goal Area 1:Foster Growth-Focused Academic Excellence: District 41 will provide a rigorous and innovative learning environment to ensure all students achieve excellence and are prepared to thrive in a global society.

Background: For over 13 years, the District has utilized Frontline Recruiting & Hiring as its applicant tracking system. The system is used to manage the hiring process from job posting through candidate selection, including posting vacancies, collecting and reviewing applications, communicating with candidates, scheduling interviews, completing reference checks, and submitting recommendations for hire. Over the past four years, the District has experienced a decline in customer service and support from Frontline, including longer resolution times for identified issues. Additionally, the platform's aging technology has become less aligned with the District's need for a modern, intuitive, and efficient hiring process. As a result, the Human Resources Department reviewed Red Rover Hiring as an alternative solution.

Discussion: The Human Resources Department has identified Red Rover Hiring as a solution that better meets the District's current hiring and recruitment needs. Red Rover provides a more modern, streamlined, and user friendly hiring experience for both applicants and District staff. Compared with the District's current Frontline process, Red Rover offers greater flexibility to customize hiring and approval workflows, real time applicant tracking, mobile friendly applications, resume parsing, built in video interviewing, and a more seamless transition from applicant to new hire onboarding.

Red Rover has been serving K–12 school districts since 2020 and has continued to expand its HR solutions to include Recruiting & Hiring. The hiring platform was developed specifically for the needs of school districts, with a focus on simplifying recruitment, improving the applicant experience, and providing HR teams and administrators with modern, flexible tools to manage the hiring process. Red Rover's approach emphasizes ongoing partnership with districts and continued development of its platform based on the evolving needs of K–12 human resources. The District has been very pleased with Red Rover's Absence Management system since implementing it in 2023, particularly its intuitive, user-friendly design, ease of use for staff and administrators, and responsive support provided by the Red Rover team.

Following Board approval, the District will enter into an agreement for Red Rover Hiring at an annual subscription cost of $9,850, with a one time implementation fee of $2,750 for system setup and configuration. The District successfully negotiated an eight week implementation period at no additional cost with Red Rover. During November and December 2026, the District will operate Red Rover and Frontline concurrently, test workflows and job postings, train Human Resources staff, hiring managers, and principals, and resolve any issues before the full launch. Red Rover Hiring will officially go live on January 1, 2027, at which time subscription billing would begin and all new hiring activities transition to the new system. Following implementation, trained Human Resources staff will

maintain and update the system and assist District staff as needed. Red Rover will also provide ongoing customer service and technical support.

Budgetary Funding: This purchase will impact the 2026–2027 Human Resources budget.

Other Information: In anticipation of Board approval and the proposed transition, the District has also changed its Frontline billing cycle from annual to quarterly payments. The final Frontline billing period is scheduled to run from October 10, 2026, through January 9, 2027, allowing for a brief overlap to support a smooth and uninterrupted transition to Red Rover Hiring.

Recommendation: The Administration recommends the Board authorize Dr. David Bruno, Assistant Superintendent for Human Resources to engage in an agreement with Red Rover at a cost of $9,850.00 for year one and a $2,750.00 one-time cost for implementation funded by the Human Resources Department.