



**Board of Education - Regular Meeting  
Northwood Middle School  
945 North Ave.  
Highland Park, IL 60035**

**Tuesday, May 19, 2026 7:00 PM**

**Mission**

*North Shore School District 112 is a transformative learning organization where curiosity inspires minds, innovation shapes the future, and students, staff, and families engage to create a kind and connected community that is committed to excellence.*

**Agenda**

***LIVE STREAMING - To watch the live stream or the recorded Board Meeting, please visit our Vimeo page at <https://vimeo.com/user133899354>***

1. Call to Order/Roll Call (7:00 pm)
2. Pledge of Allegiance
3. Approval of Agenda
4. Superintendent Report
5. Recognition: Highland Park Community Foundation Golden Apple Award Recipients
6. Information & Presentations
  - a. Presentation: K-5 Dual Language Report - Phased Implementation Plan
  - b. First Reading Board Policy Updates
    - 2:40 Board Member Qualifications (custom language)
    - 2:200 Types of School Board Meetings
    - 2:220 School Board Meeting Procedure
    - 2:250 Access to District Public Records
    - 2:260 Uniform Grievance Procedure
    - 4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors
    - 5:30 Hiring Process and Criteria
    - 5:50 Drug- and Alcohol Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition
    - 5:250 Leaves of Absence
    - 5:330 Sick Days, Vacation Holidays, and Leaves
    - 6:50 School Wellness

- 6:65 Student Social and Emotional Development
  - 6:100 Using Animals in the Educational Program
  - 6:145 Migrant Students
  - 6:170 Title I Programs
  - 7:20 Harassment of Students Prohibited
  - 7:50 School Admissions and Student Transfers To and From Non-District Schools
  - 7:100 Health Eye and Dental Examinations; Immunizations; and Exclusion of Students
  - 7:185 Teen Dating Violence Prohibited
  - 7:220 Bus Conduct (5 Yr. Review)
  - 7:230 Misconduct by Students with Disabilities (5 Yr. Review)
  - 7:260 Exemption from Physical Education
  - 7:280 Communicable and Chronic Infectious Diseases (5 Yr. Review)
  - 7:300 Extracurricular Athletics
  - 8:90 Parent Organizations and Booster Clubs
- c. Freedom of Information Requests (Policy 2:250)
7. Public Comments Related to Matters on the Agenda (Policy 2:230) *The Board welcomes comments and gives them serious consideration. The first community participation is solely for comments about matters on this agenda. Comments are limited to three minutes per speaker and will become part of the public record. Individual topics will have a limit of 30 minutes.*
8. Action Items
- a. Consent Agenda (Policy 2:220)
- i. Approval of Regular Meeting Minutes - April 19, 2026 (Policy 2:220)
  - ii. Personnel Recommendations: Employment, Resignation, Retirement & Leave of Absence (Policy 5:30)
  - iii. Bill List (Policy 4:50)
  - iv. Treasurer's Report - April 2026 (Policy 4:80)
  - v. Destruction of Closed Session Recordings from 11/12/24 & 11/19/24 (Policy 2:220)
- b. Approval of 2026-27 Renewal Agreement Heart of the City (Policy 4:60)
- c. Approval of 2026-27 Consolidated District Plan
- d. Approval of Final 2025-26 School Calendar (Policy 6:20)
- e. Approval of 2027-28 School Calendar (Policy 6:20)
- f. Approval of 2026-27 Proposal for Student Photography Services - VIP (Policy 4:60)
- g. Approval of 2026-27 Lease Renewal Ravinia Nursery School (Policy 4:60)
- h. Approval of 2026 Summer Breakfast Program (Policy 4:120)
- i. Approval of 2026-27 Transportation Hazard Areas (Policy 4:110)
- j. Approval of Resolution 260519 Designating Interest Earnings in FY26 as Interest (Policy 4:30)
9. Public Comments - *The Board welcomes comments and gives them serious consideration. Comments are limited to three minutes per speaker and will become part of the public record. Individual topics will have a limit of 30 minutes.*
10. Committee Reports (Policy 2:150)

11. Board/Superintendent Other
12. Adjournment



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# NORTH SHORE

SCHOOL DISTRICT 112

Date: May 19, 2026  
To: Board of Education  
From: Dr. Michael Lubelfeld, Superintendent  
Subject: HP. Community Foundation Golden Apple Award Recipient- Mr. Jon Boggie  
Policy Alignment: 5:110 Recognition for Service  
Disposition: Information

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### **Executive Summary:**

Each year, the Highland Park Community Foundation (HPCF) presents the Golden Apple Award to an outstanding teacher within the Highland Park School system. Nominations for the award follow a rotating cycle, focusing on grade levels PreK-5, 6-8, and 9-12. This year, community nominations were solicited for teachers in grades PreK-5.

The Golden Apple Award Selection Committee, comprised of educators, thoroughly evaluated all nominations. Their process included reviewing applications, conducting full-day classroom observations, and interviewing colleagues. The committee selected the award recipient based on criteria including instructional excellence, content knowledge, interactions with students and staff, and contributions to the school and community.

This year, the Committee selected **Mr. Jon Boggie**, a 4th-grade teacher at Wayne Thomas Elementary School, as the 2026 Golden Apple Recipient. At the May 19, 2026, Regular Board Meeting, Mr. Boggie will be honored, and the Golden Apple Committee members will share the reasons for his selection. The semi-finalists, Erin Lichtfuss, a 2nd-grade teacher at Indian Trail, and Rachel Joseph, a 1st-grade teacher at Braeside, will also be recognized.

### **Recommendation:**

Information



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**NORTH SHORE**  
SCHOOL DISTRICT 112

Date: May 19, 2026  
To: Members of the Board of Education,  
Dr. Michael Lubelfeld, Superintendent  
From: Dr. Monica Schroeder, Deputy Superintendent  
Subject: K-5 Dual Language Consolidation Report  
Policy Alignment: 4:150 Facility Management and Building Programs  
6:160 English Learners  
Disposition: Information

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#### Executive Summary:

Following Dr. Sonia Soltero's consolidation recommendations and the Board of Education's approval on June 10, 2025, to unify the two K-5 dual language programs at Oak Terrace Elementary School, the administration launched a comprehensive, stakeholder-informed implementation process.

From August 2025 through April 2026, the Superintendent's Task Force, comprising nearly 60 staff members, parents/guardians, and administrators, designed an inclusive plan to consolidate the programs. The Task Force established two-way communication among the three subcommittees (student success, family engagement, and facilities/operations) to achieve their goals and ensure the long-term health and instructional excellence of the Dual Language program.

The lead facilitators are proud to present the final report to the Board of Education, the culmination of the work of many stakeholders who volunteered and participated in the Dual Language Task Force.

Recommendation: Information only



# **K-5 Dual Language Report Phased Consolidation Plan**

**May 19, 2026**

**Dr. Monica Schroeder & Dr. Michael Lubelfeld  
Deputy Superintendent & Superintendent**

# Our Mission and Values

**Mission:** North Shore School District 112 is a transformative learning organization where curiosity inspires minds, innovation shapes the future, and students, staff, and families engage to create a kind and connected community that is committed to excellence.

## Core Values:

- Compassion and Equity
- Integrity and Connection
- Growth and Safety

# Dr. Sonia Soltero's Recommendations and Administration's Recommendations

1. **Prioritize English Learner Needs:** *Formally elevate the educational needs of Spanish language English Learners through explicit prioritization in district and school planning, policies, resource allocation, teacher recruitment/retention, professional development, family engagement, curriculum, and assessment.*
  - **Accepted**
  - **Launched the Dual Language Task Force to focus on student success, family engagement, and facilities and operations. The task force will advise the superintendent and deputy superintendent who will make recommendations to the board in May 2026.**
2. **Program Redesign to 80-20 Model:** *Consider shifting the dual language program from a 50-50 model to an 80-20 model, citing research that suggests academic, biliterate, and socio-cultural advantages for both English Learners and English-dominant speakers due to increased exposure to Spanish in early grades. Recommend a comprehensive review and needs assessment to create a five-year improvement strategic plan.*
  - **Partially accepted**
  - **Conduct an "RFP" and Launch a third party to conduct a thorough K-5 program assessment and evaluation inclusive of staff's input on 80/20 to be conducted in the 25-26 school year.**

# Dr. Sonia Soltero's Recommendations and Administration's Recommendations

**3. School Climate and Culture Reset at Oak Terrace:** Undertake a systemic effort to bolster Oak Terrace's standing and shift from a deficit-based narrative to an asset-based mindset, both within the school and the broader community. This involves strategies to improve climate-culture, foster stronger relationships, increase integration of diverse families and students, and celebrate the school's strengths.

- **Accepted**
- **Address culture reset through the launch of the task force to foster stronger relationships.**
- **A co-principal and associate principal leadership model will occur at Oak Terrace to support integration in 27-28.**

**4. Phased Consolidation Plan to Oak Terrace:** Consider a phased consolidation of the dual language program from two schools into Oak Terrace, citing declining enrollments, particularly among native Spanish speakers. The proposed transition would begin in 2026-2027 by suspending kindergarten enrollment at Red Oak and allowing existing students to remain for two years, with full consolidation at Oak Terrace by 2029-2030. This plan involves increasing kindergarten and first-grade classrooms at Oak Terrace.

- **Partially accepted**
- **Recommended to the board of education on June 26, 2025, to fully consolidate schools at the start of the SY 27-28.**
  - **SY 26-27- All dual language kindergarten enrolls at Oak Terrace**
  - **SY 27-28 - Move preschool to Green Bay**

# The Path to One School (Timeline)

- **SY 2026-2027:** All Dual Language kindergarten students will enroll at Oak Terrace.
- **SY 2027-2028:** Full consolidation of the program at Oak Terrace.
  - a. Preschool will move to Green Bay in SY 27-28 to allow for inclusive opportunities and maintain student sections together.
  - b. Oak Terrace will utilize a co-principal and associate principal model to support student integration.

# Our “Wildly Important Goals”



## Literacy WIG

Literacy WIG



**80%**

Percentage of students meeting/exceeding ELA proficiency on IAR

Where We Are Now



**74%**

Percentage of students meeting/exceeding ELA proficiency on IAR

¿Dónde estamos ahora?

**74%**

Porcentaje de alumnos que cumplen o superan dominio en ELA en la IAR

Objetivo de Lectura

**80%**

Porcentaje de alumnos que cumplen o superan dominio en ELA en la IAR



## Dual Language Transition WIG

Dual Language Transition WIG



**100%**

Task Force plans for DL move to Oak Terrace at start of the 27-28 SY

Where We Are Now



**92.8%**

% of completed consolidation plan

¿Dónde estamos ahora?

**92.8%**

% del plan de consolidación completado

Transición de Lenguaje Dual

**100%**

Planes del grupo de trabajo para mudanza de DL a Oak Terrace 27-28



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SCHOOL DISTRICT 112

# Student Success Committee



# PILLARS OF DUAL LANGUAGE EDUCATION

THE WHAT  
(GOALS)

High Academic  
Achievement

Bilingualism  
& Biliteracy

Sociocultural  
Competence

THE WHY

Equity & Social Justice (Critical Consciousness)

THE WHO

Emergent Bilinguals (English Learners)

# Our Tasks



Selecting a third party to conduct a needs assessment and audit of the program



Assess current resources to support the potential curricular shift from 50/50 to 80/20



Assess current staff to understand the language stamina and needs to potentially staff K-2 for 80/20 instruction model



Review current professional development opportunities and survey staff to identify needs for FY27

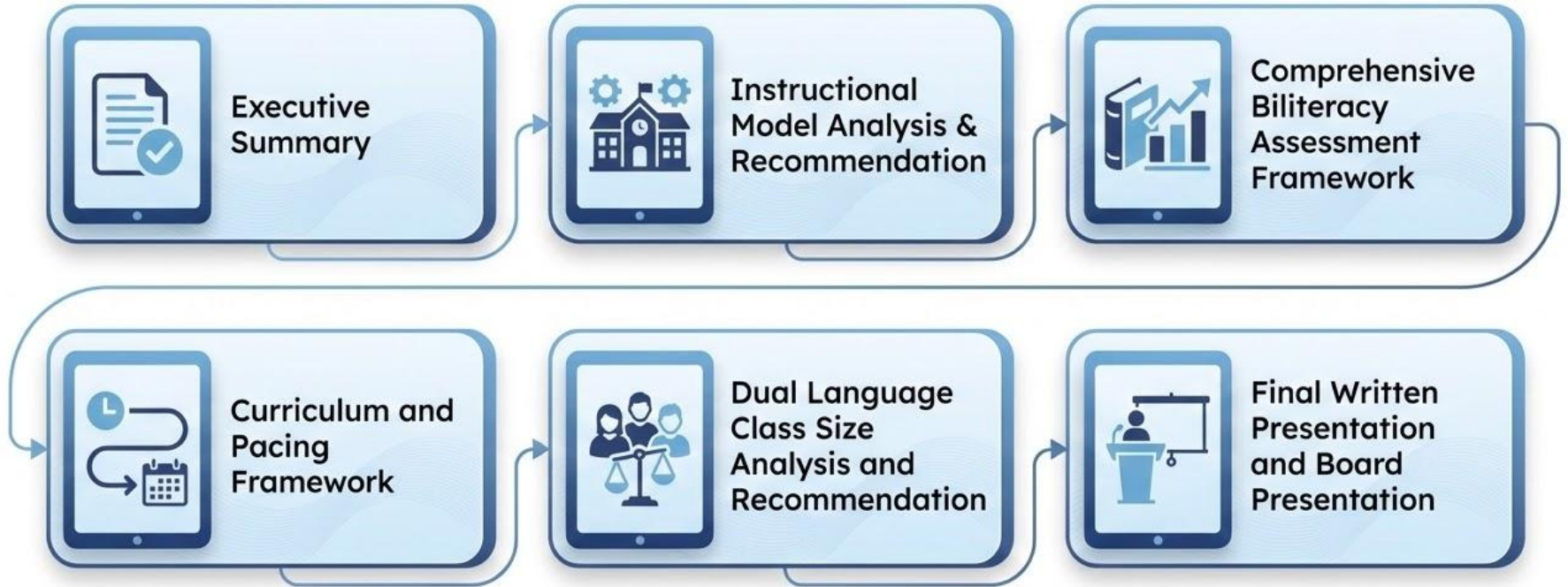
# Scope of Our Work



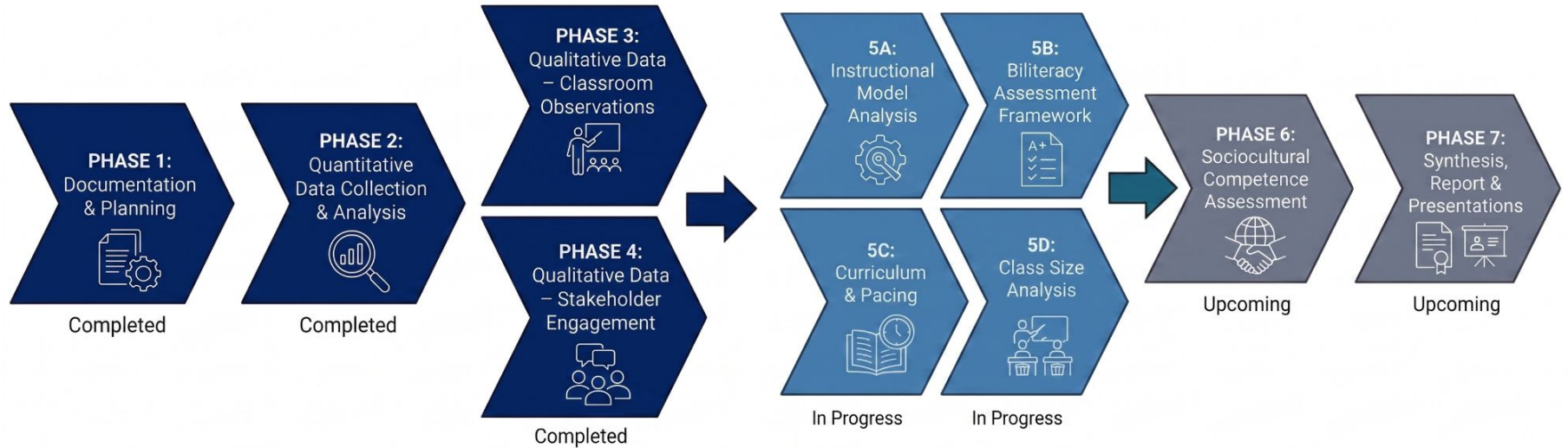
# Dual Language Vendor Recommendation



# Deliverables



# Program Review



■ = Completed   ■ = In Progress   ■ = Upcoming

# Subcommittee Spotlight: Student Success

**Key Milestone:** The committee unanimously recommended **Paridad** to conduct the K-5 Dual Language program evaluation (Board approved Feb 17, 2026).

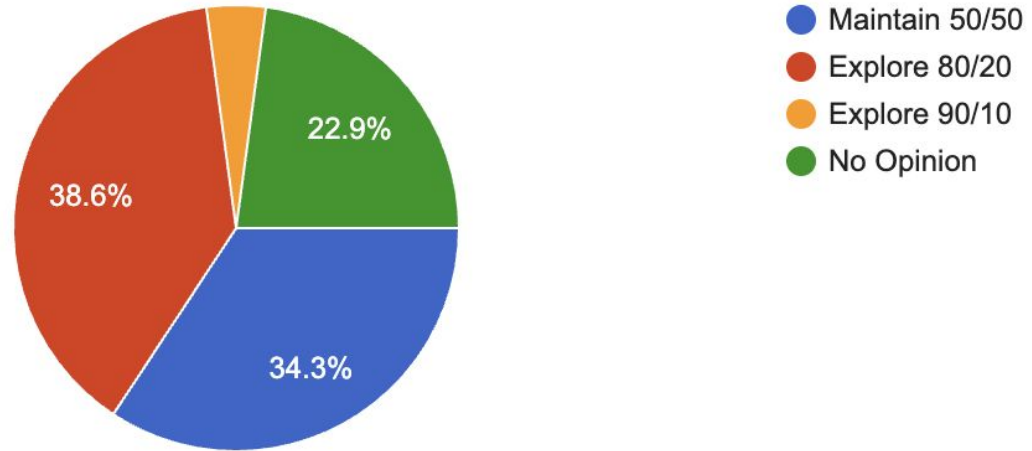
**Evaluation Focus:** A thorough assessment of the program is underway, assessing the 50/50 Dual Language Program's effectiveness and identify actionable ways to improve bilingual student outcomes (Report due in October, 2026).

**Next Action:** Review staff feedback from the K-5 DL survey and plan professional development for next school year.

# K-5 DL Survey Results

Do you want to explore an instructional model other than 50/50?

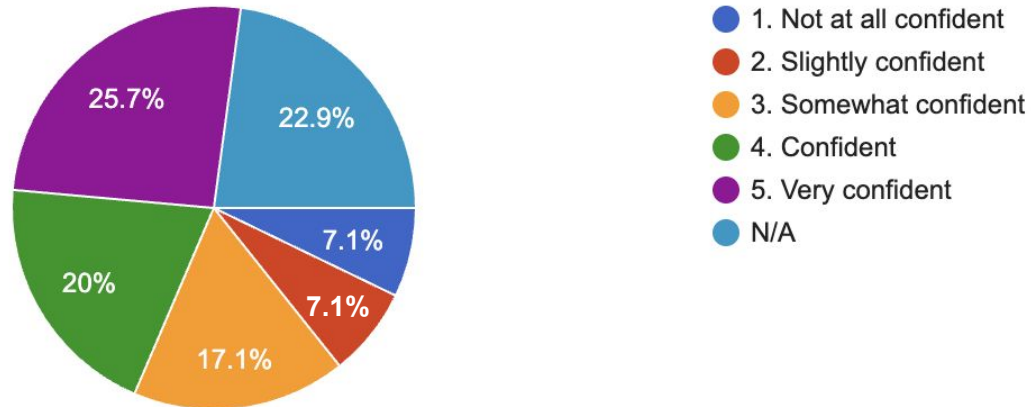
70 responses



# K-5 DL Survey Results

On a scale of 1–5, how confident do you feel in your current linguistic capacity and pedagogical ability to implement a shift in the language model (e.g., teaching more content in the partner language 80/20 or 90/10)?

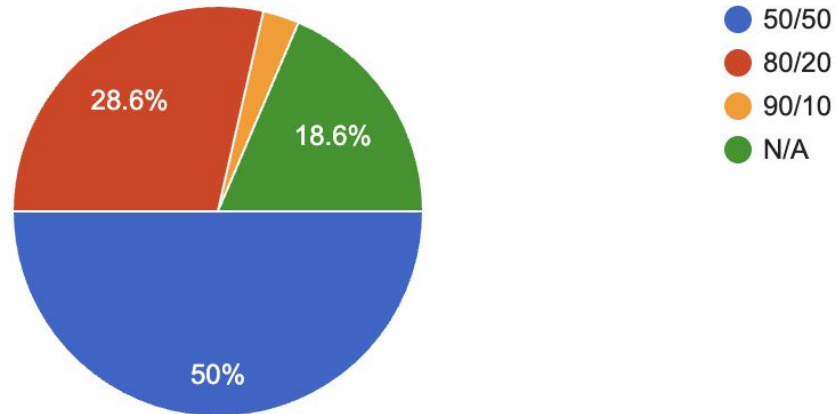
70 responses



# K-5 DL Survey Results

In your observation, which instructional model (50/50, 80/20, or 90/10) would be most 'linguistically responsive' to our specific student population's academic and social-emotional needs?

70 responses

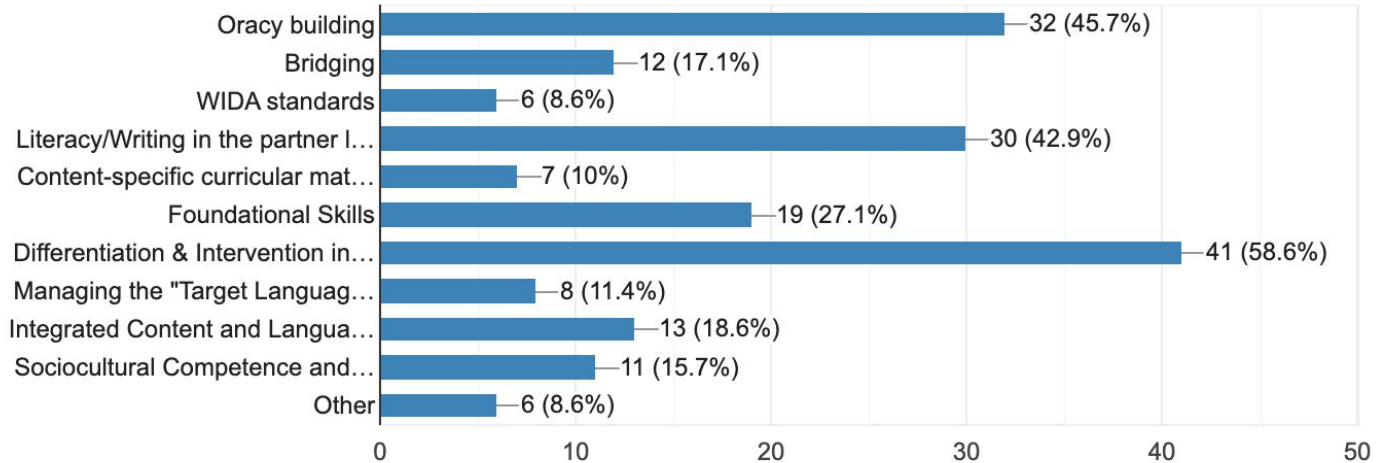


# K-5 DL Survey Results

To successfully implement or strengthen our DL program, which of the following PD areas do you prioritize as your highest need for the upcoming year? \* Choose no more than 3.



70 responses



# Findings and Recommendations

- **DL K-5 Staff Survey**
  - Apply data to target professional growth
  - Share survey with Paridad
- **October 2026: Paridad Board of Education Presentation**
  - Formal Report on October 20, 2026

# FAMILY ENGAGEMENT

# Our Tasks

Strategic actions to ensure a successful transition to Oak Terrace

- Review current family engagement opportunities at each school; investigate traditions that are important
- Considerations for combining RO/OT events at OT; survey students
- Review extracurricular activities at each school; identify gaps and investigate new opportunities
- Considerations for combining OT/RO activities at OT (e.g. Chess Club) survey students
- Consider ways to onboard kindergarten and new families into the program
- Create surveys/questionnaires to gather input from families on intentions of participation in the DL Program throughout phases of consolidation and post
- Plan family engagement sessions that include tours of the school for students and families to visit the Oak Terrace learning and play spaces

# Events & Traditions

Comprehensive list of unique, shared, and future opportunities



## Oak Terrace Unique

- La Pachanga
- Variety Show
- School Musical
- After-School Sports
- Movie Night (OT Version)
- Month of Military Child Breakfast
- Kickball
- Fifth-Grade Picnic
- Welcome Back Night (OT Version)



## Red Oak Unique

- Diwali Celebration
- Dia del Niño
- Lotería / Bingo Night
- Cultural Assemblies
- Rockets on the Run
- Skate Night
- Soccer Club
- Spring Fling & Wolves Night
- Fifth Grade Car Wash
- Teacher Raffles
- McTeacher Night



## Shared Traditions

- Spirit Week & Fun Fair
- Multicultural Night
- Dia de los Muertos
- Halloween Parade
- Book Fair & Book Day
- Robotics & Chess Clubs
- Fall Fest
- 5th Grade Celebrations
- Parent Events (General)
- BPAC & Foundation Events



## Future Opportunities

- Expanded Cultural Activities
- "Day in the Life" Experiences
- Family Learning Nights
- "Teach Us Spanish" Night
- Parent Pickleball Tournament
- Combined OT/RO Events
- Student Interest Surveys
- Engaging Spanish-Speaking Families
- New Extracurriculars

*A full list has been shared with the leadership teams at both schools to help with their planning for the transition*

# Family Engagement Events

Three unified events bringing Oak Terrace and Red Oak families together (Feb. 7, 19, & 23)



## School Exploration

Families explored the school through a student-led scavenger hunt visiting key spaces like the library, art room, and classrooms.



## Community Input

Parents completed the PreK-5 survey at designated stations and engaged with Q&A sessions led by Dr. Monica Schroeder.



## Future Planning

Direct feedback on playground designs (Play Illinois) and building needs gap analysis (Wight & Company).



## Family Connections

Representatives from Oak Terrace PTO, Red Oak PTO, and BPAC provided giveaways and networking opportunities.



**Dual Language Program  
Family Engagement Events  
February 2026**

# Scope of Our Work

November 6, 2025

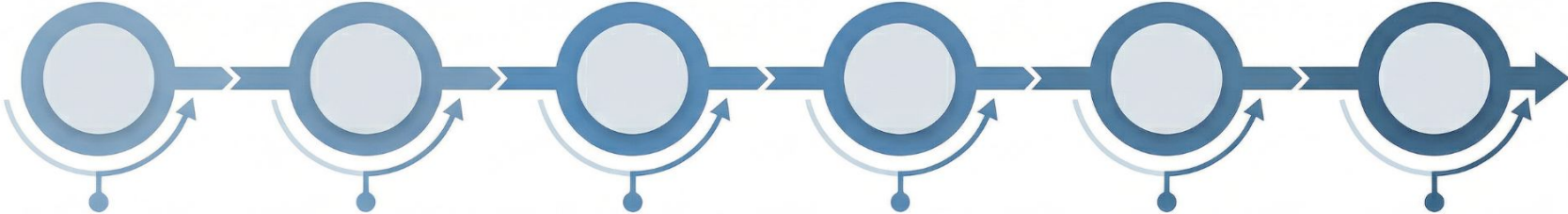
December 11, 2025

January 15, 2026

February 7, 2026

February 19, 2026

February 23, 2026



Session 1

Session 2

Session 3

Engagement 1

Engagement 2

Engagement 3

Honoring traditions while envisioning what lies ahead.



Review survey questions, plan family engagement sessions/tours



Finalize family engagement sessions/tours, plan for onboarding new kinder families



Family engagement events at Oak Terrace bring the two school communities together, showcase the school, gather feedback, answer questions, and help families explore the future home of the K-5 Dual Language Program



# Subcommittee Spotlight: Family Engagement

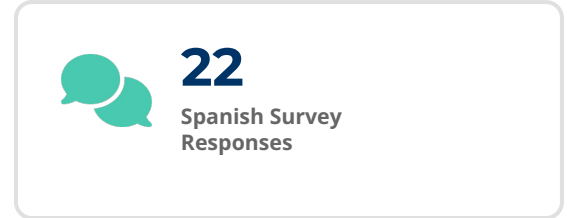
**Key Milestone:** The subcommittee planned and hosted three family engagement events at Oak Terrace to give families opportunities to visit the building, ask questions, share feedback, and begin imagining the future of the K-5 Dual Language Program there.

**Engagement Focus:** The subcommittee helped shape opportunities for families to share input through surveys, events, and discussion, while also identifying the traditions, experiences, and supports that matter most to families as planning continues.

**Next Action:** Family feedback from engagement events and surveys will continue to inform planning and help guide recommendations related to community-building, communication, and the future family experience at Oak Terrace.

# PK-5 Dual Language Survey

557 Pre-K - 5th grade families received the survey



## School Representation

### Oak Terrace & Red Oak Families

Both school communities are well-represented, with several families having children associated with both campuses or older siblings in middle school.

## Grade Level Distribution



Kindergarten – 2nd Grade

3rd – 5th Grade

## English Survey Families



### Brain Development

Value early bilingualism for cognitive growth and neurodevelopmental benefits.



### Diversity & Culture

Desire for children to learn in a diverse environment and gain cultural competence.



### Long-Term Benefits

Focus on future academic advantages, career opportunities, and economic mobility.



### Global Citizenship

Developing a broader worldview and the ability to connect with more people globally.

## Spanish Survey Families



### Language Preservation

Critical goal to maintain Spanish literacy (reading/writing) alongside English acquisition.



### Cultural Identity

Strengthening connection to family roots, heritage, and intergenerational communication.



### Opportunity & Access

Belief that bilingualism opens doors ("valen por dos") while validating the home language.



### Comfortable Communication

Desire for a school environment where parents can communicate easily and effectively.

Distinct resource needs based on home language to support student success

## English Survey Families



### Spanish Resources

Requesting vocabulary lists, pronunciation guides, and book recommendations to help at home.



### Homework & Printables

Desire for optional physical worksheets aligned with classwork; less reliance on screens/apps.



### Non-Speaker Guidance

Need specific strategies for parents who don't speak Spanish to effectively support learning.



### Frequent Updates

Want clear communication from teachers about current topics to reinforce outside school.

## Spanish Survey Families



### English Literacy Support

Need resources and homework help to support their children's reading and writing in English.



### Program Clarity

Desire to understand teaching methods and language allocation (e.g., how English is taught).



### Bilingual Materials

Essential for school communications and learning materials to be fully translated/bilingual.



### Library Access

Requesting more leveled books in Spanish from the library to encourage reading at home.



Key topics and concerns families want addressed regarding the Oak Terrace consolidation



## Timeline & Milestones

Requests for a clear roadmap of when specific changes, moves, and integration events will happen leading up to 2027-2028.



## Transportation

Specifics on eligibility, route planning, maximum ride times, and alignment with middle school schedules.



## Staffing Continuity

Strong desire to know if Red Oak teachers and support staff will move to Oak Terrace to maintain relationships.



## Facilities & Space

Questions about preventing overcrowding, lunchroom capacity, and sufficient green space/play areas.



## Student Supports

Need for academic, language, and social-emotional support during the transition period.



## School Day Routines

Concerns about safe arrival/dismissal procedures, recess schedules, and lunch logistics.



## Community Building

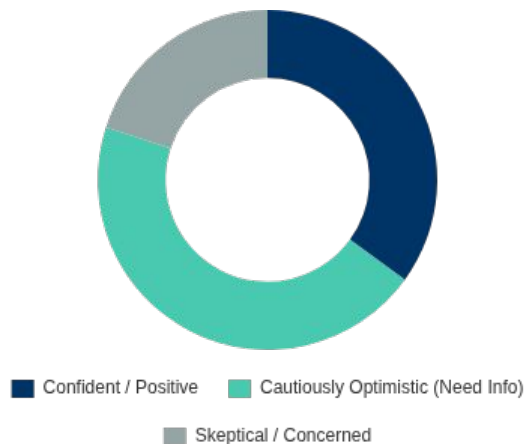
Opportunities for families and students from both schools to connect and integrate before the move.



## Feedback Loop

Transparency on how family input is being gathered, reviewed, and used to shape decisions.

## Current Sentiment Snapshot



While many families are committed to the program, confidence in the **process** is mixed. Continued participation is often conditional on specific supports.

## Key Drivers of Confidence



### Rebuilding Trust

English-speaking families expressed concern that decisions felt "pre-determined." Transparent, responsive communication is essential to repair trust.



### Staffing & Leadership

Confidence among Spanish-speaking families is strengthened by bilingual leadership and by maintaining continuity with trusted staff.

### Conditions for Staying

Commitment to the program is strong but contingent on small class sizes (especially K-2) and adequate facility space to prevent overcrowding.



### Confidence Builders

Families need a clear roadmap, "You Said / We Did" updates, and visible investments in the Oak Terrace facility.

Key logistical barriers and safety issues identified by families



## Excessive Bus Ride Duration

Concerns that young students (K-2) may face long bus rides.



## Drop-off & Pick-up Congestion

Current infrastructure at Oak Terrace is described as "crowded" and "unsafe." Fear that adding Red Oak families will create gridlock without a new traffic plan.



## Parking & Event Access

Limited parking makes attending school events or midday meetings difficult. Parents worry this will reduce family engagement and volunteering.



## Sibling Schedule Alignment

Families with older children (e.g., Northwood) cite misaligned start/end times creating "2+ hour" morning routines and logistical challenges.

Main concerns and requests emerging from open-ended family comments



## Class Size & Ratios

Strong demand to keep K-2 class sizes low (<20) to ensure adequate attention for language acquisition.



## Staff Retention

Families placed strong value on retaining teachers and support staff, while also emphasizing the importance of bilingual leadership.



## Space & Crowding

Worries about lunchroom, gym, and library capacity. Requests for expanded green space and play areas.



## Traffic Safety

Current drop-off/pick-up is viewed as unsafe and congested. Needs a redesigned traffic plan.



## Equitable Support

Ensure proportional increase in ALO, social work, and SLP support to match student population.



## Unified Culture

Avoid "us vs them" dynamic. Create intentional opportunities for students to mix and integrate.



## Program Clarity

Clarify 50/50 vs 80/20 model. Provide bilingual home resources (books, vocab lists).



## Trust & Listening

Rebuild trust through transparency. Show exactly how family feedback influences decisions.

Representative comments illustrating key themes and concerns

“

*“Make this a truly united community—avoid any ‘us/them’ dynamic. Especially in these times the emphasis should be on community and inclusion.”*

Theme: Unity

“

*“No bus route should be longer than 30 minutes. Unsure of what bussing will be... and how car drop off will be.”*

Theme: Transportation

“

*“Maintaining best teachers and staff, true investment in educational outcomes.”*

Theme: Staffing

“

*“We need ‘you said / we did’ updates to rebuild trust. Transparency and honesty from district leadership is essential.”*

Theme: Trust

“

*“The class sizes must be kept LOW. Kids are learning two languages. A para in a room is great... but it is not the same as smaller class sizes.”*

Theme: Academic Quality

“

*“More events bringing students and families together.”*

Theme: Community Building

“

*“Pick up and drop off at OT is already congested... Another system needs to be implemented. It’s an accident waiting to happen.”*

Theme: Safety

“

*“I’d love to have a list of vocab that we can practice at home. Guided discussions, Spanish/English children’s books.”*

Theme: Home Support

Strong support for welcoming and integrating families into the Dual Language program



## Strong Ambassador Interest

Families are eager to welcome newcomers! Surveys show high enthusiasm from both Spanish and English-speaking families to serve as program ambassadors.



## Support Families Can Offer

Experienced parents are ready to answer questions via phone or text, meet at school events, share valuable tips, and act as welcoming guides for new Dual Language families.



## What New Families Need

Essential onboarding topics for newcomers include daily routines, curriculum overviews, language expectations, transportation details, program milestones, and key school contacts.



## Welcome Events & Tours

Families highly value engaging school tours, staff meet-and-greets, structured student orientation activities, and smaller group transition events to ensure personalized attention.



## Building Connections

A priority is creating meaningful opportunities for students from both schools to spend time together through shared lunches, meetups, and joint activities before the consolidation.



## Community Resources

Families can be smoothly integrated by connecting them with PTOs, BPAC involvement, bilingual materials, rich cultural celebrations, and diverse volunteer opportunities.

# Findings and Recommendations

- Build community across both schools
- Carry forward traditions and activities that families value
- Create a clear and welcoming transition for families
- Strengthen family resources for learning at home

# Facilities & Operations

# Consultants



**Leanne Meyer-Smith**

Principal Architect  
Wight & Company



**Annette Piha**

Architect  
Wight & Company



**Patty King**

Associate Principal and Licensed  
Landscape Architect  
Wight & Company



**Daniel Wilson**

Landscape Architect  
Wight & Company



**Margaret Chaidez**

Project Manager, ADA Coordinator  
Play Illinois

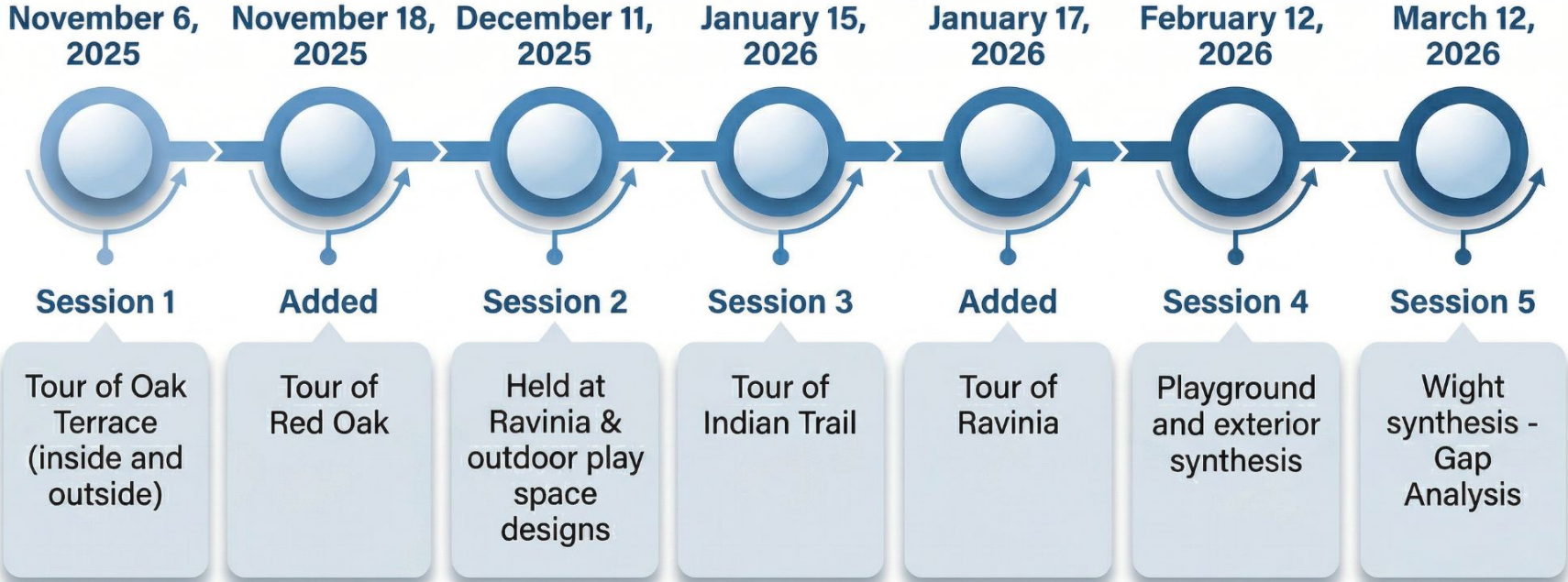
# Our Tasks

- Identify needs for the redesign of the outdoor playspace for renovation
- Input for redesign of the front area of the school (old office) and potentially the lounge/workroom
- Review the furniture needs at Oak Terrace in line with the renovated K-5 schools
- Conduct a gap analysis between the renovated K-5 buildings and Oak Terrace.

# Historical Context: The Oak Terrace Site

- Opened in 1916 specifically to serve immigrant families.
- Bilingual programs date back to 1978.
- Original site of the Spanish-English Dual Language program in 1996.
- The current 85,000 square foot facility was built in 2000 by Perkins and Will for a capacity of 600 students.

# Scope of Our Work



# Subcommittee Spotlight: Outdoor Playspace

## Key Milestones

- Playground design presented to the Board of Education on March 16, 2026 & approved on April 21, 2026
- Outdoor recreation study for the blacktop area presented to the Board of Education on March 16, 2026 & approved on April 21, 2026
  - a. Install the first phase of the new playground this summer.

**Long-Term Plan:** Blacktop area and swings are recommended for installation next summer.

# New Playground Design: Summer 2026

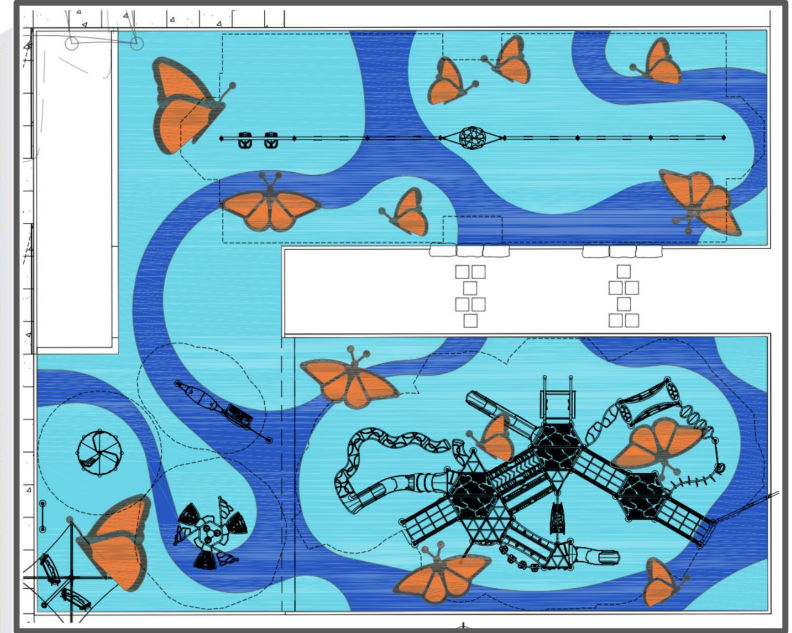
\*Board approved on 4/21/26



# Overall Blacktop Area: Summer 2027



# Swings Area



# Subcommittee Spotlight: Safety & Security

## **Strong Overall Security Infrastructure**

- Comprehensive electronic systems: access control, intrusion alarms, and high-definition video surveillance with real-time monitoring capabilities
- Routine servicing of intrusion detection and access systems
- Backup power ensures system reliability

## **Secure & Well-Maintained Campus**

- Clearly defined property perimeter with fencing and natural surveillance
- Playgrounds and exterior areas designed to limit unauthorized access
- Minimal climbing aids or vulnerabilities near building exterior

## **Effective Lighting & Visibility**

- Consistent exterior lighting with no major dark zones
- Interior corridors well-lit with clear lines of sight

## **Controlled Access & Hardened Entry Points**

- All perimeter doors locked and electronically monitored
- Visitor access procedures in place and managed

# Subcommittee Spotlight: Safety & Security

## Positive First Responder Partnership

- Regular patrol presence and established relationships
- First responders conduct ongoing building familiarization and interactions with the Director of Safety and Security

## Preparedness & Emergency Readiness

- Up-to-date Emergency Operations Plan (EOP)
- Training for staff and students in Emergency Response using the Standard Response Protocol
- Training for district leadership on reunification
- Regularly conducted and documented drills (lockdown, evacuation, shelter)

## Supportive Community Environment

- Located in a stable, residential neighborhood with compatible surroundings

## Safe & Organized Traffic Flow

- Clearly designated pick-up/drop-off areas
- Traffic calming measures enhance pedestrian safety
- Campus easily accessible to emergency responders

\*Presented at the Board of Education's Facilities Committee On 5/5/26



NORTH SHORE SCHOOL DISTRICT 112 | OAK TERRACE  
DUAL LANGUAGE MEETING 03.12.2026



WHAT IS A GAP ANALYSIS?

# GAP ANALYSIS

a comparison of Oak Terrace Elementary School to newly renovated North Shore 112 elementary schools in order to identify existing shortcomings and outline strategies to close those gaps

GAP ANALYSIS SUMMARY  
FOCUS AREAS TO IDENTIFY GAP



SIZE OF THE SCHOOL: SF/Student is in line

EXTERIOR BUILDING ENVELOPE: roof, brick, windows, doors all in good condition

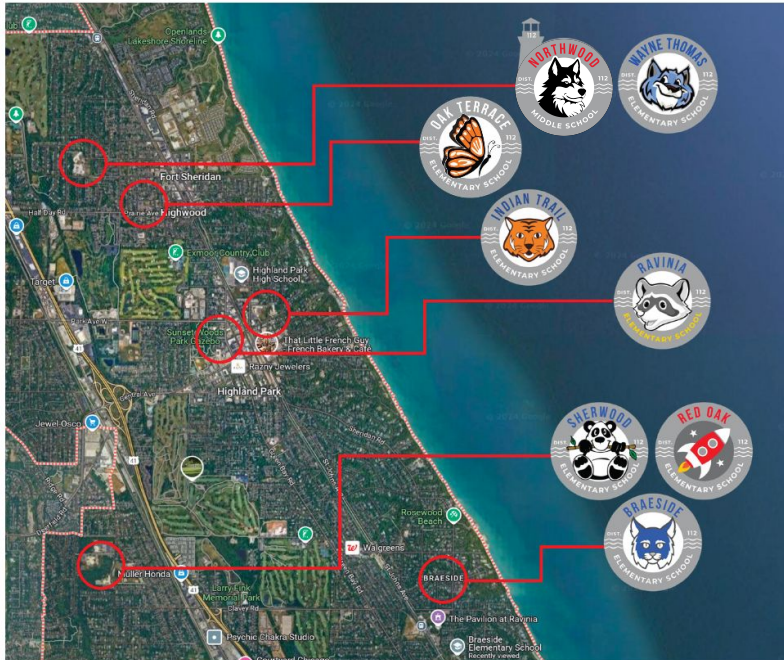
INFRASTRUCTURE: mechanical, electrical, and plumbing systems in good condition

TECHNOLOGY: classrooms have been upgraded to two monitors, wireless access points have been added

SITE AND PLAYGROUND: previously presented playground and learning areas from 2/11 meeting

SUSTAINABILITY: upcoming solar panel installation

## GAP ANALYSIS SUMMARY SIZE OF ELEMENTARY SCHOOLS



Site	Capacity	Total Square Footage	Actual SF/Student	Recommended SF/Student (Older Standard)	Recommended SF/Student (Newer Standard)	Meets or Exceeds Newer Standard
Braeside	300	44,300	147.67	120-125	135-140	X
Indian Trail	450	70,730	157.18	120-125	135-140	X
Oak Terrace	600	86,500	144.17	120-125	135-140	X
Ravinia	450	68,115	151.37	120-125	135-140	X
Red Oak	450	59,090	131.31	120-125	135-140	X
Sherwood	450	60,290	133.98	120-125	135-140	X
Wayne Thomas	450	56,000	124.44	120-125	135-140	X
Edgewood Middle	700	148,063	211.52	135-140	165-170	X
Northwood Middle	600	121,000	201.67	135-140	165-170	X
<b>Total</b>	<b>4,450</b>	<b>714,088</b>				

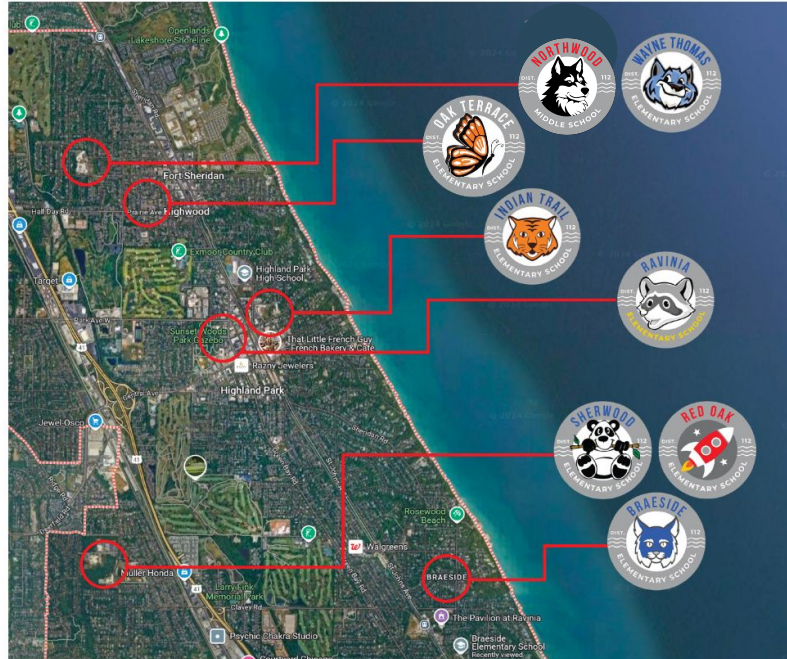
Number of students per classroom: 24-26 - using 24 as target

2 section schools with 25 students per classroom = 300

3 section schools with 25 students per classroom = 450

4 section schools with 25 students per classroom = 600

# GAP ANALYSIS SUMMARY SITE AND PLAYGROUND



Site	Planned Capacity	Current Acreage	Recommended Acreage	Over (-Under) Acreage
Braeside	300	4.95	7.00	-2.05
Indian Trail	450	8.03	8.50	-0.47
Oak Terrace	600	5.12	10.00	-4.88
Ravinia	450	11.04	8.50	2.54
Red Oak	450	8.7	8.50	0.20
Sherwood	450	8.9	8.50	0.40
Wayne Thomas	450	4.53	8.50	-3.97
Edgewood Middle	700	15.06	17.00	-1.94
Northwood Middle	600	10.19	16.00	-5.81
Total	4,450	76.52	92.5	-15.98

### Planning Rule of Thumb

Elementary School:

4-5 useable acres + 1 acre per 100 students

Middle School:

10-15 useable acres + 1 acre per 100 students



SCHOOL BRANDING



MAIN OFFICE



PARENT DROP-OFF STATION



SMALL GROUP ROOMS



STAFF WELLNESS



S.E. RESOURCE



LIBRARY



CORRIDOR COLLABORATION



CLASSROOM FURNITURE



CLASSROOM STORAGE



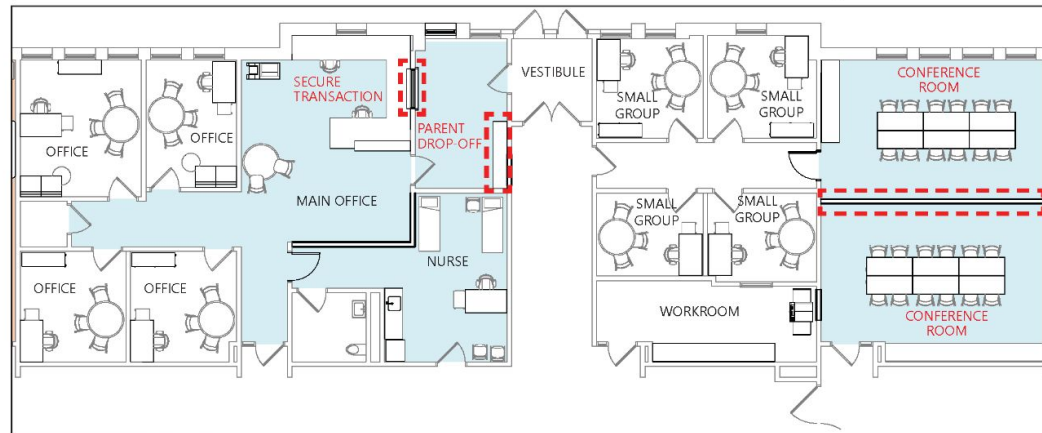
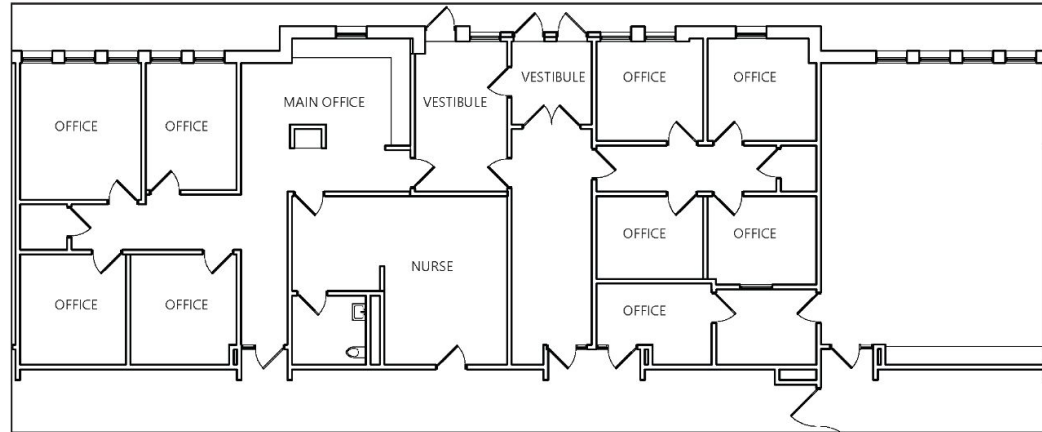
FOOD SERVICE - SERVERY



STUDENT ARTWORK

AREAS OF FOCUS

EXISTING PLAN

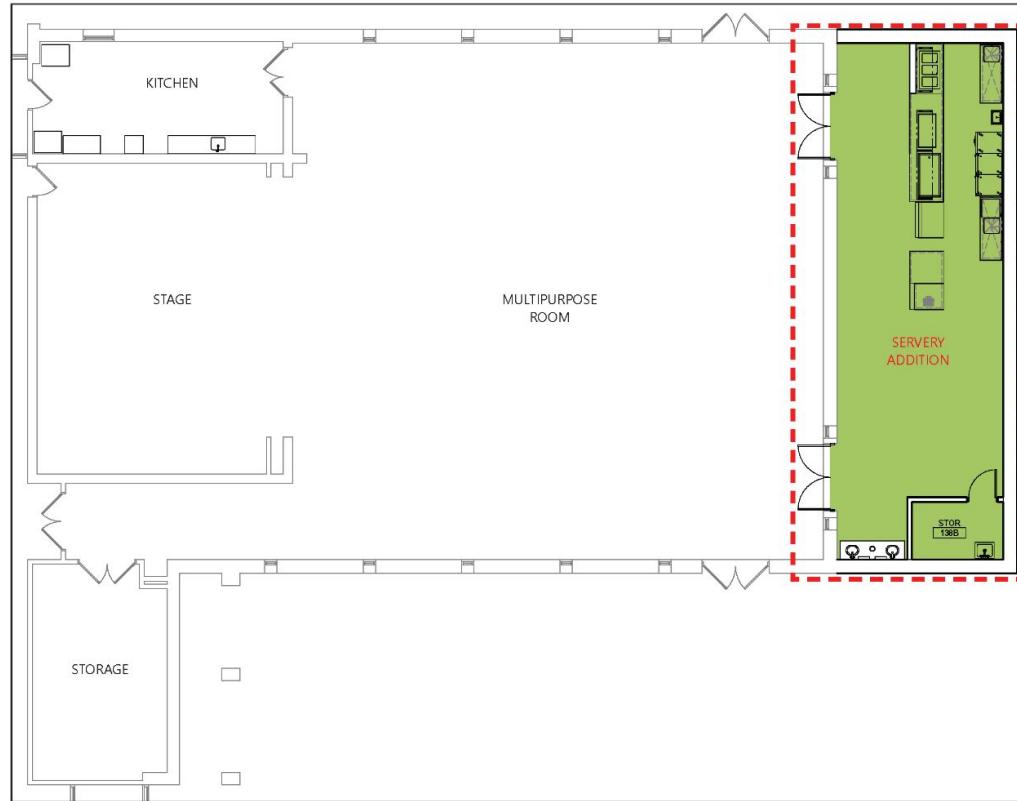


PROPOSED PLAN

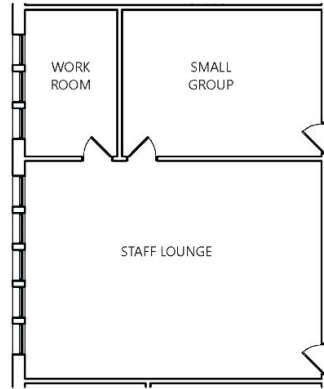


0' 32'

AREAS OF FOCUS  
MULTIPURPOSE ROOM & SERVERY ADDITION



PROPOSED PLAN

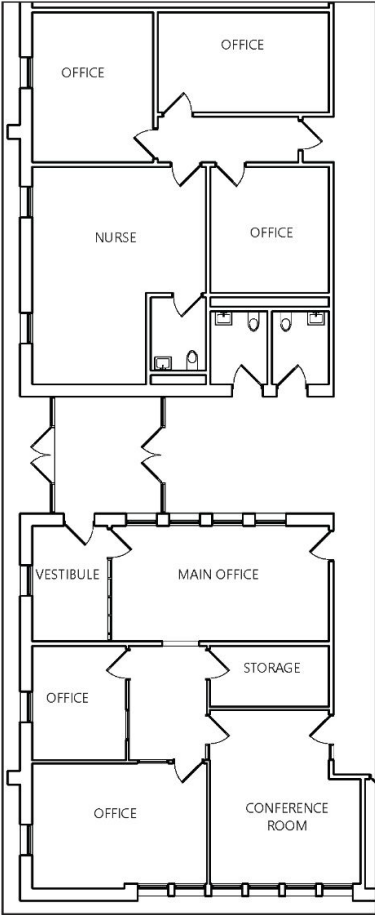


EXISTING PLAN

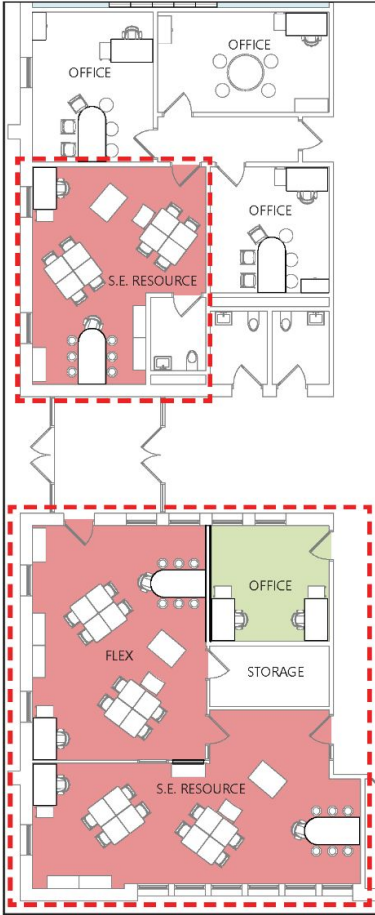


PROPOSED PLAN

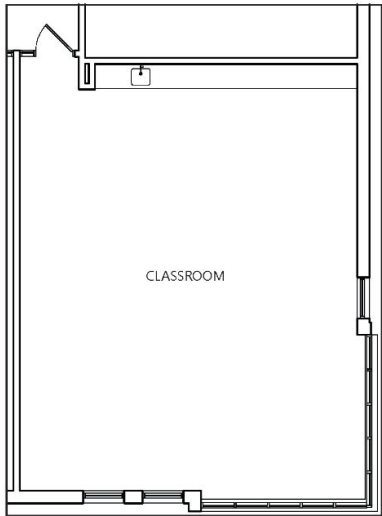
EXISTING PLAN



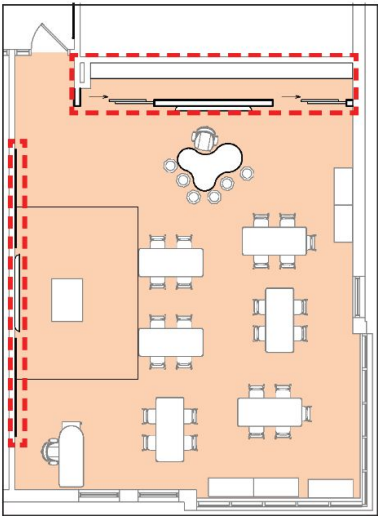
PROPOSED PLAN



AREAS OF FOCUS  
TYPICAL CLASSROOM



EXISTING PLAN



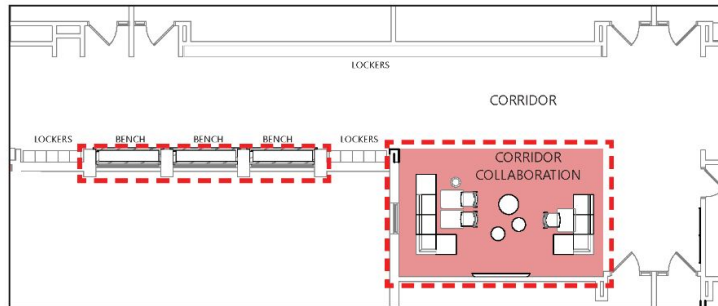
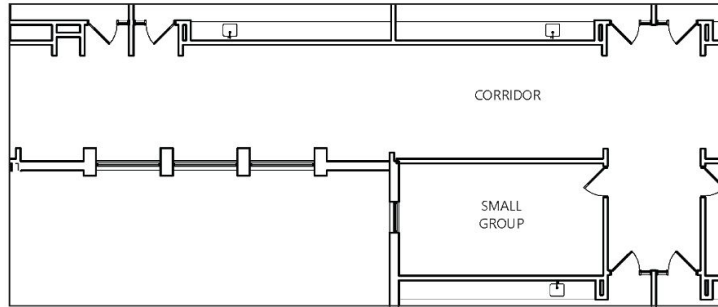
PROPOSED PLAN



# AREAS OF FOCUS CORRIDOR COLLABORATION

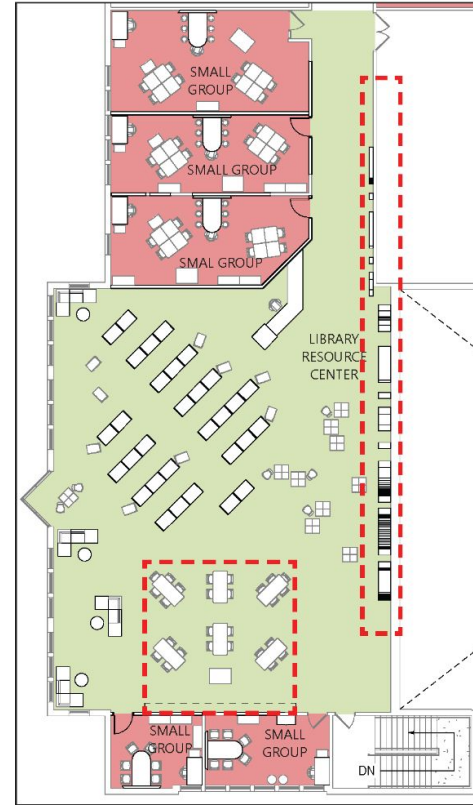
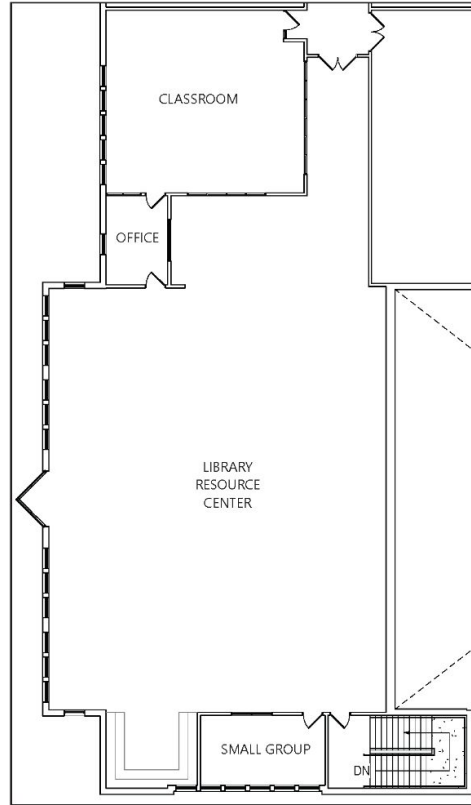


## EXISTING PLAN



## PROPOSED PLAN

AREAS OF FOCUS  
LIBRARY



## BRANDING AND STUDENT CREATED MURALS

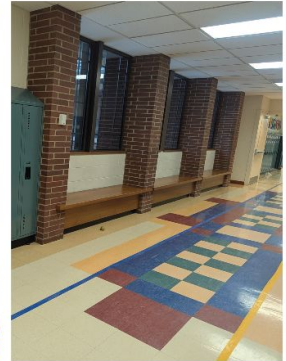




Emerson School



INSPIRATION / THEME



RENDERINGS

RENDERINGS  
CLASSROOM



RENDERINGS  
CORRIDOR COLLABORATION



RENDERINGS  
CORRIDOR COLLABORATION





# Findings and Recommendations

- Renovate the playground and black top play area at Oak Terrace
- Review the Safety and Security Report
- Refresh Oak Terrace School

# Board of Education Facilities Meeting on May 5, 2026

- Wight, Gilbane, and Play Illinois presented an \$11.95 million renovation plan based on the Gap Analysis.
- Funded through Phase 3 cash reserves.
- Aims to modernize the school, which remains in strong condition since its 2000 construction, to align with the district's newly renovated K-5 facilities.

# Interior Improvements

Modernizing classrooms, shared spaces, and staff areas



## Classrooms

- Updated storage, flooring, ceilings & paint
- Modern LED lighting & improved acoustics
- Updated window shades & casework
- Flexible furniture for active learning



## Shared Learning

- Art, music, band & orchestra spaces
- Small-group instruction areas
- Library media center improvements
- Corridor collaboration areas



## Staff Spaces

- Staff break room & work areas
- Wellness/respice room
- Security improvements
- Storage & office spaces

# Project Exclusions and Future Considerations









The following areas were identified in the Gap Analysis, but are excluded from the current project scope, with the possibility of addressing them in the future

- No bathroom remodels or updates to corridor flooring and lighting.
- The multipurpose room and gym will remain largely intact, excluding the server room addition and a new PE office (across the hall).
- Outdoor learning spaces previously planned for the front of the school are deferred.

# Project Timeline

## Construction Timeline

May 2026 - December 2027

 <p><b>May 2026</b></p> <p>Facilities Committee presentation</p>	 <p><b>Summer 2026</b></p> <p>New playground installation</p>	 <p><b>Fall 2026</b></p> <p>Design work &amp; bid preparation</p>	 <p><b>Summer 2027</b></p> <p>Interior renovation work</p>
 <p><b>Aug 2027</b></p> <p>Substantial completion</p>	 <p><b>Fall 2027</b></p> <p>Servery addition &amp; site work</p>	 <p><b>Dec 2027</b></p> <p>Final project completion</p>	 <p><b>2027-28</b></p> <p>Full operation begins</p>

# Investment & Funding

Financial overview and funding sources

## \$11.95M

### Total Project Cost

Includes contingency and allowances that may or may not be used

## 100%

### Funded from Reserves

District cash reserves set aside for Phase 3 of Long-Range Facilities Plan

#### Cash Reserves



District has been setting aside annual surpluses to cover future facility needs

#### Phase 3 Planning



Part of the Long-Range Facilities Plan for sustainable program growth

#### Facility Equity



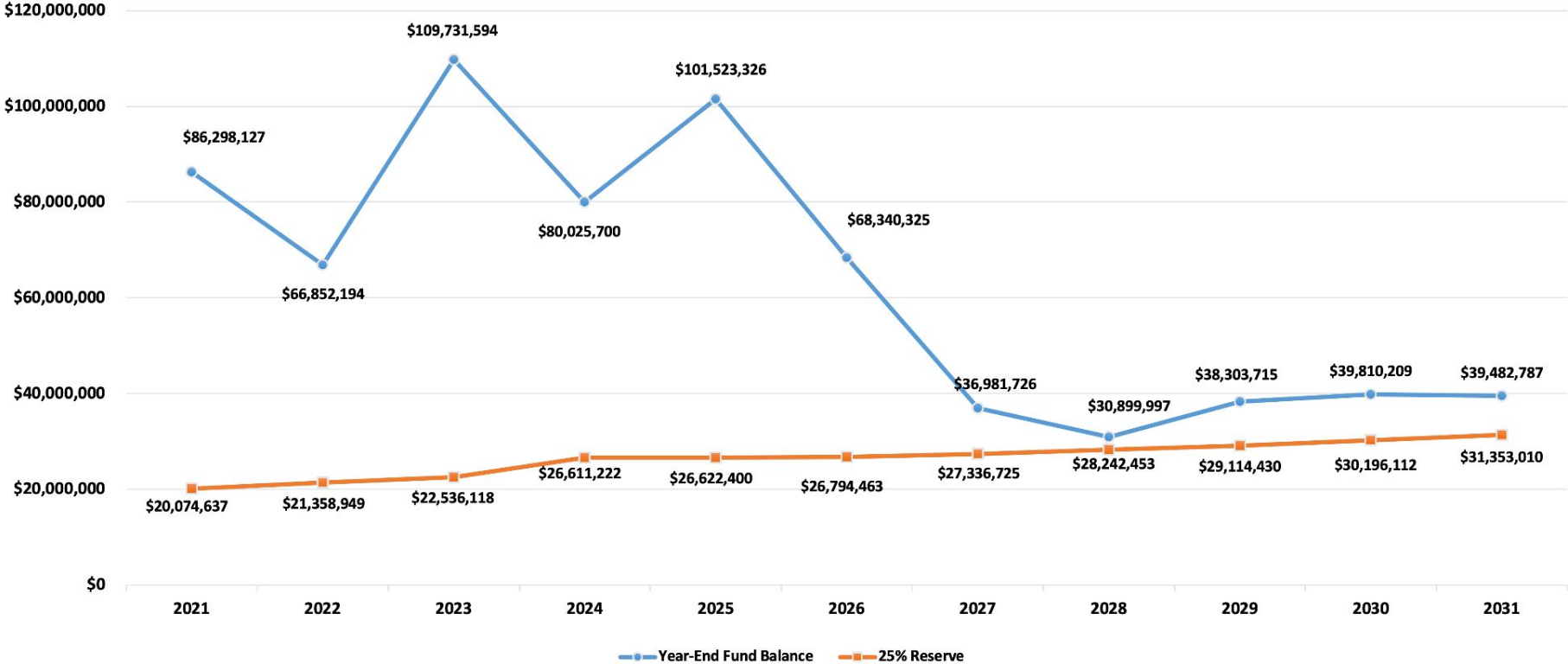
Ensuring consistent elementary learning environment across District 112

# Critical Assumptions: 5-Year Capital Plan

Project	FY 24-25	FY25 Fund	Ⓢ FY 25-26	FY26 Fund	Ⓢ FY 26-27	FY27 Fund	Ⓢ FY 27-28	FY28 Fund	Ⓢ FY 28-29	FY29 Fund	Ⓢ FY 29-30	FY30 Fund
Braeside Renovation			\$11,344,928	Capital Budget	\$19,255,292	Reserves						
Edgewood ADA Playground									\$400,000	O&M Budget		
Edgewood Kitchen Upgrades			\$800,000	Capital Budget								
Edgewood Outdoor ADA (minor)			\$50,000	O&M Budget								
Edgewood Painting/Tiling									\$50,000	O&M Budget		
Green Bay HVAC	\$140,857	O&M Budget										
Green Bay Preschool Move					\$50,000	O&M Budget						
Green Bay Tuckpointing/Brickwork			\$30,000	O&M Budget			\$75,000	O&M Budget				
Indian Trail ADA Playground									\$400,000	O&M Budget		
Indian Trail Painting/Tiling											\$25,000	O&M Budget
Northwood ADA Playground							\$400,000	O&M Budget				
Northwood Kitchen Upgrades			\$900,000	Capital Budget								
Northwood Painting/Tiling									\$50,000	O&M Budget		
Oak Terrace ADA Playground			\$400,000	O&M Budget								
Oak Terrace Renovation					\$8,000,000	Reserves	\$4,000,000	Reserves				
Ravinia Parking					\$150,000	O&M Budget						
Ravinia Roof Upgrades	3,088,657	Capital Budget										
Sherwood ADA Playground			\$400,000	O&M Budget								
Sherwood Renovation			\$18,650,923	Capital Budget (\$3 MM Reserves)	\$4,778,774	Reserves						
Wayne Thomas ADA Playground							\$400,000	O&M Budget				
Wayne Thomas Lockers					\$40,000	O&M Budget						
Wayne Thomas Renovation			\$8,978,180	Capital Budget	\$4,445,354	Reserves	\$8,213,041	Reserves				
Wayne Thomas Roof Upgrades					\$2,469,365	Reserves						
Wayne Thomas Window Upgrades					\$478,269	Reserves						
HLS 10-year Review					\$388,000	O&M Budget						
Various sidewalk and asphalt repairs	\$14,678	O&M Budget	\$120,000	O&M Budget	\$50,000	O&M Budget	\$50,000	O&M Budget	\$50,000	O&M Budget	\$50,000	O&M Budget
<b>Grand Totals</b>	<b>\$3,244,192</b>		<b>\$41,674,031</b>		<b>\$40,105,054</b>		<b>\$13,138,041</b>		<b>\$950,000</b>		<b>\$75,000</b>	

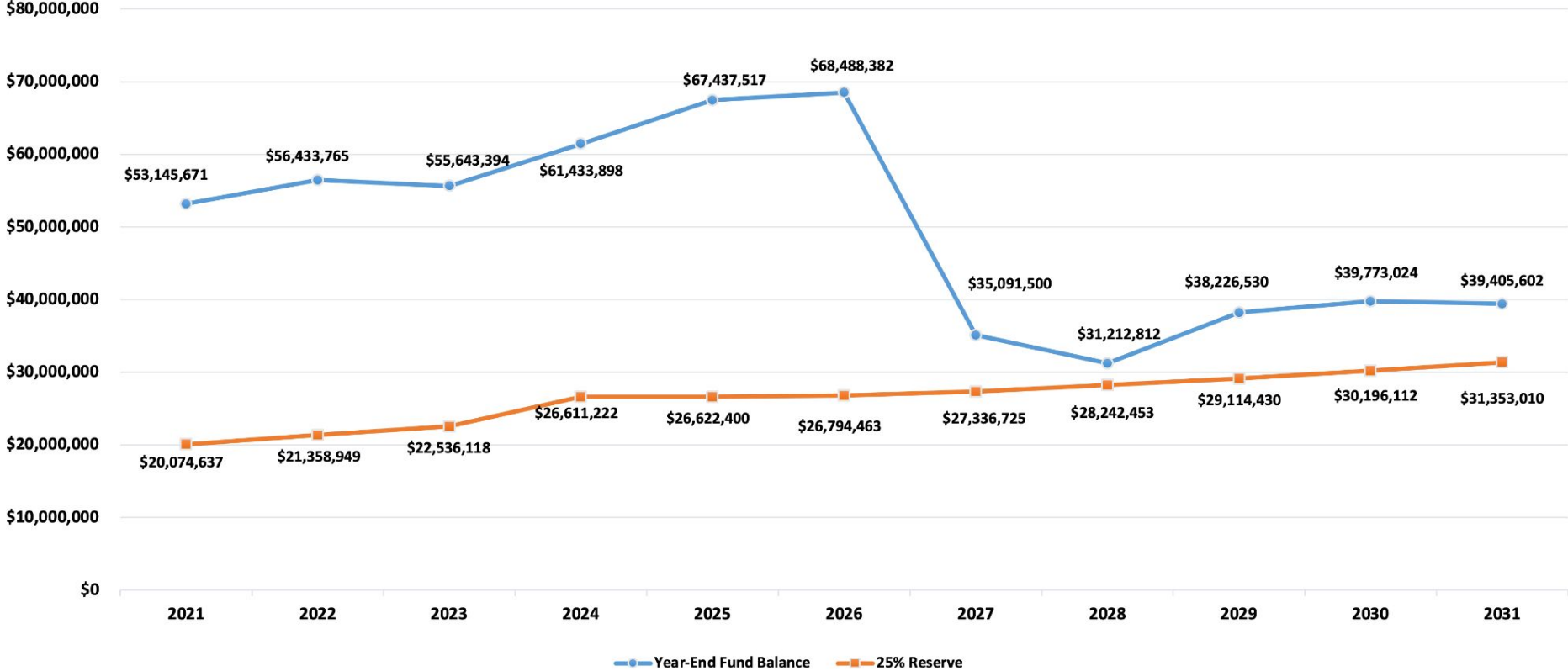
# Base Model - All Funds

## Fund Balance



# Base Model - All Funds Except Capital Projects

## Fund Balance



**What's Next**

# Looking to 2026-2027

**Kindergarten:** Located at Oak Terrace

**Recommendations of Task Force:** Pertinent action items

**Board of Education Meeting:** Report of needs assessment and audit of the program due in October 2026.

**Spring:**

- Staffing for 27-28
- End of year closure of Red Oak (June)

# Questions



# Red Oak and Oak Terrace Elementary Schools Dual Language Task Force Report May 2026

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*North Shore School District 112 is a transformative learning organization where curiosity inspires minds, innovation shapes the future, and students, staff, and families engage to create a kind and connected community that is committed to excellence.*

## **I. Introduction: A Vision for a Unified Dual Language K-5 School**

This report presents the Board of Education with the comprehensive, task-force-driven plan to consolidate the K-5 Dual Language (DL) program at Oak Terrace Elementary School, effective at the start of the 2027-2028 school year. This strategic initiative is designed not only to build upon the program's three-decade legacy of welcoming multilingual learners but also to ensure its continued focus on program excellence, stability, and academic success for future generations of students in North Shore School District 112.

This plan grew out of a thorough, multi-stage process that began with external program recommendations from Dr. Sonia Soltero. Following this expert review, the administration presented a formal proposal to the Board of Education on June 26, 2025. To ensure a collaborative, community-informed transition, the Superintendent's Dual Language Task Force was established in August 2025 to guide this important work, bringing together staff, families, and community members. This document outlines the strategic rationale for the consolidation, a detailed implementation framework, and a clear timeline for a successful transition.

## **II. Strategic Rationale and Alignment with District Goals**

Grounding major district initiatives in our mission and values is essential for ensuring that change is purposeful and aligned with our commitment to all students. The decision to consolidate the K-5 Dual Language program is driven by data, expert recommendations, and a forward-looking vision for programmatic excellence. This section details the compelling reasons for this initiative and demonstrates its direct alignment with the district's strategic priorities.

The primary driver for this consolidation is the need to ensure the long-term health and stability of the K-5 Dual Language program. Expert analysis by Dr. Sonia Soltero highlighted challenges related to declining enrollments, particularly among English Learner students, which affect the pedagogical integrity of a two-way dual language model. While her recommendation for a phased approach was sound, the administration's plan represents a practical implementation of this vision. By fully consolidating the K-5 program at the start of the 2027-2028 school year, the district is taking more decisive action to provide programmatic stability and instructional excellence to our students sooner, fully capitalizing on the district's significant investment in the Oak Terrace campus.

The strategic vision for the combined K-5 program is to create a single dual language elementary school at Oak Terrace. This approach yields three core benefits:

- **Centralized expertise:** By consolidating our highly qualified dual language specialists, dedicated resources, and strong instructional methodologies in one location, we strengthen program quality, consistency, and collaboration across all grade levels.
- **Multicultural identity:** This initiative reinforces and builds on Oak Terrace's established identity in Highwood, Illinois, as a multilingual educational institution committed to excellence and innovation.
- **Continuous program enhancement:** The consolidation enables us to build on three decades of dual-language history, leveraging our combined strengths to create even stronger academic and sociocultural outcomes for future generations of students.

This plan directly supports the foundational goals of North Shore School District 112's strategic agenda. The following table illustrates the clear alignment between the consolidation and our district's primary objectives.

<b>Strategic Goal Area</b>	<b>Alignment with K-5 Dual Language Program Consolidation</b>
Goal Area 1: Focus on student success and well-being	The consolidation centralizes specialized staff and instructional resources, creating an enriched learning environment that supports high academic achievement and fosters a strong sense of belonging for all students in the Dual Language program.
Goal Area 2: Develop relationships and partnerships	The structure of the Dual Language Task Force, with its dedicated Family Engagement Subcommittee, is designed to build trust and foster strong partnerships. The plan includes proactive communication, school tours, and family-centered onboarding to ensure a smooth and collaborative transition for the entire community.

Strategic Goal Area	Alignment with K-5 Dual Language Program Consolidation
Goal Area 3: Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly	Consolidating the program into a single facility is a strategic and responsible use of district resources. It enables a more efficient allocation of our specialized staff, fostering a robust professional learning community that will help attract and retain the highest-quality educators.

The historical and operational strengths of Oak Terrace Elementary make it the ideal school to serve as the home for this flagship program.

**III. Oak Terrace Elementary: A Future-Ready Campus**

Selecting the right location is paramount to the success of a flagship program. The choice of Oak Terrace Elementary is deliberate, grounded in its century-long history of serving multilingual learners and in its status as a modern, well-equipped campus ready to meet students' needs. This section justifies this selection by highlighting the school's deep roots in the community and the significant investments that have prepared it for this role.

Oak Terrace has been a cornerstone of the Highwood community for over 100 years. Its history is marked by a consistent commitment to equity.

- **1916:** Founded with six classrooms, six dedicated teachers, and 187 students, Oak Terrace was built with the express mission to serve the children of Italian and Eastern European immigrant families seeking the American dream through education.<sup>1 2</sup>
- **1978:** Bilingual education was introduced to serve diverse student populations and cultural backgrounds.<sup>3</sup>

<sup>1</sup> City of Highwood. (n.d.). *Oak Terrace Elementary School* [Webpage]. City of Highwood. [Oak Terrace Elementary School | Highwood, IL - Official Website](#)[[highlandparkhistory.libraryhost](#)

<sup>2</sup> [General 2 — The Highwood Historical Society](#)

<sup>3</sup> District 111 to institute bilingual program. June 8, 1978, p. 33.

- **1988:** Oak Terrace achieved national recognition and was established as a statewide model of educational equity and excellence.<sup>4</sup>
- **1996:** The Spanish-English dual language program was launched at Oak Terrace. Since then, Oak Terrace has served as an elementary school focused on a multilingual community.<sup>56</sup>
- **2000:** The 2000 Prairie-style building investment at Oak Terrace created a modern collaborative learning environment designed for 21st-century education by architects Perkins and Will. The new school created grade-level “houses” to give the design an intimate feel and carefully integrated the structure into the existing elementary school site, which contained mature oak trees that were preserved.<sup>7</sup>

Beyond its historical significance, the district has made substantial and sustained physical and financial investments in the Oak Terrace campus. Following an initial facilities investment of more than \$13 million in 2000, continued enhancements have transformed it into a future-ready campus capable of supporting a strong Dual Language school.<sup>8</sup>

- **Campus Value:** The campus has a current facility value of \$46 million, reflecting a deep and ongoing commitment.<sup>9</sup>
- **Facility Size:** The school has 85,000 square feet of modern, collaborative learning spaces designed for 600 students.<sup>10</sup>

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[Highland Park Newspaper Index 1978](#)

<sup>4</sup>[Archived: Blue Ribbon Schools Program, Schools Recognized 1982-1983 Through 1999-2002 \(PDF\)](#)

<sup>5</sup>[Red Oak Elementary to close in 2027 as part of dual-language consolidation - The Record](#)

<sup>6</sup> [North Shore School District 112: Equity and Inclusion Audit Report](#)

<sup>7</sup> Chicago Tribune Staff. (1999, August 29). *Students may feel at home in new Highwood school*. Chicago Tribune.

<https://www.chicagotribune.com/1999/08/29/students-may-feel-at-home-in-new-highwood-school/>

<sup>8</sup>

<https://www.chicagotribune.com/1999/08/29/students-may-feel-at-home-in-new-highwood-school/>

<sup>9</sup>

<https://www.linkedin.com/pulse/examining-illinois-school-districts-25-billion-new-scott-burns-ypecc/>

<sup>10</sup>

<https://resources.finalsite.net/images/v1763658351/nssd112org/rrsznvrnrbvhhqkx6jx1/NorthShoreSchoolDistrict112AUDACFRFINAL06-30-251.pdf>

- **Leadership Model:** Following consolidation, the school will be supported by a robust leadership team comprising co-principals and an associate principal, helping integrate students and staff while fostering a unified, positive school culture.<sup>11</sup>

This transition from a historical foundation to a future-ready school is guided by a deliberately collaborative process that ensures all stakeholder voices inform the implementation framework.

#### **IV. The Dual Language Task Force: A Collaborative Implementation Framework**

Managing significant organizational change requires deep and authentic stakeholder collaboration. To this end, the Superintendent's Dual Language Task Force was formed to ensure a comprehensive, transparent, and community-informed approach to the consolidation process. Composed of nearly 60 parents/guardians, staff, and administrators, the Task Force was structured into three subcommittees, each with a distinct mission critical to the transition's success.

##### **Inaugural Dual Language Task Force Meeting**

On October 23, 2025, the Dual Language Task Force members gathered for an inaugural meeting to foster collaboration and set strategic direction. Facilitators introduced activities to engage participants and lay the groundwork. During a visioning activity (Appendix I), participants defined success for the 2027-2028 school year. In addition, each subcommittee reviewed future agendas using a "3-2-1" protocol to share affirmations and questions (Appendix J-L). Attendees were issued an exit form (Appendix M). The majority reported feeling hopeful and valued the opportunity to voice their ideas. As a result of this feedback, facilitators adjusted future agendas and sent a survey asking members to vote on a potential new name for the task force. The original name included the word consolidation, which task force members overwhelmingly asked the district to remove because of its negative connotation. From that point forward, the group was referred to as the Dual Language Task Force.

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11

<https://resources.finalsite.net/images/v1764616448/nssd112org/sn8qlqe36f39qnudnmfj/DLTaskForceMeeting1Presentation4.pdf>

# Student Success Subcommittee

## Student Success Subcommittee Goals

The Student Success Subcommittee focused on the academic and social-emotional supports needed for Spanish-dominant learners and all students in the Dual Language Program. Its work included selecting a third-party partner to conduct a needs assessment and program audit, reviewing current resources for a potential curricular shift from a 50/50 to an 80/20 instructional model, and assessing staffing needs and language stamina for possible K-2 implementation. The subcommittee also reviewed current professional development opportunities and gathered staff input to identify priorities for FY27.

## Student Success Subcommittee Members

Name	Title
Caitlin Castro	Staff
Chelsey Maxwell	Principal
Emma Milner-Gorvine	Staff
Enrique Castro	Director of Multilingual Learners
Jenny Schwind	Principal
Kristin O'Rourke Salamanca	Staff
Leanne Berzanski	Staff
Michael Rodrigo	Asst. Supt. for Teaching and Learning
Rudy Lagunas	Staff
Sarah Jablonski	Staff
Sarah Ramp	Staff
Kaye Piña	Staff
Sarah Gord	Staff
Doug Smithenry	Staff
Lauren Polakoff	Staff

## **Student Success Subcommittee Activities and Timeline**

**On October 23, 2025**, the Student Success Subcommittee held its "Launch & Framing" session. Committee members focused on building a shared vision for the Dual Language Program by creating visuals of their "hopes and dreams" for the initiative. Facilitators led an analysis of the program's current strengths and areas for growth to define specific teacher needs. Task Force members were directly engaged in designing the Request for Proposal (RFP) by examining instructional elements through the Three Pillars of Dual Language Education.

**On November 4, 2025**, the subcommittee reconvened to finalize the RFP scope and establish teacher priorities, using an external district's RFP as a benchmark for the drafting process. During the session, the committee discussed and agreed upon an extended timeline to ensure sufficient time for thorough site observations, focus groups, and assessments. Members also provided critical input on professional development, identifying three to five key objectives and analyzing past successful training models to inform future resource allocation.

**On December 2, 2025**, the meeting was held across Oak Terrace and Red Oak to conduct a formal review of the Draft Request for Proposal. Teachers were provided time to review recent revisions and offer specific recommendations for consideration. This session served as a transition point toward preparing the document for external proposal submission.

**On January 29, 2026**, the subcommittee conducted a structured review of 10 vendor proposals. Using a specialized rubric to evaluate each submission section by section, members provided detailed ratings to ensure strict alignment with district goals. Following this rigorous assessment, the top-scoring proposals underwent reference checking, leading to the final selection of a vendor to be presented to the Board of Education for review.

**On February 17, 2026**, the Board of Education held its regular session, where the selection of an external evaluator was presented and recommended. Members of the Board unanimously approved Paridad Consulting as the third-party provider to conduct the comprehensive K-5 Dual Language program evaluation. This milestone marked the conclusion of the committee's proposal review phase and initiated the formal assessment of the district's instructional models and resource alignment.

**On March 3, 2026**, the committee gathered for an "Instructional Model Curricular Review" to evaluate various language allocation frameworks, ranging from balanced bilingual distribution to higher-intensity immersion models. This analysis informed the co-creation of a K-5 Dual Language Staff Survey to gauge staff interest in these instructional approaches and identify related professional development needs. Teachers provided direct input to ensure the survey accurately captures the instructional staff's perspective on these potential shifts.

**On April 21, 2026**, the district administered a survey to K-5 Dual Language staff focused on language allocation and professional development needs. The Teaching and Learning Department, in collaboration with building administrators, is using the results to inform professional learning plans for the 2026-2027 and 2027-2028 school years and to anticipate staffing needs should adjustments to the language allocation model occur.

**In the fall of 2026**, Paridad will present a strategic roadmap to the district consisting of six key deliverables designed to optimize student outcomes and linguistic equity. The presentation will begin with an executive summary of findings, followed by a detailed instructional model analysis and a proposal for a comprehensive biliteracy assessment framework. To ensure academic alignment and operational success, Paridad will also provide insights into ELA and math curriculum pacing along with a dual language class size analysis, all culminating in a final written report and Board presentation that provides guidance for the district's future planning.

### **Student Success Subcommittee Findings and Recommendations**

#### *1. Third-Party Needs Assessment and Audit of the K-5 Dual Language Program*

The Student Success Subcommittee is currently finalizing its comprehensive program evaluation in partnership with Paridad. This partnership combines Paridad's national expertise with our internal research and the specialized feedback gathered from our staff, families, and student focus groups. By bringing these perspectives together, we are developing a clear roadmap for the program's future that prioritizes high academic achievement and a strong sense of bicultural identity.

The final results of the K-5 Dual Language Evaluation will be presented to the Board of Education at the October 2026 regular Board meeting. This presentation will include our formal recommendations for the instructional framework, classroom size guidelines, and resource allocation at Oak Terrace. This report will provide the essential guidance

needed to ensure the consolidated K-5 program continues to meet the “Three Pillars” of dual language.

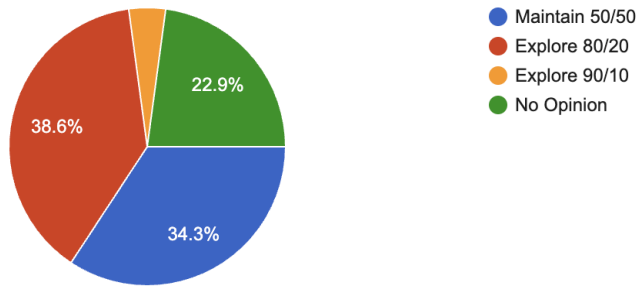
## *2. K-5 Staff Input Survey on Language Allocation and Professional Development Needs*

The primary focus of this survey was to evaluate our current 50/50 instructional model and gauge staff interest in exploring alternative frameworks, such as the 80/20 or 90/10 models. Beyond structural preferences, the survey assessed staff confidence in their linguistic and pedagogical capacity to implement potential changes. Additionally, we sought to leverage the professional experience of our staff; by asking educators to identify which model best serves our unique student population based on their daily classroom experiences, we ensure that our instructional framework is rooted in classroom experience rather than theory alone. This professional insight is crucial in determining which model would be most responsive to our students' academic and social-emotional needs. Ultimately, the data collected will help prioritize future professional development topics, such as oracy building and WIDA standards, ensuring that our next steps are directly informed by the needs and expertise of our educators.

Following the administration of the K-5 Dual Language staff survey on April 21, 2026, 70 respondents provided feedback to help evaluate the current instructional landscape and assess interest in potential shifts to the framework. The data revealed a nuanced perspective on language allocation; while 38.6% of staff expressed an interest in exploring an 80/20 model, 34.3% indicated a preference for maintaining the current 50/50 model. Furthermore, when asked which model is most linguistically responsive to student needs, the 50/50 model remained the top choice at 50.0%, suggesting that while staff members are open to potential changes, there remains a strong commitment to the perceived efficacy of the current balanced approach. Conversely, there was minimal support for high-intensity immersion, with only 2.9% of staff recommending a move toward a 90/10 model.

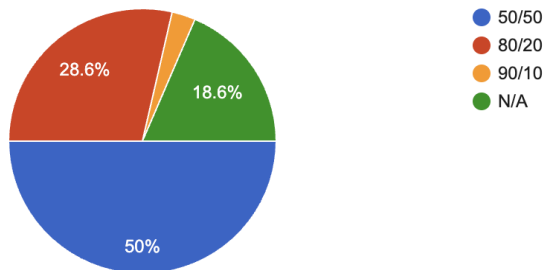
Do you want to explore an instructional model other than 50/50?

70 responses



In your observation, which instructional model (50/50, 80/20, or 90/10) would be most 'linguistically responsive' to our specific student population's academic and social-emotional needs?

70 responses

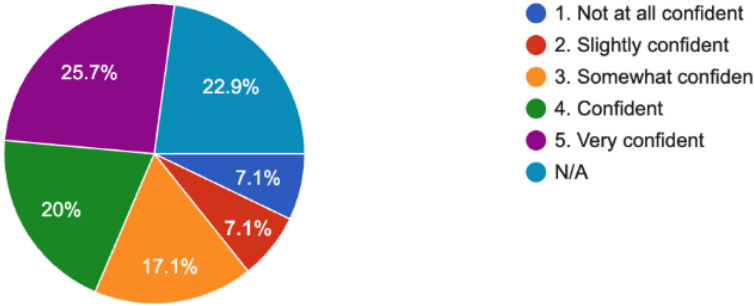


The survey data reveals a significant spread in educator readiness regarding potential changes to the language allocation model. While 25.7% of respondents identified as "very confident" in their linguistic and pedagogical abilities, nearly 23% of staff indicated the question was "N/A" to their role, which may suggest a need for clearer communication regarding how staff may be affected by any changes.

Among those directly affected, a notable gap exists: while 20% feel "confident" and 17.1% feel "somewhat confident," a combined 14.2% of staff reported low readiness, with 7.1% feeling "not at all confident" and another 7.1% feeling only "slightly confident." This range of responses points to the need for a differentiated professional learning strategy.

On a scale of 1–5, how confident do you feel in your current linguistic capacity and pedagogical ability to implement a shift in the language model (e.g., teaching more content in the partner language 80/20 or 90/10)?

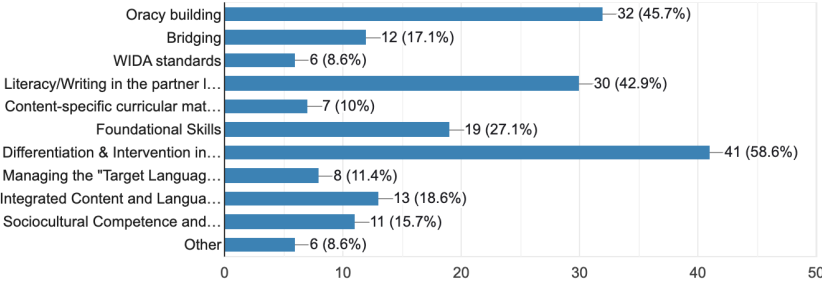
70 responses



The survey also identified several priority areas for future professional learning. The most urgent needs cited include differentiation and intervention (58.6%), oracy building (45.7%), and literacy/writing instruction in the partner language (42.9%). Based on these findings, the subcommittee recommends incorporating these staff-identified priority areas into the professional development plan for the 2026-2027 school year.

To successfully implement or strengthen our DL program, which of the following PD areas do you prioritize as your highest need for the upcoming year? \* Choose no more than 3.

70 responses



# Family Engagement Subcommittee

## Family Engagement Subcommittee Goals

The Family Engagement Subcommittee focused on providing insights and recommendations to ensure a thoughtful and welcoming transition for all students, families, and staff. A key responsibility was to survey current Dual Language families to understand their intentions regarding future enrollment and continued participation after consolidation. The subcommittee planned and held family engagement sessions, including campus tours of Oak Terrace, to familiarize families with the learning and play spaces. Furthermore, this group was tasked with identifying and preserving important school traditions from both communities and creating a supportive onboarding process for new families entering the consolidated program.

## Family Engagement Subcommittee Members

Name	Title
Ben Finfer	Director of Communications and Community Relations
Holly Colin	Asst. Supt. for Student Services
Anna Sandoval	Parent
Diana Gran	Parent
Diana Meraz	Staff
Erica Kenner	Parent
Mary Jordan	Staff
Tori Montalbano	Associate Principal
Veronica Avila	Parent
Iara Fuenmayor	Parent
Megan Sink	Parent
Suzana Flores	Parent
Anna Etlinger	Parent
Ashley Servin	Staff
Hal Schmeisser	Parent
Lacey Kornick	Parent

Name	Title
Maria Barraza	Parent
Lori Fink	Board Member/Parent
Dulce Gonzalez	Parent

**Family Engagement Subcommittee Activities and Timeline**

**On November 6, 2025**, the Family Engagement Subcommittee met to map current family engagement practices across both Red Oak and Oak Terrace. Members identified existing events, PTO activities, traditions, and extracurricular opportunities, comparing areas of overlap and difference between the two school communities. This discussion helped the group identify ways to better align family engagement practices across both schools. The group also discussed initial themes, potential audiences, and survey design for a Dual Language family survey that could generate both quantitative data and qualitative insights to inform future planning.

**On December 11, 2025**, the subcommittee focused on planning for upcoming family engagement opportunities. Members discussed dates, timing, and plans for three family engagement events, including what families would experience at each one. The group also explored additional strategies to build student excitement and support a positive transition to Oak Terrace. Facilitators shared a draft of the Dual Language family survey, and members provided feedback to refine its content, clarity, and accessibility.

**On January 15, 2026**, the subcommittee reviewed the revised Dual Language family survey, which was prepared for distribution to PK-5 families at both Oak Terrace and Red Oak. Members also finalized plans for the February family engagement events, including how those opportunities would help families spend time in the building, learn more about Oak Terrace, and begin building connections across the two school communities. During this session, several subcommittee members toured Oak Terrace to deepen their understanding of the learning environment and to help inform future engagement and onboarding efforts. The group also discussed how additional feedback would be gathered later in the spring.

**On February 7, 19, and 23, 2026**, the subcommittee, in partnership with the Facilities and Operations Subcommittee, hosted three family engagement events at Oak Terrace. These events gave students, staff, and families an opportunity to spend time in the building, explore the space through activities such as a school scavenger hunt, review conceptual exterior and playground designs, and share feedback on what would best

support students and families. The events also created opportunities for direct conversation with district leadership, architects, PTO representatives, and members of the Bilingual Parent Advisory Committee, while helping to bring the Oak Terrace and Red Oak communities together.

**On April 4, 2026**, the co-chairs invited committee members to review a draft presentation, survey results, key themes, and ongoing planning considerations, and to share feedback through email or optional virtual office hours.

## **Family Engagement Subcommittee Findings and Recommendations**

### *1. Build Community Across Both School Communities*

A key theme across the subcommittee's work was the importance of intentionally building a unified school community. The subcommittee recommends continuing and expanding opportunities for students and families from both schools to connect before the transition. This includes joint events, shared traditions, and structured opportunities for student interaction that can help build a cohesive and inclusive school culture.

### *2. Carry Forward Traditions and Activities Families Value*

Families expressed a strong connection to existing traditions and extracurricular opportunities at both Red Oak and Oak Terrace. The subcommittee recommends maintaining important shared traditions while also incorporating experiences that are unique to each school community (Appendix N). The combined school community may also create opportunities to expand extracurricular offerings and develop new programming that reflects its interests and strengths.

### *3. Create a Clear and Welcoming Transition for Families*

Through survey feedback and family engagement opportunities, the subcommittee identified several priorities related to onboarding and transition into the Dual Language program (Appendix F). This information will be shared with the future co-principals, who will work with groups such as the PTO and BPAC to plan onboarding experiences for incoming families. Priorities identified by the subcommittee include opportunities for connection, clear communication about program expectations, and access to resources that help families navigate daily routines and the Dual Language program. The goal is to help families feel informed, supported, and connected as they enter the program.

#### *4. Strengthen Family Resources for Learning at Home*

Survey results highlighted diverse needs among families related to supporting learning at home (Appendix F). The subcommittee recommends providing bilingual resources, including vocabulary supports, guidance for non-Spanish-speaking families, and access to instructional materials connected to classroom learning. Providing materials in both languages will help more families support learning at home.

## Facilities and Operations Subcommittee

### Facilities and Operations Subcommittee Goals

The Facilities and Operations Subcommittee was responsible for providing feedback related to the physical environment of the consolidated school at Oak Terrace to ensure it is welcoming, functional, and equitable. Its tasks included gathering input on the redesign of the outdoor play space at Oak Terrace, in partnership with Margaret Chaidez from Play Illinois, and the repurposing of interior areas, including the former front office and the staff lounge/workroom. The subcommittee also reviewed furniture needs to align with the district's other renovated K-5 schools, and principal architect Leanne Meyer-Smith of Wight & Co. conducted an overall facilities gap analysis to identify any facility disparities that needed to be addressed.

### Facilities and Operations Subcommittee Members

Name	Title
Jessica Rivero	Parent
Adam Hoopai	Parent
Amalia Schwartz	Parent
Cathy Curran	Parent
Don LaBonte	Parent
Jakub Maximilian	Parent
James Bock	Director of Operations, Facilities, & Transportation
Jaret Fishman	Board Member/Parent
Jeremy Davis	Asst. Supt. for Business Services/CSBO
Jeremy Wickham	Exec. Dir. of Technology & Operations
Luis Gonzalez	Parent
Jake Butman	Parent

Name	Title
Piper Mead	Parent
Marybeth Ingle	Parent
Melissa Itkin	Board Member/Facilities Chair
Melissa Madara	Parent
Miriam Garcia	Staff
Nikki Rodrigo	Director of Early Childhood
Tania Morgan	Parent
AJ Rodino	Parent
Ines Llopart	Parent

**Facilities and Operations Subcommittee Activities and Timeline**

**On November 6, 2025**, the subcommittee held its first meeting at Oak Terrace Elementary School, where architects from Wight & Co. and Play Illinois led members on a tour of the building and outdoor spaces. During the visit, principal architect Leanne Meyer-Smith shared large design images to help prompt feedback on the areas and features the committee felt were most important to address, including play spaces. Committee members also participated in an interactive activity using design boards to share their ideas, priorities, and potential design elements for the site.

**On November 18, 2025**, the subcommittee held its meeting at Red Oak Elementary School. A tour was conducted at the request of its members to inform future design comparisons. Facilitators clarified the subcommittee’s two-phase process: Phase 1 (Learning & Exploring through tours and idea-gathering) and Phase 2 (Design Synthesis & Feedback, where the architects present recommendations). Facilitators provided time for any outstanding questions about Oak Terrace based on the previous site tour. Subcommittee members shared their concerns about traffic flow and safety at Oak Terrace. A study was requested by Director of Safety and Security Solvei Jurmu and conducted soon after.

**On December 12, 2025**, the subcommittee met at Ravinia Elementary School to tour

the servery addition. Margaret Chaidez from Play Illinois was in attendance. The subcommittee reviewed three potential designs for the playground replacement at Oak Terrace. A discussion about exploring replacing the blacktop area adjacent to the playground at Oak Terrace took place, and concepts for this area were presented.

**On January 15, 2026**, the subcommittee met at Indian Trail Elementary School, where architects from Wight & Co. led a tour to help members better understand how key learning and support spaces are designed through the district's renovation work. During the visit, members saw renovated libraries, art and music rooms, classrooms, the teachers' lounge, and a wellness room. Principal architect Leanne Meyer-Smith also walked the group through how features such as lighting, paint, classroom carpeting, and storage have been approached across recent projects. In addition, Director of Safety and Security Solvei Jurmu shared the findings of her traffic and safety analysis of Oak Terrace.

**On January 17, 2026**, a tour of Ravinia School was also offered to subcommittee members who wanted to see one of the district's recently renovated schools in person. Two members attended with their children and had the opportunity to walk through updated classrooms featuring bright finishes, abundant natural light, and new furniture. The children explored several of the flexible seating options now available throughout the building and across the district's renovated school sites. Due to the weather, the group viewed the new playground from a distance rather than touring it.

**On February 12, 2026**, Wight & Co. and Play Illinois presented exterior conceptual designs, and the subcommittee provided feedback. Leanne Meyer-Smith and Daniel Wilson from Wight & Co. were in attendance to present the conceptual plan for the exterior (reviewing the front, soccer field, playground, and drive). Landscape architect Daniel Wilson explained that there are three major areas to focus on: Learn, Play, and Connect. Task Force members also heard from Margaret Chaidez of Play Illinois, who showed the latest renderings of the playground, including the subcommittee's request to add more swings, monkey bars, and a "floor is lava" feature.

**On February 7, 19, and 23**, three events, in partnership with the Family Engagement Subcommittee, were held where students, staff, and families reviewed and provided immediate feedback on exterior conceptual plans. At these events, Leanne Meyer-Smith of Wight & Co. and Margaret Chaidez of Play Illinois showed renderings of the conceptual designs for the exterior and play space at Oak Terrace. Board members Bennett Lasko, Jaret Fishman, Lori Fink, and Melissa Itkin attended one or more of these sessions.

**On March 12, 2026**, principal architect Leanne Meyer-Smith of Wight & Co. presented a facilities gap analysis comparing Oak Terrace to the district's renovated K-5 elementary schools, including a review of furniture needs to ensure alignment with the renovated K-5 schools (Appendix U). Task Force members also heard the architects' recommendations for the conceptual interior design plans' areas of focus, branding, and inspiration. Renderings were shown as well.

## **Facilities and Operations Subcommittee Findings and Recommendations**

### *1. Renovate the Playground and Blacktop Play Area at Oak Terrace*

The Facilities and Operations Subcommittee had extensive discussions on the outdoor play space at Oak Terrace. As a result, the playground design presented by Margaret Chaidez from Play Illinois at the March 16, 2026, regular Board meeting (Appendix D) includes feedback from multiple events. This included staff presentations at both schools, three family engagement events, four Facilities and Operations Subcommittee meetings, two parent presentations, and full-day student presentations at each grade level at both Red Oak and Oak Terrace. Through this extensive community engagement process, Margaret Chaidez completed seven design iterations (Appendix T). The playground design continued to evolve after the March 16 Board meeting, with the final design recommended to the Board on April 21, 2026, based on additional insights and student feedback (Appendix R).

The blacktop area is another space the subcommittee identified as needing attention. As architects reviewed the Oak Terrace facility and broader outdoor recreation areas, they also recommended adding a servery to better align with expectations for how food is distributed to students. The area identified for that addition is currently where the gaga pit is located, which prompted a broader look at how that portion of the site could be reconfigured. As part of that work, Wight & Co. and Play Illinois recommended renovating the existing blacktop area on the east side of the school to create a more functional and updated recess and play space. The concept includes relocating the gaga pit, redesigning the basketball area to feature two half-court basketball areas instead of the current full court, creating dedicated space for activities such as kickball and four-square, adding swings and incorporating a new shade structure. Oak Terrace does not currently have swings. Because the overall exterior play space project is extensive, it is not expected to be completed in a single summer. The total construction cost estimate for the full scope of work is \$2 million, including playground equipment and safety surfacing, and the work is expected to be phased, with only the playground portion constructed in summer 2026. Before the construction of the playground and asphalt recess play area could move forward, Wight proposed a study to support that

planning at the March 16, 2026, regular Board meeting, which the Board of Education approved (Appendix O). Additional details, including the proposed construction timeline, were presented to the Board during the Facilities Committee meeting on May 5, 2026, as part of the gap analysis and cost presentation.

## *2. Address Traffic Management and Safety Recommendations*

The subcommittee raised concerns about traffic management and safety, and the Director of Safety and Security Solvei Jurmu addressed them. She later presented the *Review Traffic Management Report: Safety and Security* (Appendix C) and its recommendations to the committee.

## *3. Renovate Oak Terrace Elementary School*

Oak Terrace is the district's newest elementary school, constructed in 2000, and remains in strong condition. It has appropriate capacity, larger classrooms, small group learning spaces, and mechanical systems that are in good condition. During Phase 1 of the Long-Range Facilities Plan, the district invested more than \$6 million at Oak Terrace to replace the heating and cooling systems and roofs, along with needed site and plumbing work. The school has also been maintained and upgraded as needed over time.

The district plans to add solar panels to Oak Terrace this summer. Additional renovations are also recommended to provide an elementary learning environment comparable to the district's recently renovated schools.

Principal architect Leanne Meyer-Smith presented a gap analysis to the subcommittee. At the May 5, 2026, Board of Education Facilities Committee meeting, the same report, along with projected costs and a phased timeline, was presented to the Board of Education with Gilbane Building Company's input and recommendations (Appendix U). The recommended project includes interior renovations at Oak Terrace and site improvements for the playground area, with an estimated total cost of \$11.95 million. The work is recommended for summer 2027. This recommendation will also be included in the presentation at the regular Board meeting on May 19, 2026.

## **Closing Dual Language Task Force Meeting**

The final meeting took place on April 16, 2026, at Oak Terrace. Approximately 50 Task Force members attended a two-hour session to hear detailed presentations from each subcommittee facilitator, highlighting major accomplishments. Members were provided

with copies of the draft Dual Language Task Force Report and the Review Traffic Management Report: Safety and Security.

The meeting also included time for a question-and-answer session. Stakeholders raised the topic of modifying the Oak Terrace mascot during initial visioning activities, subcommittee meetings, and joint PTO events. The monarch butterfly mascot holds significant cultural relevance, symbolizing migration, hope, strength, and resilience across diverse communities. Adopting a new mascot would risk sacrificing this deeply meaningful symbol, which aligns with the three pillars of bilingual education. After thorough consultation with stakeholders throughout the year, the district has determined that the monarch butterfly will remain the mascot for Oak Terrace. As mentioned during the meeting, while the Red Oak rocket mascot will be retired upon the school's closure, treasured symbols such as "We All Live Here" will be incorporated into the Oak Terrace campus to honor the legacy of the Red Oak school community.

In addition, the meeting included a discussion of the Gap Analysis, which recommended increasing the presence of student artwork throughout the updated Oak Terrace campus (Appendix U). To implement this recommendation, new murals will be curated next year, with active student involvement from both Oak Terrace and Red Oak. This collaborative project will allow students to work together to create shared imagery for their new unified school community.

At the conclusion of the meeting, a feedback form for the report and the meeting was issued (Appendix P). Facilitators reviewed the feedback and made necessary adjustments to the report based on the identified themes.

### **Board of Education Facilities Committee Meeting**

At the May 5, 2026, Board of Education Facilities Committee meeting, representatives from Wight & Co., Gilbane Building Company, and Play Illinois, who have supported this project throughout the Task Force process, presented a comprehensive \$11.95 million renovation and site-improvement plan for Oak Terrace Elementary based on the gap analysis. Funded through Phase 3 cash reserves, the project aims to modernize the school, which remains in strong condition since its 2000 construction, to align with the district's newly renovated K-5 facilities. Wight & Co.'s proposed work included:

- Classroom updates: New storage, flooring, LED lighting, acoustics, window shades, and flexible furniture.
- Specialized spaces: Improvements to art, music, band, orchestra, and small-group instruction rooms.

- Library Media Center: Modernized seating, shelving, and collaboration areas.
- Staff and security: Enhanced break rooms, conference rooms, security improvements, and a wellness/respice room.
- Additions and exterior: A new food service servery, a universally designed playground, and site improvements to enhance pedestrian safety.

The administration shared that, based on the findings from the gap analysis, certain areas have been excluded from the current project scope, with the possibility of addressing them in the future. The deferrals include:

- No bathroom remodels or updates to corridor flooring and lighting.
- The multipurpose room and gym will remain largely intact, excluding the servery addition and a new PE office (across the hall).
- Outdoor learning spaces previously planned for the front of the school are deferred.

Gilbane reviewed the construction timeline, which would not require students or staff to relocate:

- Summer 2026: Replacement of the playground structure.
- Fall 2026: Final design work, bidding, and Board approval for the broader project.
- Summer 2027: Major interior renovations and remaining site work (blacktop, swings, and accessibility updates).
- August to December 2027: Interior work completion for the 2027-2028 school year, followed by final completion of the servery and site work.

### **Unified School Implementation Timeline and Key Milestones**

A clear, phased timeline is essential for ensuring a smooth, predictable, and successful transition for our students, families, and staff. The following timeline outlines the key milestones for consolidating the K-5 Dual Language program at Oak Terrace Elementary.

#### **Foundational Planning and Recommendation (2025)**

1. **June 26, 2025:** The administration formally recommended the full consolidation of the K-5 Dual Language program at Oak Terrace for the 2027-2028 school year to the Board of Education.
2. **August 2025:** The Superintendent's Dual Language Task Force was officially launched to guide the transition process.
3. **October to December 2025:** The Task Force and its three subcommittees (Student Success, Family Engagement, and Facilities and Operations) held initial planning sessions to define their respective scopes of work.

### **In-Depth Analysis and Community Engagement (2026)**

1. **January to April 2026:** Subcommittees continued their focused work, including drafting a family survey, holding family engagement events, identifying and selecting a third party to conduct the Dual Language program review, touring schools, and providing feedback on the exterior design of the school, to inform this report.
2. **May 2026:** The Superintendent and Deputy Superintendent will present this comprehensive plan and the final recommendations of the Dual Language Task Force to the Board of Education at its regular Board meeting.

### **Phased Consolidation (2026-2028)**

1. **2026-2027 School Year:** All incoming Dual Language kindergarten students will enroll at Oak Terrace Elementary.
2. **2027-2028 School Year:** All K-5 Dual Language students will attend Oak Terrace Elementary. To accommodate this move, the district's preschool program will be relocated to Green Bay School.

### **Additional Highlights**

As a result of the Task Force's ongoing collaboration, several partnerships have strengthened this year.

- The Bilingual Parent Advisory Committee (BPAC) has held several meetings this year with strong collaboration between its co-presidents and the district.
  - **September 30, 2025:** BPAC welcomed Sergio Negri, who presented on the importance of parent involvement in schools and provided practical strategies and tools to support effective family engagement.
  - **November 4, 2025:** The committee welcomed back Sergio Negri, who shared practical skills and strategies to help families establish effective habits at home in support of student success.

- **February 24, 2026:** BPAC hosted a Family Literacy Night in which NSSD112 staff engaged families in a variety of literacy activities and shared practical resources to support reading and learning at home. In addition, a take-home library was made available, allowing families to select and keep books to further promote literacy development outside of school.
- **April 14, 2026:** BPAC hosted its annual English Language Learners celebration, recognizing the hard work and determination of students across the district. NSSD112 staff from all school buildings nominated more than 60 students for recognition. The event concluded with a dance celebration for students and their families.
- The Red Oak and Oak Terrace school communities came together several times this year to learn and celebrate.
  - **On January 13, 2026,** Oak Terrace hosted a mariachi band event featuring Los Gatos Salvajes from Wheeling High School for all K-5 Red Oak and Oak Terrace students.
  - **On March 1, 2026,** the Red Oak and Oak Terrace PTOs held a Family Skate Night.
  - **On April 9, 2026,** the Red Oak and Oak Terrace PTOs held a joint meeting at Oak Terrace and welcomed the Dual Language Task Force facilitators to provide an update and answer questions. (Appendix Q)
  - **On April 12, 2026,** the Red Oak and Oak Terrace PTOs held a Chicago Wolves game outing.
  - **On May 17, 2026,** the Red Oak and Oak Terrace PTOs held a Dual Language Family Fun Fair.

### **Professional Learning Across Dual Language Schools**

Our dual language teachers have engaged in ongoing professional development with Sonia Esquivel and Danette Meyer from With Partners to strengthen literacy instruction across the district's dual language program. Sonia participates alongside district teachers in Chicago Literacy Group (CLG) professional learning sessions and then collaborates with dual language educators to extend and contextualize that learning specifically for the dual language setting, particularly in Spanish Language Arts. These follow-up sessions support teachers in applying evidence-based literacy practices within a biliteracy framework, ensuring that core literacy instruction is both rigorous and responsive to the needs of multilingual learners.

A key feature of this work has been the intentional design of cross-building collaboration, bringing together dual language teachers from Oak Terrace and Red Oak in grade-level bands (e.g., kindergarten and 1st grade, 2nd and 3rd grade, and 4th and 5th grade). The With Partners kickoff, CLG follow-up sessions, and targeted professional learning with Danette Meyer were structured to foster alignment, strengthen co-teaching practices, and build collective ownership of instruction across both schools. This included a focused emphasis on deepening teachers' ability to deliver aligned, high-quality literacy instruction and co-teaching the writing block in both languages in 4th and 5th grade. Through this coordinated approach, the district has strengthened coherence in Spanish Language Arts, created space for shared problem-solving, and established a unified foundation for biliteracy development across the program.

The following dates reflect the structured professional learning cycle implemented this year:

- **September 9, 10, 11, 16, 17, and 18, 2025:** Chicago Literacy Group (CLG) Round 1; attended by districtwide teachers and administrators (monolingual and Dual Language)
- **September 30, 2025:** 4th and 5th grade Dual Language and Dual Language ESL teachers; focused on integrated bilingual writing instruction
- **October 13, 2025:** With Partners Kickoff and CLG Round 1 Dual Language Follow-Up with Sonia Esquivel; ongoing multi-site collaboration
- **November 5, 6, 12, 19, 20, and December 2, 2025:** Chicago Literacy Group Round 2; attended by districtwide teachers and administrators (monolingual and Dual Language)
- **December 4, 2025:** 4th/5th Grade Dual Language & Dual Language ESL Teachers; focused on integrated bilingual writing instruction
- **January 6, 7, and 8, 2026:** With Partners CLG Round 2 Dual Language Follow-Up with Sonia Esquivel; ongoing multi-site collaboration
- **January 16, 2026 (Early Release):** With Partners Language Development Professional Learning with Sonia Esquivel at Oak Terrace

- **January 20, 21, 22, and February 2, 4, 12, 2026:** Chicago Literacy Group Round 3; attended by districtwide teachers and administrators (monolingual and Dual Language)
- **February 17, 18, and 20, 2026:** With Partners CLG Round 3 Dual Language Follow-Up with Sonia Esquivel; ongoing multi-site collaboration
- **April 2, 2026 (Early Release):** With Partners Language Development Professional Learning with Sonia Esquivel at Red Oak
- **April 14, 15, 16, 21, 22, and 23, 2026:** Chicago Literacy Group Round 4; attended by districtwide teachers and administrators (monolingual and Dual Language)
- **April 28, May 7 and May 8, 2026:** With Partners CLG Round 4 Dual Language Follow-Up with Sonia Esquivel; ongoing multi-site collaboration

This coordinated cycle of districtwide literacy learning and targeted dual language follow-up has helped ensure coherence across district instructional practices while strengthening teachers' capacity to support biliteracy development.

## Conclusion

The strategic consolidation of the K-5 Dual Language program at Oak Terrace Elementary marks a significant milestone in strengthening one of our district's flagship programs. Developed through a collaborative process involving staff, families, and district leaders, this plan aligns with our mission to provide excellence and equity for all students. By establishing this unified school, we are making a long-term commitment to future generations empowering them with bilingualism, biliteracy, and cross-cultural understanding essential for success in a global society.

The planning process has strengthened the rationale for supporting the Dual Language program through a unified K-5 campus now and in the future. While the Task Force itself has concluded, the work continues through the transition until the end of the 2027-28 school year. A report of needs assessment and audit of the program that will be presented to the Board of Education Meeting in October 2026 will provide guidance as to what should be maintained and changes are necessary to strengthen the program. In addition, the recommended facilities work will begin this summer and continue until the completion of the recommended renovation project. Throughout next school year the

recommendations of the Family Engagement Subcommittee will be actualized with the leadership of the co-principals and the PTOs.

The district thanks the members of the Dual Language Task Force for the time and perspective they have brought to this process. Their work has helped shape recommendations focused on students and the program's future.

## Appendix

Supporting appendix materials are available at [nssd112.org/DLTFappendix](https://nssd112.org/DLTFappendix).

- A. [Task Force Activities Documentation](#)
- B. [WIG Dashboard](#)
- C. [Traffic Management Report: Safety and Security](#)
- D. [March 16, 2026, Regular Board Meeting](#)
  - a. 7.b. Presentation and Proposal for Oak Terrace Playground (Policy 4:150)
- E. [K-5 Dual Language Transition Website](#)
- F. [Family Engagement Survey](#)
- G. [DL Program RFP](#)
  - a. [February 17, 2026, Regular Board Meeting](#)
    - i. 7.b. Presentation - Proposal Recommendation Dual Language Evaluation (Policy 6:10)
- H. [Paridad Program Evaluation](#)
- I. [Task Force Visioning Activity](#)
- J. [Task Force 3, 2, 1 Facilities and Operations Activity](#)
- K. [Task Force 3, 2, 1 Family Engagement Activity](#)
- L. [Task Force 3, 2, 1 Student Success Activity](#)
- M. [Task Force Meeting #1 Exit Form](#)
- N. [Red Oak and Oak Terrace School Traditions and Activities](#)
- O. [March 16, 2026, Regular Board Meeting](#)
  - a. 9.d. Approval of Wight Project Authorization - Oak Terrace Outdoor Recreation Study (Policy 4:150)
- P. [Task Force Meeting #2 Exit Form](#)
- Q. [Red Oak and Oak Terrace April 9, 2026 Combined PTO Presentation](#)
- R. [April 21, 2026, Regular Board Meeting](#)
  - a. 7.c. Approval of Proposal for Oak Terrace Playground (Policy 4:150)
- S. [May 5, 2026, Board of Education Facilities Committee Meeting](#)
- T. [Oak Terrace Playground Design Evolution](#)
- U. [Wight & Co. Gap Analysis Report](#)

# Appendix C: Traffic Management Report: Safety and Security



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**NORTH SHORE**  
SCHOOL DISTRICT 112

**To:** Dr. Monica Schroeder, Deputy Superintendent

**From:** Solvei Jurmu, Director of Safety & Security

**Date:** January 15, 2026

**RE:** Traffic Management Report: Red Oak Transition to Oak Terrace (2026-2027 and 2027-2028)

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### **Purpose**

This report provides an updated overview of current traffic conditions, the anticipated impacts of transitioning Red Oak students to Oak Terrace (OT), and a summary of the current Traffic Management Plan, along with future plans. The aim is to address task force concerns regarding traffic capacity, safety, and operational readiness during the transition.

### **Current Traffic Conditions on Prairie Avenue**

In collaboration with the Highwood Police Department, I was provided traffic and violation data specifically tied to Prairie Avenue in front of Oak Terrace:

- **Traffic Accidents (01/01/24–11/20/25): 2 total**  
Extremely low volume, with no recurring patterns that suggest structural roadway risks.
- **Traffic Violations (01/01/24–11/20/25): 21 total**
  - Fewer than one traffic stop-related offense per month, spread across 24-hour periods.
  - Most violations were related to cellphone use, rather than speeding or unsafe driving in school zones.

### **Conclusion:**

Prairie Avenue currently demonstrates stable, low-risk traffic behavior. There is no evidence of congestion-related safety issues that would prevent accommodating Red Oak student transitions.

## **Student Population Impact**

Oak Terrace Elementary currently serves approximately 482 students. This includes 150 preschool students divided between morning and afternoon sessions.

Arrival and dismissal occur four times daily. The morning preschool session dismisses midday, shortly followed by the arrival of the afternoon preschool session.

Elementary arrival coincides with the start of the morning preschool session, while elementary afternoon dismissal aligns with the end of the afternoon preschool session. Preschool students arrive/dismiss in separate buses (and special transportation as necessary) from the K-5 population.

### **Beginning the 2027-28 school year, Early Childhood programming will move from Oak Terrace.**

#### **Impact:**

When Early Childhood programming moves out of Oak Terrace in the 2027–2028 school year, the incoming Red Oak students will move in, and the overall population will potentially decline, given the anticipated (3) sections of kindergarten for the 2026-27 school year. This change will also eliminate the need for preschool bus transportation at the start and end of the day.

#### **Conclusion:**

During the 2026-2027 school year, Oak Terrace Elementary will maintain a stable population. The long-term outlook (post-preschool removal) will further ease roadway and on-site traffic conditions, as there will be only one morning and one afternoon dismissal (eliminating the half-day dismissal preschool requires), allowing all K-5 students to be on buses.

## **Traffic Management Plan (2025–2026) With 2027-28 Adjustments**



The current Oak Terrace Traffic Management Plan (see image above) relies on the consistent and controlled routing of buses, cars, and pedestrians.

- Key Plan Components with no anticipated change during the transition period.
  - All vehicle drop-off and pick-up, including buses and cars, will continue on the north side of the property.
  - Prairie Avenue frontage remains staff-only parking.
  - No walk-up through the staff lot or Prairie is allowed.
  - School Staff Supervisors ensure safety and flow for both arrival and dismissal.
  - Crossing Guard positioned at the corner of High St and Prairie Ave; Central Ave and Prairie Ave; and at High Ave and Highwood Ave.
- **Updated Walk-Up Recommendation (NEW)**
  - All walk-up students (walkers) will be instructed to arrive and depart at the current K–5 walk-up location (Playground on the east side of the property) This consolidates family walk-up traffic to a single, predictable location, simplifying supervision.

**Current Safety Concerns:**

- Parents are non-compliant with parking procedures, parking on:
  - High Street and blocking the neighbors' driveways
  - Oak Ridge and are blocking the flow of arrival traffic
  - In staff spots on Prairie to walk their child to the playground
  - In the staff lot and walk their children across the lot. They must remain in their cars in the car line, but do not follow directions.

These remain behavioral compliance issues, not indicators of inadequacy in the plan, and will continue to be assessed.

### **Capacity Assessment**

Based on police data, the plan structure, and enrollment projections:

- The system currently supports approximately 482 students without congestion issues.
- The circulation loop located on the north side of the property is designed for continuous flow, not static parking, and has proven effective.
- Walk-up consolidation enhances clarity and reduces unpredictable pedestrian movement.

### **Assessment Summary:**

Oak Terrace is fully capable of accommodating the Red Oak transition starting in the 2027-28 school year without a significant impact on traffic flow around the school during arrival and dismissal times. The plan remains structurally sound, safety-focused, and capacity-appropriate.

### **Further Recommendations**

To reinforce confidence and smooth implementation:

- Maintain a review period in collaboration with Highwood Police during the start of the 2026-2027 school year and make any modifications that would be deemed necessary. This will continue into the 2027-2028 school year and is also a practice that occurs at all school buildings. At Ravinia Elementary, after renovation, the Traffic Plan changed twice.
- Communicate with parents during the summer arrival and dismissal procedures, regardless of the mode of transport (walker, bus, or vehicle).
- Reinforce compliance with driveway, staff lot, and no-walk-up-through-parking rules through parent communication.
- Continue to deploy staff visibility at arrival and dismissal times.
- Assess queue flow at the start of the year to confirm anticipated performance.

### **How many cars actually drive down the north driveway?**

A concern has been raised that the north driveway is congested, unsafe, and used as a cut-through.

I analyzed video footage over five days and determined that between 9 am and 11 am, there were as few as 3 and as many as 15 vehicles. All were related to late arrival,

early pickup, district vehicles, and UPS. Between 1 pm and 3 pm, as few as 3 and as many as 7 vehicles. Between 11 am and 1 pm, I observed an OT staff member standing in the north drive on all days to prevent vehicles from driving through. Only a maximum of three vehicles were seen driving on the drive outside of morning ECC dismissal and afternoon ECC arrival. On the dates I analyzed, the drive had not been used as a cut-through but rather for parents dropping off, picking up, district employees (Operations), USPS/UPS.

### **School Security Assessment:**

1. Perimeter
  - a. Fencing prevents unauthorized entry and reduces incidents of student elopement. Other Elementary schools have experienced elopement, and the installation of fences along their play spaces was done to prevent it in the future. Elm Place, Wayne Thomas, Braeside, and Ravinia also have this.

### **Post Sub-Committee Meeting on January 15, 2026**

On January 15, 2026, a presentation was conducted for the Facilities Sub-Committee of the Dual Language Task Force to discuss the Traffic Management Plan at Oak Terrace Elementary. Concerns that were brought up were:

- The lack of obvious school warning signs for vehicular traffic on Prairie Ave
- The safety of crossing students across Prairie Ave at arrival and dismissal.

**Lack of Obvious School Warning Signs on Prairie Ave**-I conducted a review of this area and identified multiple traffic control signs for both eastbound and westbound vehicles on Prairie Avenue. Eastbound signage begins approximately one block west of Central Avenue, while westbound signage begins approximately one block east of High Street. I also observed a School Warning sign for both directions of traffic on Prairie Avenue at Pleasant Avenue. Pleasant Avenue terminates at Prairie Avenue at the former main entrance to Oak Terrace School and lies between High Street and Central Avenue.

**Safety of Crossing Students Across Prairie Ave at Arrival and Dismissal**-During arrival and dismissal, I observed a crossing guard present on Prairie Ave at High St and one on Prairie Ave at Central Ave.

**Response to Follow-Up:** Based on concerns about student safety, on February 24, 2026, I submitted a Letter of Request to the City of Highwood requesting the installation

of a stop sign on Prairie Ave at Pleasant Ave for both east- and westbound traffic. A STOP sign was recommended rather than an additional school warning sign because warning signage alone does not require motorists to alter their behavior, whereas a STOP sign would create a mandatory traffic control point, reduce vehicle speeds, and provide a safer, more predictable crossing opportunity for students during arrival and dismissal.

### **Response from City of Highwood on March 11, 2026**

**Response to the Request:** On March 11, 2026, I received a response from Highwood City Manager Scott Coren regarding my request letter. The City has reviewed the request to install a stop sign at the intersection of Prairie Avenue and Pleasant Avenue, and it was denied based on traffic safety guidelines and existing intersection control. The City of Highwood already has two stop signs installed at the four-way stops at South Central Avenue and High Street in close proximity to the requested location. Adding a third stop-sign-controlled intersection in an area where two low-volume local roads intersect with a collector road is more likely to reduce safety at all three intersections than to improve conditions at this one.

**Appendix G:  
Dual Language  
Program Request for  
Proposal (RFP)**



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**NORTH SHORE**  
SCHOOL DISTRICT 112

**Issued by:** North Shore School District 112

**Date Issued:** December 20, 2025

**Evaluation Due Date:** June 30, 2026

## **A. Introduction and Background**

North Shore School District 112 is seeking proposals from qualified consultants or organizations to conduct a comprehensive evaluation of our 50/50 Dual Language Program. The purpose of this evaluation is to assess program effectiveness, identify strengths and areas for growth, and provide actionable recommendations to enhance student outcomes in both Spanish and English across all participating grade levels.

### **District Overview**

- **Location:** Highland Park, Highwood, and Fort Sheridan, Illinois
- **Schools:** Nine Schools
- **Students:** 3,752 Students

**Program History:** The District 112 Dual Language Program, which has been running for more than 25 years, is a Spanish and English two-way immersion option available for students from preschool through eighth grade. The program is designed to develop academic and cultural competence, as well as bilingualism, starting at a young age. In dual language classrooms, approximately half of the students are native Spanish speakers or bilingual, and half are native English speakers, with some students who have another home language, and they are taught by specially certified bilingual teachers. Reading and writing are introduced in both English and Spanish from kindergarten, while math is primarily taught in English with connections to Spanish in grades K-5. Science and social studies are integrated with language arts, providing context and authentic language learning experiences for all students.

The K-5 dual language program is currently located at Oak Terrace and Red Oak Schools. However, beginning with the 2027-2028 school year, the program will be consolidated at Oak Terrace School. At the middle school level, the dual language program is housed at Northwood Middle School.

The program's goals are to help students achieve high levels of proficiency in both languages, maintain high academic achievement, and develop positive attitudes toward language and diverse cultures. Parents are encouraged to participate in classroom and after-school activities.

Students are encouraged to stay in the program from kindergarten through eighth grade to achieve these goals, maintain a continuous educational plan, and preserve the language balance essential to the program. Dual language students also have opportunities at the middle and high school levels in Township High School District 113, where they can earn the Illinois Seal of Biliteracy and the Highland Park High School Dual Language Seal.

## **B. Project Description**

District 112 is seeking a qualified external consultant to conduct a comprehensive review of its K-5 Dual Language Program. This project will involve a deep analysis of student data, curriculum, instructional practices, and stakeholder feedback. The primary objective is to assess program effectiveness, evaluate the current instructional model, and provide actionable recommendations to ensure all students achieve the program's goals of high academic achievement, bilingualism/biliteracy, and sociocultural competence, especially in light of the upcoming program consolidation.

## **C. Scope of Services**

The selected consultant will be expected to design and execute a multi-faceted evaluation plan. This will include a comprehensive review of all existing program documentation and student data; extensive engagement with stakeholders (including students, families, teachers, and leaders) through interviews, focus groups, and direct observation of program implementation across all K-5 grade levels. The final analysis must synthesize these qualitative and quantitative findings to develop a set of clear, actionable recommendations.

The selected consultant will be expected to perform, at a minimum, the following activities:

Assess the program's effectiveness in promoting the Three Pillars of Dual Language: *High Academic Achievement, Bilingualism & Biliteracy, and Sociocultural Competence*.

- Evaluate the current 50/50 instructional model across schools and grade levels, analyzing its implementation fidelity and identifying areas of celebration and improvement.
- Conduct a needs analysis of English Learners in our current instructional model and recommend the instructional model (e.g., 50/50, 80/20, 90/10) that best supports our population of English Learners.
- Analyze the program's instructional scope and sequence, pacing, and evaluate the methods used for accurately assessing student learning in Spanish and English.
- Review the Dual Language Program model and provide guidance on appropriate classroom class sizes.

## Program Review Rubric

**D. Deliverables:** The selected consultant is expected to provide, at a minimum, the following deliverables:

- A thorough and complete written report of Dual Language Program findings and recommendations, including:
  - **Summary:** A summary of all findings, data analysis, and prioritized, actionable recommendations.
  - **Instructional Model Analysis & Recommendation:** A comprehensive analysis of the current 50/50 model's effectiveness. This deliverable must include a specific, data-driven recommendation to either continue the 50/50 model or transition to an alternative (e.g., 80/20, 90/10).
  - **Comprehensive Biliteracy Assessment Framework:** A set of recommendations for a balanced assessment system in mathematics and literacy. This must specify recommended instruments (e.g., screeners, benchmarks, summative assessments) for tracking student progress in both English and Spanish literacy.
  - **Curriculum & Pacing Framework:** Actionable recommendations for establishing unified K–5 pacing guides that ensure curricular coherence and vertical alignment. The framework should outline key components for content and language allocation and reflect District 112's curricular materials, instructional practices, and goals so our work stays consistent across grade levels.
  - **Dual Language Class Size:** A detailed analysis and recommendation for optimal K-5 class sizes. This must include evidence-based models for student composition (e.g., ratio of native Spanish speakers to native English speakers).
- **Committee Presentation:** a formal presentation to the committee summarizing the comprehensive evaluation findings, data analysis, and all recommendations.
- **Board of Education Presentation:** A formal, public presentation to the Board of Education summarizing the comprehensive evaluation findings, data analysis, and all recommendations.

## **E. Required Documents Upon Submission of Proposal**

Please provide the following:

- **Cover Letter:** A brief introduction to your organization and your interest in this project.
- **Organization Qualifications:** A description of your organization's experience in dual language program evaluation, including relevant project examples and team member biographies.
- **Proposed Methodology:** A detailed project plan outlining your approach to fulfilling the Scope of Services, including a timeline, methods for data collection and analysis, and a stakeholder engagement plan.

- **Detailed Budget:** An itemized budget for all project-related costs, including personnel, travel, materials, and any other expenses.
- **References:** Contact information for at least three (3) recent clients (preferably K-12 public school districts) for whom you have completed similar work.

### **F. Request for Proposal Timeline**

The following timeline is anticipated for the RFP process. The District reserves the right to revise these dates for any reason.

<b>Milestone</b>	<b>Date</b>
RFP Issued	December 19, 2025
Deadline for Questions	January 16, 2026
Proposals Due	January 23, 2026, at 4 p.m.
Board of Education Approval of Selected Consultant	February 17, 2026
Draft Report Due	August 28, 2026
Final Report and Presentation	September 2026

### **G. Proposal Submission**

Proposals will be evaluated by the Assistant Superintendent for Teaching and Learning, the Director of Multilingual Learners, and the Student Success Subcommittee of the Dual Language Task Force. Proposals will be evaluated using the rubric found at the end of this document.

All bidders will be notified of the selection of the Finalist by the Assistant Superintendent for Teaching and Learning. The finalist will then be recommended to the Board of Education.

### **H. Submission Instructions**

Submit proposals electronically in PDF format to:

**Contact Name:** Michael Rodrigo

**Title:** Assistant Superintendent for Teaching and Learning

**Email:** mrodrigo@nssd112.org

Proposals must be received by **January 23, 2026, @ 4:00 PM**. Late submissions will not be accepted.

## **Program Review Rubric**

All questions must be submitted via email only to [mrodrigo@nssd112.org](mailto:mrodrigo@nssd112.org). Any interpretation of the RFP will be made only by a written addendum. A copy of such an addendum will be emailed to each person who has provided their email address to Michael Rodrigo and requested that they receive copies of any addenda to this RFP. Failure on the part of a consultant to receive a written interpretation prior to the time of the opening of proposals will not be grounds for the withdrawal of its proposal. Oral explanations or representations will not be binding.

A proposal may be withdrawn or changed if written notice of the withdrawal or change is received by Dr. Rodrigo, in writing, prior to the latest time specified for submission of proposals. Change may be made only by substitution of another proposal prior to the latest time specified for the submission of proposals. Proposals must be valid and binding for a minimum period of 60 days after the date scheduled for the Board of Education's approval of a contract with the selected consultant.

Upon selection, the consultant shall be required to submit a proposed contract for the services covered in this RFP and the consultant's proposal. Any contract will be subject to review by the Board of Education's legal counsel and must be on terms fully acceptable to the Board of Education before it is signed. No contract or agreement will be implied, final, or in effect between the Board and a selected consultant until acceptable contract terms have been reached. The selected consultant must enter into an executed contract with the Board in order to finalize the selection of the proposal. If a mutual agreement on contract terms cannot be reached, the Board will proceed to negotiations with another consultant.

### **Additional Information**

North Shore School District 112 reserves the right to:

- Reject any or all proposals
- Request additional information or clarification
- Modify the scope or timeline as needed

### **I. Terms of Project Contract**

The project should begin no later than March 2, 2026 and be completed by August 28, 2026.

## **J. General Terms and Conditions**

By submitting a proposal in response to this RFP, the consultant also agrees to the following:

1. Bid Rigging and Bid Rotating: As required by the Criminal Code, 720 ILCS § 5/33E-11, the consultant certifies that it is not barred from contracting with any unit of State or Local Government as a result of a violation of any criminal statute including, but not limited to, the bid-rigging (Section 33E-3) or bid rotating (Section 33E-4) provisions of the Criminal Code. The consultant agrees that if this certification is false, the District may declare the contract void. The consultant further certifies that it will provide a drug free workplace as required by the Illinois Drug-Free Workplace Act, 30 ILCS §§ 580/1 et seq. If applicable, the consultant shall collect and remit Illinois Use Tax on all sales of tangible personal property into the State of Illinois in accordance with the provisions of the Illinois Use Tax Act, 35 §§ ILCS 105/1 et seq., regardless of whether the consultant is a retailer maintaining a place of business within this State” as defined in Section 2 of the Use Tax Act.
2. Freedom of Information Act Compliance: The District is subject to the Freedom of Information Act, 5 ILCS 140/1, et seq. (“FOIA”), and any and all information submitted to the District may be subject to disclosure to third parties in accordance with FOIA. If any consultant requests that the District withhold any submitted information as trade secrets, commercial information, or financial information from disclosure to a third party in response to a FOIA request, such consultant must notify the District of such request at the time such information is submitted to the District, along with a statement that disclosure of such information will cause competitive harm to the consultant, as provided by FOIA Section 7(1)(g), 5 ILCS 140/7(1)(g). Any content not so marked by the consultant at the time of submission to the District will be presumed to be open to public inspection. The consultant may be required to substantiate the basis for its claims at a later time. Notwithstanding timely notice received from the consultant in accordance with Section 7(1)(g), the District reserves the right, in its sole discretion and subject only to applicable law, to withhold or release the subject information in response to a FOIA request. The consultant waives any rights it may have, or claim to have, to challenge, protest, enjoin or otherwise assert a claim relating to, connected with, or arising from any FOIA request. As a potential provider of a governmental function on behalf of the District, the consultant agrees to cooperate with the District, without additional charge, in responding to any FOIA request, including by timely providing any documents requested by the District that directly relate to the governmental function that the consultant has been engaged to perform on behalf of the District.
3. Confidentiality and Student Records: In the course of providing services for the District, the consultant may have access to District records (including, but not limited to student and personnel records) only to the extent necessary for the performance of such services. The consultant agrees that any information it receives from the District or otherwise with respect to individual District employees or students shall remain the property of the District and shall be treated and maintained by the consultant as

## Program Review Rubric

confidential information and used only for the purpose of providing services for the District.

Student record information shall not be disclosed to third parties for any reason other than when required by law, and will not be used for the consultant's own personal or business purposes outside the performance of services for the District. All information that qualifies as a student record under the Family and Educational Rights Privacy Act and the Illinois School Student Records Act shall be handled by the consultant in accordance with those laws. If there is a breach of such information (e.g. disclosure to a third party by the consultant), the consultant shall, within two (2) calendar days of knowledge of the incident, inform the District of the breach and the data affected. The consultant further agrees to comply with all state and federal laws, including, but not limited to, the Illinois School Student Records Act, the Illinois Mental Health Act and Developmental Disabilities Confidentiality Act, the federal Family Educational Rights, and Privacy Act, the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and all rules and regulations governing the release of student, personnel, and medical records. The consultant also shall abide by all other records confidentiality obligations of the District and all District policies and procedures applicable to the same.

Upon termination of any agreement between the District and the consultant, any District employee or student record information in possession of the consultant (or its employees) shall be returned to the District and all copies of such information in all formats destroyed in accordance with all applicable laws and U.S. Department of Education and Privacy Technical Assistance Center guidelines within thirty (30) days of termination.

By submitting a proposal, the consultant also agrees that the following provisions will be binding on the selected consultant and shall be incorporated by reference into the contract to be negotiated by the District and the selected consultant:

4. Insurance: The consultant shall procure and maintain at its own cost and expense (1) comprehensive general liability on an occurrence basis to ensure all loss (including, but not limited to, attorney's fees and costs), claims, demands, or actions for damage to property, or bodily and personal injury to or death of any one or more persons in the minimum amount of \$2,000,000 per occurrence and in the aggregate, (2) umbrella or excessive liability coverage in a minimum amount of \$2,000,000 per occurrence and in the aggregate, (3) worker's compensation coverage in the minimum statutory amounts, and (4) comprehensive auto liability insurance, including hired and non-owned vehicles, in the amount of \$1,000,000 per occurrence and in the aggregate for bodily injury and property damage. The consultant shall name the Indemnitees (defined below) as additional insureds on all insurance policies required herein, with the exception of the

worker's compensation insurance. The insurance required of the consultant shall be primary and noncontributory.

The consultant shall provide a certificate of insurance on a form acceptable to the District evidencing the required insurance. The certificates of insurance and all insurance policies required to be obtained by the consultant shall provide that coverages afforded under the policies will not be canceled, reduced, or allowed to expire without at least thirty (30) days prior written notice given to the District. If any of the insurance coverages are required to remain in force after final payment, all additional certificates evidencing the continuation of such coverage shall be submitted with the final application for payment.

5. Indemnification: The consultant shall indemnify and hold harmless the District, the Board of Education of North Shore School District 112, and its individual board members, officers, employees, agents, volunteers, successors, and assigns ("Indemnitees"), from any and all costs, damages, losses, judgments, liabilities, and expenses (including reasonable attorneys' fees and litigation costs) brought against or incurred by the Indemnitees arising out of, in connection with, or related to (1) any acts or omissions of the consultant; and (2) any breach by the consultant of the contract.
6. Compliance with Applicable Law: The consultant shall at all times observe and comply with all applicable laws, rules, ordinances and regulations, including, but not limited to, the Illinois Prevailing Wage Act (820 ILCS § 130/1 et seq.), the Illinois Human Rights Act (775 ILCS § 5/1 et seq.), the Equal Employment Opportunity Act (42 U.S.C. § 2000e), and the Illinois Criminal Code (720 ILCS § 5/1 et al.) in performing under this RFP and its proposal.
7. Payment: All payments shall be paid in accordance with the Local Government Prompt Payment Act, 50 ILCS 505/1 et seq.
8. Termination: The District may terminate the agreement, with or without cause, by providing at least thirty (30) days advanced written notice.

## Program Review Rubric

### Overall Ratings Review

This scale assesses the vendor's total alignment with District needs, specifically regarding K-8 dual language models and school consolidation.

Score	Description
<b>1-3 (Poor)</b>	Missing essential elements. Demonstrates little understanding of the RFP's specific needs (e.g., 50/50 model, upcoming consolidation ). High risk of failure or significant revision required.
<b>4-6 (Acceptable)</b>	Meets minimum requirements but lacks depth, innovation, or clarity. Methodology is standard but not customized for the District's context (e.g., K-8 alignment , consolidation ).
<b>7-8 (Good)</b>	Proposal is clear, comprehensive, and addresses all RFP requirements. Plan is feasible, and the vendor has relevant experience. Demonstrates a good understanding of the program's goals.
<b>9-10 (Excellent)</b>	Exceeds all requirements. Methodology is detailed, highly targeted, and innovative. Demonstrates deep expertise specific to Dual Language (e.g., instructional models like 80/20, 90/10). Exceptional past performance and highly competitive cost-effectiveness.

### Vendor Proposal Review

This rubric evaluates vendor proposals for the Dual Language Program Review based on methodology quality, deliverable completeness, cost-effectiveness, and timeline feasibility. It ensures the selected partner provides a clear K-8 biliteracy framework and actionable data within the district's required schedule and budget.

Evaluation Criteria	Scoring (1-10 points)	Weight	Maximum Points	Notes/Key Requirements from RFP
<b>Quality and Clarity of the Proposed Methodology (RFP Sec. C )</b>	(1-10)	×2.0	20	Detailed project plan, timeline, methods for data collection and analysis, and stakeholder engagement plan (students, families, teachers, leaders). Must cover all requirements in Scope of Services.
<b>Completeness and Actionability of Deliverables (RFP Sec. D )</b>	(1-10)	×1.5	15	Addresses all required deliverables: Instructional Model Analysis & Recommendation (50/50, 80/20, 90/10) , Comprehensive Biliteracy Assessment Framework , Curriculum & Pacing Framework (K-8) , Dual Language Class Size Analysis , Final Report, and Board Presentation.
<b>Cost-Effectiveness (RFP Sec. E )</b>	(1-10)	×1.0	10	Detailed, itemized budget that aligns with the scope of services. Justification for personnel, travel, and materials. Represents a high-value investment for the District.
<b>Timeline Feasibility (RFP Sec. F )</b>	(1-10)	×0.5	5	Proposed timeline aligns logically with the RFP process dates (e.g., Proposals Due by January 24, 2026 ) and the scope of work. Includes realistic sequencing of data collection, analysis, stakeholder engagement, and reporting aligned to district calendars and school operations.

<b>Total Points: Proposal Evaluation</b>			50	
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**Vendor Qualifications, Expertise, and Past Performance Evaluation Rubric**

This section evaluates the vendor’s specialized expertise in the Three Pillars of Dual Language and their track record with public school districts. It ensures the proposed team possesses the technical knowledge to analyze outcomes for English Learners and a proven history of delivering successful, large-scale K-12 evaluations.

<b>Evaluation Criteria</b>	<b>Scoring (1-10 points)</b>	<b>Weight</b>	<b>Maximum Points</b>	<b>Notes/Key Requirements from RFP</b>
<b>Expertise in Dual Language Program Evaluation (RFP Sec. E )</b>	(1-10)	×2.5	25	Proven experience in evaluating the Three Pillars of Dual Language: Academic Achievement, Bilingualism/Biliteracy, and Sociocultural Competence. Team member biographies demonstrate specific expertise, including examining outcomes for English learners.
<b>Experience Working with Public School Districts (RFP Sec. E )</b>	(1-10)	×1.5	15	Relevant project examples, especially within K-12 public education. Demonstrated understanding of public district operations and constraints.
<b>References and Past Performance (RFP Sec. E)</b>	(1-10)	×1.0	10	Quality of references (at least three recent clients, preferably K-12 public school districts). Feedback confirms successful, similar work.
<b>Total Points: Qualifications Evaluation</b>			50	

# Appendix H: Paridad Program Evaluation



**Paridad Education Consulting**

5315 Clark St., #229  
Chicago IL 60640

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January 23, 2026

Dr. Michael Rodrigo  
Assistant Superintendent for Teaching and Learning  
North Shore School District 112  
445 Sheridan Road  
Highwood, IL 60040

Dear Dr. Rodrigo and Members of the Selection Committee,

With over 25 years of dedicated work in multilingual education and a specialized focus on dual language program development, Paridad Education Consulting is pleased to submit this proposal for the comprehensive evaluation of North Shore School District 112's 50/50 Dual Language Program. Paridad brings rich expertise to support your district's commitment to academic excellence, bilingualism/biliteracy, and sociocultural competence

.Northshore District 112's 25-year investment in dual language education represents a remarkable commitment to equity and excellence. As you approach the significant transition of consolidating your K-5 program at Oak Terrace School for the 2027-2028 school year, this evaluation provides a critical opportunity to ensure that your program continues to meet the highest standards of effectiveness while serving all students—particularly English Learners—with culturally and linguistically sustaining practices.

Paridad is uniquely positioned to address your evaluation needs with:

**Specialized Expertise in Dual Language Education:** Our team includes nationally recognized leaders whose work has shaped the field of dual language education for decades. We bring deep knowledge of the *Guiding Principles for Dual Language Education* (3rd edition, Center for Applied Linguistics) and extensive experience applying these principles in real-world settings. Our evaluation framework is explicitly aligned with these research-based principles, ensuring that your program is assessed against the highest standards in the field.

## PARIDAD

- **John F. Hilliard**, President of Paridad and former New York State Bilingual Teacher of the Year, with expertise in multilingual curriculum development and dual language support and program evaluation
- **Cristina Sánchez-López**, a bilingual educator with 30 years of experience supporting multilingual learners, including those with disabilities

## COLLABORATING EXPERTS

- **Dr. Margo Gottlieb**, whose work on language development standards through WIDA has shaped practice in 42 states and territories
- **Dr. Fred Genesee** (professor emeritus) McGill University, primary research interests focus on bilingualism and bilingual first language acquisition in typically-developing and children with impairment. Dr. Genesee's research in the area of dual language education is renowned.

**Comprehensive Approach:** We will conduct a rigorous, multi-faceted evaluation that examines student achievement data, instructional practices, curriculum alignment, and stakeholder perspectives across all grade levels (K-5).

**Actionable Recommendations:** Our deliverables will provide clear, evidence-informed guidance on the optimal instructional model, biliteracy assessment framework, curriculum pacing, and class size considerations—all specifically tailored to District 112's context and goals.

**Proven Track Record:** Paridad has successfully partnered with school districts, state education agencies, and educational organizations across Illinois, the United States and internationally to evaluate and strengthen dual language programs.

We understand that this evaluation will inform critical decisions about your program's future. Our asset-based methodology is designed to highlight your program's strengths while identifying strategic opportunities for growth. We are committed to delivering findings and recommendations that are grounded in research, responsive to your community's needs, and immediately actionable.

We look forward to the opportunity to partner with North Shore School District 112 in this important work.

Sincerely,



**John F. Hilliard**

President, Paridad Education Consulting  
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**PROPOSAL FOR A COMPREHENSIVE EVALUATION  
North Shore School District 112 Dual Language Program**

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## **SECTION I: ORGANIZATION QUALIFICATIONS**

### **About Paridad Education Consulting**

Paridad Education Consulting is an independent professional educational consulting organization whose mission is to bring parity and educational excellence to multilingual education by providing innovative practices and expertise that improve educational experiences for language learners, including English Learners with Disabilities (ELSWDs). For more than a decade, Paridad has worked nationally and internationally to support comprehensive educational services through four interconnected areas of expertise:

1. **Consulting Services:** Technical assistance, professional learning, workshops, and program evaluation
2. **Research and Publications:** Literature reviews, white papers, and collaborative scholarly works
3. **Symposia and Institutes:** Including the annual international Multilingual Special Education Symposium
4. **Policy Guidance and Networks:** Supporting state and local education agencies in developing evidence-based policies

### **Organizational Strengths Relevant to This Project**

#### **Deep Expertise in Dual Language Education**

Paridad's associates have contributed to seminal works in the field, including *Dual Language Handbook: A Handbook for Enriched Education* (Genesee, Cloud, & Hamayan) and *English Language Learners at School: A Guide for Administrators* (Hamayan). Our team has developed innovative frameworks such as CoCoMo (Common Core and More), a curriculum planning process for integrating content and language standards, and EL ESPEJO©, a comprehensive, and linguistically and culturally responsive curriculum framework created in collaboration with Dr. Margo Gottlieb. In addition, Paridad is one of the founding and ongoing and active members of the National Dual Language Forum.

#### **Foundational Dual Language Resources**

#### **Guiding Principles for Dual Language Education & Three Pillars of Dual Language**

Our evaluation methodology is explicitly grounded in the seven *Guiding Principles for Dual Language Education* (3rd edition, 2018, Center for Applied Linguistics),

which represent the research-based foundation for exemplary dual language programs:

1. **Student as Language Learner:** Dual language programs promote high levels of bilingual proficiency and biliteracy
2. **Student as Learner of Rigorous Academic Curricula:** Students in dual language programs meet or exceed grade-level academic standards
3. **Student as Member of Multiliterate Learning Community:** Students develop sociocultural competence and appreciate multiple perspectives
4. **Quality of Instructional Personnel:** Dual language teachers possess specialized knowledge and skills
5. **Quality of Curriculum and Instruction:** Program provides grade-appropriate curriculum through both program languages
6. **Family Participation:** Families are active partners in their children's education
7. **Support at the School and District Levels:** Strong institutional support through leadership, resources, and accountability

These seven principles provide the framework for our evaluation, ensuring that District 112's program is assessed against the most current research and best practices in the field.

### **Three Pillars of Dual Language**

Our evaluation will also explicitly address the three pillars that form the foundation of effective dual language programs:

- High Academic Achievement in both languages
- Bilingualism and Biliteracy development
- Sociocultural Competence

### **The Prism Model**

Our evaluation methodology will also reference The Prism Model, in *Educating English Learners for a Transformed World* (2nd Ed.) A Guide for Professional Collaborative Learning (Collier, Thomas & Lachance, 2026)

1. Academic Development in L1 & L2
2. Language Development in L1 & L2
3. Cognitive Development in L1 & L2
4. Social and Cultural Processes in L1 & L2

### **Expertise in Serving English Learners**

Paridad has conducted extensive reviews of language education policy in the United

States, including a multi-layered study analyzing K-12 language development models and programs across states and districts (2020). We have particular expertise in conducting needs analyses for English Learners and recommending instructional models (50/50, 80/20, 90/10) that best support specific student populations. Paridad has provided in depth evaluations of programs that serve multilingual learners with disabilities in a variety of settings.

### **Deep Illinois Experience**

Multiple members of our team have extensive experience working in Illinois including:

- Direct support to Districts, many of which are dual language districts 15 (Palatine), 34 (Glenview), 38 (Big Hollow), 44, 50 (Harvard), 60, 112 (North Shore), 116 (Urbana), 122 (Harlem), 205, 308, 428 (DeKalb) and 205 (Rockford)
- Collaboration with Illinois State Board of Education on policy development, specifically in the development of the *Illinois Comprehensive Literacy Plan* and chairing the Illinois Committee for Effective Literacy
- Development of guidance documents for Illinois districts implementing dual language programs
- Support districts in professional learning related to the Illinois Learning Standards, WIDA ELD Standards (2020), WIDA SLD Standards Framework (2023) and state assessment systems

### **Experience with English Learners with Disabilities**

For more than a decade, Paridad has been recognized as a national leader at the intersection of multilingual education and special education as authors, researchers and in convening national and international events. This expertise ensures that our evaluation will thoughtfully consider the needs of all learners.

### **Organizational Independence**

As an independent entity with no institutional affiliations, Paridad maintains research integrity and objectivity. We do not currently have any contracts with Northshore District #112 and, to our knowledge, none of our proprietary literacy or curricular frameworks are implemented in the current dual language program. Our recommendations are informed by evidence and best practices.

## SECTION II: TEAM MEMBER BIOGRAPHIES

### PARIDAD ASSOCIATES

#### John F. Hilliard, M.Ed. – Project Director

**Role:** Overall project leadership, instructional model analysis, curriculum framework development

John F. Hilliard is the President and founder of Paridad Education Consulting. With more than 30 years of experience in bilingual and dual language education, John brings a comprehensive perspective that spans classroom teaching, university instruction, and national-level consultation.

#### Relevant Experience:

- **Award-Winning Bilingual Teacher:** Named New York State Bilingual Teacher of the Year (1990-91)
- **Program Development Expertise:** Co-Developer of Common Core and More! Summer Institute (CoCoMo) and the Dual Language Summer Institute (DUSI, 2007-2011)
- **Professional Learning:** Co-author and project director of **DualU**, a comprehensive professional learning curriculum for dual language program stakeholders.
- **Standards and Assessment:** National Consultant to WIDA Consortium's SALSA/PODER advisory panel for Spanish Language Development Standards
- **Curriculum Innovation:** Co-Author and Developer of EL ESPEJO, a comprehensive curriculum framework for integrating language and content standards (with Dr. Margo Gottlieb)
- **K-8 Experience:** Eight years as a bilingual elementary teacher in Buffalo, NY; current work includes supporting dual language programs from PreK through middle school

#### Educational Background:

- Master of Education – General/Bilingual, University of New York at Buffalo
- Bachelor of Fine Arts, University of California at Berkeley

#### Publications:

- Sanchez-Lopez, C., Young, T., Genesee, F. & Hilliard, J. (2022). *Welcoming bilingual learners with disabilities into dual language programs: White Paper*. Washington, DC: Center for Applied Linguistics.

- Co-author of multiple chapters in edited volumes on dual language education
- Regular presenter at La Cosecha Dual Language Conference and WIDA Annual Conference
- Co-author of EL ESPEJO©, a comprehensive, and linguistically and culturally responsive curriculum framework created in collaboration with Dr. Margo Gottlieb.

Mr. Hilliard was recruited to Illinois in 1993 by the Illinois Center to serve as a resource to many of the state's nascent dual language programs. He advised the planning and professional development of staff from programs in Schaumburg, Rockford, Elgin, Evanston, as well as the newly launched program at SD#112. This historical knowledge will offer him a unique and comprehensive perspective in the evaluation of the program at North Shore District#112.

**Role in This Project:** John will serve as Project Director, ensuring methodological rigor, coordinating all evaluation activities, conducting classroom observations, leading administrator interviews, facilitating student focus groups, managing data organization and coding, and leading the development of recommendations for instructional model, curriculum pacing, and class size.

### **Cristina Sánchez-López, MS.Ed. – Co-Principal Investigator and On-Site Evaluation**

**Role:** English Learner needs analysis, classroom observations, teacher interviews, family engagement, special education considerations. Cristina Sánchez-López is Co-President at Paridad Education Consulting with 30 years of experience as a bilingual educator. Her expertise in supporting multilingual learners, particularly those with disabilities, brings critical perspective to this evaluation.

#### **Relevant Experience:**

- **Multilingual Learner Support:** Extensive experience developing culturally and linguistically sustaining multi-tiered systems of support (MTSS) for multilingual learners and multilingual learners with disabilities
- **Curriculum and Instruction:** Expertise in mathematics instruction for multilingual learners, literacy across content areas, and unit planning
- **Assessment:** Specialization in appropriate assessment models and tools for special education services eligibility within MTSS frameworks
- **Bilingual Teaching:** Taught at elementary, middle school, and university levels in the U.S. and Mexico for 30 years

- **Professional Learning:** Facilitator of professional learning communities and technical assistance nationally and internationally
- **Policy and Practice Influence:** Advisor to states and ministries of education, school districts, and educational organizations on multilingual education effectiveness and policy recommendations.

### **Educational Background:**

- M.S., Literacy Education, Northern Illinois University
- ESL/Bilingual Endorsement, National Louis University/Illinois Resource Center
- Graduate Studies, Applied Linguistics, Universidad de las Américas, Puebla, México
- B.A., English/Political Science, Illinois Wesleyan University

### **Publications:**

- Hamayan, E., Marler, B., Sanchez-Lopez, C. & Damico, J. (2022). *Special Education Considerations for Multilingual Learners: Delivering a continuum of services*, 3rd Edition. Philadelphia, PA: Caslon Brookes Publishing.
- Sanchez-Lopez, C., Young, T., Genesee, F. & Hilliard, J. (2022). *Welcoming bilingual learners with disabilities into dual language programs: White Paper*. Washington, DC: Center for Applied Linguistics.
- Sanchez-Lopez, C. & Young, T. (2018). *Focus on Special Educational Needs*. Oxford University Press.

**Language Proficiency:** Bilingual and biliterate in Spanish and English

**Role in This Project:** Cristina will conduct classroom observations, develop the needs analysis for English Learners, lead all family engagement activities (focus groups in English and Spanish), conduct stakeholder engagement activities with educators, and provide specialized guidance on supporting students with diverse learning needs.

## **COLLABORATING EXPERTS**

### **Margo Gottlieb, Ph.D – Senior Evaluation Consultant**

**Role:** Assessment framework design, data analysis, biliteracy evaluation

Dr. Margo Gottlieb is one of the nation's foremost experts on language development standards and assessment for multilingual learners. Her work has shaped state and national policy for more than three decades.

### **Relevant Experience:**

- **WIDA Leadership:** Co-founder and Lead Developer of the WIDA Consortium, creating language frameworks for standards-referenced assessment systems (2004, 2007, 2012, 2020, 2021, 2023) used by 42 states and territories
- **Assessment Expertise:** Author of *Assessing Multilingual Learners: Bridges to Empowerment* (3rd ed., 2024), *Assessment in Multiple Languages: A Handbook for School and District Leaders* (2022) and *Classroom Assessment in Multiple Languages: A Handbook for Teachers* (2021) among others
- **Dual Language Assessment:** Co-author of *Collaborative Assessment for Multilingual Learners and Their Teachers: Pathways to Partnerships* (2025, with A. Honigsfeld)
- **Policy Guidance:** Member of U.S. Department of Education's Inaugural National Technical Advisory Council (2008); Fulbright Senior Specialist in Assessment and Evaluation
- **K-12 Experience:** Extensive work with states and school districts nationally on developing appropriate assessment systems for multilingual learners in both English and Spanish

### **Educational Background:**

- Ph.D., Public Policy Analysis, Evaluation Research and Program Design, University of Illinois-Chicago
- M.A., Applied Linguistics, Northeastern Illinois University
- B.A., Teaching of Spanish, High Honors, University of Illinois, Urbana-Champaign

### **Recognition:**

- 2025: Inducted into inaugural class of the Multilingual Education Hall of Fame
- 2016: Corwin/Sage One Million Dollar Author
- 2016: TESOL International Association's 50@50 recognition for significant contribution to the profession

Dr. Gottlieb will design the comprehensive biliteracy assessment framework, analyze student achievement data in both languages, and provide expert guidance on appropriate assessment instruments and practices.

## **Fred Genesee, Ph.D – Dual Language Researcher & Data Analyst**

**Role:** Research design consultation, interpretation of bilingualism and biliteracy outcomes, data-informed program analysis

Dr. Fred Genesee is Professor Emeritus at McGill University and one of the world's most respected scholars in bilingualism, dual language education, and second language acquisition. His research has shaped the theoretical and empirical foundations of dual language programs internationally for more than four decades.

### **Relevant Experience:**

- **Foundational Research in Dual Language Education:** Internationally recognized for seminal research on immersion and dual language programs, including long-term outcomes for academic achievement, bilingual proficiency, and biliteracy development
- **Bilingualism and Language Acquisition Expertise:** Extensive research on bilingual first language acquisition, second language development, and the relationship between language proficiency and academic achievement
- **Data Interpretation and Program Evaluation:** Deep expertise analyzing and interpreting quantitative and longitudinal data from dual language and immersion programs to inform program design, refinement, and policy decisions
- **Equity and Learner Variability:** Research addressing outcomes for diverse learners, including English Learners, students with learning difficulties, and students from varied linguistic and socioeconomic backgrounds
- **Policy and Practice Influence:** Advisor to ministries of education, school districts, and educational organizations worldwide on bilingual education effectiveness and evidence-based program models

### **Education:**

- Ph.D., Psychology (Language and Cognitive Development), McGill University

### **Selected Publications and Contributions:**

- Co-author, *Dual Language Instruction from A to Z* and *Educating English Learners*
- Author of more than 200 peer-reviewed articles, book chapters, and research reports on bilingualism and immersion education
- Frequent keynote speaker at international conferences on dual language education and bilingualism

Dr. Genesee will serve as Dual Language Data Analyst, providing expert interpretation of student achievement, language proficiency, and biliteracy outcomes. His role will ensure that all data analyses and instructional model recommendations are grounded in the strongest available research evidence and aligned with best practices in the field of dual language education.

## **SECTION III: PROPOSED METHODOLOGY**

### **Overview**

Paridad proposes a comprehensive, mixed-methods evaluation grounded in the Dual Language Resources (see section above) *Guiding Principles for Dual Language Education* (3rd edition, Center for Applied Linguistics, 2018). Our methodology is designed to address all requirements in the RFP Scope of Services and provide actionable, evidence-based recommendations that will guide the program and inform the upcoming consolidation at Oak Terrace School .

Our evaluation is explicitly designed to assess District 112's program against the seven research-based Guiding Principles:

1. **Student as Language Learner:** To what extent do students develop high levels of bilingual proficiency and biliteracy?
2. **Student as Learner of Rigorous Academic Curricula:** To what extent do students meet or exceed grade-level academic standards?
3. **Student as Member of Multiliterate Learning Community:** To what extent do students develop sociocultural competence?
4. **Quality of Instructional Personnel:** To what extent do teachers possess specialized dual language knowledge and skills?
5. **Quality of Curriculum and Instruction:** Is curriculum grade-appropriate and delivered effectively in both languages?
6. **Family Participation:** To what extent are families active partners in education?
7. **Support at School and District Levels:** To what extent is there strong institutional support?

This framework ensures that all elements essential to dual language program success are thoroughly examined.

### **Phase 1: Dual Language Program Documentation Collection and Planning (Weeks 1-2)**

## **Activities:**

- Collect existing program documentation, including:
  - Program goals, philosophy, and historical documentation, and connection to the Guiding Principles
  - Current curriculum maps, pacing guides, and instructional materials
  - Assessment data in English and Spanish and bilingual protocols pre and post Covid
  - Dual Language Teacher rosters, qualifications and professional development records
  - Parent communication and engagement materials
  - Policies related to student placement, language allocation, and program transitions
  - Class language rosters (without identifying information) & reclassification data
- Conduct initial planning meetings with district & school leadership to:
  - Clarify evaluation questions and priorities
  - Identify key stakeholders for engagement
  - Establish data access protocols
  - Coordinate site visit schedules
  - Refine timeline and deliverables

## **Deliverables:**

- Comprehensive evaluation plan with finalized timeline
- Pending Northshore team approval
- Data request list
- Tentative stakeholder engagement schedule

## **Phase 2: Quantitative Data Collection and Analysis (Weeks 3-8)**

### **Student Achievement Data Analysis**

We will conduct a comprehensive analysis of student academic achievement in two languages to assess whether the program is meeting its goal of high academic performance in both languages. One notable constraint in this analysis will be the validity of data impacted by the COVID pandemic.

*Aligned with Guiding Principle #2: Student as Learner of Rigorous Academic Curricula*

### **Data to be Analyzed:**

- **Standardized Assessment Results:** Multiple years of data (minimum 3 years) including:
  - **Assessments in English:** Illinois Assessment of Readiness (IAR) for ELA and Math, NWEA MAP (English); **Assessments in Spanish:** Spanish language arts assessments (e.g., Evaluación del desarrollo de la lectura, or other instruments used); NWEA MAP (Spanish);
  - **Language Proficiency:** ACCESS scores for English Learners; Spanish language proficiency assessments
- **Menu for Disaggregated Analysis:**
  - Grade level (K-5)
  - Student language background (native Spanish speakers, native English speakers)
  - English Learner status
  - Students with IEPs or 504 plans
  - Years in the program (program continuity)
  - Gender, socioeconomic status, and other relevant demographics
- **Menu for Longitudinal Analysis by School Site:**
  - Growth trajectories for cohorts of students over time
  - Comparison of outcomes for students who have remained in the program vs. those who have left the program
  - Reclassification rates for English Learners
  - Grade retention and promotion patterns

## **Bilingualism/Biliteracy Assessment Menu**

*Aligned with Guiding Principle #1: Student as Language Learner*

We will evaluate the extent to which students are achieving bilingualism and biliteracy as measured by:

- English language proficiency scores
- Performance on Spanish language arts assessments
- Rates of earning the Illinois Seal of Biliteracy
- Reading & Writing proficiency in both languages across grade levels
- Oral language development reported for both languages separately

### **Analysis Menu:**

- Descriptive statistics
- Trend analysis for bilingualism, biliteracy and achievement over time by selected variables (3 years post Covid pandemic)

## **Phase 3: Qualitative Data Collection – Classroom Observations (Wks 4-5 )**

## **Classroom Observations Across All Grade Levels**

To assess implementation of language allocation and instructional quality, our team will conduct structured classroom observations at Red Oak and Oak Terrace across K-5 with follow-up focus groups to validate findings.

### **Observation Protocol:**

#### **Based on research-based dual language instructional practices and the Guiding Principles:**

- **Grade Level Coverage:** Minimum of 2 classroom observations per grade level per school **Duration:** 30 minute observations
- Literacy and Mathematics Instruction Classroom observations conducted by John Hilliard and Cristina Sanchez-Lopez
- **Focus Areas:**
  - Language allocation and adherence to 50/50 model
  - Quality of instruction in both languages
  - Student engagement and language use
  - Differentiation for English Learners and students with diverse needs
  - Use of authentic, culturally relevant materials
  - Classroom assessment practices

### **Observation Tools:**

- Structured observation rubric aligned with research-based dual language instructional practices (Customized with district team)
- Documentation of language of instruction by subject/time
- Field notes on instructional strategies and student interactions
- Collection of artifacts (anonymized student work samples, lesson plans, assessment examples)

### **Additional Focus:**

- Special attention to literacy instruction in both languages (reading, writing, phonics, comprehension)
- Mathematics instruction and language support strategies
- Transitions between languages and use of language

## **Phase 4: Qualitative Data Collection – Stakeholder Engagement (Weeks 5-10)**

## **Comprehensive Stakeholder Engagement Plan**

We will conduct extensive interviews, focus groups (teachers, students, families, administrators), and administer surveys to gather perspectives from all the following stakeholder groups (in person and virtual options).

### **Teacher Interviews and Focus Groups Menu**

#### **Participants:**

- Dual language teachers (K-5)
- Special education teachers and specialists (SLPs, School Psychs, Physical Ed., etc.) serving dual language students
- ESL/Bilingual specialists
- Instructional coaches and teacher leaders

#### **Methods:**

- Individual semi-structured interviews (30-45 minutes each)
- Grade-level focus groups (60 minutes each)
- Anonymous online survey for all dual language program teachers

#### **Menu of Topics:**

- Perceptions of program strengths and challenges
- Curriculum and pacing experiences
- Assessment practices and tools used
- Support for English Learners and ELs with IEPs
- Professional development needs
- Resources and materials (adequacy, quality, cultural relevance)
- Language Allocation

### **Administrator and Instructional Leader Interviews and Focus Groups**

#### **Participants:**

- Building principals at Oak Terrace and Red Oak
- Assistant Superintendent for Teaching and Learning
- Director of Multilingual Learners
- Curriculum directors
- Special education directors
- Incoming Superintendent

#### **Methods:**

- Individual semi-structured interviews (30 minutes each)
- Focus Groups (60 mins each)

### **Topics Menu:**

- Program vision and goals
- Leadership structures and support systems
- Resource allocation and budgeting
- Staffing and recruitment
- Program monitoring and accountability
- Professional development planning
- Language Allocation

### **Student Engagement (Grade-Appropriate)**

#### **Participants:**

- Students across dual language classrooms

#### **Methods:**

- Focus groups with students (30 minutes, conducted by grade level)
- Student work samples and portfolio review
- Review existing grade level / school information

#### **Topics:**

- Attitudes toward bilingualism and biliteracy
- Sense of belonging and cultural identity
- Self-perception of language abilities
- Favorite aspects of the program
- Challenges or areas where they need more support
- Goals for language learning

### **Phase 5: Specialized Analyses (Weeks 6-12)**

#### **5A: Instructional Model Analysis and Recommendation**

**Objective:** Conduct a needs analysis of English Learners in the current 50/50 model and recommend the instructional model (50/50, 80/20, 90/10) that best supports the district's English Learner population.

## **Analysis Components:**

1. **Current English Learner Population Analysis:**
  - Demographic profile of English Learners in the Dual Language program
  - Entry proficiency levels and language backgrounds
  - Dual Language Program Rate of English and Spanish language proficiency development over time
  - Academic achievement (Language Arts & Mathematics) for English Learners compared to native English speakers
  - Reclassification data
2. **50/50 Model Fidelity Review:** Utilizing Paridad's Allocation Fidelity Analysis Tool
  - Actual time allocation to Spanish vs. English instruction (based on observations and schedules)
  - Consistency of language allocation across grades and sites
  - Quality of instruction in both languages
  - Student engagement and comprehension in each language
3. **Research Review:**
  - Analysis of research on 50/50, 80/20, and 90/10 models
  - Outcomes for English Learners in dual language programs
  - Contextual factors that influence model effectiveness
  - Alignment of models with District 112's specific goals and student population
4. **Comparative Analysis:**
  - Analysis of programs serving similar demographics
  - Review of instructional models used by high-performing programs

**Deliverable:** Clear, data-informed recommendation on whether to continue the 50/50 model or transition to an alternative model (80/20 or 90/10), with detailed rationale, implementation considerations, and projected outcomes.

## **5B: Comprehensive Biliteracy Assessment Framework**

**Objective:** Analyze and provide recommendations of the assessment system for mathematics and language arts in both English and Spanish.

### **Menu of Framework Components:**

1. **Assessment Inventory:**
  - Current assessments used in English and Spanish
  - Alignment with program goals and grade-level expectations

- Frequency and purposes of assessments
- 2. **Assessment System Menu:**
  - **Screeners:** Universal screening tools for language proficiency and early literacy (Spanish and English)
  - **Benchmark Assessments in Language Arts and Mathematics:** Progress monitoring tools administered 2-3 times per year in both languages
  - **Formative Assessments in Language Arts and Mathematics:** Classroom-based assessments for ongoing instructional decision-making
  - **Summative Assessments in Language Arts and Mathematics:** End-of-year assessments to measure achievement in both languages
  - **Language Proficiency Assessments:** Tools to measure oral language (ACCESS), reading, and writing proficiency in Spanish and English
- 3. **Specific Instrument Recommendations:**
  - Recommended assessment tools with justification based on:
    - Validity and reliability for bilingual populations
    - Alignment with curriculum and standards
    - Cultural and linguistic appropriateness
    - Ease of administration and data interpretation
    - Cost-effectiveness
- 4. **Review of Data Use and Reporting Protocols:**
  - District guidelines for interpreting assessment data for bilingual students
  - Reporting structures for teachers, families, and administrators
  - Integration with district data systems

**Deliverable:** Comprehensive Biliteracy Assessment Framework document with recommended instruments, administration schedules, data use guidelines, and implementation timeline.

## **5C: \*\*Curriculum and Pacing Framework Recommendations**

**Objective:** Create actionable recommendations for establishing unified K-5 pacing guides that ensure curricular coherence and vertical alignment.

### **Menu of Analysis Components:**

1. **Current Curriculum Review:**
  - Curriculum materials used in Spanish and English

- Content coverage and scope/sequence by grade level
  - Alignment with Illinois Learning Standards (including IL SLA standards) and WIDA ELD & SLD Standards
  - Needs and redundancies in curriculum across grades
  - Quality and cultural relevance of materials
- 2. Pacing Analysis:**
- Current pacing documents (if available)
  - Teacher perceptions of pacing appropriateness
  - Time allocation to different content areas in each language
- 3. Vertical Alignment Review (K-5):**
- Progression of standards-referenced skills and concepts (K-5)
  - Use of high quality of instructional materials (Spanish & English)
  - Allocation of language across grades (Spanish & English)

**Framework Recommendations:**

- 1. Pacing Guide Structure:**
- Pacing recommendations by grade level
  - Content and language allocation by subject
  - Integration of literacy across content areas (Language Arts & Mathematics)
  - Thematic connections and authentic learning opportunities
  - Flexibility for differentiation, multimodal supports & responsive teaching
- 2. Key Components for Each Unit:**
- Content objectives aligned with standards
  - Language objectives & Key Language Uses (KLUs) aligned with WIDA ELD & SLD Standards
  - Sociocultural Connections
  - Essential questions
  - Dimension of Language
  - Recommended instructional strategies
  - Instructional feedback
  - Resources and materials
- 3. Implementation Guidance:**
- Professional learning needs to support implementation
  - Collaborative planning structures
  - Monitoring and adjustment processes based on feedback

**Deliverable:** Curriculum and Pacing Framework Recommendations document for:

- Grade-level pacing
- Language Arts and Mathematics Curriculum

- Vertical alignment charts K-5 (if available)
- Implementation timeline and professional development plan

## **5D: Dual Language Class Size Analysis and Recommendation**

**Objective:** Provide evidence-based recommendations for optimal K-5 class sizes, including student composition ratios.

### **Analysis Components:**

- 1. Current Class Size Review:**
  - Class sizes by grade level and site
  - Student composition (ratio of native Spanish speakers to native English speakers to speakers of other languages )
  - English Learner representation and proficiency levels
  - Students with IEPs or 504 plans
- 2. Impact Analysis:**
  - Relationship between class size and student outcomes
  - Teacher perceptions of workload and ability to differentiate
  - Space and resource considerations
  - Comparison with research-based recommendations
- 3. Best Practice Research Review:**
  - Recommended class sizes for dual language programs from research
  - Optimal ratios of language groups
  - Considerations for including English Learners and students with disabilities
  - Program models used by high-performing dual language programs

**Deliverable:** Dual Language Class Size Analysis document with:

- Specific recommendations for optimal class sizes by grade level
- Recommended student composition ratios
- Guidelines for balancing native language speakers
- Enrollment management strategies

## **Phase 6: Sociocultural Competence Assessment (Weeks 8-12)**

**Objective:** Evaluate the extent to which the program develops positive cross-cultural attitudes and sociocultural competence.

## Methods:

### 1. **Cultural Relevance Audit:**

- Review of curriculum materials for cultural representation
- Analysis of culturally relevant pedagogy in classroom observations
- Assessment of school environment (displays, celebrations, multilingual signage)
- Family engagement practices and cultural inclusivity

### 2. **Student Perspective Analysis:**

- Analysis of student focus group data related to cultural identity
- Student survey data on attitudes toward bilingualism and diversity
- Review of opportunities for cultural exploration and exchange

**Deliverable:** Assessment of program effectiveness in developing sociocultural competence, with recommendations for strengthening cultural responsiveness

## **Phase 7: Synthesis, Report Development, and Presentations (Weeks 10-16)**

### **Data Integration and Analysis**

All quantitative and qualitative data will be synthesized to identify:

- Areas of strength and celebration
- Patterns and themes across data sources
- Areas for growth and improvement
- Root causes of challenges
- Opportunities for enhancement

### **Report Development**

The final comprehensive report will include:

1. **Executive Summary:** High-level findings and prioritized recommendations
2. **Program Overview:** Description of current program structure and goals
3. **Methodology:** Detailed description of evaluation approach and data sources
4. **Findings:**
  - Student Achievement and Biliteracy Outcomes
  - Instructional Model Analysis
  - Curriculum and Assessment Practices
  - Stakeholder Perspectives
  - Sociocultural Competence Development
5. **Deliverables:**
  - Instructional Model Analysis and Recommendation
  - Comprehensive Biliteracy Assessment Framework

- Curriculum and Pacing Framework
- Dual Language Class Size Analysis and Recommendation
- 6. **Prioritized Recommendations:** Short-term, medium-term, and long-term action steps
- 7. **Implementation Timeline and Resources**
- 8. **Appendices:** Data tables, observation protocols, interview guides, survey instruments

## **Presentations**

1. **Committee Presentation (Week 15):**
  - 30 minute webinar with findings for school staff
  
2. **Board of Education Presentation (Week 16):**
  - 30 minute formal public presentation
  - Executive summary of findings
  - Key recommendations and implementation considerations
  - Q&A session
  - Final report provided to Board members

## **Quality Assurance and Validation**

Throughout the evaluation, Paridad will ensure:

- **Triangulation:** Findings will be corroborated across multiple data sources
- **Member Checking:** Preliminary findings will be shared with key stakeholders for validation
- **Peer Review:** All analyses and recommendations will be reviewed by multiple team members
- **Cultural Responsiveness:** All data collection and analysis will be conducted with cultural humility and awareness of power dynamics
- **Confidentiality:** All data will be handled in accordance with FERPA and district policies

## **SECTION IV: DELIVERABLES**

Paridad commits to providing all deliverables specified in the RFP, with additional supporting materials to ensure the district has actionable guidance.

## 1. Comprehensive Written Report

### Components:

- **Executive Summary:** Summary of all findings, data analysis, and prioritized actionable recommendations
- **Instructional Model Analysis and Recommendation:** Comprehensive analysis of the current 50/50 model's effectiveness with specific, data-driven recommendation to continue 50/50 or transition to alternative model (80/20, 90/10)
- **Comprehensive Biliteracy Assessment Framework:** Recommended instruments for tracking student progress in both English and Spanish literacy, including screeners, benchmarks, and summative assessments
- **Curriculum and Pacing Framework:** Actionable recommendations for establishing unified K-5 pacing guides ensuring curricular coherence and vertical alignment
- **Dual Language Class Size Analysis and Recommendation:** Evidence-based recommendations for optimal K-5 class sizes with student composition models
- **Full Findings and Analysis:** Detailed presentation of all quantitative and qualitative findings
- **Appendices:** Data tables, observation protocols, stakeholder engagement tools, sample pacing guides, implementation resources

**Format:** report with executive summary, table of contents, figures, tables, and appendices

## 2. Committee Presentation

**Format:** 30-minute interactive presentation to the school staff

### Content:

- Overview of evaluation methodology
- Key findings from data analysis
- Detailed presentation of all four major deliverables:
  - Instructional model recommendation
  - Biliteracy assessment framework
  - Curriculum and pacing framework
  - Class size recommendations

- Prioritized recommendations
- Discussion and Q&A

**Materials Provided:**

- Slide deck (PowerPoint/PDF)
- Draft final report (distributed one week in advance)
- Handouts with key findings and recommendations

**3. Board of Education Presentation**

**Format:** 30 minute formal public presentation followed by Q&A

**Content:**

- Executive summary of findings
- Highlights of key data (student achievement, biliteracy outcomes, stakeholder perspectives)
- Summary of four major recommendations:
  - Instructional model
  - Assessment framework
  - Curriculum and pacing
  - Class size
- Implementation timeline and next steps
- Response to Board questions

**Materials Provided:**

- Slide deck (PowerPoint/PDF)
- Executive summary handout for Board members and public
- Final comprehensive report (distributed in advance)

**4. Additional Supporting Materials**

**To maximize the utility of this evaluation, Paridad will also provide:**

- **Implementation Roadmap:** Timeline and action steps for implementing recommendations
- **Professional Development Plan:** Outline of PD needed to support recommended changes
- **Resource List:** Recommended curriculum materials, assessment tools, and professional resources
- **Data Dashboard Templates:** Tools for ongoing program monitoring

- **Communication Tools:** Sample messages for sharing findings with staff and families.

## SECTION V: TIMELINE

### Proposed Project Timeline: March 2026 – September 2026

<b>Phase 1: Project Initiation (Weeks 1-2: March 2-13, 2026)</b>			
Date	Activity	Team Members	Deliverable
March 2-6	Kickoff meeting with district leadership; Document review	Hilliard, Gottlieb, Sánchez-López	Evaluation plan finalized
March 9-13	Data request and access setup; Stakeholder engagement planning	Hilliard, Sánchez-López	Data protocols established

<b>Phase 2: Data Collection – Quantitative (Weeks 3-8: March 16 – April 24, 2026)</b>			
Date	Activity	Team Members	Deliverable
March 16-27	Request and receive student achievement data (3-5 years)	Hilliard	Data files received
March 30 – April 10	Quantitative data analysis	Gottlieb & Genesee	Preliminary data report

	(achievement, language proficiency, longitudinal trends)		
April 13-24	Disaggregated analysis by subgroups; gap analysis	Gottlieb & Genesee	Data analysis complete

<b>Phase 3: Data Collection – Qualitative (Weeks 4-6 : April 13 – May 2 2026)</b>			
<b>Classroom Observations</b>			
Date	Activity	Team Members	Deliverable
April 13 (Beginning in primary grades) Week of April 20 (Intermediate grades)	Classroom observations at Oak Terrace & Red Oak Schools (K-5: 12 observations)	Hilliard	Data files received
April 13 (Beginning in primary grades) Week of April 20 (Intermediate grades)	Classroom observations at Oak Terrace & Red Oak School (K-5: 12 observations)	Sanchez-Lopez	Preliminary data report
April 20-30	Synthesis of observation data	Hilliard, Sánchez-López	Observation analysis report

**Phase 3: Data Collection – Qualitative (Weeks 4-10: April – May 22, 2026)**

**Stakeholder Engagement**

Date	Activity	Team Members	Deliverable
April 6-10	Teacher interviews (individual and focus groups)	Sanchez-Lopez	Interview transcripts
April 6-10	Administrator interviews	Hilliard	Interview transcripts
April 20-24	Family focus groups (English and Spanish)	Sanchez-Lopez	Focus group notes
April 21-May 2	Student focus groups (grades 3-8)	Sanchez-Lopez	Focus group notes
April 7 – April 25	Online surveys (teachers, families)	Sánchez-López	Survey data
April 28 - May 2	Qualitative data coding and analysis	All team members	Themes and patterns identified

**Phase 4: Specialized Analyses (Weeks 6-12: March 30 – June 3, 2026)**

Date	Activity	Team Members	Deliverable
March 30 – May 9	Instructional model analysis (50/50 fidelity, EL needs analysis, research review)	Hilliard, Gottlieb & Genesee	Draft instructional model

April 13 – May 23	Biliteracy assessment framework development analysis	Gottlieb& Genesee	Draft assessment framework analysis
April 21 – May 30	Curriculum and pacing framework development analysis	Hilliard, Sánchez-López	Draft curriculum framework analysis & recommendation
May 12 – June 3	Class size analysis	Hilliard	Draft class size recommendations
May 12 – June 3	Sociocultural competence assessment	Sánchez-López	Draft sociocultural findings & recommendations

<b>Phase 5: Synthesis and Report Development (Weeks 10-16: May 19 – June 26, 2026)</b>			
<b>Date</b>	<b>Activity</b>	<b>Team Members</b>	<b>Deliverable</b>
May 19 – June 6	Data synthesis across all sources	All team members	Integrated findings
June 2-20	Report writing (all sections)	All team members	Draft final report
June 9-20	Internal review and revisions	All team members	Revised draft
June 23-26	Final report preparation	Hilliard	Complete draft for committee review

<b>Phase 6: Presentations and Final Deliverables (August – September 2026)</b>			
<b>Date</b>	<b>Activity</b>	<b>Team Members</b>	<b>Deliverable</b>
August 25-28	Draft report submitted to district	Hilliard	Draft report
August 28	Committee presentation to Student Success Subcommittee	All team members	Presentation slides; Discussion
September 2-12	Incorporate feedback; finalize report	All team members	Final report revisions
September 2026 (TBD)	Board of Education presentation	Hilliard, Gottlieb	Public presentation; Final report
September 2026	Delivery of all final materials	All team members	Complete deliverables package

<b>Timeline Summary</b>			
	<b>Phase</b>	<b>Duration</b>	<b>Key Milestones</b>
<b>Phase 1:</b>	Initiation	2 weeks	Kickoff meeting; Data access
<b>Phase 2:</b>	Quantitative Data Collection	6 weeks	Student achievement data analysis
<b>Phase 3:</b>	Qualitative Data Collection	7 weeks	24 + classroom observations; 40+ (align with focus group categories) stakeholder interviews/focus groups

<b>Phase 4:</b>	Specialized Analyses	7 weeks	Four major deliverable components drafted
<b>Phase 5:</b>	Synthesis and Report	6 weeks	Draft report completed
<b>Phase 6:</b>	Presentations and Finalization	2 weeks	Committee and Board presentations; Final report
<b>Total Project Duration:</b> 24 weeks (March 2, 2026 – September 2026)			

**SECTION VI: DETAILED BUDGET**

**Budget Overview**

**Total Project Cost: \$141,612.38**

This budget reflects a comprehensive, multi-faceted evaluation that includes extensive data collection (30+ classroom observations, 40+ stakeholder interviews/focus groups, surveys), rigorous quantitative and qualitative analysis, development of four major deliverable frameworks, and two formal presentations. All costs are itemized below to ensure transparency.

**Personnel Costs**

<b>Role</b>	<b>Rate</b>	<b>Hours</b>	<b>Total</b>
<b>John F. Hilliard, Project Director</b>	\$200/hr	235hrs	\$47,000
<b>Margo Gottlieb, Ph.D Senior Evaluation Consultant</b>	\$200/hr	120 hours	\$24,000
<b>Cristina Sánchez-López, On-Site Project Coordinator, Teacher Observation</b>	\$200/hr	185 hours	\$37,000

<b>Fred Genesee, Ph.D Dual Language Program Data Analyst</b>	\$200/hr	40 hrs	\$8,000
<b>Subtotal: Personnel</b>		620 hrs	<b>\$116, 000</b>

**Personnel Hours Breakdown:**

**John F. Hilliard (235 hours):**

- Project management and coordination: 30 hours
- Document review and planning: 15 hours
- Instructional model analysis: 30 hours
- Class size analysis: 10 hours
- Report review and contributions: 25 hours
- Committee and Board presentations: 10 hours
- Classroom observations (24 observations): 35 hours
- Administrator interviews: 7 hours
- Student focus groups: 15 hours
- Data organization and coding: 20 hours
- Survey data entry and initial analysis: 20 hours
- Student achievement analysis and reporting: 20 hour

**Dr. Margo Gottlieb (120 hours):**

- Planning and consultation: 10 hours
- Quantitative data analysis: 40 hours
- Biliteracy assessment framework development analysis: 10 hours
- Student achievement analysis and reporting: 25 hours
- Report writing and synthesis: 30 hours
- Board presentation: 5 hours

**Cristina Sánchez-López (185 hours):**

- Planning and stakeholder engagement logistics: 15 hours
- Biliteracy assessment framework development review: 40 hours
- Curriculum and pacing framework development review: 35 hours
- Survey development and analysis: 10 hours
- Sociocultural competence assessment: 15 hours
- Report writing and contributions: 40 hours
- Staff and Board presentation: 5 hours
- Family focus groups (English and Spanish): 25 hours

### **Fred Genesee (40 hours)**

- Planning and consultation: 10 hours
- Review of relevant research: 10 hours
- Conduct analysis & synthesis and report writing: 20 hours

<b>Travel &amp; Expenses</b>		
	<b>Calculation</b>	
<b>John F. Hilliard, Project Director - Nashville to Chicago</b>	2 trips X 500 + per diem of 2 X \$69	\$1,138.00
<b>Margo Gottlieb, PH. D., Senior Evaluation Consultant- Florida to Chicago</b>	1 trip X 500 + per diem of \$69	\$569.00
<b>Cristina Sánchez-López, Co-Principal Investigator and On-Site Evaluation-Vernon Hills to Highland Park</b>	10 trips X 17.42 + 10 days of per diem for lunch at 10 X \$26	\$434.20
<b>Fred Genesee, PH.D., Data Analysis Support)</b>	N/A	\$0.00
<b>Subtotal: Travel</b>		\$2,141.20

### **Travel Notes:**

- John F. Hilliard (is based in Tennessee but has a home in Michigan, so no accommodation costs are added for these 2 trips): 2 on-site trips for observations and meetings
- Dr. Margo Gottlieb (Florida resides but travels to Northfield, IL from May thru November): only 1 on-site trips (initial planning, data review)
- Cristina Sánchez-López is based in Illinois and her mileage is calculated in the chart above : 10 on-site trips Dr Fred Genesee's contributions will be remote, so no travel costs will be incurred.

All travel will be coordinated efficiently to minimize costs while ensuring adequate time for data collection.

<b>Other Direct Costs</b>		
<b>Expense Category</b>	<b>Description</b>	<b>Total</b>
<b>Transcription Services</b>	Professional transcription of 30+ interviews and focus groups (approximately 40 hours of audio)	\$2,500
<b>Survey Platform</b>	Survey design, distribution, and analysis with bilingual capability	\$600
<b>Presentation Materials</b>	Slide decks, handouts for Committee and Board presentations (English and Spanish)	\$300
<b>Translation Services (if needed)</b>	Professional translation of executive summary and key materials into Spanish for families	\$800
<b>Communication and Technology</b>	Video conferencing (Zoom Pro), file sharing and collaboration tools, project management software	\$500
<b>Assessment and Curriculum Examples</b>	Purchase of sample assessment tools or curriculum materials for review and recommendation	\$300
<b>Subtotal: Other Direct Costs</b>		<b>\$5,000</b>

### Indirect Costs (Overhead)

<b>Expense Category</b>	<b>Calculation</b>	<b>Total</b>
<b>Indirect Costs</b>	<b>15% of direct costs</b>	\$18,471.18

### Budget Summary

<b>Category</b>	<b>Amount</b>
<b>Personnel Costs</b>	\$116,000
<b>Travel and Expenses</b>	\$2,141.20
<b>Other Direct Costs</b>	\$5,000
<b>Indirect Costs (10%)</b>	\$18,471.18
<b>Total Project Cost</b>	<b>\$141,612.38</b>

### Payment Schedule

Paridad proposes the following payment schedule aligned with project milestones:

<b>Payment</b>	<b>Timing</b>	<b>Amount</b>	<b>% of Total</b>
<b>Payment 1</b>	Upon contract execution (March 2026)	\$42,483.71	30%
<b>Payment 2</b>	Upon completion of data collection (mid-May 2026)	\$42,483.71	30%
<b>Payment 3</b>	Upon delivery of draft report (August 28, 2026)	\$42,483.71	30%

<b>Payment 4</b>	Upon delivery of final report and presentations (September 2026)	\$14,161.24	10%
<b>Total</b>		<b>\$141, 612</b>	100%

**Budget Notes**

1. **All costs are inclusive:** No additional charges beyond the agreed scope of work
2. **Changes to scope:** Any requested additions to the scope of work will be negotiated separately
3. **Invoice and payment terms:** Invoices will be submitted according to the payment schedule above; payment due within 30 days of invoice date in accordance with the Local Government Prompt Payment Act

**SECTION VII: REFERENCES**

Paridad Education Consulting is pleased to provide the following references from recent clients for whom we have completed similar dual language program evaluation and consultation work.

**Reference 1: WIDA Consortium**

**Client:** WIDA & WCEPS

**Location:** Madison, WI

**Project:** Spanish Language Development Standards; WIDA RtI2 Guidance Document

**Contact Person:**

Samuel Aguirre

Senior Director of the Consortium and State Relations Department at WIDA

WIDA Consortium

Phone: (608) 262-1493

email: [saaguirre@wisc.edu](mailto:saaguirre@wisc.edu)

**Project Description:** Paridad associates contributed to the initial development of the WIDA SLD Can Do descriptors, and examined the relationship between ELD and SLD Can Do documents. Paridad was contracted to deliver professional development of the Spanish Language development standards in Puerto Rico. Paridad associate, Cristina Sanchez-Lopez, co-developed the WIDA RtI2 Guidance Document and Planning Guide to support SEAs and LEAs in developing culturally and linguistic

responsive MTSS processes. WIDA and Paridad collaborated to present the Spanish Language Development Standards Framework, Marco DALE at the Oaxaca Summer Art, Culture and Language Institute in Oaxaca, Mexico.

**Project Date:** 2013-2017

## **Reference 2: State Education Agency – Dual Language Policy Guidance**

**Client:** Illinois State Board of Education

**Location:** Springfield, Illinois

**Project:** Development of guidance documents for dual language and multilingual learner programs

**Contact Person:**

Dr. Carmen Ayala (Former State Superintendent)

Illinois State Board of Education

Phone: 630-258-4555.

Email: ciayala@comcast.net

**Project Description:** Paridad collaborated with the Illinois State Board of Education to develop comprehensive guidance documents addressing dual language program design, implementation, and evaluation. Our work included policy analysis, stakeholder engagement, and creation of resources for districts across Illinois. This project directly informed statewide best practices for bilingual and dual language programs.

**Project Date:** 2020-2022

## **Reference 3: Independent School District**

**Client:** Niles Township District for Special Education #807

**Location:** Morton Grove, IL

**Project:** Program Evaluation: Services for multilingual learners with disabilities  
PreK - Grade 8

**Contact Person:**

Tarin Kendrick

Executive Director  
Phone: (847) 965-9040 Ext 800  
Email: [tkendrick@ntdse.org](mailto:tkendrick@ntdse.org)

**Project Description:** Paridad provided consultation on curriculum, cultural relevance, instructional and intervention practices, assessment for a PreK-8 and teacher qualifications and compliance. Our work included needs analysis for English Learners, classroom observations, teacher and administrator interviews, recommendations for appropriate communication, instructional and assessment practices and tools in multiple languages and English. The project resulted in a comprehensive report on existing strengths and recommendations across all areas involved in the evaluation.

**Project Date:** 2023

### **Additional References Available Upon Request**

Paridad has worked with numerous school districts, state education agencies, and educational organizations across the United States and internationally. We are happy to provide additional references specific to any aspect of our proposed work (e.g., English Learner needs analysis, assessment framework development, stakeholder engagement) upon request.

### **SUMMARY**

North Shore School District 112's 25-year commitment to dual language education represents an extraordinary investment in student success, equity, and global citizenship. This evaluation provides a pivotal opportunity to celebrate the program's strengths, address areas for growth, and ensure that every student—particularly English Learners—achieves high academic performance, bilingualism/biliteracy, and sociocultural competence.

Paridad Education Consulting brings unmatched expertise to this important work. Our team of nationally recognized experts in dual language education, assessment, and multilingual learner support will conduct a rigorous, comprehensive evaluation that honors your program's legacy while providing actionable, evidence-based recommendations for the future.

We are committed to:

- **Deep Analysis:** Examining student outcomes, instructional practices, curriculum, and stakeholder perspectives across all grade levels
- **Clear Recommendations:** Providing specific, data-driven guidance on instructional model, assessment, curriculum, and class size

- **Actionable Deliverables:** Creating frameworks and tools that can be immediately implemented
- **Collaborative Partnership:** Working closely with district leadership, teachers, families, and students throughout the process

As you prepare for the consolidation of your K-5 program at Oak Terrace School, Paridad stands ready to support your vision. Our methodology is designed to answer your most pressing questions while providing the comprehensive picture needed to make informed decisions about your program's future.

We look forward to the opportunity to partner with North Shore School District 112 in this critical work. Thank you for your consideration of this proposal.

**Submitted by:**

**Paridad Education Consulting**

John F. Hilliard, President

Email: [jhilliard@paridad.us](mailto:jhilliard@paridad.us)

Phone: (312) 919-8980

**Submission Date:** January 23, 2026 (Revised on February 11, 2026)

This proposal has been prepared in response to the Request for Proposals issued by North Shore School District 112 on December 20, 2025. All information contained herein is accurate and complete to the best of our knowledge. This proposal remains valid and binding for a minimum of 60 days following submission.

# Appendix J:

## 3, 2, 1 Facilities and Operations Activity

Affirmations

# #3 Facilities

Community Feedback

I agree that it will be important to review and provide feedback on the draft plans.

Bringing in consultants to aid in different spaces.

Expert feedback and being flexible on approach to activate community in part.

Affirm like the Guided tour of Oak Terrace

It is important to align the building elements w/ DL learning goals.

Equity - focus on how to support Learning in classrooms

Designs similar to other 112 schools

Affirmation ③ Focus on flexible spaces for collaboration

Affirmation ① Focus on play space

Affirmation ② Focus on K-5 design standards

Redesign of outdoor playground

Accessible Playgrounds

Recognition that theme and imagination can drive next steps

Support flexible learning and cultural identity

③ Terrace for tables/ stools/benches for Recreat. purposes

③ Table/terrace for tables/ stools/benches  
- tables  
- benches  
- tables/benches

Affirmations: Making sure there's enough space for indoor recesses.

Closing the gap between the brand new schools (IT) and OT is important.

Review previous sessions information  
Exit ticket for each session is a good idea to keep advance thinking

③ Community Feedback

③ Furniture Equity

Affirmations: Important to visit the other facilities including Red oak.

Taking into account teacher ideas & needs is very important.

④ - meeting team 3 specialists on table proposal

① Visiting/ getting to know Oak Terrace

③ ADA Playgrounds

④ Visiting updated facilities (Prairie/ Rainia Indian trail)

# Connections #2 Facilities

Connections -  
Know Oak Terrace well  
Have been here (as a parent) for five years.

Connections -  
Have a 4th Grader & Kinder at the school and understand what young kids need (want like).

To challenge any idea in my table and subcommittee  
②

③  
Pine Mountain / Mountain Terrace

I have background & experience working on playspaces and outdoor public space  
Connections ①

Sharing feedback from experience at Northwood's (summer school) furniture/space.

Consider  
Neurodivergent learner Perspective, offering such a perspective

Provide my comments and feedback during the tour and after.  
②

I hope to help bring some of what is special about Red Oak over to Oak Terrace as we look at facility updates

Integrating what teachers may need for lessons in outdoor spaces

Direct Help  
Draft of space for Oak Terrace + surrounding area  
(bring comments for priorities)

Connections ②  
I see myself working on the GAP analysis and evaluating whether the design meets K-5 design standards

Helpful  
Help community think through ways to leverage outside spaces

Setting budgets  
Affording things (finance)  
②

I can help with overall school layout + questions about spaces.

Consider  
Contribute to vision and theme exploration Facilitation

②  
Group facilitation

Direct Help  
Setting goals for final Synthesis (Equity, etc)

outdoor learning space + community area development  
②

offering feedback for accessibility + design flow  
②

PO 1122  
Love of OAK TERRACE

# Question # 1 Facilities

Questions:  
Can the front of Oak Terrace be reworked for extra more outdoor space?

1  
File in Review/Process for Oak Terrace. Some ideas. Remember about the District

1  
I'd like something cool on the 1st day of classes!

Overhaul of outdoor space to focus also on traffic/parking) Dismissal issues. Separate bus pickup and parking area for car pickup

We are looking at Emigade & Ravinia playgrounds, but it will also be important to look at Red Oak - we want to bring over what's special about it too.

Idea  
Want us to imagine how to combine school structure - theme and celebrations of schools individually and then combined.

I want to undertake how dual learning goals can align with the learning of the students.  
1

I have a vested interest in the outdoor space improvements

Session 1 Africa  
Current state assess - what learning space opportunities?

Is parking going to be brought up with Patty King?  
Are we partnering with the flow of traffic?  
Can there be added to the agenda?

~~to be done~~  
More classmate space with indoor recess

Ravinia interior will be good to see which coming up with ideas to incorporate at OT.

Session 4 Africa  
Exit ticket: Home for our DC community

Collaborative Design Africa

Are we going to focus on classroom space? what will the changes be after Post-moves?  
Harkness for inter-venturist/sped? (what that looks like)

The agenda talks specifically about common areas, which is important to look at - but what about classrooms? - sizes, location how will the consolidated school look like if we mapped out all the grades & classrooms?

Consider Changing Times of Outdoor Tours 6:30 will be very dark. Will it be visible?

Can we maybe tour an outdoor space that is not at a school? Maybe a park to find something unique?

Tour of Red Oak indoor / Outdoor spaces

Curios  
How can we make OT a community hub?

1 Question New Idea:  
Survey current students, teachers, parents about the pain points & wishes about the current space

Understanding about the budget  
-question

Light strategies  
Budget/space

Consolidating Bus & DC Program  
Start here  
K-8

**Appendix K:  
3, 2, 1 Family  
Engagement Activity**

# Family # 3

Identify who should be surveyed

discussing traditions, can come across schools

confirm traditions

its important to learn what traditions are important at each school

Affirmations  
Survey the community

3. Ability to advertise + get the word out to all families about events/surveys

3. -Tours of OT -Relationship-building -Thanking students

Getting Student Feedback / Involvement in Surveys

I like the idea of combining events to create new + shared traditions.

Affirmations  
School traditions but oak terrace nursery

AFFIRMATION  
Understanding the traditions and events important to each building

Survey

3 Oak Terrace

I think it is important that we continue making connection to the pillars of dual language

Affirmation  
Survey to tap into the comm. needs & wants

Brainstorming Relationship-building + Highlighting Traditions

Affirmation  
Prioritizing traditions

Affirmation  
Planning + expecting to come together at one school

Preserving valued traditions + activities for both RO/OT

INCLUSION OF STUDENT, STAFF, + FAMILY VOICE IN UNDERSTANDING TRADITIONS + EXPERIENCES FOR CONNECTION

Affirmation  
Tours of Oak Terrace

AFFIRMATION  
Coming up with purposeful family engagement events to help familiarize people with Oak Terrace

Affirmation  
Relationship Building

Affirmation  
Tours of Places (had deeper into about place/region)

Affirmation  
- Family engagement/ two school combined events

Affirmation  
Value of ea. school's traditions

It is important to have multiple outreach efforts (digital + in person)

Affirmation  
Relationship Building

Traditions are important the sense of belonging.

Affirmation  
PRESERVATION

Affirmation  
Working as a group to determine survey questions so the results are meaningful

Affirmation  
UNIFYING THE COMMUNITY + BEING FUTURE-FORWARD.

Affirmation  
Inviting RO families to OT

COMPARE traditions from both schools ~~we~~ keep the most important/excited for the kids.

OPPORTUNITIES FOR FAMILIES TO COME TOGETHER AT OAK TERRACE + CONNECT ON A SHARED FUTURE

Affirmation  
Having Surveys + Asking for Community Input

Affirmation  
idea on surveys

Kindergarten most involve in aft school activity

# Family #2

2- Support developing events and activities culturally relevant.

Bring early childhood as a component of the family engagement for the dual lang district program.

• Talk about school traditions that we would love to keep.

②  
Meeting - 11/15/2020

engaging families

Connection  
Engaging Families to Community (ask thoughts/feelings) feedback

Looking forward to engaging the Community

I love our Community + am looking forward to strengthening our dual community

Sharing the traditions here at OAK Terrace

ENHANCING HOME - SCHOOL PARTNERSHIPS GROUNDED IN MUTUAL TRUST + SHARED RESPONSIBILITY

DEVELOPING OPPORTUNITIES TO MEANINGFULLY ENGAGE WITH ALL FAMILIES

Add a component to supporting families in the program that explains what the performance expectations are in regular school year for Spanish dual English learners (1st year)

Prioritizing events + traditions

translating

CONNECTION  
Supporting from a district level

contributions 1  
pro experience

Helping w/ the logistics of planning the events

CONNECTION  
Helping to plan and promote family engagement events

Connection  
Identify target audiences, Survey distros

connection - important events / traditions / activities (specialize on)

initial planning for family engagement sessions.

• After school activities

connectors

2 connections - school tour - Facilitate/Assist families completing surveys

Contribution: Planning and being at in person survey events.

Connections events logistics Structure

Extracurricular activities

contributions 2  
event lead/facilitator

PTD events

Event Planning

Contribution: Family engagement events → making sure all feel included

2- planning event logistics @ OT - use of spaces, how to share out with families, etc.

# #1 Family

Should be more engaged  
- committed  
- be looked upon  
- planning for  
- how can we make  
- how can we make  
- how can we make  
- how can we make

Bring that energy  
- be accompanied by  
- in person visits to  
- clarify questions with  
- trusted community mem  
- bers

How will we  
increase family  
engagement  
beyond these  
events?

Question/Idea?  
- What are we doing  
to gain enrollment/  
interest in DL  
Program

How are we creating  
and is this a threat?  
- how is it linked through  
- how is it linked through  
- how is it linked through

QUESTION  
How does Oak Terrace  
take all these traditions  
events etc and ~~then~~  
make them their own  
Once the schools combine?

New Idea  
Engage Families  
Along the way -  
especially ones  
in transition

LIMITED  
SCOPE + OVERLAP  
OF FAMILY  
ENGAGEMENT

Question -  
can we plan  
family engagement  
events for 80% for  
through the school  
year as well?

?  
Will the effort  
have negative  
effects on the  
Program?

Strengthen relationship  
with local parents

Is the school  
name after some  
location something  
that will be done  
used with the  
community?

Question  
- mascot  
- school  
- spirit  
- 1080?

Question  
- how are we will the kids  
be taught to transition  
into the new school?  
- read out to students?

Question  
Who will choose  
exactly what is  
most needed to  
engage families?

# Appendix L:

## 3, 2, 1 Student Success Activity

# Affirmations #3

## Student Success

**Affirmation**  
As a team, carefully analyzing what 80-20 and 50-50 models bring to the table for our population of students

**Affirmation 3**  
Discussion with principals for 50/50 and 80/20 language models

NEED TO INVESTIGATE FIDELITY OF CURRENT 50/50 MODEL → IS IT REALLY 50% SPANISH OR IS IT GETTING DILUTED??  
ROOT CAUSE FOR LIMITED SPANISH PROFICIENCY??  
80/20 PRODUCTIONS

**Affirmation 2**  
80/20 model vs 50/50 - need to think about who this program was created for and what best serves them at becoming bilingual

**Affirmation 3**  
Share & discuss critically thinking about how we "failed" in the 50/50 model and how we could make it be successful for both.

Surveys = data

RFP includes which data/evidence matters most for teachers

Surveying staff so all voices are heard. We can be more open to all needs

Include staff voice with survey

\* Staff Survey - input from all voices

80-20 vs. 50-50 Analysis

ADDRESSING GAPS IN PD

Professional Dev.

prioritizing PD + looking for gaps that need to be addressed

- plan time  
- PD  
~ collaboration

PD that addresses both practice and curriculum (unified culture, process, routine)

RFP includes PD and gaps

Most useful PDs and what aspects of them were useful.  
the gaps in our program and collectively share identified areas of need

**Affirmation**  
Building a draft list of 5-7 priority PD needs for 5/27

\* Staff Survey - PD resource input - critical to hear all voices of those working directly w/ us. provide opportunities for staff to share in variety

Staffing needs and Class Size

Getting staff feedback on professional development plan is a refreshing step in the right direction

RFP creation (student outcomes, instructional practices, PD, Family Engagement Resources, Staffing needs, class size)

**Affirmation 1**  
PD to help teachers successfully execute instruction in DL setting is crucial  
~~we need to make magic happen~~

**Affirmation 2**  
getting real feedback from ⊕ regarding PD that best fits us

**Affirmation 1**  
revisit teacher-generated questions/themes

Recognition that there may be blindspots, so this is an open + evolving process

EXPLORE PACING OF CURRICULUMS!  
DUAL AND SINGLE PROGRAMS SHOULD BE THE SAME.

Pacing

Staff, student, family need for success

Plan time AND pacing

Consider Pacing Guides  
depth is breadth in lesson sequence literacy

Student examples of learning/work to highlight strength + challenges

Dual-specific curriculum supports and planning tools

Supports to make it feasible

Materials + Resources

Materials  
\* Look at what we need that we don't currently have? - resources - assessment

Materials (especially authentic literature in Spanish)

# Connections #2

## Student Success

consolidation culture

### experience w/ language models

Connection:  
I have taught in the 80/20 model and prefer our current 50/50 allocation b/c it benefits our ELs

Connection 1  
(for lack of) Stamina for to implement 80/20 model

Connection 2  
looking at DL best practices to determine language model 50/50-80/20

connection 1  
I've worked in multiple DL programs and schools and have a lot of good ideas of how to change what we are doing to work

connection  
I think the stamina of 80/20 is important to consider in terms of staff workload, hiring, etc.

Small groups look at 50/50 80/20 experience in multiple workloads. Time needed. What is best for ELs

Connection  
Analyzing 80-20 and 50-50 through. With my training and feedback, applying what I know and researched

Experience with 80-20

as some who has taught in a school when it was in the 1st year of consolidation I feel I can offer perspective of staff + share experiences of students

Transitioning @  
Plan for building culture shift and mixing.

### Staffing

Staff leadership + participation

Staffing needs and Staff's needs

### Survey

Connection  
Review responses from surveys to provide clarity and see trends

creating survey + analyzing results of staff input

### PD and Resources

PD needs for staff

When we went from ISS to CSE, I led committees to search for gaps + seek out resources / programs to fill in the gaps which can be helpful as we go through this process

Curriculum needs and resource gaps

gaps in PD

DL PD HAVE GOOD EXTENSIVE KNOWLEDGE OF DL PRACTICES

Data-driven practices for curricular supports, team meetings

curriculum review

resources / tools we don't have

# # 1 Questions Student Success

## language model

Before we evaluate 80/20 should we verify if we are even 50/50?

Question - Can we say that the 50/50 model doesn't work when we haven't kept Spanish time sacred and built orally over the years?

\* better understanding of 80/20 model and successes, strategies?

NEED TO CONSIDER COMMUNITY NEEDS FOR DECISION OF LANGUAGE MODEL - WHEN DO STUDENTS GET ENGLISH FOUNDATION? STUDIES WITH 80/20 MODEL?

Question Will student voice be considered in any decision-making? - 80/20 vs. 50/50 - feelings about curricula

For the RFP one bullet point considers what data/evidence matters most for teachers -> Should we also consider what matters most for students?

50/50 vs 80/20 I've TAUGHT BOTH AND MY TWO KIDS EXPERIENCED 80/20

## RFP process

1 Question/Idea How are we going to discuss these CRITICAL issues such a small amount of time?

How will we use what we learned from the consolidation of Lincoln -> Indian Trail Elm Place -> Edgewood Green Bay -> Oak Terrace to help transition from OT/RO -> Oak Terrace?

Question How much contact will the team log doing the analysis of the program have with our Student Success Task force?

New - get longitudinal data to better understand if or why students are not reaching EXIT status. what factors impact. what more can we do to address these areas?

New RFP to look at current forms of assessment - valid measures? take into account English proficiency

## vision

Is there a vision statement for our dual lang. program that can guide our work?

## pd/staff

Building culture in regards to PD, i.e. how will the takeaways from PD address differences in how teams plan and approach instruction.

Staff's needs -> culture/climate -> staff community -> Big feelings

PD to address curriculum and culture + climate?

**Appendix N:  
Red Oak and Oak  
Terrace School  
Traditions and Activities**

**This list will be updated as needed and shared with dual language school principals to support the transition when the programs are combined.**

## **Oak Terrace Unique Events and Activities**

- Movie night (OT version)
  - La Pachanga
  - After school sports
  - Variety show
  - Musical
  - Kickball
  - Month of Military Child breakfast
  - Fifth-grade picnic
  - Welcome back night (OT version)
- 

## **Red Oak Unique Events and Activities**

- Diwali celebration at recess
- Dia del Niño
- Loteria/Bingo night
- Skate night (OT is invited this year)
- Spring Fling
- Wolves night
- Fifth Grade Car wash (twice a year)
- Teacher raffles
- Cultural assemblies specific to RO
- McTeacher Night
- Family support at conferences
- RO soccer club
- Rockets on the Run club
- Color Run for Rockets on the Run
- Fifth-grade graduation and party
- Yearbook signing party
- Beach day
- Fifth Grade vs Teachers Volleyball Game
- Movie night (RO version)
- Parents night
- Friday Night Events
- Recess club- Board Games, Mind/Body, Soccer, and 112 sponsored
- Parents volunteer daily at recess
- Parents volunteer daily in library
- Balloons Over Red Oak Parade

- Minute to Win It Games
  - Monthly culture lessons assigned to grade levels by culture teams
  - Classroom buddies for cultural activities
  - Student Leadership Squad leads all PBIS trainings
  - Student Leadership Squad plans all whole school rewards
  - Rocky's Pop Up Shop (facilitated by students on Student Leadership Team)
  - Student Leadership Team applies to be the mascot at monthly events
  - Fifth Grade Foam Party
  - Cheerleading Club (student led)
  - Science Night (With SACNAS from Northwestern)
- 

## Shared Events and Activities (Both Schools)

- Back to School Bash / Welcome back night (shared concept)
- Spirit days and Spirit Week
- Color Wars/ Rocket Games
- Fun Fair
- Fall Fest
- Halloween parade
- Dia de los Muertos
- Halloween parties
- Movie night (general concept)
- Multicultural Night
- Cultural or heritage events
- Book Day
- Book Fair
- Chess club (exists in both at some point)
- Fifth-grade events (picnics, celebrations)
- Parent events (general)
- Recess club-
- Assemblies such as:
  - Box Day
  - Urban Gateways
  - Educating Outside the Lines
- Blended or districtwide items noted:
  - D112 Foundation events
  - BPAC events
  - Mindfulness activities
- Heart of the City soccer
- Robotics club
- Leadership (5th grade)
- Soccer club

- Book match
  - Chess club
  - Yoga and garden clubs
  - Platicas
  - Daily student announcements
  - Month of the Military Child activities
  - Fifth Grade Legacy Gift
  - Weekend events
  - Field Day
  - Coat drive
- 

## **Future Opportunities Identified**

- Cultural activities
- “Day in the Life” experiences
- More learning opportunities for families
- Volunteering opportunities
- Parent pickleball tournament
- Engaging Spanish-speaking families
- “Teach Us Spanish” night
- Surveys to determine family preferences for events
- Explore new extracurricular activities
- Combined OT/RO events held at Oak Terrace (Chess, clubs, activities)
- Family engagement sessions including school tours for transitioning families
- Student surveys to identify interests for clubs and activities

Appendix Q:  
Red Oak and Oak  
Terrace April 9, 2026  
Combined PTO  
Presentation

# Oak Terrace & Red Oak PTO Meeting

April 9, 2026



INSPIRE • INNOVATE • ENGAGE

**NORTH SHORE**  
SCHOOL DISTRICT 112

445 Sheridan Road  
Highwood, IL 60040  
224-765-3000  
[www.nssd112.org](http://www.nssd112.org)

# Our Mission and Values

**Mission:** North Shore School District 112 is a transformative learning organization where curiosity inspires minds, innovation shapes the future, and students, staff, and families engage to create a kind and connected community that is committed to excellence.

## **Core Values:**

- Compassion and Equity
- Integrity and Connection
- Growth and Safety

# Dr. Sonia Soltero's Recommendations and Administration's Recommendations

1. **Prioritize English Learner Needs:** *Formally elevate the educational needs of Spanish language English Learners through explicit prioritization in district and school planning, policies, resource allocation, teacher recruitment/retention, professional development, family engagement, curriculum, and assessment.*
  - **Accepted**
  - **Launched the Dual Language Task Force to focus on student success, family engagement, and facilities and operations. The task force will advise the superintendent and deputy superintendent who will make recommendations to the board in May 2026.**
2. **Program Redesign to 80-20 Model:** *Consider shifting the dual language program from a 50-50 model to an 80-20 model, citing research that suggests academic, biliterate, and socio-cultural advantages for both English Learners and English-dominant speakers due to increased exposure to Spanish in early grades. Recommend a comprehensive review and needs assessment to create a five-year improvement strategic plan.*
  - **Partially accepted**
  - **Conduct an "RFP" and Launch a third party to conduct a thorough K-5 program assessment and evaluation inclusive of staff's input on 80/20 to be conducted in the 25-26 school year.**

# Dr. Sonia Soltero's Recommendations and Administration's Recommendations

**3. School Climate and Culture Reset at Oak Terrace:** Undertake a systemic effort to bolster Oak Terrace's standing and shift from a deficit-based narrative to an asset-based mindset, both within the school and the broader community. This involves strategies to improve climate-culture, foster stronger relationships, increase integration of diverse families and students, and celebrate the school's strengths.

- Accepted
- Address culture reset through the launch of the task force to foster stronger relationships.
- A co-principal and associate principal leadership model will occur at Oak Terrace to support integration in 28-28.

**4. Phased Consolidation Plan to Oak Terrace:** Consider a phased consolidation of the dual language program from two schools into Oak Terrace, citing declining enrollments, particularly among native Spanish speakers. The proposed transition would begin in 2026-2027 by suspending kindergarten enrollment at Red Oak and allowing existing students to remain for two years, with full consolidation at Oak Terrace by 2029-2030. This plan involves increasing kindergarten and first-grade classrooms at Oak Terrace.

- Partially accepted
- Recommended to the board of education on June 26, 2025, to fully consolidate schools at the start of the SY 27-28.
  - SY 26-27- All dual language kindergarten enrolls at Oak Terrace
  - SY 27-28 - Move preschool to Green Bay

# The Path to Consolidation (Timeline)

- **SY 2026-2027:** All Dual Language kindergarten students will enroll at Oak Terrace.
- **SY 2027-2028:** Full consolidation of the program at Oak Terrace.
  - a. Preschool will move to Green Bay in SY 27-28 to allow for inclusive opportunities and maintain student sections together.
  - b. Oak Terrace will utilize a co-principal and associate principal model to support student integration.

# Our “Wildly Important Goals”



## Literacy WIG

Literacy WIG



**80%**

Percentage of students meeting/exceeding ELA proficiency on IAR

Where We Are Now



**74%**

Percentage of students meeting/exceeding ELA proficiency on IAR

¿Dónde estamos ahora?

**74%**

Porcentaje de alumnos que cumplen o superan dominio en ELA en la IAR

Objetivo de Lectura

**80%**

Porcentaje de alumnos que cumplen o superan dominio en ELA en la IAR



## Dual Language Transition WIG

Dual Language Transition WIG



**100%**

Task Force plans for DL move to Oak Terrace at start of the 27-28 SY

Where We Are Now



**73.5%**

% of completed consolidation plan

¿Dónde estamos ahora?

**73.5%**

% del plan de consolidación completado

Transición de Lenguaje Dual

**100%**

Planes del grupo de trabajo para mudanza de DL a Oak Terrace 27-28



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**NORTH SHORE**  
SCHOOL DISTRICT 112

# Student Success Committee



# PILLARS OF DUAL LANGUAGE EDUCATION

THE WHAT  
(GOALS)

High Academic  
Achievement

Bilingualism  
& Biliteracy

Sociocultural  
Competence

THE WHY

Equity & Social Justice (Critical Consciousness)

THE WHO

Emergent Bilinguals (English Learners)

# Our Tasks



Selecting a third party to conduct a needs assessment and audit of the program to be completed by October 2026



Assess current resources to support the potential curricular shift from 50/50 to 80/20



Assess current staff to understand the language stamina and needs to potentially staff K-2 for 80/20 instruction model



Review current professional development opportunities and survey staff to identify needs for FY27

# Scope of Our Work



# Subcommittee Spotlight: Student Success

**Key Milestone:** The committee unanimously recommended **Paridad** to conduct the K-5 Dual Language program evaluation (Board approved Feb 17, 2026).

**Evaluation Focus:** A thorough assessment of the program is underway, assessing the 50/50 Dual Language Program's effectiveness and identify actionable ways to improve bilingual student outcomes (Report due in October, 2026).

**Next Action:** A staff survey will be administered on April 21 to identify professional development gaps and language stamina needs.

# Dual Language Professional Development

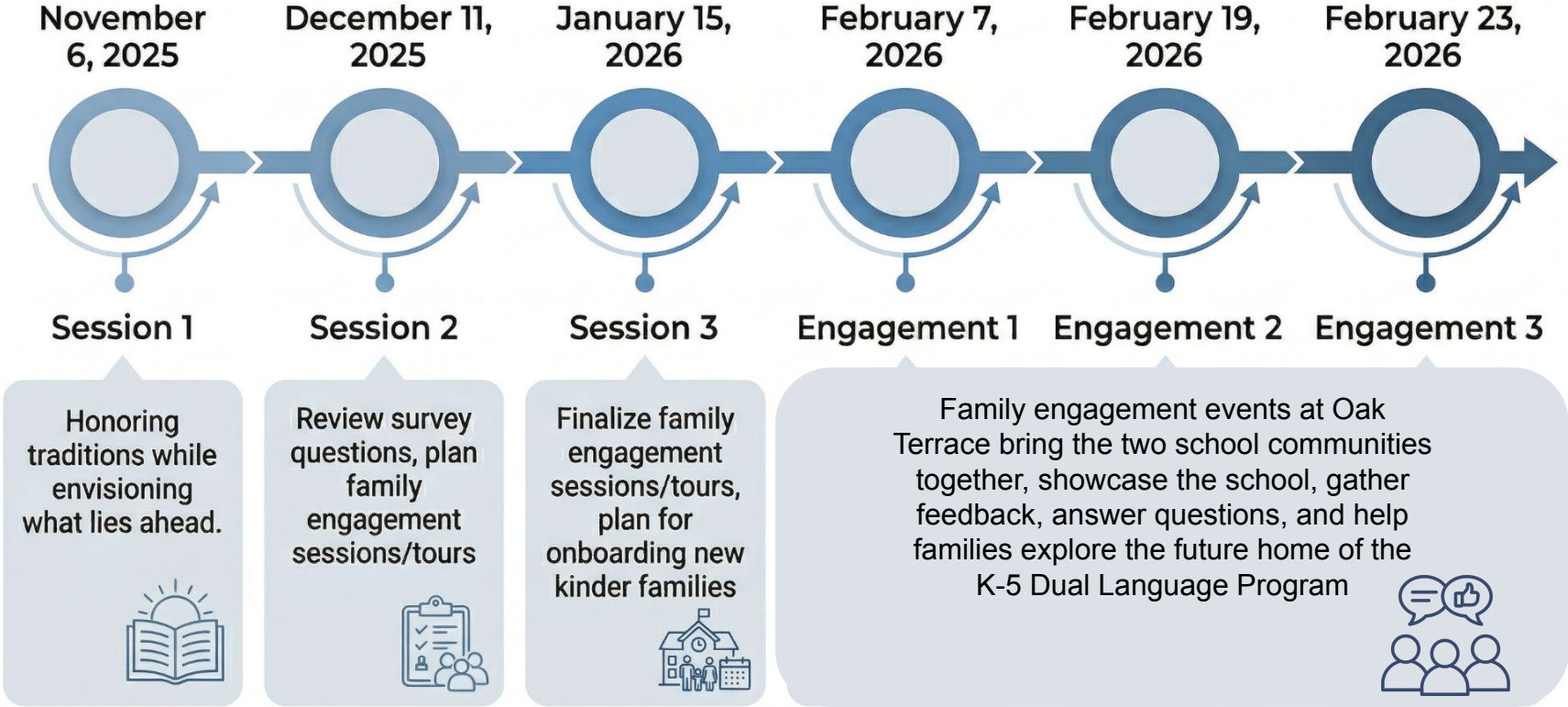
Chicago Literacy Group (K-5)	With Partners (K-5)	Middle School (6-8)
<b>CLG Session 1:</b> <ul style="list-style-type: none"><li>- Sept 9, 10, 11, 16, 17, 18</li></ul>	<b>With Partners Session 1:</b> <ul style="list-style-type: none"><li>- Oct 13th</li></ul>	<b>EL Teachers Middle School</b>  Nov 17, Dec 12, Jan 12
<b>CLG Session 2:</b> <ul style="list-style-type: none"><li>- Nov 5, 6, 12, 19, 20, Dec: 3</li></ul>	<b>With Partners Session 2:</b> <ul style="list-style-type: none"><li>- Jan 6, 7, 8</li></ul>	<b>Dual Language Teachers Middle School</b>
<b>CLG Session 3:</b> <ul style="list-style-type: none"><li>- Jan 20, 21, 22 Feb 3, 4, 12</li></ul>	<b>With Partners Session 3:</b> <ul style="list-style-type: none"><li>- Feb 17, 18, 19</li></ul>	Aug 19, Oct 22, Jan 28, Feb 25
<b>CLG Session 4:</b> <ul style="list-style-type: none"><li>- Apr 14, 15, 16, 21, 22, 23</li></ul>	<b>With Partners Session 4:</b> <ul style="list-style-type: none"><li>- Apr 28, May 7, May 19</li></ul>	
	<b>With Partners: (4th/5th staff)</b> <ul style="list-style-type: none"><li>- Sept 30, Dec 4</li></ul>	
	<b>With Partners: (Early-Release)</b> <ul style="list-style-type: none"><li>- Jan16 (OT), Apr 2 (RO)</li></ul>	

# FAMILY ENGAGEMENT

# Our Tasks

- Review current family engagement opportunities at each school; investigate traditions that are important
- Considerations for combining RO/OT events at OT
- Review extracurricular activities at each school; identify gaps and investigate new opportunities
- Considerations for combining OT/RO activities at OT (e.g. Chess Club) survey students
- Consider ways to onboard kindergarten and new families into the program
- Create surveys/questionnaires to gather input from families on intentions of participation in the DL Program throughout phases of consolidation and post
- Plan family engagement sessions that include tours of the school for students and families to visit the Oak Terrace learning and play spaces

# Scope of Our Work



# Subcommittee Spotlight: Family Engagement

**Key Milestone:** The subcommittee planned and hosted three family engagement events at Oak Terrace to give families opportunities to visit the building, ask questions, share feedback, and begin imagining the future of the K-5 Dual Language Program there.

**Engagement Focus:** The subcommittee helped shape opportunities for families to share input through surveys, events, and discussion, while also identifying the traditions, experiences, and supports that matter most to families as planning continues.

**Next Action:** Family feedback from engagement events and surveys will continue to inform planning and help guide recommendations related to community-building, communication, and the future family experience at Oak Terrace.

# Facilities & Operations

# Consultants



**Leanne Meyer-Smith**

Principal Architect  
Wight & Company



**Annette Piha**

Architect  
Wight & Company



**Patty King**

Associate Principal and Licensed  
Landscape Architect  
Wight & Company



**Daniel Wilson**

Landscape Architect  
Wight & Company



**Margaret Chaidez**

Project Manager, ADA Coordinator  
Play Illinois

# Our Tasks

- Identify needs for the redesign of the outdoor playspace for renovation
- Input for redesign of the front area of the school (old office) and potentially the lounge/workroom
- Review the furniture needs at Oak Terrace in line with the renovated K-5 schools
- Conduct a gap analysis between the renovated K-5 buildings and Oak Terrace.

# Historical Context: The Oak Terrace Site

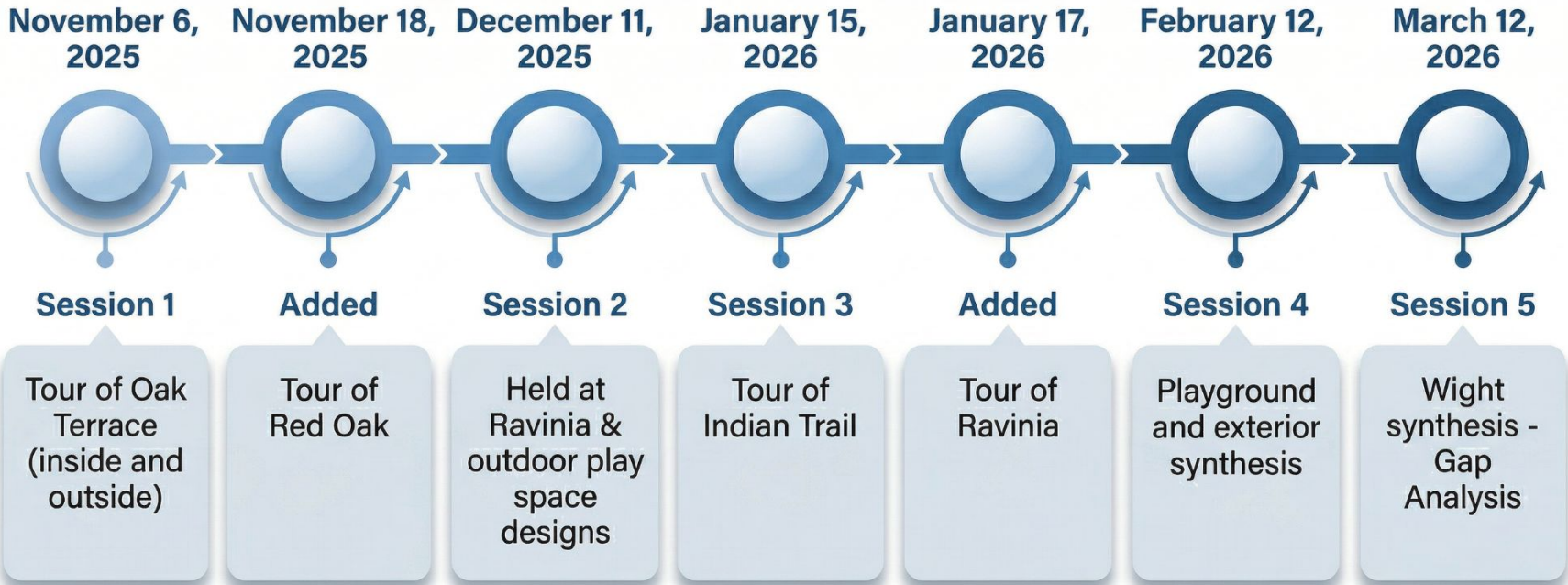
Opened in 1916 specifically to serve immigrant families.

Bilingual programs date back to 1978.

Original site of the Spanish-English Dual Language program in 1996.

The current 85,000 square foot facility was built in 2000 by Perkins and Will for a capacity of 600 students.

# Scope of Our Work



# Subcommittee Spotlight: Facilities & Operations

## Key Milestones

- Playground design presented to the Board of Education on March 16, 2026 & recommended for action on April 21, 2026
- Outdoor recreation study for the blacktop area presented to the Board of Education on March 16, 2026 & recommended for action on April 21, 2026
  - a. Install the first phase of the new playground this summer.

**Long-Term Plan:** Blacktop area and swings are recommended for installation next summer.



# New Playground Design



**What's Next**

# Bilingual Parent Advisory Committee (BPAC) For English Learner Families

BPAC brings together parents, guardians, staff, and community members to support

English Learner students by sharing resources, giving input on programs, and building connections across our schools.

Parents of dual language students at Northwood, Red Oak, Oak Terrace, and children receiving English Language services at any NSSD 112 school are automatically members.



Remaining Meeting

Tuesday, April 14, 2026

*All meetings held at Oak Terrace*

# Dual Language Task Force

- **Next Milestone:** Superintendent's Task Force Recap Meeting.
- **Details:** April 16, 2026, at Oak Terrace (6:30-8:30 pm).
- **Agenda:** Showcasing our subcommittee work alongside the other task force teams. Questions and feedback

# Looking Ahead to May

**Facilities Committee Meeting:** Gap analysis between Oak Terrace and other renovated K-5 schools presented to the board of education on May 5, 2026.

- Projected costs for updating Oak Terrace.
- Construction phasing based on finances and timing.

**Final Report:** Task Force work will be presented to the Board of Education in May 19, 2026.

## **What to Expect:**

- Synthesis of all subcommittee work and recommendations

# Looking to 2026-2027

**Kindergarten:** Located at Oak Terrace

**Recommendations of Task Force:** Pertinent action items

**Board of Education Meeting:** Report of needs assessment and audit of the program due in October 2026.

**Spring:**

- Staffing for 27-28
- End of year closure of Red Oak (June)

# Resources

## Dual Language Webpage:

<https://www.nssd112.org/about/dual-language-program>

## Transitions Webpage:

<https://www.nssd112.org/about/dual-language-program/k-5-dual-language-transition>

## Wildly Important Goals Dashboard:

<https://ecriss.ecragroup.com/strategy/Home/Index?Dashboard=NOR112&Building=789>

## Dual Language Request for Proposal - Program Review:

<https://drive.google.com/file/d/1vA-IZ-PRZRx8WDiOVTxoQ67HAgzbVNJm/view?usp=sharing>

# Questions



# Student Transitions

What can we do next year to combine the students more?

- In coordination with both PTOs, purposeful opportunities to combine are being planned for next year. When the event calendars are created for 2026-2027, our PTOs have planned to do this unison to look for meaningful opportunities for collaboration. We are looking forward to coming to together for some shared opportunities, as well as allowing schools to have building specific events. We have had several opportunities this year, including our upcoming event this Sunday at the Wolves Game. Other opportunities this year included a joint Skate Night that was hosted last month, a joint mariachi show, and the chess club and related tournaments. Our second grade will visit OT soon for their upcoming musical.

How will the students mesh after the transition?

- Students will have the exciting opportunity to make new friends and classmates. We will structure class assignments in a way that allows for both maintaining relationships with known classmates, and mixing to make new connections and build on academic success.

# Transition Activities

Any chance the public can see inside Red Oak before teachers pack up?

- When Lincoln and Elm Place closed, the PTO and principals hosted transition events. The same will happen here.

What are we doing to honor the traditions and make Red Oak families and staff welcome once we merge to OT?

- The Family Engagement Committee created a list of traditions to share with the future co-principals and the PTOs. They will be asked to review and determine how to honor traditions. Additionally, there will be continued joint events prior to the 2027-28 school year to build community between the two schools.

# Class Size and Sectioning

What is the maximum class size (number of students per class) once schools are combined?

- Currently, the class size guidelines are as follows:
  - K-2 = 24
  - 3-5 = 26

\* All Dual Language kindergarten classrooms have full-time paraprofessionals

\*\* Class sizes are one of the many aspects that Paridad is studying as part of the program review as part of the Student Success subcommittee.

What is the maximum number of sections per grade level at OT (e.g., 4 sections per grade)?

- 4 sections per grade
- 2 flex rooms for 5 sections (at two grade levels) if needed

# Enrollment and Projections

For the current kindergarten class (currently 4 sections: 3 at OT, 1 at RO), will there still be 4 sections when combined at OT?

- We do not know. Enrollment will dictate. It depends on how many students transfer to Oak Terrace and the retention of the enrolled students from kindergarten today to 2nd grade

What are the current projection numbers for the incoming kindergarten class (26-27)?

- Based on registration so far, 3 sections are projected for kindergarten in 26-27
  - All of kindergarten is combined at Oak Terrace next school year

# Enrollment and Projections

Did all EC DL applicants get accepted (both English and Spanish speakers) to the incoming kindergarten class (26-27)?

- Yes. Everyone who applied for kindergarten dual language for the 26-27 school year was offered a spot. Some chose not to accept the spot and enroll at their home school.

Were any Spanish-speaking students turned away from the DL program due to space?

- No.

Were all applicants with siblings in the DL program accepted?

- Yes, all siblings who applied were accepted.

How many spaces in the incoming Kindergarten class remain for the lottery?

- There was not a lottery this year due to the number of applicants. There are no students on the waitlist. Each monolingual family that applied was offered a spot.

# Future Projections

What happens if our native Spanish speaking population continues to decline?

- This will impact the number of sections in dual language.

How will we manage the balance of classrooms? Do we anticipate needing to evaluate the classroom mix in the future?

- Paridad is conducting a program review. One of the many deliverables is a detailed analysis and recommendation for optimal K-5 class sizes. This will also include evidence-based models for student composition (e.g., ratio of native Spanish speakers to native English speakers).

# Staffing

Will teachers or staff lose their jobs as a result of the school combination?

- No. The consolidation of schools in 2027-28 will not cause a reduction-in-force. What does that mean? It means we can naturally absorb any redundancies in FTE through attrition based on retirements, and possible resignations, non-renewals, and other changes in FTE.

# Staffing

How will staffing be structured or reassigned?

- Paridad's review will help inform our decisions. When we have the results of the program review, we will take into consideration any recommendations on class size, language allocation, and additional supports as we build the staffing plan.
- Reassignments will follow the collective bargaining agreements (CBA).

When will staffing decisions be made for the 27-28 school year at OT?

- This will be communicated to the staff in the spring or as soon as reasonably possible following the timelines set forth in the NSEA CBA.

Has the school considered having a Spanish specialist for students who are struggling with Spanish as they do for English?

- We have reading and math specialists, and ESL teachers. Many staff hold ESL and/or bilingual endorsements. Paridad's review will help inform our future staffing.

# Teaching

Will all grades be taught in 50% Spanish and 50% English for each grade? Or how does it work for each grade?

- Paridad is conducting an instructional model analysis and will be making a recommendation. There is no change for the 2026-27 school year. Part of their program review includes a comprehensive analysis of the current 50/50 model's effectiveness. This deliverable must include a specific, data-driven recommendation to either continue the 50/50 model or transition to an alternative (e.g., 80/20, 90/10).

What investments are being made to the DL program to improve success for our students?

- Spanish Language Arts and Literacy Professional Development
- Program Review
- Co-Principal model of leadership
- Playground and facilities upgrades

# Assessments

How serious does the district take Spanish MAP scores? What are the achievement goals? 2) Has the district considered testing that focuses specifically on Spanish fluency? What are the goals?

- At this time, the Spanish MAP Assessment is under review. As part of the program review, Paridad is conducting Comprehensive Biliteracy Assessment Framework. They will provide the following:  
A set of recommendations for a balanced assessment system in mathematics and literacy. This must specify recommended instruments (e.g., screeners, benchmarks, summative assessments) for tracking student progress in both English and Spanish literacy.

# Teaching

What are the KPIs that the district is holding itself accountable for in terms of Spanish language learning (given that math and English KPIs are clear already from the statewide measurement system)?

We are norming our practices to the ISBE Dual Language Guidance Framework by utilizing a balanced assessment system that monitors both linguistic growth and academic parity.

What are the key metrics that the administration will utilize to measure and track the success of the effort to combine Red Oak and Oak Terrace schools and what line of sight will the community have for these metrics?

Culture data, academic data, staff retention data

# Permissive Transfers

If we choose to have our student finish out elementary school at his neighborhood school rather than OT, can he still attend NW for middle school in order to stay with older siblings?

- If Northwood is not your child's home school, this would be considered a permissive transfer request - these are considered annually and they are not automatically guaranteed.

# Technology

The OT speaker/microphone cart needs to be replaced - they output poor sound quality and are not loud enough for outdoor use. They are used by gym teachers, PTO outdoor events and brought to the library and MPR for events. Are these going to be replaced as part of the plan?

- Not at this time because we have alternative options to the issue that is being raised.
- When holding an event in either the Gym or the MPR, staff/PTO should be using the built in sound system that includes two handheld microphones and an overhead projector. These systems are only a year old and are the same systems found in Ravinia, Indian Trail, etc.
- For outdoor events, the rolling cart is not sufficient for outdoor use. The District has a couple of mobile, outdoor sound systems that can be utilized by coordinating with the Technology Services Department. Principals should proactively put in a support ticket for future events.

# Transportation

How will bus routes look?

- Bus routes are created each summer depending on where students live.
- By the summer of 2027, we will know who from Red Oak is joining Oak Terrace and create routes accordingly.
- The district plans transportation routes to keep ride times to 45 minutes or less.

# Mascot and School Name

Is there any wiggle room on changing the name and logo of the school, as the whole premise of combining schools was to combine the DL program into one. It is different than the mono schools closing and students dispersing.

- We have considered this question and discussed this with stakeholders. The Oak Terrace name will be preserved. Oak Terrace has a long history of being a school that welcomed multilingual families, and changing it would be erasing the history. We have real concerns about what a change would symbolize.
- The monarch butterfly mascot is culturally relevant with strong symbolic meaning (migration, hope, strength, and resilience) in various cultures. A new mascot emphasizing would risk losing the most culturally relevant mascot that we have in the district.

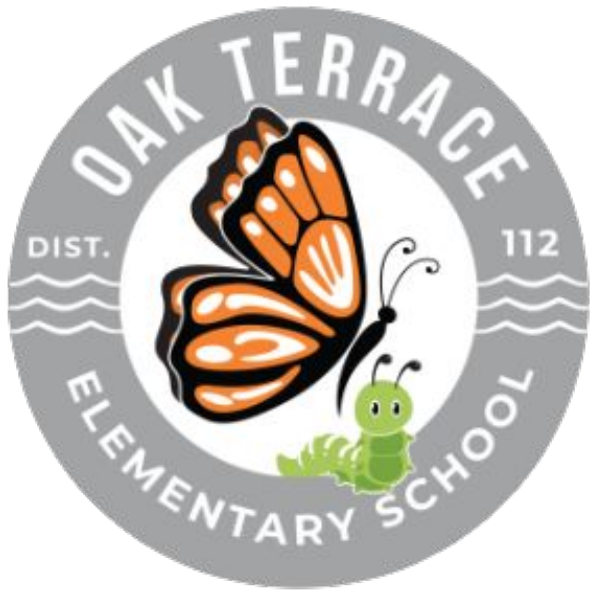
# Playground

The kids are talking a lot about how there are so many butterflies and orange on the playground plans. Is there room to change that so its more of a neutral design?

- The playground design has gone through extensive feedback sessions, including student input and voices.
- The monarch butterfly has significant cultural relevance and is the mascot.
- The final design is up for board of education approval on April 21, 2026.

# Appendix T: Oak Terrace Playground Design Evolution

# Oak Terrace Elementary Design Evolution



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# Planning Process: Collaborative Approach

- **Goals:** Foster Oak Terrace Elementary and Red Oak Elementary community ownership, gather feedback, and ensure every student is represented on the playground.
- **Feedback Sessions:**
  - (2) staff presentations
  - (3) community sessions
  - (4) DL Facilities & Operations meetings
  - (2) parent presentations
  - (2) full-day presentations to each grade level



# Design Concept: Version One

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OAK TERRACE ELEMENTARY OPTION #1

PROPOSAL #:129-209107-1



3D Designer: Rachel

- Total Capacity: 216
- Total Number of Play Events: 50
- Total Square Footage: 3,795

# Version One Feedback

- Presented two concepts to the committee and selected this version.
- Feedback from initial committee review:
  - Space out activities and provide additional freestanding play events
  - Add Inclusive Orbit spinner, climbing wall and move Nature Play rocks/stumps.
  - Remove monkey bars.
  - Add another vertical climber.
  - Add benches and more seating options.

# Design Concept: Version Two



- Total Capacity: 230
- Total Number of Play Events: 56
- Total Square Footage: 3,575

# Version Two Feedback

- . Extend the Floor is Hot Lava Obstacle course around main structure.
- . Upgrade climbers with new products (Modo Climber, 360 Loop Connection, Ledge Link).
- . Add 12' x 12' cantilever shade.
- . Remove music on Serenity Spot and add hammock.
- . Add swing bays on the black top area.
- . Add luge slide or smaller slide for younger kids.

# Design Concept: Version Three

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OAK TERRACE ELEMENTARY

PROPOSAL #: 129-209107-3



- Total Capacity: 273
- Total Number of Play Events: 53
- Total Square Footage: 9,288 (included swing bays not shown in image)

# Version Three Feedback

- Expanded footprint.
- Add swing bays: 6-7 total swing bays include one Cirrus swing (include 2 Freedom Seats).
- Add Brava Swing to main playground area and Vero spinner.

# Design Concept: Version Four



- Total Capacity: 291
- Total Number of Play Events: 62
- Total Square Footage: 9,521

# Version Four Feedback

- . Decrease the length of the ramp.
- . Add more overhead climbers and freestanding play events.
- . Slightly decrease the playground footprint.
- . Heavy student input guiding design revision five.



# Design Concept: Version Five



- Total Capacity: 298
- Total Number of Play Events: 44
- Total Square Footage: 6,285

# Version Five Feedback

- . Remove StemPlay and replace with the communication board.
- . Add the Sensory regulation panel next to the Serenity Spot.
- . Swings will be added 2027.

# Design Concept: Version Seven (FINAL)

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OAK TERRACE ELEMENTARY – PHASE ONE

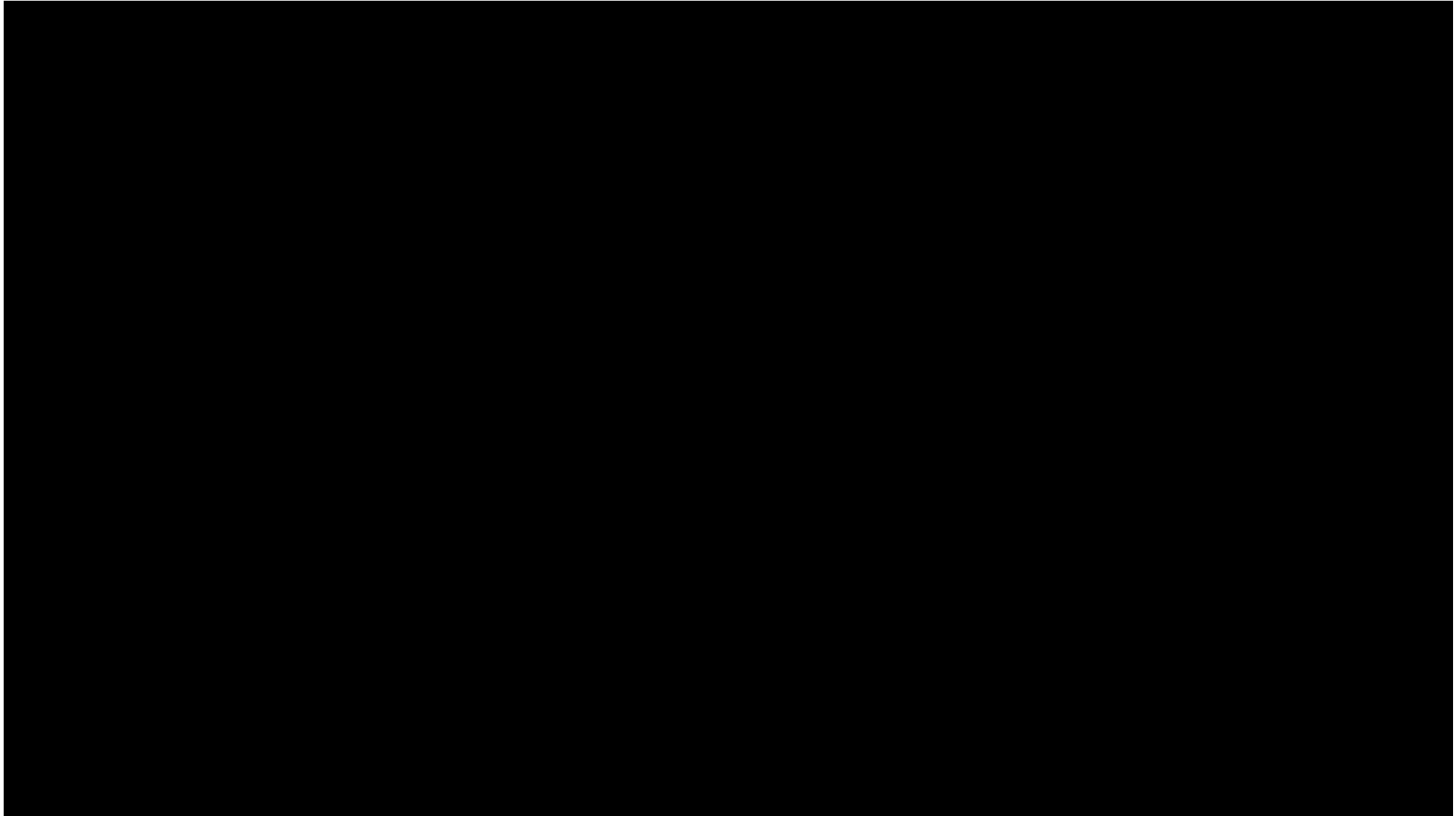
PROPOSAL #: 129-209107-7



3D Designer: Felicia

- Total Capacity: 264
- Total Number of Play Events: 34
- Total Square Footage: 3,027

# Final Playground Design: Virtual Tour



# Version Seven Feedback (FINAL)

- Change from Wight & Co. to break projects into Phase One and Phase Two.
- Phase One includes the main 5-12 structure (freestanding play events, seating and shade are Summer 2027).
- Decreased playground footprint.

# Questions?

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# Appendix U: Wight & Co. Gap Analysis Report



**DRAFT**

NORTH SHORE SCHOOL DISTRICT 112 | OAK TERRACE  
GAP ANALYSIS REPORT



## CONTENTS

- 01 WHAT IS A GAP ANALYSIS?
- 02 COMPONENT COMPARISON MATRIX
- 03 GAP ANALYSIS COMPONENTS - GENERAL
- 04 GAP ANALYSIS COMPONENTS - SITE AND SYSTEMS
- 05 FLOOR PLANS
- 06 GAP ANALYSIS COMPONENTS - INTERIORS
- 07 RECOMMENDATIONS TO "CLOSE THE GAP"

## APPENDIX

- FURNITURE CONCEPT LAYOUTS
- ACTIVITY FEEDBACK



# GAP ANALYSIS

a comparison of Oak Terrace Elementary School to newly renovated North Shore 112 elementary schools in order to identify existing shortcomings and outline strategies to close those gaps

## GAP ANALYSIS STUDY

The purpose of this study is to support consolidation of the K-5 dual language programs at Red Oak Elementary School and Oak Terrace Elementary School into a single location at Oak Terrace Elementary School starting in the 2027-2028 school year. The scope of work includes conducting comparative analysis to identify potential gaps between Oak Terrace Elementary School and the other recently modernized and renovated projects at other district elementary buildings. The conclusion of the study will identify actions for the renovation and redesign of the Oak Terrace campus to close these gaps and create parity amongst all elementary schools in North Shore School District 112.

Specific areas of consideration include, but are not limited to, building exterior envelope, outdoor play space and outdoor learning places, classroom instructional spaces, library media space, the redesign of the former main office and vestibules, former nurses' and related services professional offices, the staff lounge and workroom, and any other areas for potential consideration. A review of furniture needs at Oak Terrace will be conducted to ensure alignment with the District's renovated K-5 Schools. This work includes gathering input from students, staff and families, and collaborating with the Facilities and Operations subcommittee of the Superintendent's Task Force for Dual Language Consolidation.

## FACILITIES AND OPERATIONS COMMITTEE INPUT

Several meetings were conducted with the Facilities and Operations subcommittee of the Superintendent's Task Force for Dual Language Consolidation to provide relevant facility information to subcommittee members.

November 6, 2025	Tour of Oak Terrace Elementary School Building and Site Learning Environment & Site Design Workshop Dot Exercises
November 18, 2025	Tour of Red Oak Elementary School Building and Site Review/discuss two-phase process: Phase 1 (Learning & Exploring through tours & idea-gathering) & Phase 2 (Design Synthesis & Feedback, where architects present recommendations)
December 11, 2025	Tour of Ravinia Elementary School Server Addition Review/discuss Oak Terrace Outdoor Learning and Play Areas
January 15, 2026	Tour/discuss renovated Indian Trail Elementary School Review/discuss traffic and safety analysis of Oak Terrace
January 17, 2026	Tour of Ravinia Elementary School Building and Site
February 12, 2026	Synthesis/discussion of analysis of Oak Terrace Outdoor Learning and Play Areas
March 12, 2026	Synthesis/discussion of analysis of Oak Terrace Building Exterior and Interior

## FAMILY AND COMMUNITY ENGAGEMENT

Three open house sessions and building tours were held to provide information and engage families/community members in discussion regarding the upcoming consolidation of the dual language program into Oak Terrace Elementary School.

February 7, 2026	Saturday Open House
February 19, 2026	Evening Open House
February 23, 2026	Daytime Open House





## COMPONENT AREAS OF STUDY TO ANALYZE GAPS

Wight & Company reviewed the following components to compare the existing conditions at Oak Terrace Elementary School with the modernized elementary schools in the district. This included review of the completed elementary schools, as well as the final designs of the schools under construction or awaiting 2027-28 construction.

A Component Comparison Matrix follows.



# GAP ANALYSIS COMPONENTS - GENERAL COMPONENT COMPARISON MATRIX

Component/Area of Consideration	Braeside	Indian Trail	Oak Terrace	Ravinia	Red Oak	Sherwood	Wayne Thomas
<b>Site</b>							
Designated Pick/Up--Drop Off and Parking	★	★	●	★	●	★	★
Sidewalk Path to Entries	★	★	●	★	●	★	★
Outdoor Learning Areas	★	★	●	★	●	★	★
Play Structure	★	★	●	★	●	★	★
Accessible Universal Design	★	★	✘	★	✘	★	★
Play Surface Area (gaga, basketball, 4-square)	★	★	●	★	●	★	★
<b>Building - Exterior Envelope</b>							
Roofing	★	★	★	★	●	★	★
Windows/Doors	★	★	★	★	●	★	★
Walls	★	★	★	★	●	★	★
<b>Building - Systems</b>							
Mechanical/Electrical/ Plumbing	★	★	★	★	●	★	★
Fire Alarm	★	★	★	★	★	★	★
Card Access/Security	★	★	★	★	★	★	★
Public Address / Communications	★	★	★	★	★	★	★
Technology -Displays /WAP and Internet	★	★	★	★	★	★	★
<b>Building - Interior Finishes</b>							
Ceiling/LED Lighting	★	★	●	★	●	★	★
Flooring	★	★	●	★	●	★	★
Walls	★	★	●	★	●	★	★
Casework	★	★	●	★	●	★	★
<b>Building - Interior Staff Spaces</b>							
Secure Main Entry	★	★	●	★	●	★	★
Staff Break Room	★	★	●	★	●	★	★
Wellness Room / Staff Respite Private Room	★	★	●	★	●	★	★
Work Area / Supply Storage	★	★	●	★	●	★	★
Staff Offices	★	★	●	★	●	★	★

Note: Braeside, Sherwood and Wayne Thomas analysis is based on end-of-construction status

- ✘ Lacks Component
- Component is Not Modernized / Needs Improvement
- ★ Component is Modernized / Improved / Scheduled Capital Plan in Progress



# GAP ANALYSIS COMPONENTS - GENERAL COMPONENT COMPARISON MATRIX

Component/Area of Consideration	Braeside	Indian Trail	Oak Terrace	Ravinia	Red Oak	Sherwood	Wayne Thomas
<b>Building - Classroom Instruction Spaces</b>							
Teaching Wall with Vertical Storage Behind	★	★	✘	★	✘	★	★
Technology	★	★	★	★	★	★	★
Acoustics	★	★	●	★	●	★	★
Window Shades	★	★	●	★	●	★	★
Furniture	★	★	●	★	●	★	★
<b>Building - Shared Space</b>							
Art/Music/Orchestra/Band Spaces	★	★	●	★	●	★	★
Small Group Instruction Space	★	★	●	★	●	★	★
Student Resource Instruction Space	★	★	●	★	●	★	★
Multi-Purpose / Dining Space	★	★	●	★	●	★	★
Food Kitchen/Servery	★	★	●✘	★	★●	★	★
Gym	★	★	●	★	●	★	★
Offices and Storage	★	★	✘	★	✘	★	★
Library Media Center	★	★	●	★	●	★	★
Open Door Concept	★	★	✘	★	✘	★	★
Circulation Center /Help Desk	★	★	●	★	●	★	★
Mix of Low/High/Flexible Shelving	★	★	●	★	●	★	★
Group Instruction Zone	★	★	●	★	●	★	★
Collaborative Platform Area	★	★	✘	★	✘	★	★
Flexible Seating (includes Soft Seating)	★	★	●	★	●	★	★
Toilet Rooms	★	★	●	★	●	★	★
<b>Building - Corridors and Stairs</b>							
Collaboration Opportunities	★	★	●	★	✘	★	★
5th Grade Collaboration Area (MS Prep)	★	★	✘	★	✘	★	★
Graphics - Inspiration/Branding	★	★	●	★	●	★	★

Note: Braeside, Sherwood and Wayne Thomas analysis is based on end-of-construction status

- ✘ Lacks Component
- Component is Not Modernized / Needs Improvement
- ★ Component is Modernized / Improved / Scheduled Capital Plan in Progress



## COMPONENT AREAS OF STUDY TO ANALYZE GAPS

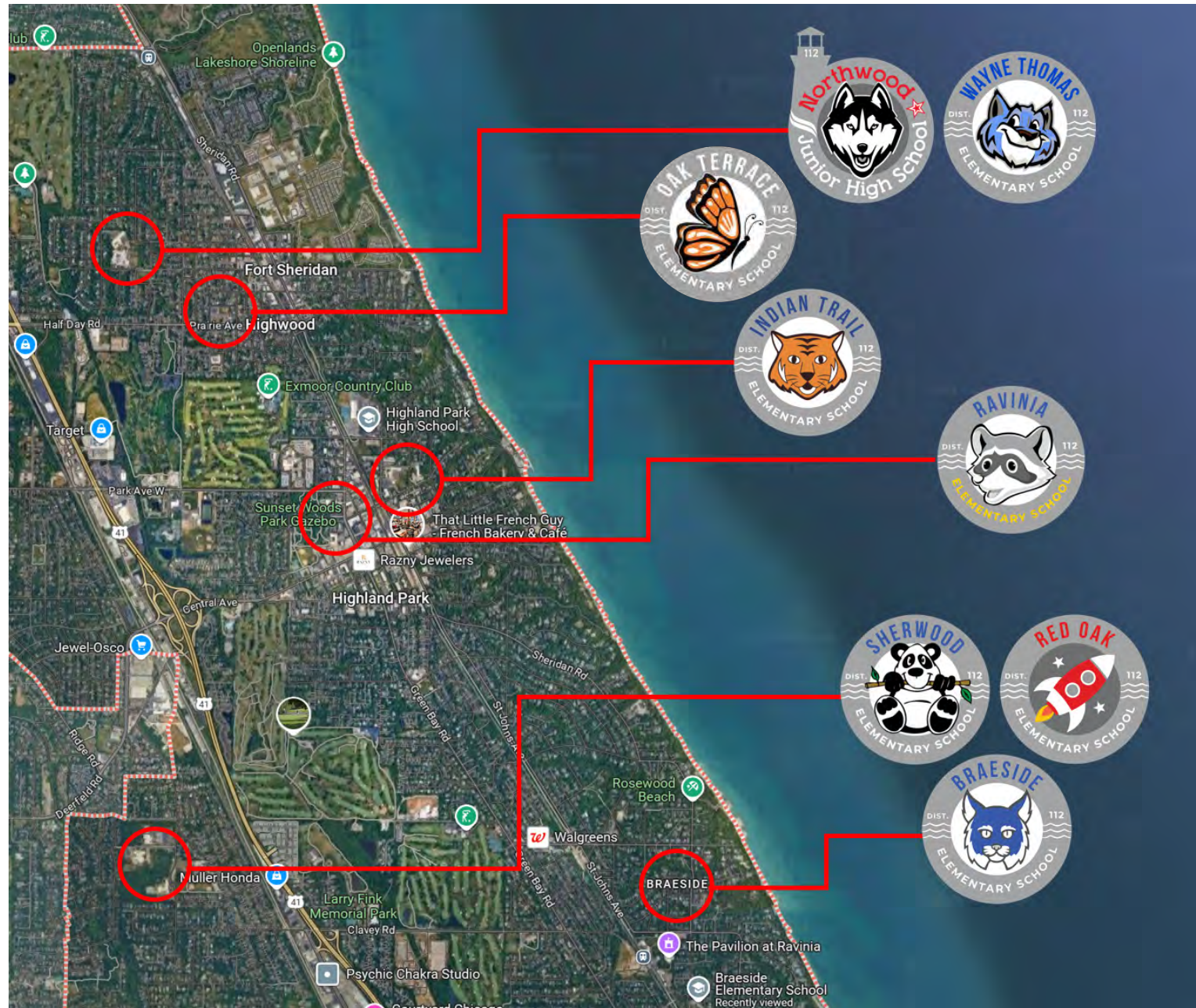
### OVERALL FLOOR PLAN

Oak Terrace is the newest school in the North Shore School District 112. It was built from 2000-2002. The architect for the original design is Perkins and Will, an international architecture firm that is recognized for thought-leadership in educational design. Programming of the types of spaces, size, arrangement, and adjacency of rooms represents leading school facility design at the time of construction and is still considered above average for schools designed today. In particular, the grouping of classrooms into graded clusters or houses at one side of the building and all the large, shared spaces that are accessed by the community at the opposite side of the facility is a concept that has stood the test of time. The design was also innovative in that many small group instruction and student rooms were provided throughout the building and most importantly near the classrooms. In most other schools in the district, adding small group instruction rooms was a major undertaking in the renovation and addition of space

### SCHOOL CAPACITY

Oak Terrace Elementary Schools is designed for 600 students with total of 86,500 square feet. At 144 square feet per student, this exceeds both the older (120-125 sf) and newer (135-140sf) recommended square feet per student used as a basis to program the size of school buildings. There are four classrooms per grade level, along with an adequate number of special instruction and resource rooms.

# GAP ANALYSIS COMPONENTS - GENERAL SIZE OF ELEMENTARY SCHOOLS



Site	Capacity	Total Square Footage	Actual SF/Student	Recommended SF/Student (Older Standard)	Recommended SF/Student (Newer Standard)	Meets or Exceeds Newer Standard
Braeside	300	44,300	147.67	120-125	135-140	X
Indian Trail	450	70,730	157.18	120-125	135-140	X
Oak Terrace	600	86,500	144.17	120-125	135-140	X
Ravinia	450	68,115	151.37	120-125	135-140	X
Red Oak	450	59,090	131.31	120-125	135-140	X
Sherwood	450	60,290	133.98	120-125	135-140	X
Wayne Thomas	450	56,000	124.44	120-125	135-140	X
Edgewood Middle	700	148,063	211.52	135-140	165-170	X
Northwood Middle	600	121,000	201.67	135-140	165-170	X
<b>Total</b>	<b>4,450</b>	<b>714,088</b>				

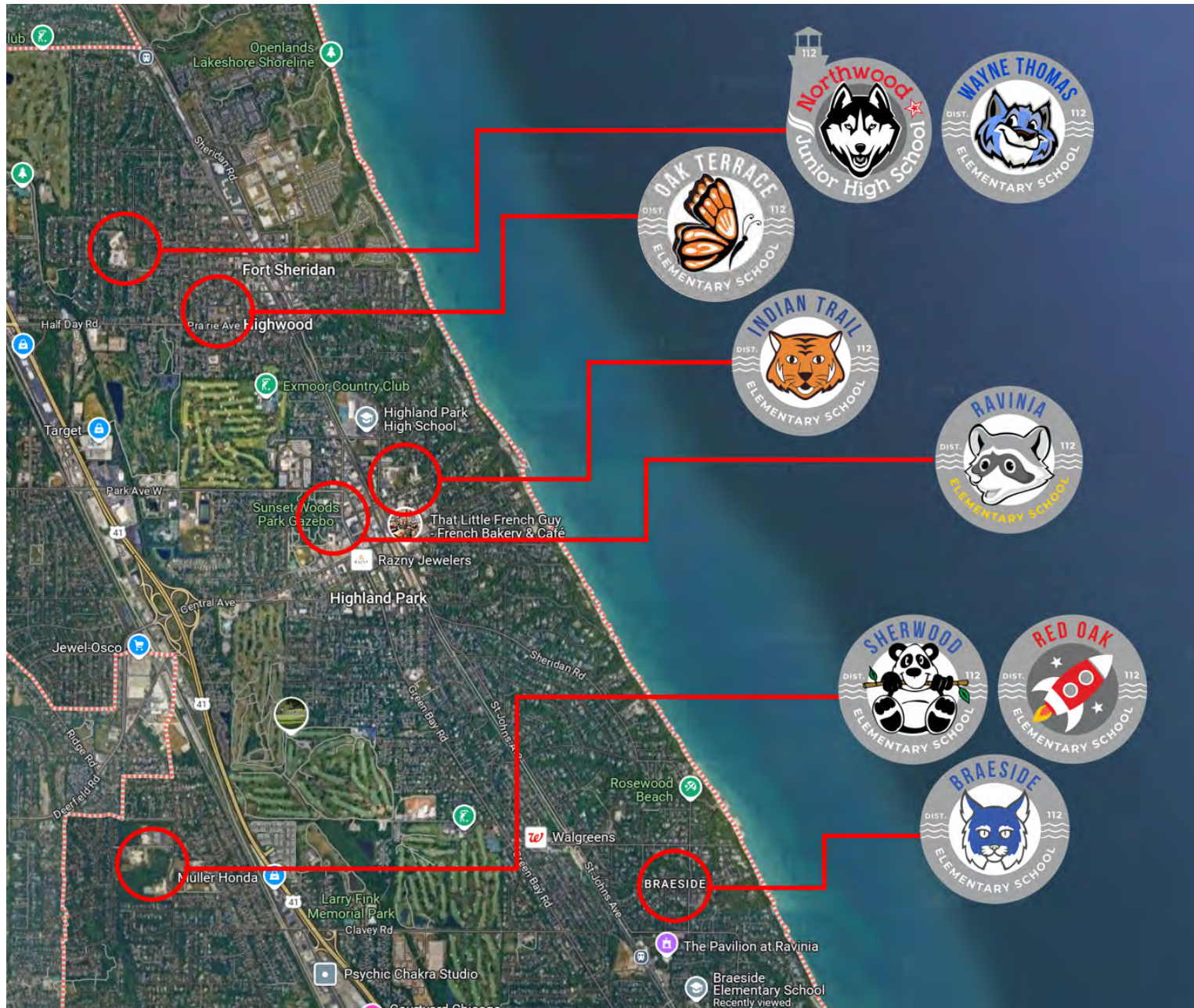
Number of students per classroom: 24-26 - using 24 as target

2 section schools with 25 students per classroom = 300

3 section schools with 25 students per classroom = 450

4 section schools with 25 students per classroom = 600

# GAP ANALYSIS COMPONENTS - GENERAL SITE AND PLAYGROUND



Site	Planned Capacity	Current Acreage	Recommended Acreage	Over (-Under) Acreage
Braeside	300	4.95	7.00	-2.05
Indian Trail	450	8.03	8.50	-0.47
Oak Terrace	600	5.12	10.00	-4.88
Ravinia	450	11.04	8.50	2.54
Red Oak	450	8.7	8.50	0.20
Sherwood	450	8.9	8.50	0.40
Wayne Thomas	450	4.53	8.50	-3.97
Edgewood Middle	700	15.06	17.00	-1.94
Northwood Middle	600	10.19	16.00	-5.81
<b>Total</b>	<b>4,450</b>	<b>76.52</b>	<b>92.5</b>	<b>-15.98</b>

### Planning Rule of Thumb

Elementary School:

4-5 usable acres + 1 acre per 100 students

Middle School:

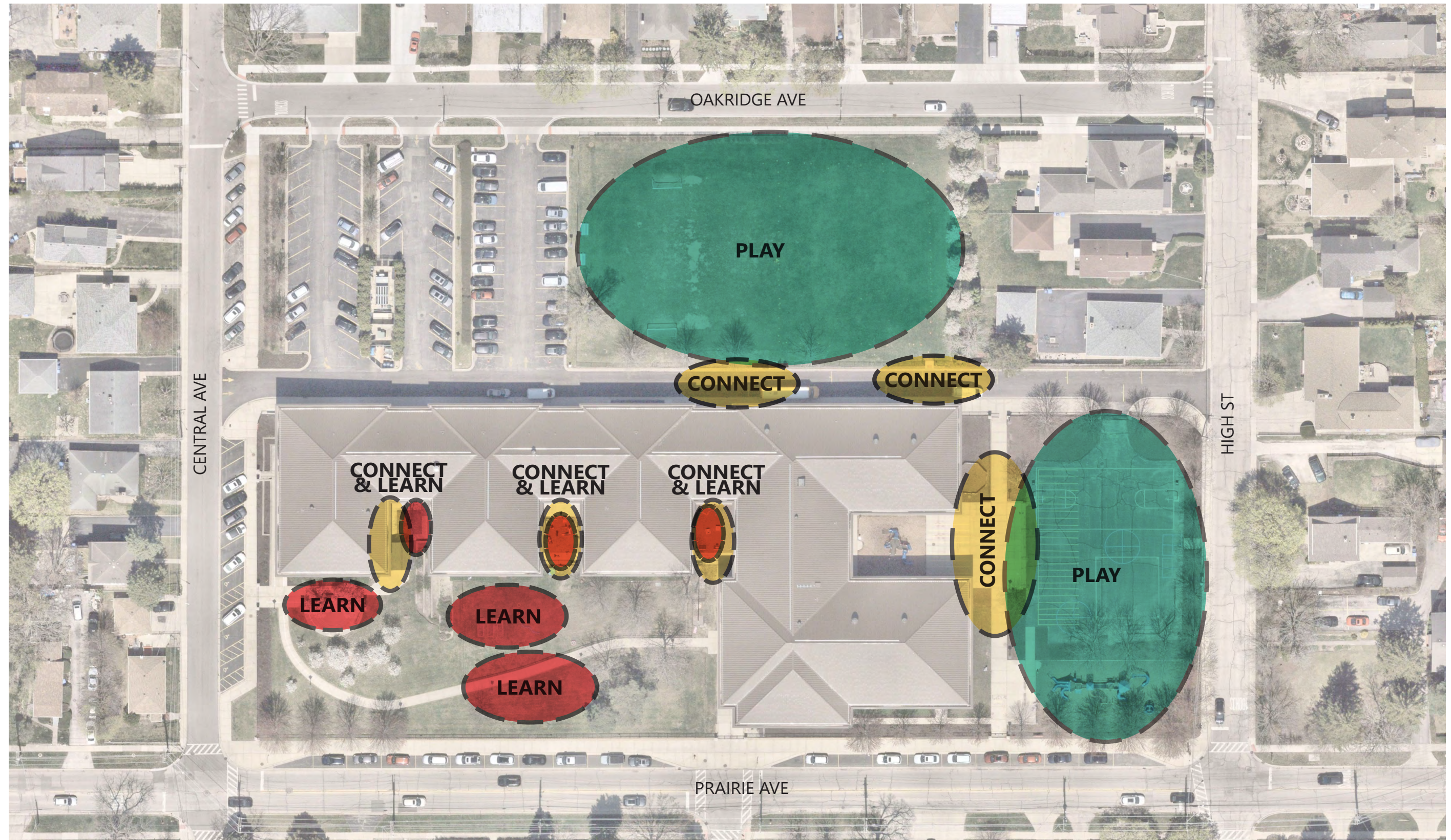
10-15 useable acres + 1 acre per 100 students



## SITE

- Designated Pick-up/Drop Off and Parking – logical drive lanes near a building entry point that provide a means of separated car and bus traffic, while maintaining pedestrian safety.
- Sidewalk Path to Entries - logical sidewalk pathways from common neighborhood and street pedestrian routes connecting to building entries
- Outdoor Learning Areas – designated outdoor areas, such as courtyards, alcoves, patios, which allow for learning activities outdoors (passive and instructor led)
- Play Structures – support students in various means of physical play on accessible and universally designed equipment designated for play
- Play Surface Area – hard surface, such as asphalt, designated to support a variety of physical play such as gaga pit, basketball, 4 square, etc.

# ZONE DIAGRAM



## **BUILDING - ENVELOPE**

- Roofing – roofing age and repair consistent with manufacturer recommended replacement timeline
- Windows/Doors – insulated and in proper maintenance condition consistent with industry expectations
- Walls- watertight and in proper maintenance condition consistent with industry expectations and district maintenance program

## **BUILDING - SYSTEMS**

- Mechanical/Electrical/Plumbing – age of systems, repairs, and operating conditions consistent with industry expectations. Mechanical ventilation, heating, and air-conditioning throughout the building.
- Fire Alarm – age of system, repairs, and operating conditions consistent with industry requirements. Fully, addressable, both audible and visual devices are provided in each room.
- Card Access/Security – card access system provided in consistent manor with all schools per the District access policies. Secure main entry vestibules are designed per the district standards and installed to screen all visitors before building entry.
- Public Address/Communications – public address system to allow two-way communication between main office and all educational spaces for students installed and maintained in working order
- Technology-Displays/WAP and Internet – flat panel display units utilized for presentation and collaboration, WAP's installed throughout to provide internet service to meet district standards.

## GAP ANALYSIS COMPONENTS - SITE & SYSTEMS FOCUS AREAS TO IDENTIFY GAP



SIZE OF THE SCHOOL: SF/Student is in line

EXTERIOR BUILDING ENVELOPE: roof, brick, windows, doors all in good condition

INFRASTRUCTURE: mechanical, electrical, and plumbing systems in good condition

TECHNOLOGY: classrooms have been upgraded to two monitors, wireless access points have been added

SITE AND PLAYGROUND: playground and learning areas have been designed in partnership with Play Illinois

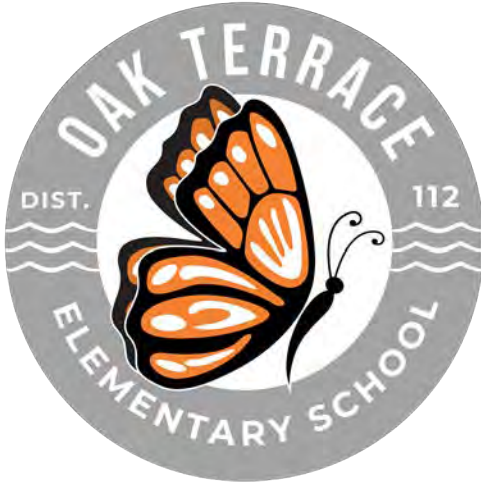
SUSTAINABILITY: upcoming solar panel installation



GAP ANALYSIS COMPONENTS - INTERIORS



OUTDOOR LEARN/PLAY



SCHOOL BRANDING



MAIN OFFICE



PARENT DROP-OFF STATION



STAFF WELLNESS



SMALL GROUP ROOMS



LIBRARY



CORRIDOR COLLABORATION



S.E. RESOURCE



CLASSROOM FURNITURE



FOOD SERVICE - SERVERY



STUDENT ARTWORK

## **BUILDING - INTERIOR FINISHES**

- Ceilings/LED Lighting – acoustic tile ceilings to assist with improved acoustics, recessed LED lighting that is dimmable and color-balanced for optimal teaching and learning environments
- Flooring – commercial grade surfaces: carpet tile, LVT, linoleum and ceramic surfaces. Carpet tile in areas such as teaching spaces and offices to assist in improved acoustics. LVT, linoleum and ceramic as appropriate areas that need a harder or moisture resistant surface. Finishes to be modern and cohesive throughout the building
- Walls - commercial grade paint, wall covering or ceramic tile as appropriate for use in space. Colors to be modern and cohesive throughout the building
- Casework – plastic laminate or wood casework/shelving for storage as required by room type.

## **BUILDING - INTERIOR STAFF SPACES**

- Secure Main Entry – main office area with secure main entry vestibule that allows staff protection behind bullet resistant window while they provide security screenings of visitors. Window contains small opening to slide paperwork, identification, or visitor badges to staff. Include casework to facilitate family drop off of student items without entering office or school.
- Staff Break Room – provide room for staff breaks with equipment and furniture to facilitate lunch dining,
- Wellness/Staff Respite Private Room – provide private room to support staff wellness and respite. Include furniture and equipment to facilitate nursing mothers.
- Work Area/Supply Storage – space for staff to distribute mail, make copies, general workspace, resource and supply storage with furniture and equipment required to support these activities
- Staff Offices – offices and work space with appropriate levels of privacy and furniture to support their role

## **BUILDING - CLASSROOM INSTRUCTIONAL SPACES**

- Teaching Wall with Vertical Storage Behind - In classrooms, the district's typical approach is to free up three walls of the rooms from built-in casework in order to maximize floor space for teaching and learning. Provide a teach wall with sliding white boards that conceal full-height, vertical shelving storage.
- Technology - flat panel display units for teaching and learning collaboration are provided in all teaching and learning spaces. Two display units are provided in each classroom on separate walls. WAP's are installed in teaching and learning spaces to provide internet service to meet district standards.
- Acoustics – provide carpet tiles and acoustic ceiling tiles to improve acoustics to enhance teaching and learning, sound absorption wall or ceiling panels provided in spaces for specific acoustic needs such as music, dining, or PE.
- Window Shades - provide roller shades at windows to control light and glare, roller shades at windows in doors and sidelights along corridor wall
- Furniture – provide flexible furniture to meeting district standard prototypes for all elementary schools in the district.

## **BUILDING - SHARED SPACES**

- Art/Music/Band/Orch Spaces – designated rooms, designed with appropriate furniture, equipment, acoustics, and casework to support curriculum
- Small Group Instruction - designated spaces, designed with appropriate furniture, equipment, acoustics, and casework to support curriculum
- Student Resource Instruction Space - designated spaces, designed with appropriate furniture, equipment, acoustics, and casework to support curriculum
- Multi-Purpose/Dining Space- larger, open, multi-use space for student dining, assembly, performance with appropriate furniture, equipment, acoustics and finishes to support student and community
- Food Kitchen/Servery – dedicated kitchen room to receive meals from district meal service program, dedicated area with food service equipment to distribute meals to students
- Gym PE Office/Storage - larger, open, multi-use space for physical education instruction and assembly with appropriate furniture, equipment, acoustics and finishes to support student and community
- Library Media Center - larger, open space with circulation/help desk, mix of low/high flexible shelving for books and various media materials, group instruction zone, collaborative platform area for seating, study and presentation and flexible seating for groups and individuals
- Toilet Rooms – spaces with plumbing fixtures provided in adequate amounts for students and staff with appropriate lighting and finishes.

## **BUILDING - CORRIDOR AND STAIRS**

- Collaboration Opportunities – common areas for students and staff to interact outside of scheduled teaching and learning areas—typically adjacent to learning areas, often in corridors.
- 5th Grade Collaboration Area (Middle School Preparation) – specific area near 5th grade classrooms to promote student collaboration outside the classrooms to introduce autonomy in small groups in preparation for a large number of collaboration areas in the District’s middle school for grades 6-8. Provide flexible furniture and flat panel display to share work content and socialize with each other.
- Graphics – vinyl wall coverings in targeted areas (often common corridors, stair areas, and multi-use spaces), specifically designed and themed for inspiration and school branding
- Stairs – accessible to students to promote use, promote daylighting or views to exterior with windows or skylights. Doors to be held open (and connected to fire alarm system to close required) to promote transparency into the stairwells.



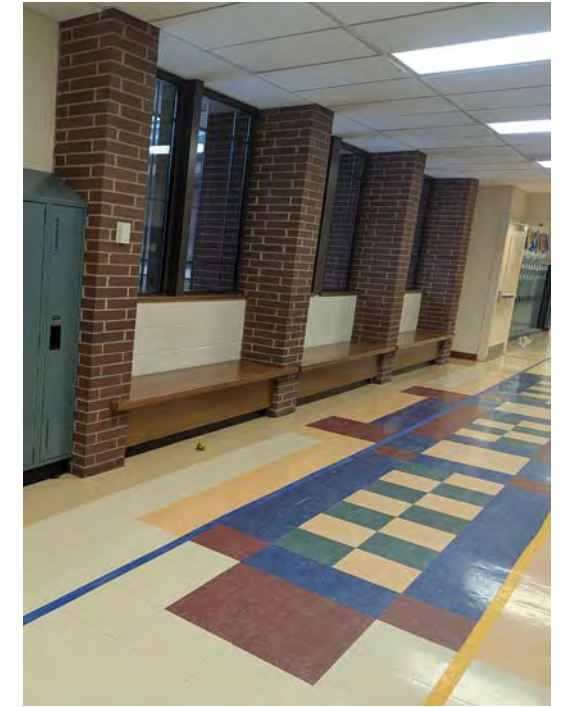
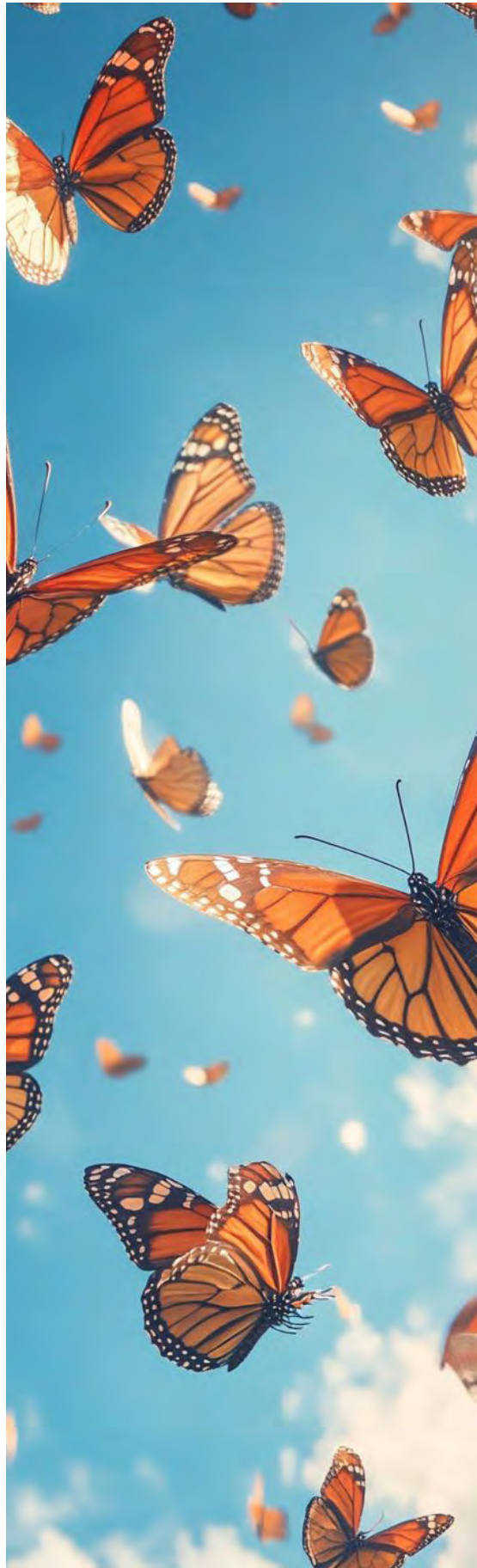
## RECOMMENDATIONS "GAP-CLOSERS" FOR OAK TERRACE ELEMENTARY SCHOOL

As noted earlier in the report, Oak Terrace Elementary School being built 2000 -2002 benefits from good planning with larger classrooms, adequate number of special use rooms and student resource rooms. Additionally, student support staff offices and many small group instruction rooms were provided throughout the building and most importantly near the classrooms. In most other schools in the district, adding small group instruction rooms was a major undertaking in the renovation and addition of space. Equally beneficial, is that the exterior of the building and the interior mechanical/electrical systems have been recently updated and improved. These observations make the work required at Oak Terrace Elementary School to "close the gap", much less disruptive to students and less costly than the other modernized and renovated elementary schools in the district.

The Scope of Work recommended to "Close the Gap" at Oak Terrace Elementary School will be accomplished during the Summer of 2027 (with two exceptions noted below) and completed for the Fall 2027 school year. With the majority of the work being interior finish improvements, rather than wall and mechanical system replacements, Oak Terrace students will not need to move to another site during construction as the work will be completed during the summer break. The two exceptions to the Fall 2027 completions dates are the play structure replacement that will be completed earlier by Fall of 2026 and a small building addition for a new Servedy that will be completed by October 2027.

## COHESIVE THEME / INSPIRATION

All renovations, both interior and exterior were designed to express a cohesive theme that supports the culture of the Oak Terrace Elementary School dual language community. Student artwork created in workshops will be transformed into wall murals that will support the theme and be installed in the stairwells, main entry and corridors, similar to the examples included.







Emerson School



## SITE

**New Play Structure-** During Summer 2026, the existing play structure is replaced with a new universally designed play structure. The new play structure will be complete and ready for use at the start of the Fall 2026 school year.

**Improved Play Surface -** During the Summer 2027, a new play area with swings will be added and the existing blacktop play area will be renovated to improve drainage and the game layouts for students.

**Improved Sidewalks and Pedestrian Access -** The sidewalks and steps along the west side of the school, adjacent to the blacktop/play areas will be replaced to accommodate accessible ramp access to the play structures and swings/blacktop areas during Summer of 2027. Two gates will be installed at each end of drop-off/bus lane in bisecting the site in order to limit access to thru traffic while school is in session. These gates are recommended in order to allow students to move safely across the drive from the playground/building to the soccer fields for recess or PE class. The gates will be closed at the start of the school day and opened again at the end of the school day. They will be controlled by security code/card access for emergency vehicles.

## BUILDING

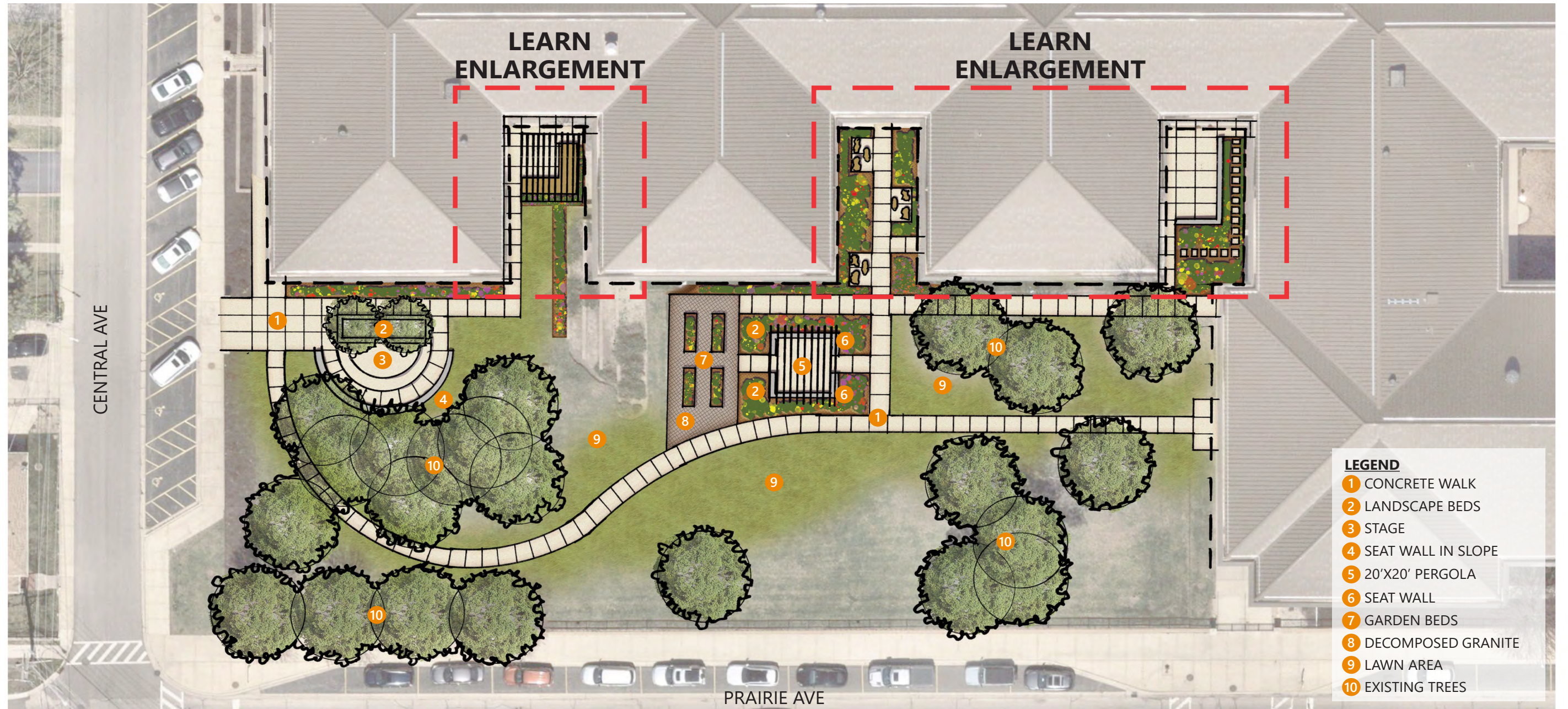
**Sustainability/Energy –** solar panels are being installed on the roof for summer 2026 as part of the District's sustainability goals to reduce energy use.



# SITE PLAN



# CONNECT & LEARN



FLEXIBLE LAWN SEATING



PERGOLA

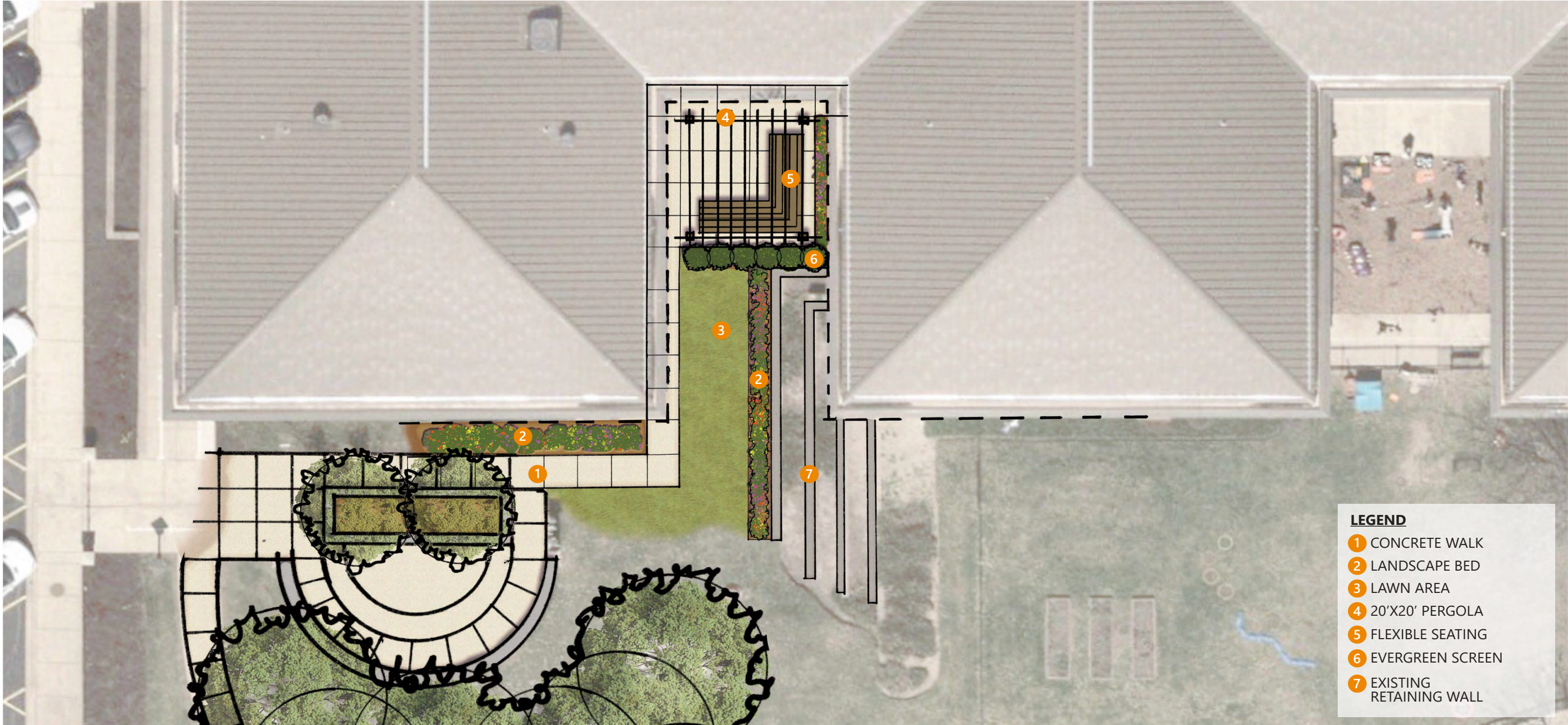


IN-GROUND GARDEN BED



SEAT WALL IN SLOPE

# LEARN



- LEGEND**
- 1 CONCRETE WALK
  - 2 LANDSCAPE BED
  - 3 LAWN AREA
  - 4 20'X20' PERGOLA
  - 5 FLEXIBLE SEATING
  - 6 EVERGREEN SCREEN
  - 7 EXISTING RETAINING WALL



EVERGREEN SCREEN



LANDSCAPE BEDS



PERGOLA



FLEXIBLE SEATING

# LEARN



- LEGEND**
- 1 CONCRETE WALK
  - 2 LANDSCAPE BED
  - 3 STONE SEATING
  - 4 STONE STEPPERS
  - 5 SEAT WALL



STONE SMALL GROUP SEATING



LOUNGE SEATING



STONE PATHS



SEAT WALL

# CONNECT & PLAY



- LEGEND**
- 1 CONCRETE WALK
  - 2 PARKING GATE
  - 3 BENCH ON CONCRETE PAD
  - 4 STORAGE SHED
  - 5 GROUND MURAL
  - 6 FLEX OPEN LAWN
  - 7 EXISTING TREES



PARKING GATE



BENCH SEATING



GROUND MURAL



FLEX OPEN LAWN

# RECOMMENDATIONS - "CLOSE THE GAP"



## LEGEND

- 1 SERVERY ADDITION
- 2 LANDSCAPE BED
- 3 HALF-COURT BASKETBALL
- 4 FOUR SQUARE
- 5 KICKBALL
- 6 GAGABALL
- 7 FABRIC SHADE SAILS
- 8 CONCRETE PAVING
- 9 P.I.P. PLAYGROUND
- 10 STEP STONE PATH

## **SECURE VESTIBULE**

Minor wall and reception desk modifications will be made to enhance the secure entry vestibule to allow staff protection behind bullet resistant window while they provide security screenings of visitors. The security window contains a small opening to slide paperwork, identification, or visitor badges to staff. The improvements will include casework within the vestibule area to facilitate family drop off of student items without visitors need to enter the office or school.

Staff Wellness/ Respite Room – a former copy room, with access to the staff work room will be converted to a private staff wellness/ respite room for staff that need a reprieve and/or breastfeeding, etc. new furniture, a sink and small refrigerator will be provided to support this room use.

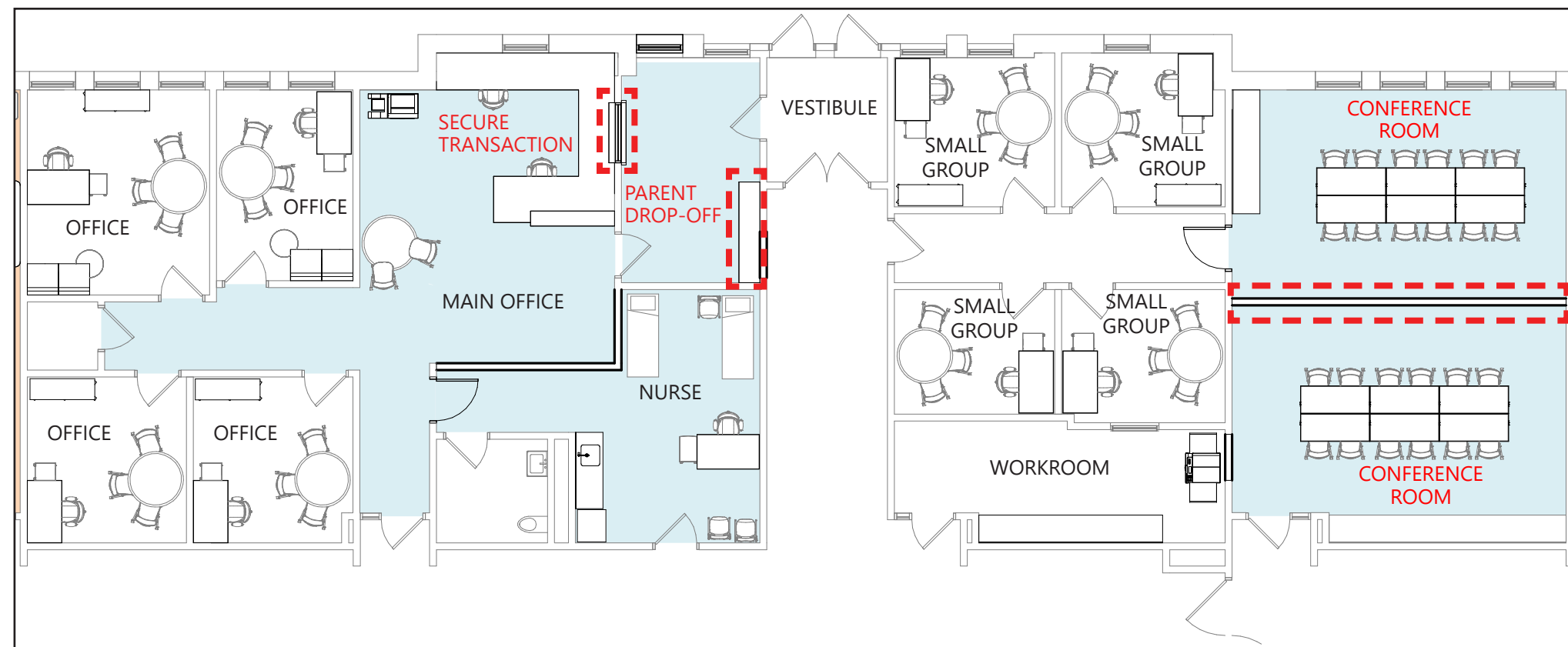
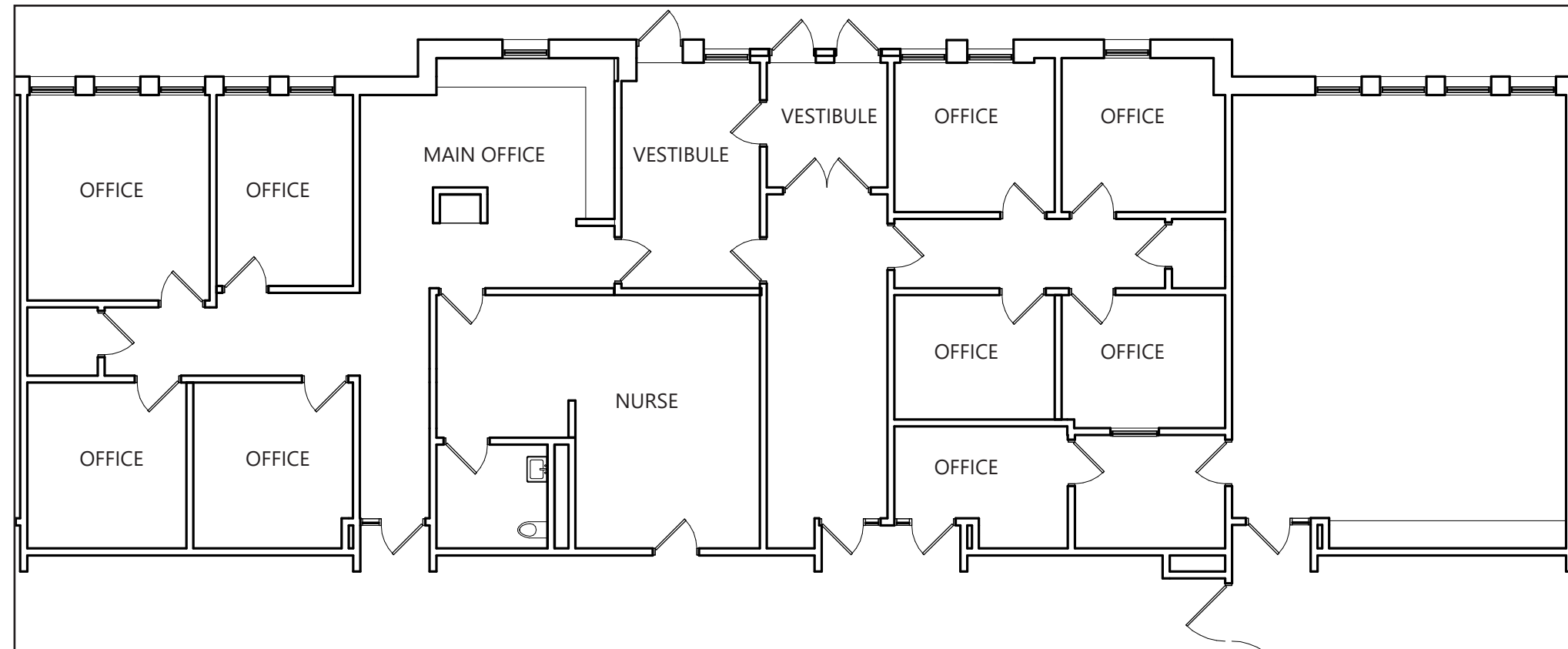
## **STAFF WELLNESS / RESPITE ROOM**

A former copy room, with access to the staff work room will be converted to a private staff wellness/respite room for staff that need a reprieve and/or breastfeeding, etc. new furniture, a sink and small refrigerator will be provided to support this room use.

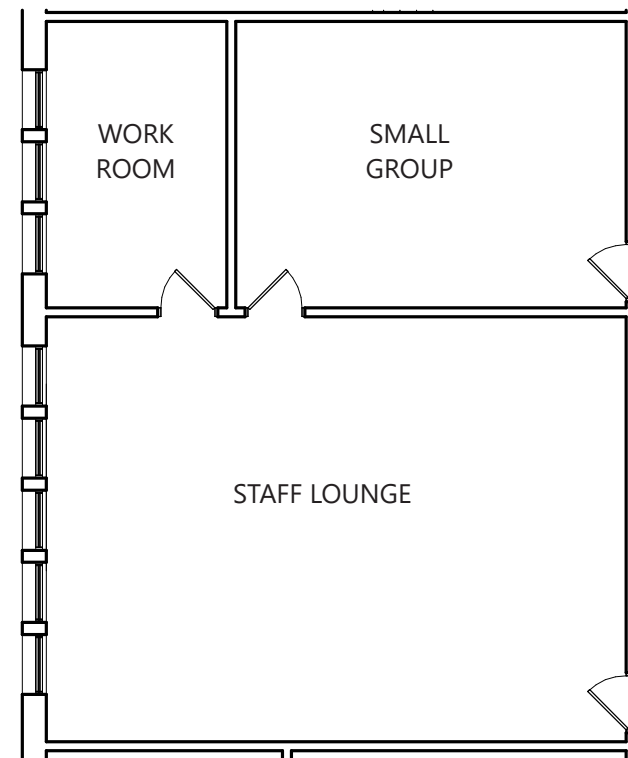
## **SUPPLY, PE & ACTIVITY STORAGE**

A former small group instruction room that is adjacent to the staff room will be converted to a Supply Storage Room in order to clear supplies from the existing Multi-Purpose Room Storage Room. This shift will allow proper space for supply storage and for MPR and Gym related storage needs. In particular, the lunch tables and afterschool program equipment can be moved into the MPR Storage Room instead of being on the stage or along the back of the room.

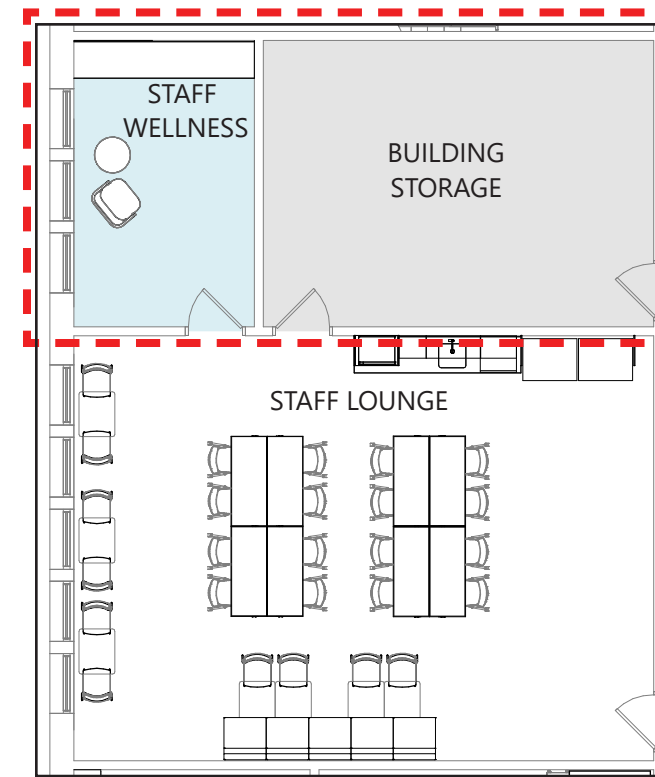
EXISTING PLAN



PROPOSED PLAN



EXISTING PLAN



PROPOSED PLAN

## **CLASSROOMS, ESL AND STUDENT RESOURCE ROOMS**

New suspended, lay-in acoustic ceiling tile and LED lighting systems are recommended to be installed. The suspended tile ceilings will assist with improved acoustics, and recessed LED lighting will be dimmable and color-balanced for optimizing the teaching and learning environments. Casework and teach walls will be provided for storage. New furniture that aligns with the District elementary school standards will be provided. Teach walls with sliding white boards that conceal full-height, vertical shelving storage will be provided on the upper floor classrooms. On the lower floor, due to the position of the toilet rooms inside the classroom, the teach wall closet intent for vertical shelving will be provided, without being built as a closet.

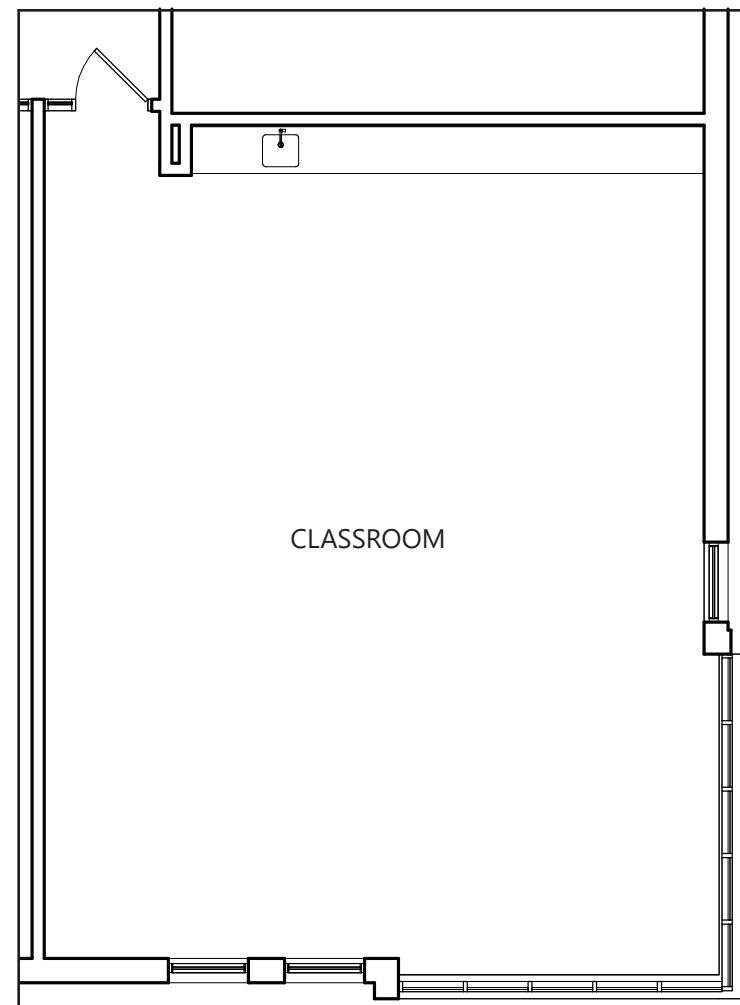
## **SMALL GROUP INSTRUCTION ROOMS AND OFFICES**

New suspended, lay-in acoustic ceiling tile and LED lighting systems are recommended to be installed. The suspended tile ceilings will assist with improved acoustics, and recessed LED lighting will be dimmable and color-balanced for optimizing the teaching and learning environments. Casework be provided for storage in teaching spaces. New furniture that aligns with the District elementary school standards will be provided.

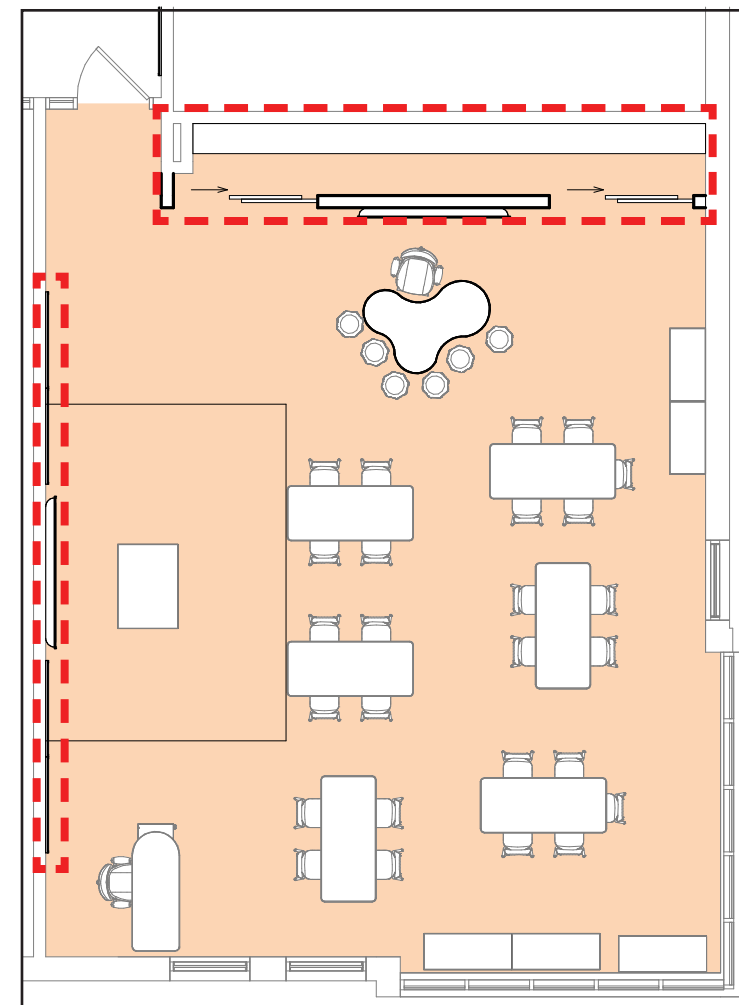
## **STUDENT RESOURCE SPACE**

The former main office, located along Prairie Avenue will be renovated into Student Resource and ESL program instructional rooms to meet the needs of student population.

# AREAS OF FOCUS TYPICAL CLASSROOM



EXISTING PLAN

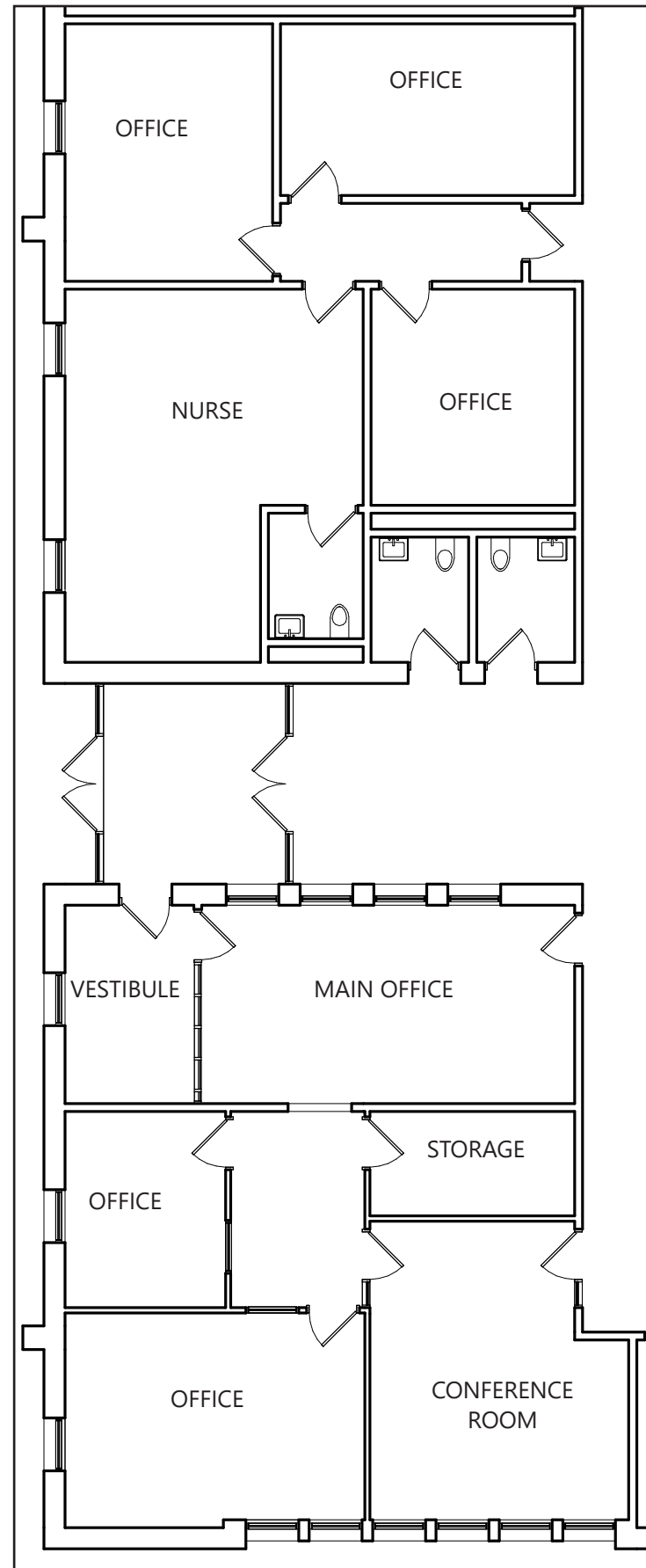


PROPOSED PLAN

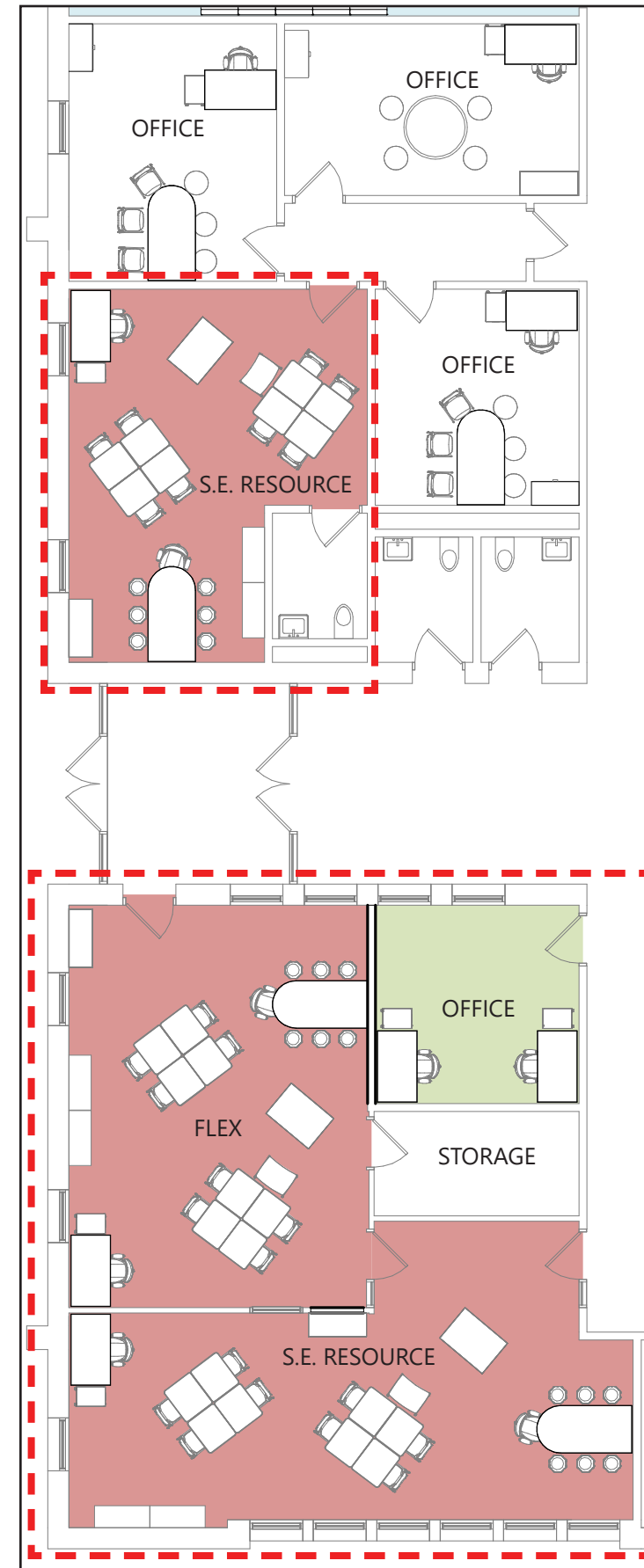




EXISTING PLAN



PROPOSED PLAN



## **LIBRARY MEDIA CENTER**

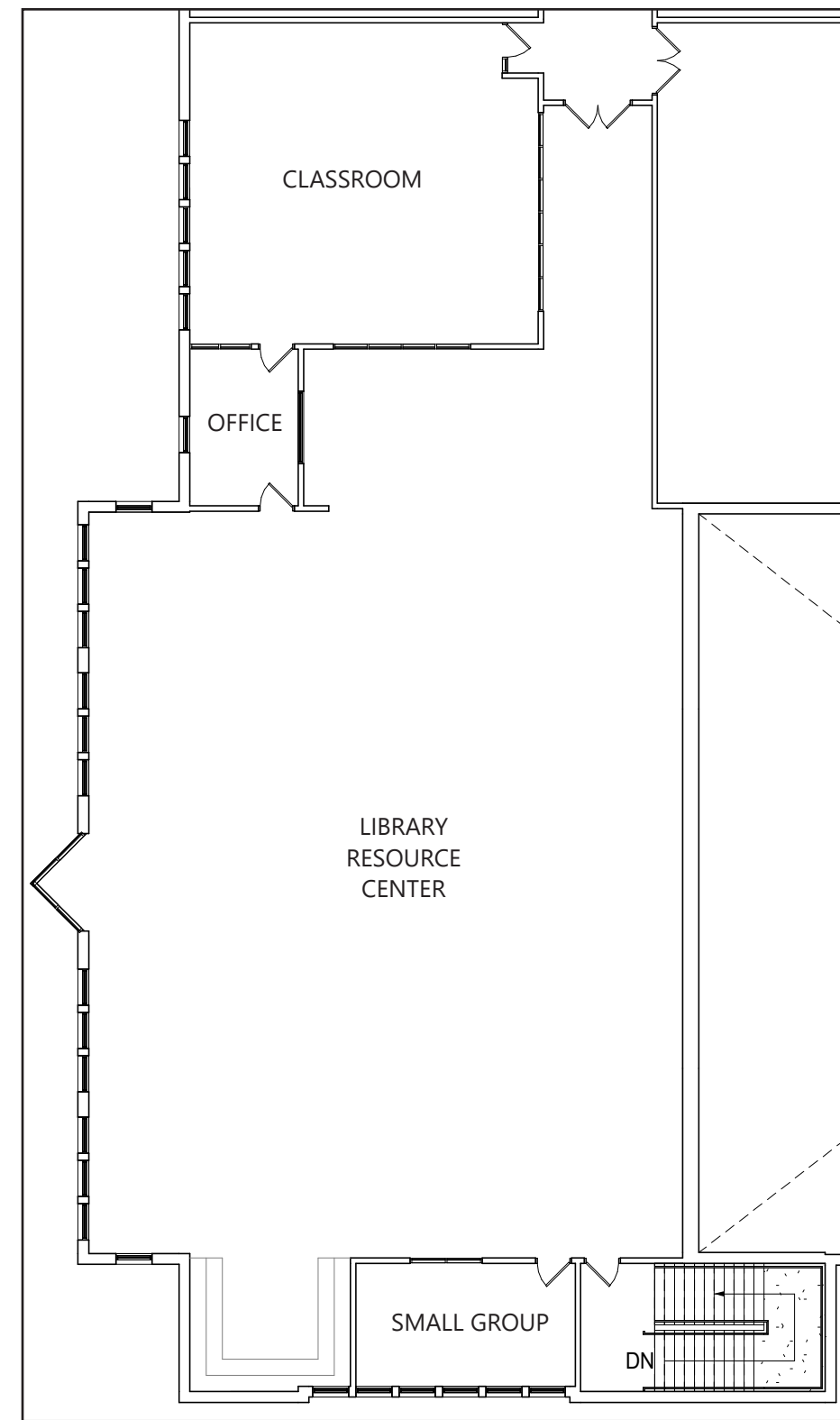
The existing Library Media Center (LMC) is a larger, open space that is accessed by all students; therefore, we are recommending several improvements to closet the gaps in aligning with the other renovated LMC's in the District. The doors that close off the LMC will be removed. Colorful ceiling acoustic linear strips will guide students into and across the LMC. A three-dimensional wall feature, beginning at the entry and continuing along the entire east wall, will provide display space, seating, and platform presentation opportunities for students. A new circulation station will be located near the entry way to space. New flexible, moveable shelving will be provided. New furniture will be provided.

## **NEW SERVERY ADDITION**

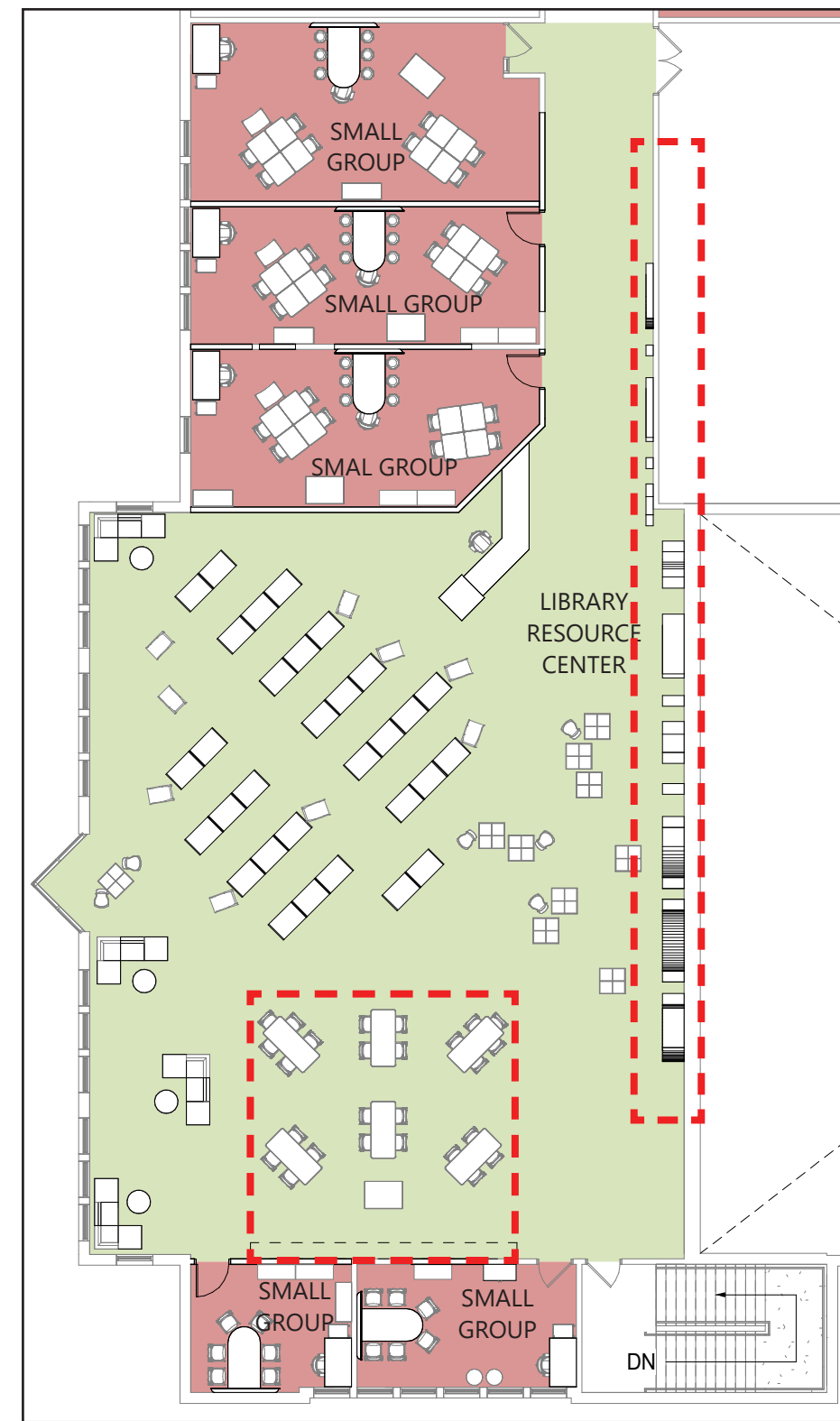
A small addition, attached to the west wall of the Multi-Purpose Room (MPR) will be constructed in 2027 to house permanent serving lines and equipment to distribute food to students.

The Servery addition will align with the District's food service standards provided at the renovated and modernized elementary schools in the District. Having the equipment in a designated room will alleviate the equipment being stored out in the open, thus eliminating space and some activities held in the MPR. This will also prevent students from accessing or running into the equipment when they are in the MPR.

AREAS OF FOCUS  
LIBRARY



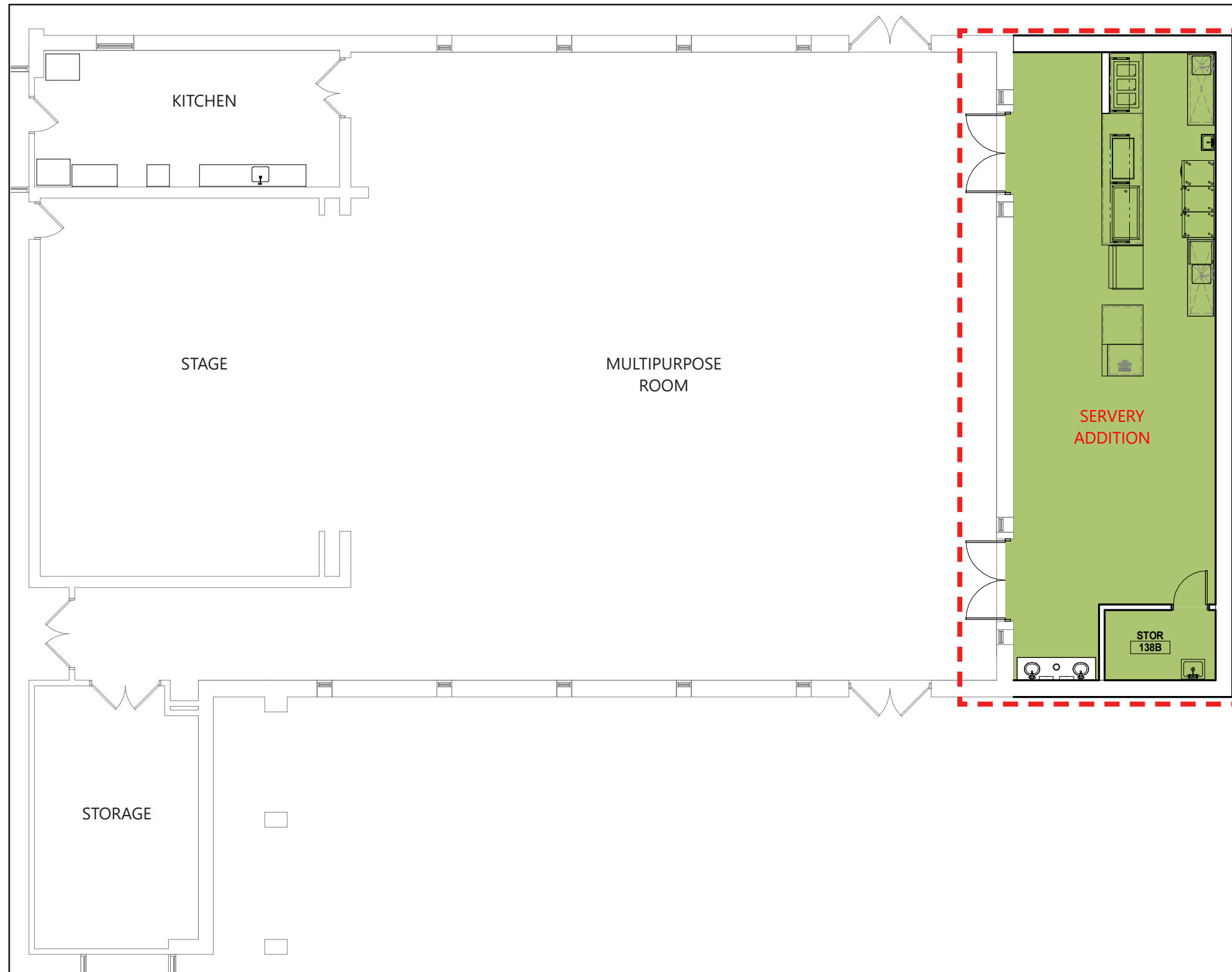
EXISTING PLAN



PROPOSED PLAN



AREAS OF FOCUS  
MULTIPURPOSE ROOM & SERVERY ADDITION



PROPOSED PLAN



## CORRIDORS AND STAIRS

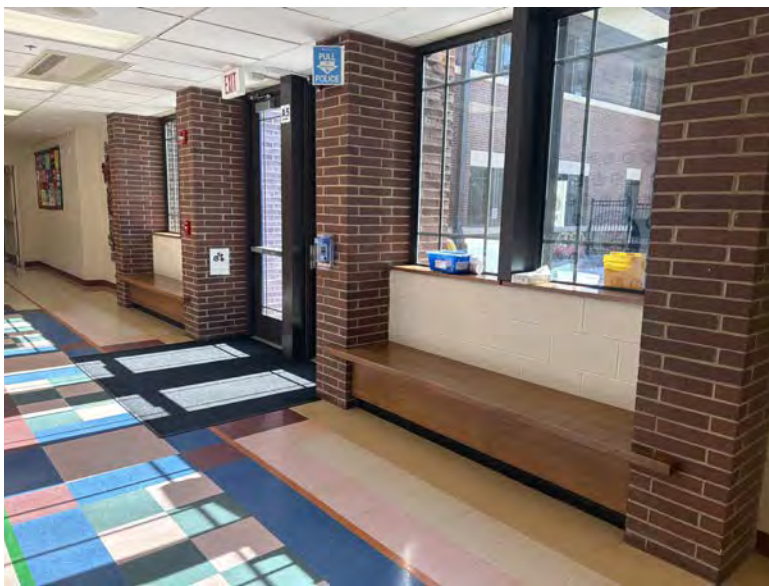
Two of the three existing stairs are accessible to students with doors to be held open (and connected to fire alarm system to close required) to promote transparency into the stairwells. They also have windows providing daylight views to exterior. The third stair, at the south end of the Library Media Center, will be improved with new door, lighting, wall graphics, and window/or skylight aligning it with the other two stairs.

Existing bench niches in the corridor will be improved with colorful seating cushions, supply shelving, and accent lighting to support student and teacher collaboration.

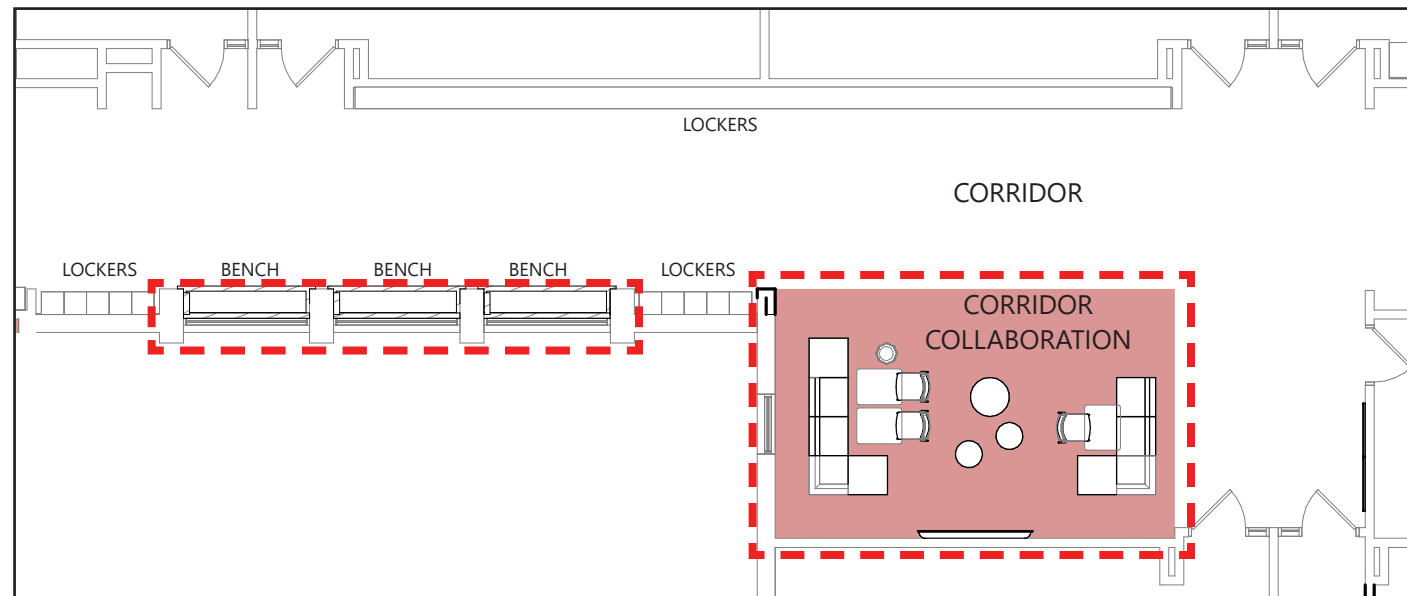
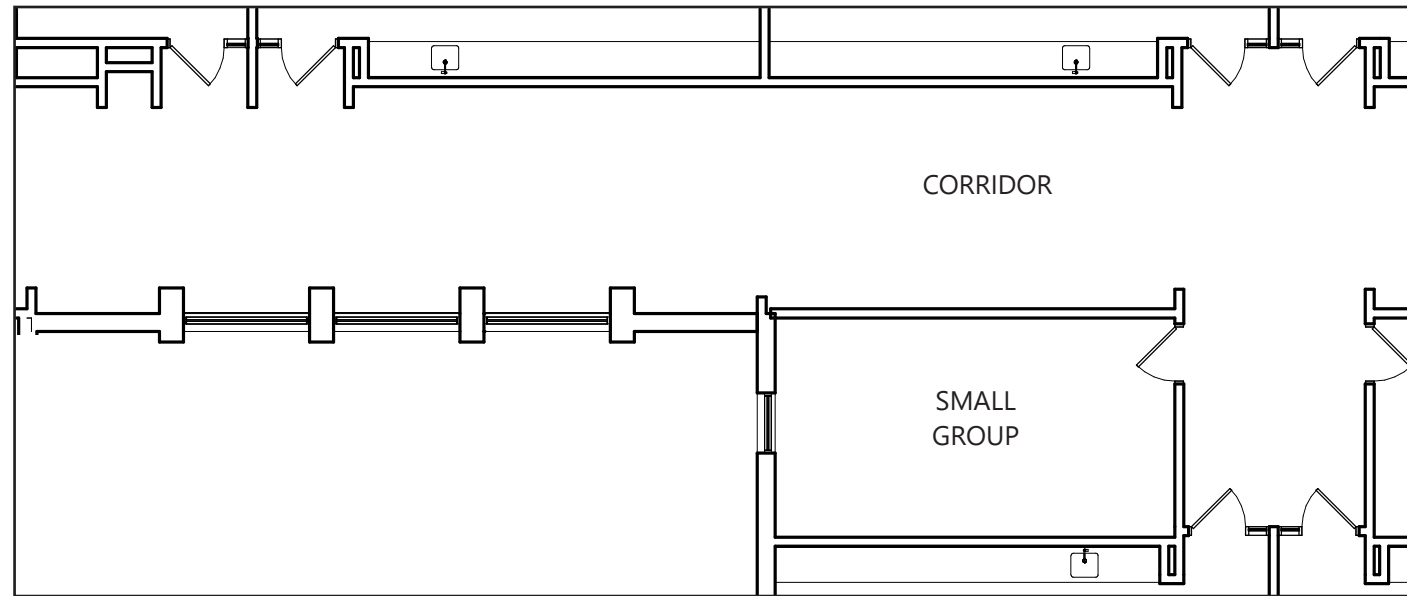
## 5TH GRADE COLLABORATION ZONE

One existing small group instruction room along the corridor outside the 5th Grade classrooms will be renovated to create a 5th Grade Collaboration Zone. This new space will promote student collaboration outside the classrooms, introduce autonomy in small groups, and prepare 5th graders for the large number of collaboration areas in the District's middle school for grades 6-8. New flexible furniture and a flat panel display will be included to allow students to share work content and to socialize with each other

AREAS OF FOCUS  
CORRIDOR COLLABORATION



EXISTING PLAN



PROPOSED PLAN









## ACTIVITY FEEDBACK

THE FOLLOWING PAGES REPRESENT A WORKSHOP ACTIVITY FEEDBACK FROM THE FACILITIES AND OPERATIONS COMMITTEE OF THE SUPERINTENDENT'S TASK FORCE FOR DUAL LANGUAGE CONSOLIDATION AND THE COMMUNITY OPEN HOUSES.

# LEARN

RED OUTLINE DENOTES HIGHEST RANKING COMMITTEE SELECTIONS AND COMMUNITY ENGAGEMENT FEEDBACK



FLEX LAWN SEATING



STONE SMALL GROUP SEATING



RAISED GARDEN BED



IN-GROUND GARDEN BED



CLASSROOM SEATING



PERGOLA



GROUP SEATING



SEATING WITH SHADE SAILS

# CONNECT

RED OUTLINE DENOTES HIGHEST RANKING COMMITTEE SELECTIONS AND COMMUNITY ENGAGEMENT FEEDBACK



WALL MURAL



INSECT HABITATS



RETAINING WALL SEATING



GROUND MURAL



STONE PATH



FLOWER BEDS



FLEXIBLE SEATING



SCULPTURE



LOUNGE SEATING



CROSSWALK

# KEY FEATURES

# ACTIVITY FEEDBACK

# PLAY

RED OUTLINE DENOTES HIGHEST RANKING COMMITTEE SELECTIONS AND COMMUNITY ENGAGEMENT FEEDBACK



MUSIC PLAY ELEMENT



GAGA BALL



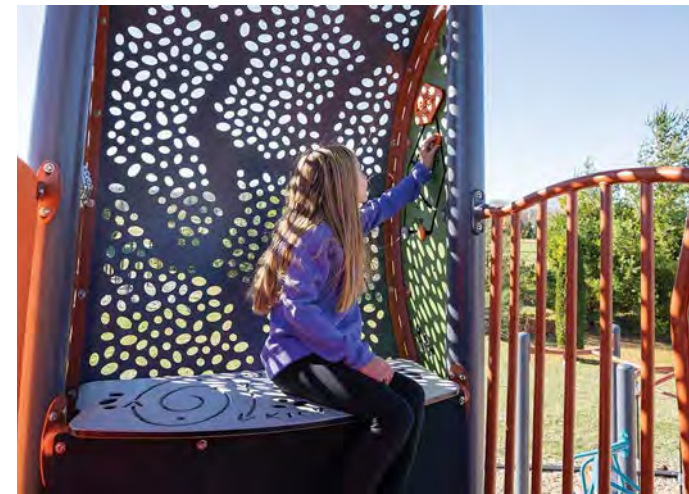
PAINTED GAMES



INCLUSIVE SPINNER



FLEX OPEN LAWN



SERENITY SPOT



ROCKER



POURED-IN-PLACE SURFACING



BASKETBALL



SENSORY PLAY / ACTIVITY PANEL

KEY FEATURES

ACTIVITY FEEDBACK

# COLLABORATION AREAS & STUDENT SUPPORT

RED OUTLINE DENOTES HIGHEST RANKING COMMITTEE SELECTIONS AND COMMUNITY ENGAGEMENT FEEDBACK



GATHERING SPACES



INSTRUCTOR SPACES



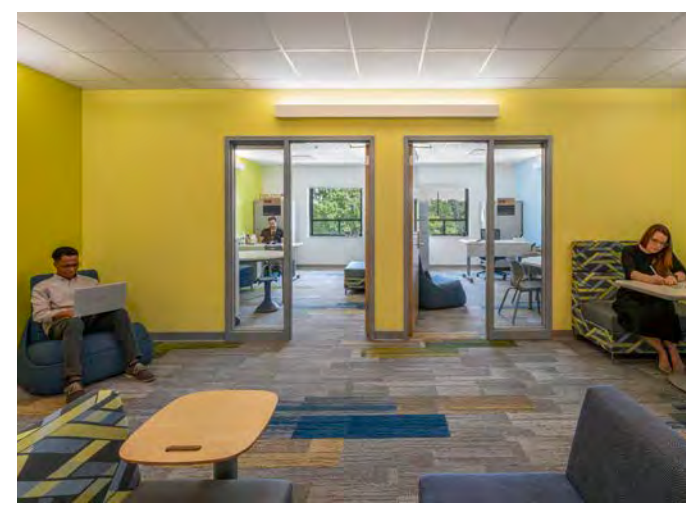
SEATING NOOKS



SMALL GROUP ROOMS



STUDENT SUPPORT SPACES



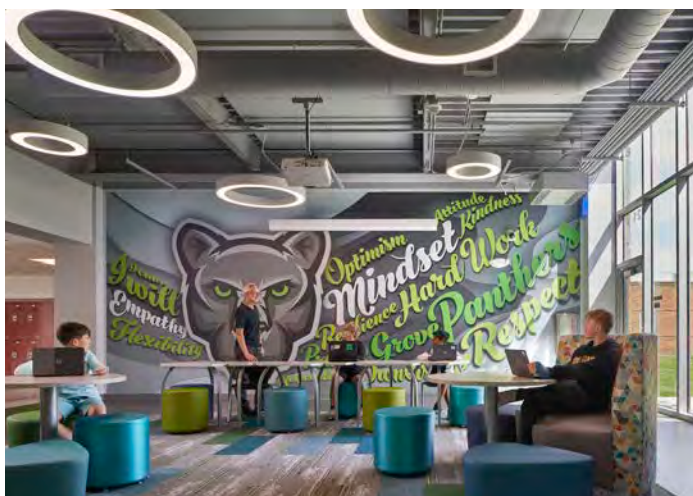
RELATED SERVICES SUITE



INSTRUCTIONAL SUPPORT SPACE



INDIVIDUAL LEARNING SPACE



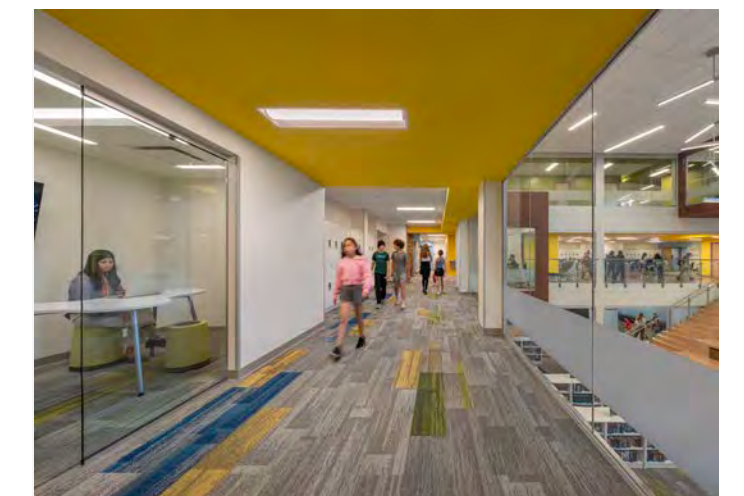
INSPIRATIONAL GRAPHICS



INTERACTIVE HALLWAYS



COLLABORATIVE AREAS



TRANSPARENCY INTO LEARNING

# SPECIALS

RED OUTLINE DENOTES HIGHEST RANKING COMMITTEE SELECTIONS AND COMMUNITY ENGAGEMENT FEEDBACK



MUSIC ROOM



PORTABLE RISERS



ART AND MUSIC COMMONS



ART STUDIO



CONNECTION TO OUTDOORS



MUSIC PRACTICE ROOMS



3D PROJECT DISPLAY



BAND/ORCHESTRA ROOM



DESIGN STUDIO



ART GALLERY



DYNAMIC ENVIRONMENT



MAKER SPACE

# COMMON SPACES

RED OUTLINE DENOTES HIGHEST RANKING COMMITTEE SELECTIONS AND COMMUNITY ENGAGEMENT FEEDBACK



SMALL GROUP STUDY



ACTIVE LIBRARY



RETRACTABLE SEATING



STAGE/PLATFORM



DINING AND SERVING



OPEN MULTI-USE LIBRARY



MULTIPURPOSE EVENT SPACE



EXERCISE AND WELLNESS



CAFE STYLE FOOD SERVICE



COMMUNITY SPACE



CAFETERIA WITH STAGE



BRANDING & IDENTITY



INSPIRE · INNOVATE · ENGAGE

# NORTH SHORE

SCHOOL DISTRICT 112

Date: May 19, 2026  
To: Board of Education  
From: Dr. Monica Schroeder, Deputy Superintendent  
Subject: First Reading Board Policy Updates  
Board Policy Alignment: Policy 2:240- Board Policy Development  
Disposition: Information

---

### **Executive Summary:**

The Board governs the District through written policies to ensure legal compliance, establish consistent processes, delegate authority, and define operating limits. In accordance with Board Policy 2:240, the Board is responsible for continually monitoring these policies to ensure compliance, relevance, and effectiveness.

On April 30, 2026, the Board Policy Committee met to review proposed policy updates. The committee reviewed updates recommended by the Illinois Association of School Boards (IASB) PRESS Issue 121 and, in addition, discussed adding language to Board Policy 2:40, Board Member Qualifications, that may allow the Board to appoint student members to serve in an advisory capacity.

Based on the committee's recommendations, revisions to the following policies will be presented to the Board for first reading at the May 19, 2026, Regular Board Meeting.

- 2:40 Board Member Qualifications (*custom language*)
- 2:200 Types of School Board Meetings
- 2:220 School Board Meeting Procedure
- 2:250 Access to District Public Records
- 2:260 Uniform Grievance Procedure
- 4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors
- 5:30 Hiring Process and Criteria
- 5:50 Drug- and Alcohol Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition
- 5:250 Leaves of Absence
- 5:330 Sick Days, Vacation Holidays, and Leaves
- 6:50 School Wellness
- 6:65 Student Social and Emotional Development

- 6:100 Using Animals in the Educational Program
- 6:145 Migrant Students
- 6:170 Title I Programs
- 7:20 Harassment of Students Prohibited
- 7:50 School Admissions and Student Transfers To and From Non-District Schools
- 7:100 Health Eye and Dental Examinations; Immunizations; and Exclusion of Students
- 7:185 Teen Dating Violence Prohibited
- 7:220 Bus Conduct (5 Yr. Review)
- 7:230 Misconduct by Students with Disabilities (5 Yr. Review)
- 7:260 Exemption from Physical Education
- 7:280 Communicable and Chronic Infectious Diseases (5 Yr. Review)
- 7:300 Extracurricular Athletics
- 8:90 Parent Organizations and Booster Clubs

Final drafts of the policy updates are scheduled to be presented to the Board for approval at the June 9 2026, Regular Board meeting.

**Recommendation:**  
Information Only

## Document Status: District Use Only

### SECTION 2 - BOARD OF EDUCATION

#### **2:40 Board Member Qualifications**

A Board of Education member must be, on the date of election or appointment, a United States citizen, at least 18 years of age, a resident of Illinois and the District for at least one year immediately preceding the election, and a registered voter.

Reasons making an individual ineligible for Board membership include holding an incompatible office, certain types of State or federal employment, and conviction of an infamous crime. A child sex offender, as defined in State law, is ineligible for Board of Education membership.

The Board may annually appoint a student member to serve in an advisory capacity. The student member would not have any voting privileges and may not attend executive sessions of the Board.

LEGAL REF.:

III. Constitution, Art. II, §1; Art. IV, §2(e); Art. VI, §13(b).

105 ILCS 5/10-3 and 5/10-10.

CROSS REF.: 2:30 (School District Elections), 2:70 (Vacancies on the Board of Education - Filling Vacancies)

North Shore SD 112

SECTION 2 - BOARD OF EDUCATION

## **2:200 Types of Board of Education Meetings**

### General

For all meetings of the Board of Education and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are held in the District's main office. Board policy 2:220, *Board of Education Meeting Procedure*, governs meeting quorum requirements.

The Superintendent is designated on behalf of the Board and each Board committee to receive the training on compliance with the Open Meetings Act that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. In addition, each Board member must complete a course of training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act.

### Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year. The Superintendent shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting.

### Closed Meetings

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor

in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. [5 ILCS 120/2\(c\)\(1\)](#).

2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. [5 ILCS 120/2\(c\)\(2\)](#).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. [5 ILCS 120/2\(c\)\(3\)](#).
4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. [5 ILCS 120/2\(c\)\(4\)](#).
5. Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to [105 ILCS 5/24-24](#), provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. [5 ILCS 120/2\(c\)\(4.5\)](#).
6. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. [5 ILCS 120/2\(c\)\(5\)](#).
7. The setting of a price for sale or lease of property owned by the public body. [5 ILCS 120/2\(c\)\(6\)](#).
8. The sale or purchase of securities, investments, or investment contracts. [5 ILCS 120/2\(c\)\(7\)](#).
9. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. [5 ILCS 120/2\(c\)\(8\)](#).
10. Student disciplinary cases. [5 ILCS 120/2\(c\)\(9\)](#).
11. The placement of individual students in special education programs and other matters relating to individual students. [5 ILCS 120/2\(c\)\(10\)](#).
12. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the

public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. [5 ILCS 120/2\(c\)\(11\)](#).

13. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. [5 ILCS 120/2\(c\)\(12\)](#).
14. Self evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. [5 ILCS 120/2\(c\)\(16\)](#).
15. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. [5 ILCS 120/2\(c\)\(21\)](#).
16. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. [5 ILCS 120/2\(c\)\(29\)](#).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within three months of the vote.

No final Board action will be taken at a closed meeting.

### Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

## Special Meetings

Special meetings may be called by the President or by any three members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office<sup>Q1</sup> at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

## Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

## Posting on the District Website

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website: (1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings; (2) a public notice of all Board meetings; and (3) the agenda for each meeting which shall remain posted until the meeting is concluded.

## LEGAL REF.:

[5 ILCS 120/](#), Open Meetings Act.

[5 ILCS 140/](#), Freedom of Information Act.

[105 ILCS 5/10-6](#) and [5/10-16](#).

CROSS REF.: 2:110 (Qualifications Term, and Duties of Board Officers), 2:120 (Board Member Development), 2:210 (Organizational Board of Education Meetings), 2:220 (Board of Education Meeting Procedure), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 6:235 (Access to Electronic Networks), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: January 16, 2024

## Questions

- Q1. Some attorneys find the Open Meetings Act's (OMA's) posting requirements for special meetings to be unclear and recommend that a board post notices and agendas of such meetings at the district's main office *and* at the location where the meeting is to be held. Consult the board attorney for guidance on this issue and ensure that posting practices align with this policy and administrative procedure 2:200-AP, *Types of School Board Meetings*. Posting at the meeting location promotes greater transparency.

Does the Board post notices and agendas for special meetings at the location where the meeting is to be held, in addition to posting at the district's main office? If yes, note that this policy may require posting in the same manner for reconvened and rescheduled meetings, in alignment with OMA.

### Options

- No (Default)
- Yes (IASB will revise this sentence after "the District's main office" to add "and the location where the meeting is to be held")

# 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. Items submitted by Board members to the Superintendent or the President shall be placed on the agenda for an upcoming meeting. District residents may suggest inclusions for the agenda. Discussion items suggested by District residents<sup>C1</sup> may be added to the agenda upon unanimous approval of those Board members present. 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<sup>Q1</sup> 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 10 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*.<sup>C2</sup> If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours 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 School Board Meetings), 2:210 (Organizational Board of Education Meeting), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

ADOPTED: January 16, 2024

North Shore SD 112

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## PRESSPlus Comments

- C1. Updated for continuous improvement. **Issue 121, March 2026**
- C2. 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**
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## Questions

- Q1. 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.)

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 Title IX Coordinator**

Ms. Rachel Filippi

Dr. Holly Colin

445 Sheridan Rd., Highwood, IL 445 Sheridan Rd., Highwood, IL

[rfilippi@nssd112.org](mailto:rfilippi@nssd112.org)

[hcoliin@nssd112.org](mailto:hcoliin@nssd112.org)

224-765-3071

224-765-3048

**Complaint Manager**

**Complaint Manager**

Dr. Holly Colin

Dr. Michael Rodrigo

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224-765-3048

224-765-3069

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.<sup>C1</sup>

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/, III. Genetic Information Privacy Act.

740 ILCS 174/, Whistleblower Act.

740 ILCS 175/, III. False Claims Act.

775 ILCS 5/, III. 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: September 16, 2025

## North Shore SD 112

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### 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**

SECTION 4 - OPERATIONAL SERVICES

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

***Title has been updated. Original title: 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. <sup>C1</sup>

#### LEGAL REF.:

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

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 21, 2023

## North Shore SD 112

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### 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 27/1015 and 27/215, both renumbered by P.A. 104-391. **Issue 121, March 2026**

## Document Status: Draft Update

### General Personnel

## **5:30 Hiring Process and Criteria**

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with Board of Education policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. If the Superintendent's recommendation is rejected, the Superintendent must submit another. The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the Board's approval. No individual will be employed who has been convicted of a criminal offense listed in [105 ILCS 5/21B-80\(c\)](#).

All applicants must complete a District application in order to be considered for employment.

### Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in his or her charge of the District's administration.

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

### Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure that these checks are completed. The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database. The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, Regional Superintendent, State Superintendent, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, the Ill. State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law. The Board reserves its right to authorize

additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in [105 ILCS 5/21B-80](#) or who falsifies, or omits facts from, his or her employment application or other employment documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment.

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following:

1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.
2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria.
3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation.
4. The District does not request or require an applicant to disclose wage or salary history as a condition of employment.
5. The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation, unless the applicant's wage or salary history is a matter of public record, or is contained in a document completed by the applicant's current or former employer and then made available to the public by the employer, or then submitted or posted by the employer to comply with State or federal law; or the applicant is a current employee applying for a position with the same current employer.
6. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.
7. The District does not request of an applicant or employee access in any manner to his or her personal online account, such as social networking websites, including a

request for passwords to such accounts.

8. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

### Sexual Misconduct Related Employment History Review (EHR)

Prior to hiring an applicant for a position involving *direct contact with children or students*, the Superintendent shall ensure that an EHR is performed as required by State law. When the applicant is a superintendent candidate, the Board President shall ensure that the EHR is initiated before a successful superintendent candidate is offered employment by the Board.

### Physical Examinations

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the District.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity. The Board will pay the expenses of any such examination. <sup>C1</sup>

### Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[15 U.S.C. §1681](#) *et seq.*, Fair Credit Reporting Act.

[42 U.S.C. §12112](#), Americans with Disabilities Act; [29 C.F.R. Part 1630](#).

[105 ILCS 5/10-16.7](#), [5/10-20.7](#), [5/10-21.4](#), [5/10-21.9](#), [5/10-22.34](#), [5/10-22.34b](#), [5/21B-10](#), [5/21B-80](#), [5/21B-85](#), [5/22-6.5](#), [5/22-94](#), and [5/24-5](#).

[20 ILCS 2630/3.3](#), Criminal Identification Act.

[820 ILCS 55/](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 112/](#), Equal Pay Act of 2003.

*[Duldulao v. St. Mary of Nazareth Hospital](#)*, 136 Ill. App. 3d 763 (1st Dist. 1985), *aff'd in part and remanded* 115 Ill.2d 482 (Ill. 1987).

*[Kaiser v. Dixon](#)*, 127 Ill. App. 3d 251 (2nd Dist. 1984).

*[Molitor v. Chicago Title & Trust Co.](#)*, 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 4:60 (Purchases and Contracts), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:220 (Substitute Teachers), 5:280 (Duties and Qualifications)

ADOPTED: January 16, 2024

North Shore SD 112

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PRESSPlus Comments

- C1. Consult the board attorney if a staff member requests more than one physical examination to obtain a second opinion. **Issue 121, March 2026**

## **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.<sup>C1</sup>

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 detectable, 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: April 19, 2022

North Shore SD 112

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## 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

### 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, Leave of Absence Without Pay, Child-Rearing Leave, Leave for Service in the Military

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

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.

### 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 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.

### 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<sup>C1</sup>

An unpaid leave from work is available to any staff member whose child<sup>C2</sup> 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.<sup>Q1</sup> The District may require reasonable verification of the employee's child's length of stay in a NICU.<sup>C3</sup>

#### 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: September 16, 2025

#### North Shore SD 112

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## PRESSPlus Comments

- C1. 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**
- C2. *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**

- C3. 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**
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## 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, individual employment contract, at-will employment statement 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 NSSSA Collective Bargaining Agreements or At-Will Employment Statement.**

**For employees not covered by the NSSSA Collective Bargaining Agreement or At-Will Employment Statement:**

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 NSSSA Collective Bargaining Agreement or At-Will Employment Statement.**

**For employees not covered by the NSSSA Collective Bargaining Agreement or At-Will Employment Statement:**

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

<u>Length of Employment</u>		<u>Earned Per</u> <u>Monthly Accumulation</u>	Maximum Vacation <u>Leave Earned Per Year</u>
<u>From:</u>	<u>To:</u>		
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 NSSSA Collective Bargaining Agreement or At-Will Employment Statement.**

**For employees not covered by the NSSSA Collective Bargaining Agreement or At-Will Employment Statement:**

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

Abraham Lincoln's Birthday

Veterans Day

Casimir Pulaski's Birthday

2024 General Election Day, when required by law  
C1

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 NSSSA Collective Bargaining Agreement or At-Will Employment Statement.**

**For employees not covered by the NSSSA bargaining agreement or at-will employment statement:**

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.<sup>C2</sup>

### 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: January 16, 2024

## North Shore SD 112

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### 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**

SECTION 6 - INSTRUCTION

## 6:65 Student Social and Emotional Development

Social and Emotional Learning<sup>C1</sup> (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 staff professional development and training support 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 21, 2023

North Shore SD 112

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## PRESSPlus Comments

C1. Updated throughout for continuous improvement. **Issue 121, March 2026**

## Document Status: Draft Update

### SECTION 6 - INSTRUCTION

## **6:100 Using Animals in the Educational Program**

Animals may be brought into school facilities for educational purposes according to procedures developed by the Superintendent assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

### Animal Experiments

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible.

### Animal Dissection

The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with the School Code.

Students who object to performing, participating in, or observing the dissection of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection. The Superintendent or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REF.:

105 ILCS 5/2-3.122 and, 5/27-~~265~~14, and 112/.<sup>C1</sup>

105 ILCS 5/112, Dissection Alternatives Act.

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: December 14, 2021

## PRESSPlus Comments

- C1. The Legal References are updated in response to 105 ILCS 5/27-265, renumbered by P.A. 104-391, and for continuous improvement. **Issue 121, March 2026**

SECTION 6 - INSTRUCTION

## **6:145 Migrant Students**

The Superintendent will develop and implement a program to address the needs of migrant children in the District in accordance with federal law.

This program will:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students through appropriate local, State, and federal educational programs, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant children students<sup>C1</sup> with full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Provide, to the extent feasible:
  - a. Advocacy and outreach programs to migrant children and their families, including helping such children and families gain access to other education, health, nutrition, and social services,
  - b. Professional development programs, including mentoring, for District staff,
  - c. Family literacy programs, and
  - d. The integration of information technology into educational and related programs.
  - e. Provide programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language.

### Migrant Education Program for Parent/Guardian and Family Member Engagement

Parents/guardians and family members of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians and family members of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.:

[20 U.S.C. §6318](#).

[20 U.S.C. §6391](#) *et seq.*, Education of Migratory Children.

[34 C.F.R. §200.81](#) *et seq.*

CROSS REF.: 6:170 (Title I Programs)

ADOPTED: December 14, 2021

North Shore SD 112

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## PRESSPlus Comments

- C1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 121, March 2026**

# 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.<sup>C1</sup>

#### 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. This 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), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

ADOPTED: December 14, 2021

North Shore SD 112

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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](http://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**

SECTION 7 - STUDENTS

**7:20 Harassment of Students Prohibited**

No person, including a ~~School~~ District employee, agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender; gender identity (whether or not traditionally associated with the student's sex assigned at birth); gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator, Title IX Coordinator, and/or Complaint Manager or designee

shall process and review the report according to the appropriate grievance procedure.

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

**Nondiscrimination Coordinator Title IX Coordinator**

Ms. Rachel Filippi

Dr. Holly Colin

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**Complaint Manager**

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224-765-3048

224-765-3069

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the Title IX Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

#### Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A\(b\)](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

#### Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

### Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

### LEGAL REF.:

[20 U.S.C. §1681 et seq.](#), Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §791 et seq.](#), Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, [5/22-110](#), 5/26A, [and 5/27-1](#), [and 5/27-23.7](#).<sup>C1</sup>

[775 ILCS 5/1-101 et seq.](#), Illinois Human Rights Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

[Davis v. Monroe County Bd. of Educ.](#), 526 U.S. 629 (1999).

[Franklin v. Gwinnett Co. Public Schs.](#), 503 U.S. 60 (1992).

[Gebser v. Lago Vista Independent Sch. Dist.](#), 524 U.S. 274 (1998).

[West v. Derby Unified Sch. Dist. No. 260](#), 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

ADOPTED: September 16, 2025

### North Shore SD 112

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## PRESSPlus Comments

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

SECTION 7 - STUDENTS

## **7:50 School Admissions and Student Transfers To and From Non-District Schools**

### Age

To be eligible for admission, a child must be five years old on or before September 1 of that school term. A child entering first grade must be six years of age on or before September 1 of that school term. Based upon an assessment of a child's readiness to attend school, the District may permit him or her to attend school prior to these dates. A child will also be allowed to attend first grade based upon an assessment of his or her readiness if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be six years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age. Early entrance to kindergarten or first grade may also be available through Board policy 6:135, *Accelerated Placement Program*.

### Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within ten days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that ten-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately

report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.

2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U.S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

### Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

### Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services (DCFS) when enrolling in or changing schools. The District's liaison ensures that DCFS' Office of Education and Transition Services receives all written notices and records pertaining to students in the legal custody of DCFS as required by State law.

### Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion when the penalty was for:

- knowingly possessing in a school building or on school grounds, a weapon as defined in the Gun Free Schools Act;
- knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis; or
- battering a staff member of the school.

LEGAL REF.:

[8 U.S.C. §1101](#) *et seq.*, Illegal Immigrant and Immigrant Responsibility Act of 1996.

[20 U.S.C. §1232g](#), Family Educational Rights and Privacy Act.

[20 U.S.C. §1400](#) *et seq.*, Individuals With Disabilities Education Improvement Act.

[29 U.S.C. §794](#), Rehabilitation Act of 1973, Section 504.

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[105 ILCS 5/2-3.13a](#), [5/10-20.12](#), [5/10-20.59](#), [5/10-22.5a](#), [5/14-1.02](#), [5/14-1.03a](#), [5/22-105](#), [5/26-1](#), [and 5/26-2](#), [and 5/27-8.1](#).<sup>C1</sup>

[105 ILCS 10/8.1](#), Ill. School Student Records Act.

[105 ILCS 45/](#), Education for Homeless Children Act.

[105 ILCS 70/](#), Educational Opportunity for Military Children Act.

[325 ILCS 50/](#), Missing Children Records Act.

[325 ILCS 55/](#), Missing Children Registration Law.

[410 ILCS 315/2](#), Communicable Disease Prevention Act.

[20 Ill.Admin.Code Part 1290](#), Missing Person Birth Records and School Registration.

[23 Ill.Admin.Code Part 226](#), Special Education.

[23 Ill.Admin.Code Part 375](#), Student Records.

CROSS REF.: 4:110 (Transportation), 6:30 (Organization of Instruction), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:340 (Student Records)

ADOPTED: February 21, 2023

**North Shore SD 112**

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## PRESSPlus Comments

- C1. The Legal References are updated in response to 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. **Issue 121, March 2026**

SECTION 7 - STUDENTS

## **7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students**

### Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth grade; and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grade 6.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was *risk-assessed* or screened for lead poisoning.

5. The IDPH will provide all students entering sixth grade and their parents/guardians information about the link between human papillomavirus (HPV) and HPV-related cancers and the availability of the HPV vaccine.
6. The District will provide informational materials regarding influenza and influenza vaccinations developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students who register after October 15 of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

### Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending

school due to failure to obtain an eye examination.

### Dental Examination

All children in kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second or sixth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

### Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease*, and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.
3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

### Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.:

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

105 ILCS 5/27-8.122-105. and<sup>C1</sup>

105 ILCS 45/1-20, Education for Homeless Children Act.

410 ILCS 45/7.1, Lead Poisoning Prevention Act.

410 ILCS 315/2e, Communicable Disease Prevention Act.

23 Ill.Admin.Code §1.530.

77 Ill. Admin.Code Part 664, Socio-Emotional and Developmental Screening.

77 Ill.Admin.Code Part 665, Child and Student Health Examination and Immunization.

77 Ill.Admin.Code Part 690, Control of Notifiable Diseases and Conditions Code.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

ADOPTED: January 21, 2025

North Shore SD 112

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## PRESSPlus Comments

- C1. The Legal References are updated in response to 105 ILCS 5/22-105, titled *Health examinations and immunizations* (formerly 105 ILCS 5/27-8.1), renumbered by P.A. 104-391. **Issue 121, March 2026**

SECTION 7 - STUDENTS

## 7:185 Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, ~~the term~~ *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
  - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
  - b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
  - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
  - d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report

them to any of the following individuals:

- a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
  - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 and 8, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
  4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
  5. Notifies students and parents/guardians of this policy.

Incorporated

by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

105 ILCS 5/27-240110/3.10.<sup>C1</sup>

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

ADOPTED: September 16, 2025

North Shore SD 112

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## PRESSPlus Comments

- C1. The Legal References are updated in response to 105 ILCS 5/27-240, renumbered by P.A. 104-391. **Issue 121, March 2026**

# Document Status: Review and Monitoring

## SECTION 7 - STUDENTS

### **7:220 Bus Conduct**

All students must follow the District's *School Bus Safety Rules*.<sup>C1</sup>

#### School Bus Suspensions

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in Board of Education policy 7:190, *Student Behavior*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the Board of Education may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

#### Academic Credit for Missed Classes During School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

#### Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall

be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

LEGAL REF.:

Family Educational Rights and Privacy Act, [20 U.S.C. §1232g](#); [34 C.F.R. Part 99](#).

[105 ILCS 5/10-20.14](#), [5/10-22.6](#), and [10/](#).

[720 ILCS 5/14-3\(m\)](#).

[23 Ill.Admin.Code Part 375](#), Student Records.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 7:130 (Student Rights and Responsibilities), 7:170 (Vandalism), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities), 7:340 (Student Records)

ADOPTED: December 14, 2021

North Shore SD 112

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## PRESSPlus Comments

C1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com)), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

**Issue 121, March 2026**

# Document Status: Review and Monitoring

## SECTION 7 - STUDENTS

### **7:230 Misconduct by Students with Disabilities**

#### Behavioral Interventions<sup>C1</sup>

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Board of Education will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

#### Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

#### LEGAL REF.:

Individuals With Disabilities Education Improvement Act of 2004, [20 U.S.C. §§1412, 1413, and 1415](#).

Gun-Free Schools Act, [20 U.S.C. §7151 et seq.](#)

[34 C.F.R. §§300.101, 300.530 - 300.536](#).

[105 ILCS 5/10-22.6](#) and [5/14-8.05](#).

[23 Ill.Admin.Code §226.400](#).

[Honig v. Doe](#), 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

ADOPTED: December 14, 2021

## PRESSPlus Comments

- C1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:
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  - Update the policy language due to changes in local conditions
  - Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

**Issue 121, March 2026**

SECTION 7 - STUDENTS

## **7:260 Exemption from Physical Education**

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents his or her participation in the physical education course.

State law prohibits the Board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-8, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).

Students in grades 7 and 8 may submit a written request to the Building Principal to be excused from physical education courses because of his or her ongoing participation in an interscholastic or extracurricular athletic program. The Building Principal will evaluate requests on a case-by-case basis.

The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course:

1. The time of year when the student's participation ceases; and
2. The student's class schedule.

LEGAL REF.:

105 ILCS 5/27-~~7106~~.<sup>C1</sup>

[225 ILCS 60/](#), Medical Practice Act.

[23 Ill.Admin.Code §1.420](#)(p) and [§1.425](#)(d), (e).

CROSS REF.: 6:60 (Curriculum Content)

ADOPTED: April 19, 2022

North Shore SD 112

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## PRESSPlus Comments

C1. The Legal References are updated in response to 105 ILCS 5/27-710, renumbered by P.A. 104-391. **Issue 121, March 2026**

## Document Status: Review and Monitoring

### SECTION 7 - STUDENTS

#### **7:280 Communicable and Chronic Infectious Disease**

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the Board of Education's policies. The Superintendent will develop procedures to safeguard these rights while managing health and safety concerns.<sup>C1</sup>

LEGAL REF.:

[105 ILCS 5/10-21.11.](#)

[23 Ill.Admin.Code §§ 1.610 and 226.300.](#)

[77 Ill.Admin.Code Part 690.](#)

[20 U.S.C. §1400 et seq.](#), Individuals With Disabilities Education Improvement Act of 2004.

[29 U.S.C. §794\(a\)](#), Rehabilitation Act of 1973, Section 504.

ADOPTED: December 14, 2021

North Shore SD 112

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PRESSPlus Comments

C1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com)), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

**Issue 121, March 2026**

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<sup>C1</sup> 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 parent(s)/guardian(s) 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.<sup>C2</sup>

23 III.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: September 16, 2025

North Shore SD 112

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## PRESSPlus Comments

- C1. Updated throughout for continuous improvement. **Issue 121, March 2026**
- C2. The Legal References are updated. **Issue 121, March 2026**

SECTION 8 - COMMUNITY RELATIONS

## 8:90 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine **District Board**<sup>C1</sup> policy, the Board of Education welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, **or** a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club is a 501(c)(3) that has submitted proof of its status and has by-laws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
6. An agreement to maintain and protect its own finances.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time

does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

CROSS REF.: 8:80 (Gifts to the District)

ADOPTED: December 14, 2021

#### North Shore SD 112

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### PRESSPlus Comments

- C1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 121, March 2026**



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# NORTH SHORE

SCHOOL DISTRICT 112

Date: May 19, 2026  
To: Board of Education  
From: Dr. Michael Lubefeld, Superintendent  
Subject: FOIA Requests  
Policy Alignment: Policy 2:250- Access to Public Records  
Disposition: Information

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## **Executive Summary:**

Board Policy 2:250 Access to Public Records requires the Superintendent or designee(s) to report to the board at each regular Board meeting any Freedom of Information (FOIA) requests and the status of the District's response.

The following is a summary of recent requests the District received under the Freedom of Information Act:

- On April 13, 2026, Carla Carlos from Employee Research Data submitted a request for employee directory information. The District responded to the request on April 16, 2026.
- On April 14, 2026, Michael Henry submitted a request for legal service documents. The District responded to the request on April 20, 2026.
- On April 20, 2026, Joe States from the Chicago Tribune submitted a request for staff email communications. The District responded to the request on April 22, 2026.
- On April 22, 2026, Saad Abid from Organic Life submitted a request for documents related to the food service RFP. The District responded to the request on April 27, 2026, and on May 12, 2026.
- On April 22, 2026, and April 27, 2026, Brendan Hosty submitted a request for bid documents pertaining to Wayne Thomas renovations. The District responded to the request on April 22, 2026, and on May 5, 2026.
- On April 24, 2026, Sarah Thorton from the Data Branch submitted a request for specific vendor agreements and purchase orders. The District responded to the request on April 24, 2026.

- On April 27, 2026, David Callahan from the Data Branch submitted a request for specific vendor agreements and purchase orders. The District responded to the request on May 7, 2026.
- On May 4, 2026, Oshea Smith from Sun Light Access submitted a request for vendor payments. The District responded to the request on May 6, 2026.
- On May 6, 2026, Isaac Delton from the Data Branch submitted a request for specific vendor agreements and purchase orders. The District responded to the request on May 7, 2026.

**Recommendation:**

Information Only



**Board of Education Regular Meeting**  
**Northwood Middle School, 945 North Ave., Highland Park, IL 60035**

**April 21, 2026**

**Open Session Minutes**

*This meeting was streamed live and can be accessed online at <https://vimeo.com/user133899354>*

**Call to Order, Roll Call**

President Kessler called the meeting to order at 7:00 p.m.

**Members Present**

Jenny Butler, Lori Fink, Jaret Fishman, Lisa Hirsh, Melissa Itkin, Art Kessler, Bennett Lasko

**Members Absent**

None

**Administrators Present**

Dr. Michael Lubelfeld, Superintendent

Dr. Monica Schroeder, Deputy Superintendent

Mr. Jeremy Davis, Assistant Superintendent for Business Services, CSBO

Dr. Holly Colin, Assistant Superintendent for Student Services

Dr. Michael Rodrigo, Assistant Superintendent for Teaching & Learning

Ms. Rachel Filippi, Executive Director for Personnel Services

Mr. Jeremy Wickham, Executive Director for Technology & Operations

Mr. Ben Finfer, Director of Communications & Community Relations

**Pledge of Allegiance**

President Kessler led the Pledge of Allegiance.

**Approval of Agenda**

President Kessler asked for a motion to approve the agenda as presented. Mr. Fishman and Mr. Lasko seconded the motion. Upon a voice vote, the agenda was unanimously approved.

**Superintendent's Report**

- The Board and administration recognized Luc Sever, a 7th Grade Edgewood Student, for being named the Illinois Middle School Track 2 State Champion in the U.S. Presidential AI Challenge. Luc competed with students across the state and won for creating a custom chatbot that delivers non-biased, relevant news stories to students based on their interests. Dr. Lubelfeld worked with one of Mr. Whitehead's classes to

teach students how to ethically use AI in their education, and he gave students the opportunity to create an AI chatbot using the PlayLab platform.

- The Dual Language Chess Club was recognized for placing 5th in the recent State Chess Competition. This is the 19th consecutive year the Chess Club has competed.
- Congratulations went out to the many students who were recognized at the April 15th Multilingual Learner Celebration event hosted by the Bilingual Parent Advisory Committee.
- Calendar highlights for April/May/June included: Early release on May 22, no school on May 25, and 8th-grade graduation on June 3. The last day of school for K-8 students is June 5.
- The District recognizes April as the Month of the Military Child, Autism Acceptance Month, and Arab American Heritage Month.
- The Art in Bloom kick-off event sponsored by the 112 Education Foundation was well attended. Students' artwork will be displayed in downtown Highland Park storefronts through May 9. Dr. Lubefeld thanked the art teachers, PTO presidents, and 112 Education Foundation for all their hard work in making this a huge success.
- Registration for the 2026-27 school year is open for new and returning Prek-8 students.
- Parents were encouraged to check out Smart Social, an online resource offering webinars to help them navigate digital citizenship and social media safety for children. The webinars can be at [www.nssd112.org/SmartSocial](http://www.nssd112.org/SmartSocial) (use Highwood zip code 60040 when registering).
- In addition to the various other mental health resources the district provides on the district website, a new referral service is available through the Moraine Township Community Health Board. The referral service aims to connect community members with resources for mental health, substance abuse, and disability support. Information is on their website.

### **Recommendation for Gilbane Bid Awards - Wayne Thomas Bid Release 1 & Roofing Rebid, and Braeside Bid Release 2 (Fencing)**

David Lumley from Gilbane discussed the recommended bid awards for the Wayne Thomas Bid Release 1, including the roofing rebid, as well as the Braeside Bid Release 2 for fencing work. Wayne Thomas Bid Release 1 consisted of 27 bid packages. Bids were opened in March and analyzed to ensure compliance with the scope of work. The initial roofing bids were higher than anticipated, so the scope was reduced, and a rebid was issued. Mr. Lumley noted that the bid packages totaled \$16,633,798, approximately \$700,000 over previous estimates but within a 2.5% range considered reasonable by industry standards. Electrical and plumbing work costs are trending higher than in the past, a trend seen throughout the construction industry at this time. To offset some of these increases, a reduction in owner soft costs was accomplished. The Braeside Bid Release 2 for fencing work will result in a bid award of \$72,450.00. The Board will be asked to approve the bid awards later in the meeting.

### **Draft 2027-28 School Calendar**

Ms. Filippi presented the draft 2027-28 school calendar, designed to provide families with advanced notice for planning purposes. The calendar was developed in collaboration with

Districts 109 and 113 to align breaks and non-attendance days, though some differences remain due to unique collective bargaining agreements. After review and feedback from the District 112 Calendar Committee, the proposed student attendance dates are August 19, 2027, through June 1, 2028. It was noted that early release days remain governed by the NSEA agreement to facilitate teacher collaboration. The Board will vote on the 2027-28 calendar at the May 21, 2026, meeting.

### **Recommendation for 2026-27 Proposal for Student Photography Services**

Mr. Davis recommended a proposal for student photography services following the expiration of the current provider's contract extension in June. The district issued a public Request for Proposals (RFP), resulting in 9 submissions. After a committee evaluated price, location, experience, and references, VIP (Visual Image Photo) was selected as the preferred vendor. VIP's proposal includes a \$4,500 signing bonus, a 20% reimbursement of sales to schools, and financial aid for qualifying students. The Board will vote on the VIP agreement at the May 21, 2026, board meeting.

### **Recommendation to Renew 2026-27 Agreement Heart of the City**

Dr. Colin recommended renewing the agreement with Heart of the City (HOTC) for 2026-27. Since 2023, HOTC has provided underserved students at Oak Terrace and Northwood with enrichment, leadership, and wellness opportunities through soccer-based youth development at no cost to families. The program, rooted in the U.S. Soccer Foundation's Soccer for Success model, integrates fitness, nutrition, and social-emotional learning into each session. Students also participate in futsal tournaments, college visits, and an upcoming summer camp. The program also includes bilingual (English/Spanish) delivery, ensuring accessibility and inclusivity. A recent survey of participants shows high satisfaction and a strong impact on social-emotional indicators. The estimated cost to the District for 2026-27 will be approximately \$57,324, with an additional estimated \$5,600 in supplemental costs (e.g., meals, event experiences, and enrichment activities), based on projected participation. The board will be asked to approve the HOTC agreement at the May 21, 2026, board meeting.

### **Recommendation to Renew 2026-27 Ravinia Nursery School Ground Lease**

Mr. Davis recommended renewing the ground lease with the Ravinia Nursery School for the 2026-27 school year. The lease agreement will be for a one-year term from July 1, 2026, through June 30, 2027. Per agreed-upon terms, the lessee shall pay the district an annual rent of \$400 plus the equivalent of two full-time students' tuition payments in monetary funds. The 2025-26 school year tuition for two students was \$14,700. The Board will vote on the lease at the May 21 board meeting.

### **Recommendation for 2026-27 Consolidated District Plan**

Dr. Colin shared the 2026-27 Consolidated District Plan. All Illinois school districts are required to submit a Consolidated District Plan (CDP) to begin applying for federal grants. The CDP is designed to promote collaboration among district grant managers. District 112 must have an approved Consolidated District Plan to receive final approval on federal grant applications. Dr.

Holly Colin, Dr. Leah Kimmelman, and Mr. Enrique Castro collaborated to complete the CDP, which included the following:

- Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Education Program
- Title III - Immigrant Student Education Program
- Title IV - Student Support and Academic Achievement
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool

The Board will vote on the CDP at the May 21, 2026, board meeting.

### **Freedom of Information Requests**

The Board was informed of the following requests the District received under the Freedom of Information Act:

- On March 5, 2026, Tami Bohls from Gibson Consulting Group submitted a request for bid award documents pertaining to the Dual Language Program Assessment RFP. The District responded to the request on March 12, 2026.
- On March 18, 2026, Justin Wenig from Star Bridge submitted a request for professional development, training, or coaching events. The District responded to the request on March 24, 2026.
- On March 23, 2026, CT Mills submitted a request for contact information for department leadership. The District responded to the request on March 24, 2026.
- On March 26, 2026, Justin Wenig from Star Bridge submitted a request for purchase orders/payment records. The District responded to the request on April 1, 2026.

### **Public Comments Related to Matters on the Agenda**

None

### **Approval of Administrator Contract - Associate Principal for Indian Trail Elementary School**

Ms. Filippi announced that Mr. Timothy La Brie was selected as the finalist for the associate principal position at Indian Trail Elementary School. Mr. La Brie brings leadership experience in student services, including oversight of IEPs and 504 plans. He excels at building adult capacity through coaching and using data to improve school-wide systems. His proactive student-centered approach and clear vision for fostering an inclusive school culture will make him a perfect addition to Indian Trail. Mr. Kessler asked for a motion to approve the administrator employment contract for Timonty Labrie, effective July 1, 2026, through June 30, 2027, as presented. Ms. Itkin moved, and Ms. Fink seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

**Approval of Administrator Contract - Associate Principal for Edgewood Middle School**

Ms. Filiipi recommended the approval of Ms. Angela Andrews for the position of associate principal for Edgewood Middle School. Ms. Andrews has administrative experience and a background in both instructional leadership and student services. Her experience at the high school level included overseeing multidisciplinary teams, coaching and evaluating staff, and managing large-scale family engagement events. Ms. Andrews's collaborative leadership style prioritizes creating trusting relationships with students, staff, and parents. Mr. Kessler asked for a motion to approve the administrator employment contract for Angela Andrews, effective July 1, 2026, through June 30, 2027, as presented. Ms. Itkin moved, and Ms. Fink seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

**Approval of Administrator Contract - Principal of Ravinia**

Ms. Filippi shared that, after a multi-layered selection process, Mr. Andrew Kramer was selected to serve as principal at Ravinia Elementary School. Mr. Kramer brings over a decade of administrative experience and is known to balance high expectations with genuine relational approaches. Over his career, he has demonstrated strong dedication to high-quality instruction, resulting in impressive gains in student literacy outcomes. During the interview process, Mr. Kramer made a remarkable impression on the selection committee. Parents and staff noted his approachable, collaborative nature and appreciated his transparent, engaging communication style. During his interaction with the Ravinia students, he was seen as personable and engaging, and students said they appreciated his sense of humor. Mr. Kessler asked for a motion to approve the administrator employment contract for Andrew Kramer, effective July 1, 2026, through June 30, 2027, as presented. Ms. Fink moved, and Ms. Hirsh seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

**Approval of Administrator Contract - Assistant Superintendent for Finance & Operations, CSBO**

Effective July 1, 2026, Dr. Schroeder proposed the appointment of Mr. Jeremy Wickham to the position of Assistant Superintendent for Finance and Operations, CSBO. She highlighted his career trajectory within District 112, starting as an associate principal at Oak Terrace in 2019, then transitioning to Director of Technology the following year. In that capacity, Mr. Wickham demonstrated exceptional leadership by enhancing technical infrastructure and establishing key operational processes. His track record of fostering strong professional relationships with team members is notable, as is his collaborative work with architects and construction managers on

all school renovation projects. Driven by a long-standing interest in finance, Mr. Wickham recently earned his Chief School Business Officer certification. Dr. Schroeder shared her enthusiasm for his transition into this new leadership role as Assistant Superintendent. President Kessler asked for a motion to approve the employment contract for Jeremy Wickham as Assistant Superintendent for Finance & Operations, CSBO, as presented. Mr. Lasko moved, and Ms. Fink seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

### **Consent Agenda**

The Board uses a consent agenda for routine action items, allowing the Board to approve them in a single motion unless the Board or the Superintendent requests otherwise. President Kessler asked for a motion to approve the consent agenda as follows:

- Regular Meeting Minutes - March 16, 2026
- Closed Session Minutes - March 16, 2026
- Committee of the Whole Meeting Minutes - April 7, 2026
- Personnel Recommendations
  - Appointments
    - Appointment of **Berlin Flood** as a full-time 3rd Grade Dual Language Teacher at Oak Terrace Elementary School, effective August 17, 2026
    - Appointment of **Anetta Peebles** as a full-time Psychologist (early childhood) at Oak Terrace Elementary School, effective August 17, 2026
    - Appointment of **Jayson Esparza** as a full-time 5th Grade Dual Language Teacher at Oak Terrace Elementary School, effective August 17, 2026
    - Appointment of **Sathya Tripodi** as a full-time Social Studies Teacher at Northwood Middle School, effective August 17, 2026
    - Appointment of **Samantha Gordon** as a full-time Special Education Teacher at Edgewood Middle School, effective August 17, 2026
    - Appointment of **Emily Weinstein** as a full-time Social Worker at Indian Trail Elementary School, effective August 17, 2026
    - Appointment of **Kathleen Gremelspacher** as a full-time 2nd Grade Teacher at Braeside Elementary School, effective August 17, 2026
    - Appointment of **Alix Eisenberg** as a full-time Special Education Teacher at Ravinia Elementary School, effective August 17, 2026
    - Appointment of **Madelyn Polisner** as a full-time 5th Grade Teacher at Wayne Thomas School, effective August 17, 2026
    - Appointment of **Hannah Lieberman** as a full-time 4th Grade Teacher at Wayne Thomas Elementary School, effective August 17, 2026
    - Appointment of **Maya Lubelfeld** as a full-time 5th Grade Teacher at Wayne Thomas Elementary School, effective August 17, 2026
    - Appointment of **Kim Clark** as a full-time Special Education Teacher at Ravinia Elementary School, effective August 17, 2026

- Appointment of **Rosa Rodriguez-Diaz** as a full-time Paraprofessional at Ravinia Elementary School, effective March 30, 2026
    - Appointment of Matthew Korb as a full-time Accounts Payable at the District Office, effective April 15, 2026
  - Resignations
    - Resignation of **Meghan Mullins**, full-time Orchestra Teacher at Braeside Elementary School, effective June 5, 2026
    - Resignation of **Courtney Erickson**, full-time Kindergarten Teacher at Indian Trail Elementary School, effective June 5, 2026
    - Resignation of **Eric Meiller**, full-time Paraprofessional at Edgewood Middle School, effective June 5, 2026
    - Resignation of **Marija Kusevic**, full-time Nurse at Edgewood Middle School, effective March 18, 2026
    - Resignation of **Alina Pirvu**, full-time Nurse at Oak Terrace Elementary School, effective June 5, 2026
  - Retirements
    - Retirement of **Donna Kirk**, Nurse at Indian Trail Elementary School, effective June 5, 2026.
  - Unpaid Leave of Absence
    - Unpaid leave of absence for **Megan Fitzgerald**, full-time Special Education Teacher at Wayne Thomas Elementary School, effective 2026-27 school year
  - Increase in Time
    - Increase in time from part-time (.7 FTE) to full-time (1.0 FTE) for **Sarah Herman**, Social Worker at Sherwood Elementary School, effective 2026-27.
  - Extra Duty Stipends
    - Stipend for **Jennifer Klein** for the Garden Club at Northwood Middle School for 20 hours.
    - Stipend for **Nikki Tsimogiannis** for the Culture Club at Sherwood Elementary School for 25 hours.
    - Stipend for **Nikki Tsimogiannis** for the Chess Club at Sherwood Elementary School for 20 hours.
    - Stipend for **James Seligman** for the Chess Club at Sherwood Middle School for 20 hours.
    - Stipend for **Alyssa Kodroff** for the Student Engineering Club at Sherwood Elementary School for 14 hours.
    - Stipend for **Christy Tortorello** for the Student Engineering Club at Sherwood Elementary School for 14 hours.
    - Stipend for **Carly Sheppard** for the Environmental Eagles Club at Edgewood Middle School for 20 hours
- Bill List
- Treasurer's Report for April 2026
- Destruction of Closed Session Recordings from October 22, 2024

Ms. Hirsh moved, and Mr. Lasko seconded the motion to approve the Consent Agenda as presented. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

### **Presentation & Proposal for Oak Terrace Playground**

Margaret Chaidez of Play Illinois provided an updated proposal and design for the inclusive, accessible playground at Oak Terrace Elementary School. The design was updated from the original proposal that was presented to the Board in March, based on additional input and feedback she received from Oak Terrace and Red Oak students. The updated design incorporated additional play features (43 total) and removed others that the students deemed less desirable. It was noted that the improvements to the large outdoor play area will be completed in two phases. The first phase addresses the replacement of the play equipment outlined in the presented proposal and will be completed over the summer of 2026. Over the following summer in 2027, the adjacent blacktop area will be improved with new half basketball courts, swings, a shaded area, and relocation of the gaga pit. The proposal presented to the board pertains to the first phase and includes the play equipment, installation, poured rubber surface, and a contingency fund. President Kessler asked for a motion to approve the Play Illinois proposal for \$499,519.65 as presented. Mr. Fishman moved, and Ms. Fink seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

### **Recommendation for Middle School Social Studies Resource**

In March, the Middle School Social Studies Selection Committee presented to the Board the recommendation to adopt TCI as the middle school social studies resource beginning with the 2026-27 school year. The recommendation came after a comprehensive analysis of various publishers and included student input. The cost for the resource is \$136,062 and covers four years, including comprehensive digital access for teachers and students, classroom sets of English and Spanish language textbooks, and printed teacher guides in both languages. President Kessler asked for a motion to approve TCI as the four-year middle school social studies resource, as presented. Mr. Lasko moved, and Ms. Butler seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

### **Recommendation to Renew 2026-27 AlphaBEST Agreement**

In March, Dr. Colin presented a recommendation to renew the agreement with AlphaBEST for before and after-school childcare for the 2026-27 school year. This is the second extension of the initial 2024 agreement and will extend services through June 30, 2027. The renewal includes a 3% tuition increase for families to cover staffing and operational costs. Discounts will continue to be offered to siblings, military families, those who qualify for free and reduced lunch, and staff members. President Kessler asked for a motion to approve the 2026-27 AlphaBEST extension agreement, as presented. Ms. Butler moved, and Mr. Hirsh seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

### **Recommendation to Renew 2026-27 ABM Agreement**

In March, Mr. Davis presented a recommendation to renew the agreement with ABM for custodial services for 2026-27. This is the second amendment to the original 2024-45 agreement and provides for a 2.7% CPI-U increase. President Kessler asked for a motion to approve the Second Amendment to the ABM Custodial agreement for 2026-27, as presented. Mr. Lasko moved, and Ms. Hirsh seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

### **Recommendation to Renew 2026-27 IGA City of Highland Park for School Resource Officer**

In March, Dr. Colin presented the Intergovernmental Agreement (IGA) with the City of Highland Park for the services of the School Resource Officer(SRO) for the 2026-27 school year. The new agreement includes updated language for new legal requirements for training, limitations on municipal citations issued in school settings, data reporting to the Illinois State Board of Education, and the formal evaluation of SRO programs. The terms of the agreement provide for the District to reimburse the City for 75% of the SRO's salary and benefits, 100% of overtime or special event duty directly related to District activities, and 50% of certain training costs related to the SRO role. President Kessler asked for a motion to approve the Intergovernmental Agreement for the School Resource Officer for 2026-27, as presented. Ms. Butler moved, and Mr. Lasko seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

### **Recommendation for 2026-27 Board Meeting Dates**

The proposed Board meeting dates for the 2026-27 school year, discussed in March, were presented for approval. The schedule also calls for the Regular Meetings and Committee of the Whole Meetings to begin at 6:30 p.m. unless otherwise posted. President Kessler asked for a motion to approve the 2026-27 board meeting schedule as follows:

- July 21, 2026 - Regular Meeting
- August 25, 2026 - Regular Meeting
- September 22, 2026 - Regular Meeting
- September 29, 2026 - Committee of the Whole Meeting
- October 20, 2026 - Regular Meeting
- November 10, 2026 - Committee of the Whole Meeting
- November 17, 2026 - Regular Meeting
- December 15, 2026 - Regular Meeting
- January 26, 2027 - Regular Meeting
- February 16, 2027 - Regular Meeting
- March 16, 2027 - Regular Meeting
- April 27, 2027 - Organizational & Regular
- May 18, 2027 - Regular Meeting
- June 3, 2027 - Committee of the Whole
- June 8, 2027 - Meeting Regular Meeting

Mr. Lasko moved, and Ms. Itkin seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

### **Approval of Gilbane Bid Awards - Wayne Thomas Bid Release 1 & Roofing Rebid**

President Kessler asked for a motion to approve the bid awards for Wayne Thomas Bid Release 1 in the total amount of \$16,633,798 as follows:

- 02A - Demolition - USD LLC \$438,000
- 03A - Concrete & Reinforcing - Duco Cement Construction \$346,000
- 04A - Masonry - MPZ Masonry & Construction \$425,900
- 05A - Structural Steel - Arcorp Structures LLC \$238,500
- 06A - Rough Carpentry - Hargrave Builders, Inc. \$893,450
- 06B - Casework & Millwork Heartland Cabinet Supply, Inc. \$640,115
- 07A - Roofing - Anthony Roofing \$3,528,400
- 08A - Glass & Glazing - IG Commercial, Inc. \$492,000
- 09A - Framing & Drywall - L.J. Morse Construction Company \$828,900
- 09B - Ceramic Tile - Rockford Carpetland USA, INC \$287,000
- 09C - Carpet & Resilient Flooring - DIVERZIFY+ LLC \$407,837
- 09D - Wood Flooring - Consolidated Flooring of Chicago LLC \$102,955
- 09E - Resinous Flooring - MS Sebastian Painting & Construction, Inc. \$46,645
- 09F - Painting & Wallcovering - K&J Painting LLC \$380,332

- 09G - Acoustic Ceilings/ Panels - Integrated Specialty Contractors \$311,000
- 10A - Signage - Ziken Signage, LLC \$61,269
- 11A - Food Service Equipment - Great Lakes Hotel Supply Co. \$188,383
- 11B - Gym Equipment - The Larson Equipment & Furniture Company \$95,000
- 12A - Window Treatments - Just Rite Acoustics Inc \$140,000
- 14A - Elevators - TK Elevator Corporation \$185,000
- 21A - Fire Suppression - United States Alliance Fire Protection, Inc. USAFP \$379,890
- 22A - Plumbing - DeFranco Plumbing \$898,900
- 26A - Electrical, Fire Alarm & LV - Kelso-Burnett \$3,969,988
- 31A - Earthwork & Site Utilities - DK Contractors Inc \$830,434
- 32A - Site Concrete & Asphalt Paving - Abbey Construction Co. Inc. \$401,600
- 32B - Landscaping - Breezy Hill Nursery, Inc. \$116,300

Mr. Lasko moved, and Ms. Itkin seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

**Approval of Gilbane Bid Award - Braeside Bid Release 2 (Fencing)**

President Kessler asked for a motion to approve the bid award for Braeside Bid Release 2 as follows:

- 10B - Fences - Action Fence Contractors Inc, \$72,450.00

Ms. Itkin moved, and Ms. Hirsh seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

**Approval of Resolution 260421 Amendment to 2022-2026 Superintendent Employment Contract to Implement Performance-Based Bonus**

President Kessler asked for a motion to approve Resolution 260421 Amendment to the 2022-26 Superintendent Employment Contract to Implement a Performance-Based Bonus in the amount of \$14,702.12, as presented. Ms. Itkin moved, and Ms. Hirsh seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

**Public Comments**

None

**Committee/Liaison Reports**

- **Bilingual Parent Advisory Committee (BPAC)** - Mr. Lasko shared that BPAC held the annual Multilingual Learner Celebration on April 14. The event honored 60 students who have positively impacted their school/community. Many families attended, and they enjoyed music, food, and fun activities.
- **Highland Park Human Relations Advisory Group** - Ms. Fink reported that the annual Highland Park Awards Night will be held on April 23. Two students from each school will be honored with a Character Counts Award, and community members will also be recognized.
- **Highwood Library & Community Center** - Ms. Fink highlighted some of the many offerings at the Highwood Library, including yoga, bilingual story time, and an astronomy event. She encouraged the community to explore the many offerings available each month.
- **Facilities Committee** - Ms. Itkin reported that the Facilities Committee plans to meet on May 5. The long-awaited history wall at Ravinia has been installed and is quite impressive.
- **112 Education Foundation** - Ms. Itkin shared that the annual Art in Bloom event kicked off on April 18, and 350 student artworks are now on display in 88 downtown Highland Park storefronts for the next three weeks. She thanked the Art teachers and the Foundation for making this a special event for the whole community to enjoy. Braeside School won the iRead competition this year.
- **Finance Committee** - Ms. Butler shared that the Finance Committee met prior to the board meeting and heard a presentation from PMA on the performance of the District's investments.
- **PTO Presidents Council** - Ms. Butler thanked the PTOs for their support of the Art in Bloom event. She plans to attend the PTO Council meeting on April 22.
- **ED RED** - Mr. Fishman attended the recent ED RED meeting, where pending legislation was discussed and the ISBE adoption of the new school accountability system.
- **TrueNorth** - Ms. Hirsh shared that the TrueNorth Governing Board continues to work on the reorganization plans.

#### **Board/Superintendent Other**

- Dr. Schroeder, Mr. Lasko, and Mr. Finfer attended a Leader in Me Showcase event at the Lake Villa School District. Lake Villa schools have adopted the Leader in Me program, and the showcase highlighted student leadership skills embedded in their daily instruction and school activities. Mr. Lasko was very impressed, and Dr. Schroeder is hoping to bring the program to District 112 in the future.
- Dr. Schroeder recommended adding two junior board members from each middle school to the Board starting in the 2026-27 school year, emphasizing her commitment to student agency and voice. These student representatives will offer student insights and share school-specific updates during board meetings, although they will not have voting privileges or participate in executive sessions. To help with this initiative, Dr. Schroeder is collaborating with middle school associate principals to develop the application and interview criteria. Board members offered comments in support of the idea.
- Dr. Lubefeld thanked the parents who attended the recent Parent AI Information Night.

- Dr. Lubefeld thanked Mr. Davis for his years of service and for helping transition Mr. Wickham into the role of Assistant Superintendent for Finance prior to Mr. Davis' departure on June 30, 2026.

**Adjournment**

President Kessler asked for a motion to adjourn the Regular Meeting. Mr. Fishman moved, and Ms. Fink seconded the motion. Upon a voice vote, the motion was approved.

The meeting adjourned at 8:37 p.m.

\_\_\_\_\_  
Art Kessler, President

\_\_\_\_\_  
Jenny Butler, Secretary

Date of Approval: May 19, 2026



INSPIRE • INNOVATE • ENGAGE

# NORTH SHORE

SCHOOL DISTRICT 112

Date: May 19, 2026  
 To: Dr. Monica Schroeder, Deputy Superintendent  
 Members of the Board of Education  
 From: Rachel Filippi, Executive Director of Personnel Services  
 Subject: Personnel Recommendations  
 Policy Alignment: Policy 5:30 Hiring Process and Criteria

### **ADMINISTRATOR RESIGNATION**

<u>NAME</u>	<u>FTE</u>	<u>POSITION</u>	<u>SCHOOL</u>	<u>EFFECTIVE DATE</u>
Nicole Rodrigo	1.0	Director of Early Childhood	OT	6/30/2026

### **CERTIFIED STAFF APPOINTMENT**

<u>NAME</u>	<u>FTE</u>	<u>POSITION</u>	<u>SCHOOL</u>	<u>EFFECTIVE DATE</u>
Raphael Lausa	1.0	Band and Orchestra Teacher	BR, RA, IT, OT	8/17/2026
Cassidy Billek	1.0	Math Teacher	NW	8/17/2026

### **CERTIFIED STAFF RESIGNATION**

<u>NAME</u>	<u>FTE</u>	<u>POSITION</u>	<u>SCHOOL</u>	<u>EFFECTIVE DATE</u>
Rebecca Krakman	1.0	5th Grade Teacher	SW	6/5/2026
Jessica Wellek	1.0	4th Grade Teacher	IT	6/5/2026

### **CLASSIFIED STAFF RESIGNATION**

<u>NAME</u>	<u>FTE</u>	<u>POSITION</u>	<u>SCHOOL</u>	<u>EFFECTIVE DATE</u>
Monica Vega	1.0	Paraprofessional	OT	6/5/2026

**MILITARY CAMP INVENTION INSTRUCTOR**

<b><u>NAME</u></b>	<b><u>SCHOOL</u></b>	<b><u>EFFECTIVE DATE</u></b>
Emma Milner-Gorvine	NW	6/8/2026-6/12/2026
Maria Skoufos	NW	6/8/2026-6/12/2026
Jill Jamison	NW	6/8/2026-6/12/2026
Madeline Sprowls	NW	6/8/2026-6/12/2026

**ESY SUMMER SCHOOL**

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>SCHOOL</u></b>	<b><u>EFFECTIVE DATE</u></b>
Mirela Vesa	K- 2nd Grade	RA	6/15/26-7/16/26
Rose Parks	3rd - 5th Grade	RA	6/15/26-7/16/26
Angela Clement	6th - 8th Grade	RA	6/15/26-7/16/26
John C. Taylor	Speech Lang. Pathologist	RA	6/15/26-7/16/26

**TITLE I SUMMER SCHOOL**

<b><u>NAME</u></b>	<b><u>POSITION</u></b>	<b><u>SCHOOL</u></b>	<b><u>EFFECTIVE DATE</u></b>
Grace Baddeley	Elementary Teacher K/1	NW	6/22/26-7/16/26
Silvia Mejia	Elementary Teacher K/1	NW	6/22/26-7/16/26
David Sachs	Elementary Teacher K/1	NW	6/22/26-7/16/26
Maria Skoufos	Elementary Teacher K/1	NW	6/22/26-7/16/26
Emma Milner-Gorvine	Elementary Teacher 2/3	NW	6/22/26-7/16/26
Rudy Lagunas	Elementary Teacher 2/3	NW	6/22/26-7/16/26
Jill Jamison	Elementary Teacher 2/3	NW	6/22/26-7/16/26
Marie Hood	Elementary Teacher 2/3	NW	6/22/26-7/16/26
Berlin Flood	Elementary Teacher 4/5	NW	6/22/26-7/16/26
Miriam Garcia	Elementary Teacher 4/5	NW	6/22/26-7/16/26
Consuelo Perkins	Elementary Teacher 4/5	NW	6/22/26-7/16/26
Yulissa Alcantar	Elementary Teacher 4/5	NW	6/22/26-7/16/26
Joanne Dimitriou	Middle School Teacher 6/7	NW	6/22/26-7/16/26
Daniel Polansky	Middle School Teacher 6/7	NW	6/22/26-7/16/26
Lauren Polakoff	Math Interventionist	NW	6/22/26-7/16/26
Madeline Sprowls	Math Interventionist	NW	6/22/26-7/16/26
Sylvie Kocjan	Math Interventionist	NW	6/22/26-7/16/26
Claudia Sink	Reading Development	NW	6/22/26-7/16/26
Stephanie Rubin	Reading Development	NW	6/22/26-7/16/26
Leanne Berzanski	Reading Development	NW	6/22/26-7/16/26

Nicholas Pizzo	Camp Invention Games	NW	6/22/26-7/16/26
Tommy Iverson	Camp Invention Games	NW	6/22/26-7/16/26

**EXTRA DUTY STIPENDS**

<u>NAME</u>	<u>ACTIVITY</u>	<u>SCHOOL</u>	<u>HOURS/QTY</u>
Shea Almendarez	Kids Rank Club	EW	40
Arielle Feinberg	Field Day Planning	EW	15
Emma Homer	Field Day Planning	EW	15
Madeline Henderson	EW Academy Day Planning	EW	15

\*Denotes changes after original memo posting.

**Recommendation:**

Roll call vote to approve the Personnel Report, as presented.

Board of Education

North Shore School District 112  
Highwood, Illinois

May 19, 2026

To the Board of Education:

We present for your approval for payment the following vendor disbursements:

EDUCATION FUND:	\$	2,227,527.13
FOOD SERVICE:	\$	116,596.93
OPERATIONS & MAINTENANCE:	\$	678,169.94
DEBT SERVICE FUND:	\$	0.00
TRANSPORTATION FUND:	\$	1,445,622.96
SECURITY 2022 REF:	\$	1,395.00
RAVINIA 2022 REF:	\$	0.00
BRAESIDE 2022 REF:	\$	1,330,707.27
WAYNE THOMAS 2022 REF:	\$	283,651.42
SHERWOOD 2022 REF:	\$	1,495,937.56
GEOHERMAL:	\$	26,707.50
ACTIVITY FUND:	\$	0.00
TOTAL	\$	7,606,315.71

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
252600327	STEPHANIE ERIKSEN	04/20/2026	04082026	HEALTH SERVICES PROF DEVELOPMENT - REIMBURSE FOR VISION/HEARING RECERTIFICATION	2122600567	60.00	85.00
10E200	2130 3000 35 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		60.00	
			04152026	HEALTH SERVICES PROFESSIONAL DEVELOPMENT - REIMBURSE REGISTRATION FEE	2122600579	25.00	
10E200	2130 3000 35 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		25.00	
252600328	ALYSON FLICHER	04/20/2026	04092026	HEALTH SERVICES PROF DEVELOPMENT - REIMBURSE FOR REG FEE	2122600568	34.99	34.99
10E200	2130 3000 35 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		34.99	
252600329	CHERIE GREENWOOD	04/20/2026	03022026-03312026	MILEAGE	5552600225	113.17	113.17
10E200	2220 3000 30 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		113.17	
252600330	NICOLE RODRIGO	04/20/2026	04182026	TUITION REIMBURSEMENT PER THE ADMIN CONTRACT FY 2025-2026	2502600260	4,000.00	4,000.00
10E200	2210 2300 35 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./TUITION REI		4,000.00	
			4	ACH	Check(s) For a Total of		4,233.16

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	4	ACH	Checks For a Total of	4,233.16
	0	Computer	Checks For a Total of	0.00
Total For	4	Manual, Wire Tran, ACH & Computer	Checks	4,233.16
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	4,233.16

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION FUND	0.00	0.00	4,233.16	4,233.16

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
252600337	HOLLY COLIN	04/30/2026	04262026	IDEA PROF DEVELOPMENT TRAVEL REIMBURSEMENT	2122600616	70.79	70.79
10E200	2210 3000 35 462000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		70.79	
252600338	NICOLE MAKI	04/30/2026	04202026	THOSE WHO EXCEL BANQUET TO SUPPORT AN EDGEWOOD TEACHER THAT WAS BEING RECOGNIZED/EW	202600190	199.43	199.43
10E200	2310 3000 30 000000			EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER		199.43	
252600339	JOY SKIEST	04/30/2026	02142026	2026AnnualSchoolPs ychologistsConvent ion/Skiest/SWEEP	1002600104	145.00	145.00
10E100	1100 3000 35 000000			EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/PURCHASED SERV		145.00	
3    ACH    Check(s) For a Total of							415.22

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1034852	CHICAGO DOGS BASEBALL	04/30/2026	04212026	CHICAGO DOGS BASEBALL GAME TICKETS/EW	202600193	108.00	108.00
10E020	1100 4000 50 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M		108.00	
1034853	COMMONWEALTH EDISON	04/30/2026	355841222033126	ELECTRIC BILL FOR BR & RO OK TO PAY	2202601144	1,071.91	1,071.91
20E010	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./S		1,071.91	
1034854	COMMONWEALTH EDISON	04/30/2026	6797141222032626	ELECTRIC BILL FOR BR & RO OK TO PAY	2202601144	2,295.19	2,295.19
20E090	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./SU		2,295.19	
1034855	NORTH SHORE WATER RECLAMATION	04/30/2026	5856051	WATER RECLAMATION AT NW, RO, SW, AND WT. OKAY TO PAY.	2202601154	421.25	1,235.26
20E060	2540 3000 44 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		421.25	
			5856385	WATER RECLAMATION AT NW, RO, SW, AND WT. OKAY TO PAY.	2202601154	311.36	
20E090	2540 3000 44 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./PU		311.36	
			5856872	WATER RECLAMATION AT NW, RO, SW, AND WT. OKAY TO PAY.	2202601154	482.30	
20E110	2540 3000 44 000000			OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN		482.30	
			5857698	WATER RECLAMATION AT NW, RO, SW, AND WT. OKAY TO PAY.	2202601154	20.35	
20E100	2540 3000 44 000000			OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./P		20.35	
1034856	Vendor Continued Void	04/30/2026					0.00
1034857	NORTH SHORE GAS	04/30/2026	5890963068	GAS BILL FOR OPS, BG WAREHOUSE & DIST. OFF (UNIT A,B,C) OK TO PAY	2202601145	473.45	1,088.60
20E140	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/WAREHOUSE-BUFFALO GROVE/O		473.45	
			5892971074	GAS BILL FOR OPS, BG WAREHOUSE & DIST. OFF (UNIT A,B,C) OK TO PAY	2202601145	410.27	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E150	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER.		410.27	
			5893502714	GAS BILL FOR OPS, BG WAREHOUSE & DIST. OFF (UNIT A,B,C) OK TO PAY	2202601145	71.95	
20E130	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/VITI BUILDING/OPER. & MAI		71.95	
			5894193911	GAS BILL FOR OPS, BG WAREHOUSE & DIST. OFF (UNIT A,B,C) OK TO PAY	2202601145	58.69	
20E130	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/VITI BUILDING/OPER. & MAI		58.69	
			5894476401	GAS BILL FOR OPS, BG WAREHOUSE & DIST. OFF (UNIT A,B,C) OK TO PAY	2202601145	74.24	
20E130	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/VITI BUILDING/OPER. & MAI		74.24	
1034858	CHRISTIAN SCHUMAN	04/30/2026	04282026	STUDENT SERVICES GENERAL SUPPLIES - REIMBURSEMENT	2122600614	109.96	109.96
10E200	2190 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/SUPPLIES		109.96	
1034859	WINDY CITY SHAVED ICE, LLC	04/30/2026	04222026	STAFF APPRECIATION WEEK/EW	202600192	385.88	385.88
10E020	1100 3000 38 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV		385.88	
			8	Computer	Check(s) For a Total of		6,294.80

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1034472	CENTER FOR PSYCHOLOGICAL SERVI	04/23/2026	00003344	IDEA - PREK CONTRACTED EVALS / SPED PURCHASED SERVICES - INVOICE #00003344 - JANUARY 2026	2122600423	6,638.00	6,638.00
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		2,176.00	
10E200	2140 3000 38 460000			EDUCATION FUND/DISTRICT WIDE/PSYCHOLOGIST/PURCHASED SER		4,462.00	
				1 Void	Check(s) For a Total of		6,638.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	3	ACH	Checks For a Total of	415.22
	8	Computer	Checks For a Total of	6,294.80
Total For	11	Manual, Wire Tran, ACH & Computer	Checks	6,710.02
Less	1	Voided	Checks For a Total of	6,638.00
			Net Amount	72.02

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION FUND	0.00	0.00	-5,618.94	-5,618.94
20	OPERATIONS & MAINTENANCE FUND	0.00	0.00	5,690.96	5,690.96

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
252600346	SENAIDA AVALOS	05/08/2026	05052026	Reimbursement for out of district travel	2502600268	300.75	300.75
10E200	2520 3000 30 000000			EDUCATION FUND/DISTRICT WIDE/FISCAL SERVICES/PURCHASED		300.75	
252600347	STEPHANIE ERIKSEN	05/08/2026	04302026	HEALTH SERVICES PROFESSIONAL DEVELOPMENT - S.ERIKSEN	2122600625	48.00	48.00
10E200	2130 3000 35 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		48.00	
252600348	SARAH HUXHOLD	05/08/2026	05012026	2025-2025 - PURCHASED SERVICES - TRAVEL	2102600452	400.62	400.62
10E200	2210 3000 30 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		400.62	
252600349	DONNA J KIRK	05/08/2026	05052026	HEALTH SERVICES PROF DEVELOPMENT FOR LICENSE RENEWAL	2122600645	49.99	49.99
10E200	2130 3000 35 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		49.99	
252600350	ELIZABETH J LEVERENTZ	05/08/2026	04262026	IDEA PROFESSIONAL DEVELOPMENT - LRP CONFERENCE EXPENSE (REIMBURSE)	2122600639	96.54	96.54
10E200	2210 1000 19 462000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SALARIES/OT		96.54	
252600351	JENNIFER MARTIN	05/08/2026	05042026	IDEA PROFESSIONAL DEVELOPMENT - LRP CONFERENCE EXPENSE (REIMBURSE)	2122600638	38.09	38.09
10E200	2210 1000 19 462000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SALARIES/OT		38.09	
252600352	EMMANUEL SAJUAN	05/08/2026	0105202604292026	MILEAGE	5552600236	304.49	304.49
10E200	2220 3000 30 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		304.49	
252600353	JULIE SCHATZ	05/08/2026	04302026	MILEAGE CLAIM REIMBURSEMENT FOR IN DISTRICT TRAVEL JULIE SCHATZ	802600149	35.91	35.91
10E080	1100 3000 30 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/PURCHASED SERVI		35.91	
252600354	MIRELA VESA	05/08/2026	04272026	MIRELA VESA MILEAGE CLAIM REIMBURSEMENT JAN-APRIL 2026	802600145	50.82	50.82

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E080	1100 3000 30 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/PURCHASED SERVI		50.82	
				9 ACH	Check(s) For a Total of		1,325.21

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	9	ACH	Checks For a Total of	1,325.21
	0	Computer	Checks For a Total of	0.00
Total For	9	Manual, Wire Tran, ACH & Computer	Checks	1,325.21
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,325.21

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION FUND	0.00	0.00	1,325.21	1,325.21

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
252600355	CHERIE GREENWOOD	05/19/2026	04302026	MILEAGE	5552600237	181.61	181.61
	10E200 2220 3000 30 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		181.61	
252600356	ELIZABETH HODGE	05/19/2026	05112026	IDEA PROFESSIONAL DEVELOPMENT -REIMBURSE EXPENSES	2122600658	78.96	78.96
	10E200 2210 3000 35 462000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		78.96	
252600357	PHYLLIS MIKELL	05/19/2026	05062026	REIMBURSE EXPENSE PAYMENT TO RENEW HEARING AND VISION TECHNICIAN RECERTIFICATION	2122600650	60.00	60.00
	10E200 2130 3000 35 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		60.00	
252600358	NIHIP	05/19/2026	MAY 2026	NIHIP MAY 2026 INVOICE	2502600270	799,327.68	799,327.68
	10E200 2610 2220 22 000000			EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/MEDICAL		751,088.58	
	10E200 2610 2230 22 000000			EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/DENTAL I		48,239.10	
252600359	REBECCA WAXMAN	05/19/2026	05112026	IDEA PROFESSIONAL DEVELOPMENT - REIMBURSE EXPENSES	2122600660	114.31	114.31
	10E200 2210 3000 35 462000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		114.31	
					5 ACH	Check(s) For a Total of	799,762.56

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1034861	1495 BUILDING LLC	05/19/2026	JUNE 2026	MONTHLY OPS BUILDING RENT	2502600023	7,517.73	7,517.73
20E200	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		7,517.73	
1034862	Vendor Continued Void	05/19/2026					0.00
1034863	AAA LOCK & KEY***	05/19/2026	040409	KEYS, LOCK SPRAY, AND KEY CHAINS FOR D112 USE. OKAY TO PAY.	2202601188	108.88	7,273.88
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		108.88	
			584159	LOCK AND KEY WORK AT EW, OT, GB, NW, EP, GB, RA. OKAY TO PAY.	2202601155	630.00	
20E020	2540 3210 31 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./W		315.00	
20E070	2540 3210 31 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		315.00	
			584160	LOCK AND KEY WORK AT EW, OT, GB, NW, EP, GB, RA. OKAY TO PAY.	2202601155	730.00	
20E080	2540 3210 31 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./WI		730.00	
			584168	LOCK AND KEY WORK AT EW, OT, GB, NW, EP, GB, RA. OKAY TO PAY.	2202601155	530.00	
20E030	2540 3210 31 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		150.00	
20E080	2540 3210 31 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./WI		180.00	
20E060	2540 3210 31 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		200.00	
			584169	***QUOTE*** 15 CLOSERS FOR SHERWOOD.	2202601128	5,100.00	
67E200	2540 5000 95 000000			SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		5,100.00	
			584172	PART & LABOR FOR OT OK TO PAY	2202601167	175.00	
20E070	2540 3201 31 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		175.00	
1034864	ABM BUILDING VALUE	05/19/2026	10000686878	MONTHLY CUSTODIAL SERVICE DISTRICT WIDE FOR APRIL 2026 OK TO PAY	2202601216	170,457.00	358,700.57
20E200	2540 3000 41 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		170,457.00	
			10000725263	CUSTODIAL SERVICES FOR MAY 2026. OKAY TO	2202601215	170,457.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				PAY.			
20E200	2540 3000 41 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		170,457.00	
			10000731793	ABM JWO OVERTIME FOR APRIL 2026 OK TO PAY	2202601229	17,786.57	
20E200	2540 3000 41 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		17,786.57	
1034865	ACCESS ONE	05/19/2026	7518022	MANAGED IT SERVICES & COMMUNICATIONS AT D112 OK TO PAY	2202601218	4,036.84	4,036.84
20E010	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./P		197.24	
20E020	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./P		518.95	
20E030	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		388.69	
20E040	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		665.74	
20E060	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		362.03	
20E070	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		362.03	
20E080	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./PH		628.01	
20E090	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./PH		362.15	
20E110	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN		362.03	
20E120	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		189.97	
1034866	ACCURATE BIOMETRICS	05/19/2026	388112604	FINGERPRINTING SERVICE INVOICE 388112604	2002600096	207.00	207.00
10E200	2642 3102 38 000000			EDUCATION FUND/DISTRICT WIDE/PERSONNEL/CRIMINAL BACKGRO		207.00	
1034867	AMALGAMATED BANK OF CHICAGO	05/19/2026	69620326	ADMINISTRATIVE FEE	2502600244	475.00	475.00
30E200	5900 3000 00 000000			DEBT SERVICE (Bond & Interest)/DISTRICT WIDE/BONDS-FEES		475.00	
1034868	Vendor Continued Void	05/19/2026					0.00
1034869	Vendor Continued Void	05/19/2026					0.00
1034870	Vendor Continued Void	05/19/2026					0.00
1034871	Vendor Continued Void	05/19/2026					0.00
1034872	Vendor Continued Void	05/19/2026					0.00
1034873	Vendor Continued Void	05/19/2026					0.00
1034874	Vendor Continued Void	05/19/2026					0.00
1034875	Vendor Continued Void	05/19/2026					0.00
1034876	Vendor Continued Void	05/19/2026					0.00
1034877	Vendor Continued Void	05/19/2026					0.00
1034878	Vendor Continued Void	05/19/2026					0.00
1034879	Vendor Continued Void	05/19/2026					0.00
1034880	Vendor Continued Void	05/19/2026					0.00
1034881	Vendor Continued Void	05/19/2026					0.00
1034882	Vendor Continued Void	05/19/2026					0.00
1034883	Vendor Continued Void	05/19/2026					0.00
1034884	Vendor Continued Void	05/19/2026					0.00
1034885	Vendor Continued Void	05/19/2026					0.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1034886	Vendor Continued Void	05/19/2026					0.00
1034887	Vendor Continued Void	05/19/2026					0.00
1034888	Vendor Continued Void	05/19/2026					0.00
1034889	Vendor Continued Void	05/19/2026					0.00
1034890	Vendor Continued Void	05/19/2026					0.00
1034891	Vendor Continued Void	05/19/2026					0.00
1034892	Vendor Continued Void	05/19/2026					0.00
1034893	Vendor Continued Void	05/19/2026					0.00
1034894	Vendor Continued Void	05/19/2026					0.00
1034895	Vendor Continued Void	05/19/2026					0.00
1034896	Vendor Continued Void	05/19/2026					0.00
1034897	Vendor Continued Void	05/19/2026					0.00
1034898	Vendor Continued Void	05/19/2026					0.00
1034899	Vendor Continued Void	05/19/2026					0.00
1034900	Vendor Continued Void	05/19/2026					0.00
1034901	Vendor Continued Void	05/19/2026					0.00
1034902	Vendor Continued Void	05/19/2026					0.00
1034903	Vendor Continued Void	05/19/2026					0.00
1034904	Vendor Continued Void	05/19/2026					0.00
1034905	Vendor Continued Void	05/19/2026					0.00
1034906	Vendor Continued Void	05/19/2026					0.00
1034907	Vendor Continued Void	05/19/2026					0.00
1034908	Vendor Continued Void	05/19/2026					0.00
1034909	AMAZON	05/19/2026	111L-GG9P-DQQK	Order for Admin	402600154	74.94	25,194.98
10E040	1100 4000 50 000000		EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			74.94	
			113V-1FQK-WGNF	CLASSROOM SUPPLY	602600329	22.94	
				ORDER FOR			
				COHEN/AC/NW			
10E060	1100 4000 50 000000		EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			22.94	
			114R-JQYC-3K6H	Order for Office	402600156	16.19	
10E040	1100 4000 50 000000		EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			16.19	
			114T-1D1M-7TVF	ITEMS NEEDED FOR	602600351	89.15	
				SCIENCE			
				DEPT/AS/NW			
10E060	1100 4000 57 000000		EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			89.15	
			11G4-G9FG-JR77	GENERAL	1202600047	32.97	
				SUPPLIES-KAPTAN			
10E120	1125 4000 50 000000		EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A			32.97	
			11JC-6FC6-CJ6H	GENERAL	2002600098	328.98	
				SUPPLIES/DUBOIS			
10E200	2642 4000 50 000000		EDUCATION FUND/DISTRICT WIDE/PERSONNEL/SUPPLIES AND MAT			328.98	
			11RQ-VXCL-1DXX	2025-2026 -	2102600387	0.00	
				SUPPLIES AND			
				MATERIALS - PD			

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200	2210 4000 35 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		0.00	
			11WK-3PQP-V6GC	teacher classroom supplies	102600111	40.89	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		40.89	
			11YJ-WYJV-QX4L	WT / Amazon / Clubs	1102600100	77.54	
10E110	1100 4000 50 000000			EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/SUPPLIES A		77.54	
			11YM-346F-43N9	ITEMS NEEDED FOR OFFICE/JS/NW	602600340	61.47	
10E060	1100 4000 50 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		61.47	
			131H-P1XQ-YQ1X	2025-2026 - SUPPLIES AND MATERIALS - SCIENCE	2102600433	282.58	
10E200	2210 4000 57 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		282.58	
			1347-VV39-6VD6	Pencils for Kindy	402600162	30.87	
10E040	1100 4000 50 000000			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		30.87	
			13GY-XVDT-3VVL	2025-2026 - SUPPLIES AND MATERIALS - FOUNDATION GRANT	2102600426	101.96	
10E200	1100 4000 50 192004			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		101.96	
			13GY-XVDT-J7TJ	teacher classroom supplies	102600118	67.45	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		67.45	
			13HW-6CQP-D1VF	ITEMS NEEDED FOR STUDENTS ON CASE LOADS/JS/NW	602600332	38.43	
10E060	1100 4000 50 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		38.43	
			13RT-GQTC-JPNH	AMAZON/ REQUESTS/ RA	802600139	193.27	
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		193.27	
			141J-M13T-CLHK	AMAZON/MOMCPaper/S W@EP	1002600098	34.63	
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		34.63	
			141J-M13T-CWNQ	Order for Somni	402600147	5.94	
10E040	1100 4000 50 000000			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		5.94	
			143F-P6MX-DN1P	CLASSROOM SUPPLY	602600339	55.22	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E060	1100 4000 50 000000			ORDER FOR ROBLEDOZAK/RRZ/NW EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		55.22	
			14FD-1NPY-J313	2025-2026 - SUPPLIES AND	2102600422	137.72	
10E200	2210 4000 55 000000			MATERIALS - CMA EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		137.72	
			14J3-DLFP-DVNT	teacher classroom supplies	102600122	25.77	
10E010	1100 3000 38 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV		25.77	
			14LT-7QFH-DWQY	ITEMS NEEDED FOR STAFF	602600357	32.29	
10E060	1100 4000 50 000000			APPRECIATION WEEK/JS/NW EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		32.29	
			14R4-4F9N-FMHP	2025-2026 - SUPPLIES AND	2102600417	65.98	
10E200	1100 4000 50 192004			MATERIALS - FOUNDATION GRANT - OT CHESS EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		65.98	
			163G-K3FD-CL3C	classroom teacher supplies	102600107	27.98	
10E010	1100 3000 38 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV		27.98	
			163W-J3TX-YRC9	2025-2026 - SUPPLIES AND	2102600439	29.97	
10E200	2210 4000 60 000000			MATERIALS - ELA EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		29.97	
			167V-4P7N-1QNX	SOCIAL WORKER ROOM SUPPLIES	902600099	191.44	
10E090	1100 4000 50 000000			EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA		191.44	
			167V-4P7N-CTPC	WT /Amazon / Clubs	1102600095	-13.99	
10E110	1100 4000 50 000000			EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/SUPPLIES A		-13.99	
			16CF-VTQ7-Q4RV	OFFICE/OT	702600156	96.81	
10E070	1100 4000 50 000000			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN		96.81	
			16CP-1P9Y-VXRK	Teacher supplies	102600128	81.90	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		81.90	
			16DX-9N6V-96XV	SUPPLY ORDER FOR	602600338	399.88	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E060	1100 4000 52 000000			ART SY 25-26/BG/NW EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		399.88	
10E070	1100 4000 50 000000		16FP-QWRG-MVK9	SUPPLIES/OT EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN	702600160	30.02	30.02
10E010	1100 3000 38 000000		16J7-MCCF-1N4Q	teacher classroom supplies EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV	102600124	37.57	37.57
10E060	1100 4000 50 000000		16J7-MCCF-DJ4D	ITEMS FOR SOCIAL WORK SUITE/AC/NW EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND	602600342	37.69	37.69
10E040	1100 4000 50 000000		16L9-M61D-X6X3	Order for Barnard EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A	402600158	11.88	11.88
10E010	1100 3000 38 000000		16RM-Y7DW-M7D9	teacher classroom supplies EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV	102600102	38.97	38.97
10E010	1100 3000 38 000000		16W1-9MHK-4Y3L	teacher classroom supplies EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV	102600120	-32.87	-32.87
10E110	1100 4000 53 000000		16W1-9MHK-NRGY	WT / Amazon / PE / Field Day EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/SUPPLIES A	1102600104	33.28	33.28
10E060	1100 4000 50 000000		16W1-9MHK-PT1M	SUPPLY FOR FIELD DAY/JC/NW EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND	602600353	55.06	55.06
10E070	1100 4000 50 000000		16X3-LKD9-GXJY	OFFICE/OT EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN	702600161	56.07	56.07
99L000	9041 0000 00 000000		16YD-J61W-YXDC	teacher supplies BRAESIDE ACTIVITY/NS	102600108	27.99	27.99
10E040	1100 4000 50 000000		171F-9YRF-67F7	Order for Admin EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A	402600165	52.74	52.74
10E200	2210 4000 60 000000		176L-NRNC-1HX7	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN	2102600440	223.02	223.02
			17CW-XCDG-NCQG	2025 - 2026 - EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN	2102600424	12.99	12.99

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200	2210 4000 50 000000			SUPPLIES AND MATERIALS - GENERAL EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		12.99	
			17G7-PCNJ-KMRG	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600440	7.59	
10E200	2210 4000 60 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		7.59	
			17G7-PCNJ-VYG6	PE TEACHER ROBERT JOHNSON NEEDS BALLS FOR RECESS/EW	202600197	139.98	
10E020	1100 3000 38 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV		139.98	
			17HY-XRW4-KPJX	teacher classroom supplies	102600116	33.81	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		33.81	
			17QV-6639-716D	AMAZON/ FIRST GRADE/ RA	802600138	54.77	
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		54.77	
			17W6-T7RG-HGCK	teacher classroom supplies	102600125	102.42	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		102.42	
			196P-TLM6-C6T6	2025 - 2026 - SUPPLIES AND MATERIALS - PD	2102600429	90.85	
10E200	2210 4000 35 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		90.85	
			1999-WN4G-J1XH	classroom teacher supplies	102600101	15.86	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		15.86	
			19DR-XNW6-D4TR	Order for Mother's Day Project	402600169	35.26	
10E040	1100 4000 50 000000			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		35.26	
			19WM-LWY9-F3LH	PARTY SUPPLIES	2302600094	349.49	
10E200	2310 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./SUPPLIES AND		349.49	
			19WM-LWY9-MDCC	teacher supplies	102600127	40.35	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		40.35	
			1CG9-3DLK-DTFR	2025-2026 -	2102600401	20.99	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200	2210 4000 56 000000			SUPPLIES AND MATERIALS - STEM			
			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			20.99	
			1CG9-3DLK-WHTY	teacher classroom supplies	102600117	40.30	
10E010	1100 4000 50 000000		EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M			40.30	
			1CJP-FH6R-RCGL	AMAZON/ ALBARRAN/ RA	802600134	36.71	
10E080	1100 4000 50 000000		EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA			36.71	
			1CLM-XXWM-HYGF	classroom supplies	102600103	26.98	
10E010	1100 4000 50 000000		EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M			26.98	
			1CPF-HY9R-HGCG	CLASSROOM SUPPLY ORDER MALL/JM/NW	602600352	54.56	
10E060	1100 4000 50 000000		EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			54.56	
			1CPT-1YC4-LJ3G	GENERAL SUPPLIES-LIBRARY	1202600051	144.41	
10E120	1125 4000 50 000000		EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A			144.41	
			1CTD-FRG4-RNCX	OFFICE SUPPLIES (DEPOSIT SECURITY BAGS, DESK CALENDAR, HIGHLIGHTERS).	2502600253	263.69	
10E200	2520 4000 50 000000		EDUCATION FUND/DISTRICT WIDE/FISCAL SERVICES/SUPPLIES A			263.69	
			1CWW-C3K6-7DPG	2025-2026 - SUPPLIES AND MATERIALS - SCIENCE	2102600458	322.69	
10E200	2210 4000 57 000000		EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			322.69	
			1CXL-KKRY-7KXM	CLASSROOM SUPPLY ORDER FOR HOLSEN/SH/NW	602600343	6.57	
10E060	1100 4000 50 000000		EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			6.57	
			1D1R-69LV-6KRC	SWSS/OT	702600168	403.85	
10E200	1100 4000 50 192006		EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES			403.85	
			1D34-KT33-G3KR	CLASSROOM SUPPLY ORDER FOR THOMAS/MT/NW	602600347	58.97	
10E060	1100 4000 50 000000		EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			58.97	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1DCW-M6WG-M7Q1	CLASSROOM SUPPLY ORDER FOR COHEN/AC/NW	602600329	45.35	
10E060	1100 4000 50 000000		EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			45.35	
			1DCW-M6WG-MHDN	INSTRUCTIONAL CLASSROOM SUPPLIES 5TH GRADE	902600094	141.81	
10E090	1100 4000 50 000000		EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA			141.81	
			1DFJ-Y19P-DMCW	2025-2026 - SUPPLIES AND MATERIALS - GENERAL	2102600409	121.89	
10E200	2210 4000 50 000000		EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			121.89	
			1DKW-JC9H-DGV6	SCHOOL SUPPLIES	902600097	176.04	
10E090	1100 4000 50 000000		EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA			176.04	
			1DML-JRXD-CM6T	US FLAG FOR EW.	2202601111	77.99	
20E020	2540 4000 65 000000		OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./S			77.99	
			1DN3-96X9-6PT9	Teacher classroom supplies	102600119	63.60	
10E010	1100 3000 38 000000		EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV			63.60	
			1DN3-96X9-C4DM	Order for Davidowitz	402600151	22.53	
10E040	1100 4000 50 000000		EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			22.53	
			1DP3-QMQM-XN4L	Order for 3rd grade	402600153	167.94	
10E040	1100 4000 50 000000		EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			167.94	
			1DR3-TTHW-MD3H	Teacher supplies	102600129	45.98	
10E010	1100 4000 50 000000		EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M			45.98	
			1FK9-CGF6-NCCQ	Order for Admin	402600166	44.87	
10E040	1100 4000 50 000000		EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			44.87	
			1FMG-QGVF-9TW9	Order for Somni	402600147	306.62	
10E040	1100 4000 50 000000		EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			306.62	
			1FP4-GTNP-WQRP	2025-2026 - SUPPLIES AND MATERIALS - PD	2102600431	59.21	
10E200	2210 4000 35 000000		EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			59.21	
			1FVC-TFNT-GCYQ	SPECIAL ED	2122600629	9.75	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				SUPPLIES - BRAESIDE			
10E200	1200 4000 50 000000		EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M			9.75	
			1FVC-TFNT-HD3J	2025-2026 - SUPPLIES AND MATERIALS - ELA	2102600437	299.70	
10E200	2210 4000 60 000000		EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			299.70	
			1FY3-3CXJ-HWKC	Order for Grost	402600159	341.80	
99L000	9700 0000 00 000000		IT Enrichment/NS			341.80	
			1GG3-TCNX-7WHQ	MORE ITEMS NEEDED FOR MUSICAL SHOW/AC/NW	602600337	236.95	
10E060	1100 4000 50 000000		EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			236.95	
			1GKP-H9PW-DVL4	Labels	402600161	25.89	
10E040	1100 4000 50 000000		EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			25.89	
			1GNL-RMCN-CPN4	OFFICE SUPPLIES	2502600262	44.96	
10E200	2520 4000 50 000000		EDUCATION FUND/DISTRICT WIDE/FISCAL SERVICES/SUPPLIES A			44.96	
			1GRC-DRM7-671Q	MUSICAL COSTUME PIECES/AC/NW	602600328	30.98	
10E060	1100 4000 50 000000		EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			30.98	
			1GX6-3PN4-3GVF	IAR PRIZES/EW	202600181	34.94	
99L000	9012 0000 00 000000		EDGEWOOD OTHER/NS			34.94	
			1GXH-X4KM-FQKF	PFA SUPPLIES	2122600582	125.78	
10E120	1125 4000 50 370500		EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A			125.78	
			1GYL-YYLM-MXVP	GENERAL SUPPLIES-KAPTAN SNACKS	1202600052	40.13	
10E120	1125 4000 50 000000		EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A			40.13	
			1H31-CDGY-HH7H	CLASSROOM SUPPLIES	902600100	354.68	
10E090	1100 4000 50 000000		EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA			354.68	
			1H3F-JJV7-CX4F	NURSE'S OFFICE SUPPLIES-ROCKETS ON THE RUN AND OFFICE SUPPLIES	902600101	414.65	
10E090	1100 4000 50 000000		EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA			414.65	
			1HDY-T3FL-W13D	WT / Amazon / Supplies	1102600101	48.65	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E110	1100 4000 50 000000			EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/SUPPLIES A		48.65	
			1HM7-QGMR-FG9Y	CLASSROOM SUPPLY ORDER FOR ANAYA/KA/NW	602600336	62.13	
10E060	1100 4000 50 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		62.13	
			1HMR-VQ6R-CKM1	2025 - 2026 - SUPPLIES AND MATERIALS - GENERAL	2102600424	6.99	
10E200	2210 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		6.99	
			1HMR-VQ6R-CKNX	2025-2026 - SUPPLIES AND MATERIALS - ELA	2102600423	330.70	
10E200	2210 4000 60 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		330.70	
			1HNM-FJVW-9LY4	AMAZON/MOMC/SW@EP	1002600101	19.79	
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		19.79	
			1HVC-V6LX-7KDF	SPECIAL ED SUPPORT SUPPLIES - EW	2122600635	8.99	
10E200	1200 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M		8.99	
			1J9H-QKJT-X3Y7	SUPPLIES FOR OPS BUILDING.	2202601149	55.97	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		55.97	
			1JGR-DX96-F1GM	Order for PBIS	402600152	65.98	
10E040	1100 4000 50 000000			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		65.98	
			1JTT-47N3-LXLD	PD BOOK	2302600096	39.47	
10E200	2320 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/EXEC. ADMIN./SUPPLIES AND		39.47	
			1JWC-PJK9-TNCP	office supplies	102600106	56.88	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		56.88	
			1K39-PX6L-CD9X	SUPPLIES, EP	5552600231	124.37	
10E200	2220 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT		124.37	
			1K4X-49J6-MJN3	teacher classroom supplies	102600109	77.58	
10E010	1100 3000 38 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV		77.58	
			1K7H-7TQG-91N4	teacher classroom supplies	102600121	23.98	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		23.98	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1KKN-THYP-DWLM	ITEM NEEDED ASAP FOR TEACHER APPRECIATION WEEK/EW	202600189	29.97	
10E020	1100 4000 50 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M		29.97	
			1KKN-THYP-HJX1	Order for PBIS	402600152	223.57	
10E040	1100 4000 50 000000			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		223.57	
			1KRG-63WD-3GV3	classroom supplies	102600103	9.99	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		9.99	
			1KT1-DH4W-6HJC	US FLAG FOR EDGEWOOD	2202601110	159.99	
20E020	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./S		159.99	
			1KXJ-CGFM-Y4DH	2025-2026 - SUPPLIES AND MATERIALS - STEM	2102600414	12.74	
10E200	2210 4000 56 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		12.74	
			1KXJ-CGFM-YHXT	BOOKS - 7 HABITS OF HIGHLY EFFECTIVE TEENS: GUIDED JOURNAL	2302600092	132.90	
10E200	1100 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED		132.90	
			1KYR-TDPD-6DNG	TAPE FOR D112 USE.	2202601041	402.00	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		402.00	
			1KYR-TDPD-JJXJ	GENERAL SUPPLIES/DUBOIS	2002600083	229.63	
10E200	2642 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/PERSONNEL/SUPPLIES AND MAT		229.63	
			1L74-CX63-GJHD	WT / Amazon / MOMC	1102600099	67.94	
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		67.94	
			1L9G-7GFJ-7YVV	WT / Amazon / SEL	1102600102	163.10	
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		163.10	
			1LGN-LXHV-KN4L	teacher classroom supplies	102600120	32.87	
10E010	1100 3000 38 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV		32.87	
			1LJ1-FX6R-71VX	2025-2026 - SUPPLIES AND MATERIALS - ELA	2102600423	405.94	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200	2210 4000 60 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		405.94	
			1LMC-NXYX-9FQQ	AMAZON/SUPPLIES/SW @EP	1002600099	56.88	
10E100	1100 4000 50 000000			EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M		56.88	
			1LRW-MJNV-CNVH	HEALTH SERVICES GENERAL SUPPLIES - AED RAVINIA	2122600613	75.99	
10E200	2130 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/SUPPLIES A		75.99	
			1LTD-RTH4-7HHQ	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600412	265.69	
10E200	2210 4000 60 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		265.69	
			1LTK-NH9J-F1HC	2025-2026 - SUPPLIES AND MATERIALS - CMA	2102600408	268.08	
10E200	2210 4000 55 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		268.08	
			1LWH-NFX3-H9WW	AMAZON/ ALBARRAN, PAPER GOODS/ RA	802600137	214.63	
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		214.63	
			1M9K-7JGN-JMQG	GENERAL SUPPLIES-MOMC 4/23/26	1202600050	98.15	
10E120	1125 4000 50 000000			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		98.15	
			1MCQ-THMT-1C4R	2025-2026 - SUPPLIES AND MATERIALS - ELA	2102600434	126.09	
10E200	2210 4000 60 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		126.09	
			1MFH-6LLM-CMPG	ITEMS FOR NPFH/MT/NW	602600349	41.98	
10E060	1100 4000 50 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		41.98	
			1MGH-DDFP-7L17	OUTDOOR TRASH CAN FOR RAVINIA.	2202601150	322.34	
20E080	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./SU		322.34	
			1MHF-61CT-DV1D	MORE COSTUME PIECES FOR MUSICAL/AC/NW	602600331	100.13	
10E060	1100 4000 50 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		100.13	
			1MHF-61CT-FHYP	2025-2026 -	2102600411	72.11	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200	2210 4000 35 000000			SUPPLIES AND MATERIALS - PD			
			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			72.11	
			1MKX-N6KL-F7GW	CLASSROOM SUPPLY	602600341	59.37	
				ORDER FOR HAFEN/TH/NW			
10E060	1100 4000 50 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		59.37	
			1N6C-XF4V-FNHL	SUPPLIES, EW & NW	5552600232	101.98	
10E200	2220 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT		101.98	
			1NG1-V3PN-MDGN	GENERAL SUPPLIES/DUBOIS	2002600090	174.47	
10E200	2642 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/PERSONNEL/SUPPLIES AND MAT		174.47	
			1NH6-69N7-N6NT	PFA SUPPLIES	2122600572	19.99	
10E120	1125 4000 50 370500			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		19.99	
			1NH6-6R3T-3TXT	2025-2026 - SUPPLIES AND MATERIALS - OT	2102600453	77.97	
				CHESS CLUB - FOUNDATION GRANT			
10E200	1100 4000 50 192004			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		77.97	
			1NHH-DCPY-N9HN	AMAZON/PRIZESFORIA R/SW@EP	1002600100	52.88	
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		52.88	
			1NLR-RHXH-76JW	SUPPLIES FOR HEALTH OFFICE/EW	202600058	127.54	
10E020	1100 4000 50 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M		127.54	
			1NPJ-1D63-91P7	SUPPLY ORDER FOR ART SY	602600338	347.44	
				25-26/BG/NW			
10E060	1100 4000 52 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		347.44	
			1NT1-RY76-YXLT	GENERAL SUPPLIES-MOTHERS DAY	1202600057	52.58	
10E120	1125 4000 50 000000			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		52.58	
			1NVK-R3CP-FNQP	teacher classroom supplies	102600112	260.60	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		260.60	
			1P39-6QTL-9PRD	CLASSROOM SUPPLY ORDER FOR	602600350	53.92	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E060	1100 4000 50 000000			STEVENS/HS/NW EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		53.92	
			1P3N-6NGK-QY31	INSTRUCTIONAL CLASSROOM SUPPLIES 5TH GRADE	902600094	79.20	
10E090	1100 4000 50 000000			EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA		79.20	
			1P6G-WCFM-6XXG	teacher classroom supplies	102600120	79.76	
10E010	1100 3000 38 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV		79.76	
			1PCC-KTJX-NNNQ	Order for Davidowitz	402600151	111.56	
10E040	1100 4000 50 000000			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		111.56	
			1PF4-PYQY-CVHP	SPECIAL ED SUPPLIES - AT	2122600576	18.49	
10E200	1200 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M		18.49	
			1PKW-47R1-QX7V	2025-2026 - SUPPLIES AND MATERIALS - GENERAL	2102600438	61.06	
10E200	2210 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		61.06	
			1PLP-JRT7-9HVL	teacher supplies	102600126	52.37	
10E010	1100 3000 38 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV		52.37	
			1PMP-TJVL-CL7R	2025-2026 - SUPPLIES AND MATERIALS - GENERAL	2102600435	119.95	
10E200	2210 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		119.95	
			1PMV-WH7K-KNJP	SUPPLIES/OT	702600164	155.73	
10E070	1100 4000 50 000000			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN		155.73	
			1PNR-V964-77P7	3RD GRADE/OT	702600163	64.76	
10E070	1100 4000 50 000000			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN		64.76	
			1PNR-V964-GR79	prizes/ot	702600159	198.41	
10E070	1100 4000 50 000000			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN		198.41	
			1PX4-FXMN-C7GL	CLEANING SUPPLIES FOR WHITEBOARDS	2202601096	26.84	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		26.84	
			1PX4-FXMN-L69D	Order for	402600150	402.04	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E040	1100 4000 50 000000			Workroom EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		402.04	
99L000	9041 0000 00 000000		1Q34-H3GF-V69X	teacher supplies	102600108	51.94	
			BRAESIDE ACTIVITY/NS			51.94	
10E010	1100 3000 38 000000		1Q3G-HF7W-VF4C	teacher classroom supplies	102600102	195.17	
			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV			195.17	
10E200	1200 4000 50 000000		1Q4V-RMDG-6YQL	SPECIAL ED SUPPLIES - AT	2122600591	53.57	
			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M			53.57	
10E200	1200 4000 50 000000		1Q4V-RMDG-79D4	SPECIAL ED SUPPLIES - AT	2122600592	39.85	
			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M			39.85	
10E060	1100 4000 50 000000		1Q4V-RMDG-HF3Y	CLASSROOM SUPPLY ORDER FOR DELIGATTI/MD/NW	602600346	60.96	
			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			60.96	
10E060	1100 4000 50 000000		1QC9-XQKH-HMHD	CLASSROOM SUPPLY FOR ZACARRO/MZ/NW	602600344	55.35	
			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			55.35	
10E200	1100 4000 50 192006		1QF3-FJ6C-GRCY	WT / Amazon / MOMC supplies and celebrations	1102600097	38.31	
			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES			38.31	
10E200	2210 4000 57 000000		1QFJ-61Q1-7QFR	2025 - 2026 - SUPPLIES AND MATERIALS - SCIENCE	2102600463	5.50	
			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			5.50	
10E070	1100 4000 50 000000		1QHC-CHJH-41XX	SUPPLIES/OT	702600153	76.98	
			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN			76.98	
10E020	1100 4000 50 000000		1QVJ-HYF1-9JQF	BOOKS NEEDED FOR CARYN STERN/EW	202600195	22.98	
			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M			22.98	
10E070	1100 4000 50 000000		1QX9-9XP1-L1P1	OFFICE/OT	702600166	19.19	
			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN			19.19	
10E070	1100 4000 50 000000		1QXH-4QPK-1PTY	SUPPLIES/OT	702600153	22.98	
			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN			22.98	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E070	1100 4000 50 000000		1R4W-MWK3-FGTG	CLASSROOM/OT	702600162	16.06	
			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN			16.06	
10E010	1100 4000 50 000000		1R76-4Q4F-7P1H	classroom teacher supplies	102600101	62.78	
			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M			62.78	
10E200	2210 4000 35 000000		1RCJ-QFLX-KCHF	2025-2026 - SUPPLIES AND MATERIALS - PD	2102600450	24.86	
			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			24.86	
15E200	2560 4000 50 000000		1RF7-XQRQ-DRK9	Toner for printer, stapler, staples and ergonomic support for mouse and keyboard.	2502600254	244.51	
			FOOD SERVICE/DISTRICT WIDE/FOOD SERVICE/SUPPLIES AND MA			244.51	
10E060	1100 4000 50 000000		1RF7-XQRQ-JKPT	ITEMS NEEDED FOR STAFF APPR WEEK/JS/NW	602600333	33.95	
			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			33.95	
10E010	1100 4000 52 000000		1RHN-94PX-WWVN	teacher art classroom supplies	102600110	83.33	
			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M			83.33	
10E090	1100 4000 50 000000		1RJH-1R6V-XG6M	RED OAK SUPPLIES ROOM	902600102	1,408.02	
			EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA			1,408.02	
10E200	1100 4000 50 192006		1RKD-N6TN-4YGG	WT / Amazon / MOMC supplies and celebrations	1102600097	273.57	
			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES			273.57	
10E040	1100 4000 50 000000		1RKY-1GF4-GMHY	Order for Mendelson	402600149	9.98	
			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			9.98	
10E070	1100 4000 50 000000		1RKY-1GF4-KLWR	MATERIALS/OT	702600155	9.67	
			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN			9.67	
10E070	1100 4000 50 000000		1RL9-TNQM-3Y97	OFFICE/OT	702600167	21.74	
			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN			21.74	
			1RVL-VLD1-QJJF	Order for	402600163	193.29	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E040	1100 4000 50 000000			Broadway Bound Club EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		193.29	
			1T3J-4FR9-3WTV	2025-2026 - SUPPLIES AND MATERIALS - ELA	2102600410	119.85	
10E200	2210 4000 60 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		119.85	
			1T4M-MXVH-74NK	2025-2026 - SUPPLIES AND MATERIALS - FOUNDATION GRANT - OT CHESS	2102600421	32.99	
10E200	1100 4000 50 192004			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		32.99	
			1T4M-MXVH-GQ6K	GENERAL SUPPLIES- EC FIELD DAY	1202600058	260.87	
10E120	1125 4000 50 000000			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		260.87	
			1T6F-DD9G-91TX	ITEMS NEEDED FOR STAFF APPRECIATION WEEK/EW	202600185	149.53	
10E020	1100 4000 50 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M		149.53	
			1TCH-RPLL-7MKJ	2025-2026 - SUPPLIES AND MATERIALS - SCIENCE	2102600464	10.79	
10E200	2210 4000 57 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		10.79	
			1TFW-7NYR-DR4K	GENERAL SUPPLIES-MOMC 4/23/26	1202600056	168.32	
10E120	1125 4000 50 000000			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		168.32	
			1TFX-CY1P-CYCL	BOXES FOR D112 STUDENT RECORDS.	2202601095	85.98	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		85.98	
			1TJJ-L67D-1JMD	WT / Amazon / Nurse Supplies	1102600098	145.89	
10E110	1100 4000 50 000000			EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/SUPPLIES A		145.89	
			1TJJ-L67D-91R1	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600427	228.05	
10E200	2210 4000 60 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		228.05	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1TQ6-TX61-YMPX	2025-2026 - SUPPLIES AND MATERIALS - FOUNDATION GRANT	2102600454	93.82	
10E200	1100 4000 50 192004			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		93.82	
			1TQD-JJFK-3VX6	ITEMS NEEDED FOR NPFH/MT/NW	602600348	35.96	
10E060	1100 4000 50 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		35.96	
			1TXM-QKGY-D3MC	SPECIAL ED SUPPLIES - RAVINIA CORE	2122600583	111.98	
10E200	1200 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M		111.98	
			1V49-Q6V6-WN1Y	Office/Nurse supplies	102600092	12.99	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		12.99	
			1V6J-CWTR-4NQJ	AMAZON/ ALBARRAN/ RA	802600134	50.98	
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		50.98	
			1VH6-GJ16-7PTC	2025-2026 - SUPPLIES AND MATERIALS - SCIENCE	2102600458	290.61	
10E200	2210 4000 57 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		290.61	
			1VH7-GPHY-KLLC	2025-2026 - SUPPLIES ND MATERIALS - SCIENCE	2102600442	77.83	
10E200	2210 4000 57 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		77.83	
			1VNF-1GYV-H4LF	GENERAL SUPPLIES-MOMC 4/23/26	1202600050	96.76	
10E120	1125 4000 50 000000			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		96.76	
			1VNP-CJKD-9NRF	ORDER FOR GENERAL SUPPLIES	2502600265	83.28	
10E200	2520 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/FISCAL SERVICES/SUPPLIES A		83.28	
			1VP3-9N9K-MJJ9	GENERAL SUPPLIES-KAPTAN	1202600047	359.61	
10E120	1125 4000 50 000000			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		359.61	
			1VPF-HM7C-M3QR	2025-2026 - SUPPLIES AND	2102600399	62.15	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				MATERIALS - SCIENCE			
10E200	2210 4000 57 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		62.15	
			1VXD-P1XM-4WK4	OFFICE/OT	702600156	33.35	
10E070	1100 4000 50 000000			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN		33.35	
			1WDF-HPHN-FYWV	WT / Amazon / Student Supplies	1102600094	33.00	
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		33.00	
			1WJH-WXLN-94DC	SPANISH BOOK NEEDED FOR SARAH GLAZIER/EW	202600199	22.82	
10E020	1100 3000 38 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV		22.82	
			1WKJ-4R91-DRW7	GENERAL SUPPLIES-KAPTAN SNACKS	1202600052	156.65	
10E120	1125 4000 50 000000			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		156.65	
			1WTR-NLLR-MWTF	PFA SUPPLIES - FOLKROD/MORRILL	2122600557	58.57	
10E120	1125 4000 50 370500			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		58.57	
			1WWR-KNG3-VCQQ	teacher classroom supplies	102600121	117.41	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		117.41	
			1WX9-XHF6-DCXC	ITEMS NEEDED FOR TRACK AND FIELD/NM/NW	602600335	14.84	
10E060	1100 4000 50 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		14.84	
			1WX9-XHF6-F3NY	WT /Amazon / Clubs	1102600095	13.99	
10E110	1100 4000 50 000000			EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/SUPPLIES A		13.99	
			1X19-HXPH-6R13	Order for Grost	402600159	41.24	
99L000	9700 0000 00 000000			IT Enrichment/NS		41.24	
			1XJ9-VTXX-GWK1	SPECIAL ED SUPPLIES - AT	2122600580	14.99	
10E200	1200 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M		14.99	
			1XJN-W6L3-7PP4	2025-2026 - SUPPLIES AND MATERIALS - STEM	2102600407	70.17	
10E200	2210 4000 56 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		70.17	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1XLF-KQ1C-L9KC	SPECIAL ED SUPPLIES - OT RED OAK MICHELLE HANAWALT	2122600612	24.68	
10E200	1200 4000 50 000000		EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M			24.68	
			1XMG-TPWW-Q131	GENERAL SUPPLIES-MOTHERS DAY	1202600057	141.13	
10E120	1125 4000 50 000000		EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A			141.13	
			1XMG-TPWW-WCRY	IAR PRIZES/EW	202600181	14.91	
99L000	9012 0000 00 000000		EDGEWOOD OTHER/NS			14.91	
			1XNC-YDQ9-67K7	2025-2026 - SUPPLIES AND MATERIALS - PD	2102600457	82.40	
10E200	2210 4000 35 000000		EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			82.40	
			1XXL-H49K-LN4X	AMAZON/ OFFICE, K DIRT/ RA	802600136	125.31	
10E080	1100 4000 50 000000		EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA			125.31	
			1Y3C-XMTR-QNJW	PFA SUPPLIES - EC	2122600561	176.15	
10E120	1125 4000 50 370500		EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A			176.15	
			1Y47-KCCH-6RLG	2025-2026 - SUPPLIES AND MATERIALS - FOUNDATION GRANT - IT CHESS CLUB.	2102600432	359.80	
10E200	1100 4000 50 192004		EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES			359.80	
			1YDY-NFGL-1QH3	Teacher classroom supplies	102600119	32.87	
10E010	1100 3000 38 000000		EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV			32.87	
			1YDY-NFGL-9H4M	NEEDED FOR 8TH GRADE FIELD TRIP/EW	202600196	9.99	
10E020	1100 4000 50 000000		EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M			9.99	
			1YJW-XFQF-DJVK	teacher classroom supplies	102600131	79.78	
10E010	1100 4000 50 000000		EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M			79.78	
			1YPD-RTT1-GVT9	Order for Art	402600157	67.79	
10E040	1100 4000 50 000000		EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			67.79	
			1YPM-HNC1-VPQD	2025-2026 -	2102600407	223.99	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200 2210 4000 56 000000				SUPPLIES AND MATERIALS - STEM EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		223.99	
10E060 1100 4000 50 000000			1YQD-J1QX-QN1X	MUSICAL COSTUME PIECES/AC/NW	602600328	275.44	
10E200 2210 4000 57 000000			1YQY-HX66-JQMP	2025-2026 - SUPPLIES AND MATERIALS - SCIENCE	2102600441	562.69	
10E060 1100 4000 50 000000			1YT4-7M7T-DJVL	CLASSROOM SUPPLY ORDER FOR GOLTZ/LG/NW	602600345	58.78	
10E040 1100 4000 50 000000			1YWF-DG1N-7FXT	Order for Admin EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A	402600164	149.33	
10E200 1100 4000 50 192006			1YYC-7RNP-XN39	FUND RUN/OT EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES	702600165	897.31	
1034910	AMERICAN BACKFLOW PREVENTION,	05/19/2026	51328	ANNUAL BACKFLOW INSPECTION AT RAVINIA. OKAY TO PAY.	2202600900	750.00	1,100.00
20E080 2540 3217 31 000000			53856	OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./EL ***QUOTE***] STRAIGHTEN RPZ VALVES AT INDIAN TRAIL.	2202601138	750.00	
20E040 2540 3208 31 000000				OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		350.00	
1034911	AMPLIFY EDUCATION INC	05/19/2026	INV-456717	2025-2026 - SUPPLIES AND MATERIALS - ELA	2102600445	65,194.15	65,194.15
10E200 2210 4000 60 000000				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		65,194.15	
1034912	ANDERSON LOCK	05/19/2026	7124743	***QUOTE*** DOOR WORK AT NORTHWOOD.	2202600912	9,194.17	9,194.17
20E060 2540 5000 95 000000				OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		9,194.17	
1034913	Vendor Continued Void	05/19/2026					0.00
1034914	ANTHONY ROOFING, LTD.	05/19/2026	S69009269	***VERBAL QUOTE** ROOF REPAIRS AT	2202601035	3,390.36	10,575.94

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E020	2540 3209 31 000000			EW. OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./R		3,390.36	
			S69009287	ROOFING REPAIRS AT GB, EW, NW, AND EP. OKAY TO PAY.	2202601148	3,101.43	
20E060	2540 3209 31 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		607.67	
20E020	2540 3209 31 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./R		1,183.23	
20E030	2540 3209 31 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		680.17	
20E120	2540 3209 31 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		630.36	
			S69009311	***VERBAL QUOTE*** ROOF REPAIRS AT EW.	2202601136	974.29	
20E020	2540 3209 31 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./R		974.29	
			S69009312	***VERBAL QUOTE*** ROOF REPAIRS AT ELM PLACE.	2202601134	1,673.91	
20E030	2540 3209 31 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		1,673.91	
			S69009313	***VERBAL QUOTE*** ROOF REPAIRS AT GREEN BAY.	2202601135	1,435.95	
20E120	2540 3209 31 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		1,435.95	
1034915	APPLE, INC.	05/19/2026	AAA5807974	REPAIR PARTS	5552600227	2,380.00	8,025.00
10E200	2220 4000 31 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT		2,380.00	
			MC61973355	CAPITAL OUTLAY, NEW EQUIPMENT	5552600206	3,265.00	
10E200	2220 5000 90 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/CAPITAL OUTLAY/C		3,265.00	
			MC64975096	REPAIR PARTS	5552600227	1,190.00	
10E200	2220 4000 31 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT		1,190.00	
			MC65395903	REPAIR PARTS	5552600227	1,190.00	
10E200	2220 4000 31 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT		1,190.00	
1034916	ARJUN V MANOJ	05/19/2026	05072026	2025-2026 - PURCHASED SERVICES - OTHER- OT CHESS - FOUNDATION GRANT	2102600461	250.00	250.00
10E200	1100 3000 38 192004			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED		250.00	
1034917	Vendor Continued Void	05/19/2026					0.00

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1034918	ASSURED HEALTHCARE STAFFING***	05/19/2026	5179-0500025409	SPECIAL ED PURCHASED SERVICES / HEALTH SERVICES PURCHASED SERVICES - SUB NURSES	2122600574	3,989.81	26,498.69
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		3,499.28	
10E200	2130 3000 19 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		490.53	
			5179-0500025439	SPECIAL ED PURCHASED SERVICES / HEALTH SERVICES PURCHASED SERVICES - SUB NURSES - INVOICE #4179-0500025439	2122600584	6,273.48	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		5,012.47	
10E200	2130 3000 19 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		1,261.01	
			5179-0500025475	STUDENT SERVICES / HEALTH SERVICES PURCHASED SERVICES - INVOICE # 5179-0500025475	2122600607	5,485.36	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		4,776.04	
10E200	2130 3000 19 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		709.32	
			5179-0500025511	STUDENT SERVICES / HEALTH SERVICES PURCHASED SERVICES - INVOICE # 5179-0500025511	2122600636	5,564.17	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		4,571.13	
10E200	2130 3000 19 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		993.04	
			5179-0500025546	STUDENT SERVICES PURCHASED SERVICES / HEALTH SERVICES PURCHASED SERVICES - SUB NURSES - INVOICE #25546	2122600654	5,185.87	
10E200	2190 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		3,341.65	
10E200	2130 3000 19 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		1,844.22	

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1034919	AT&T	05/19/2026	8321044111	INTERNET SERVICES, VITI, FY26	5552600071	3,594.04	3,594.04
10E200	2220 3261 42 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PHONE SECURITY/N		3,594.04	
1034920	AT&T MOBILITY	05/19/2026	287302649106X050326	PURCHASED SERVICE - CELL SERVICE - FY26	5552600044	5,868.36	5,868.36
10E200	2220 3000 42 090000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		5,868.36	
1034921	AXIZ GROUP LLC	05/19/2026	37755	AWARDS SALES INVOICE ORDER #37755	202600203	287.07	287.07
10E200	2210 3000 35 462000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		287.07	
1034922	BAKER TILLY US, LLP	05/19/2026	BT3599490	Baker Tilly IRA Compliance Management Monthly Billing - March 2026 * Ravinia School	2502600263	10,178.57	28,345.24
10E200	2310 3000 25 000000			EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER		10,178.57	
10E200	2310 3000 25 000000		BT3623508	Baker Tilly IRA Compliance Management Monthly Billing - March 2026 - Braeside School	2502600266	18,166.67	
10E200	2310 3000 25 000000			EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER		18,166.67	
1034923	BANNER PLUMBING SUPPLY CO, INC	05/19/2026	3247355	BANNER PLUMBING SERVICE FY26	2202600073	1,219.20	1,219.20
20E200	2540 4208 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		1,219.20	
1034924	TERI BICOK BOETTCHER, Ed.S, NC	05/19/2026	04132026	PSYCHOLOGISTS - OTHER PURCHASED SERVICES - BILINGUAL EXAM	2122600578	550.00	550.00
10E200	2140 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/PSYCHOLOGIST/PURCHASED SER		550.00	
1034925	BLUEPATH FINANCE SOLAR III LLC	05/19/2026	North Shore - 52	SOLAR PRODUCTION FOR APRIL 2026. OKAY TO PAY.	2202601183	2,615.27	2,615.27
20E060	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		2,615.27	
1034926	BOB SILTON DESIGNS, LLC	05/19/2026	04252026	PAYMENT NEEDED FOR MUSICAL STAGE SET DESIGN/TM/NW	602600354	820.37	820.37
10E060	1100 4000 50 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		820.37	

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1034927	THE BOOK STALL	05/19/2026	619900	2025-2026 - SUPPLIES AND MATERIALS - ELA	2102600428	1,966.80	1,966.80
10E200	2210 4000 60 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		1,966.80	
1034928	BR BLEACHERS	05/19/2026	26297	***QUOTE*** ATHLETIC EQUIPMENT SAFETY INSPECTION AT RO, EW, OT, AND NW.	2202601007	500.00	500.00
20E090	2540 3236 34 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./IN		125.00	
20E070	2540 3236 34 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		125.00	
20E060	2540 3236 34 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		125.00	
20E020	2540 3236 34 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./I		125.00	
1034929	BUFFALO GROVE PARK DISTRICT	05/19/2026	031926-01	RENTAL ITEMS FOR SPRING PLAY PER ALLISON RIORDAN/EW	202600191	75.00	75.00
99L000	9705 0000 00 000000			EW PLAY/NS		75.00	
1034930	BUILD AND RESTORE MASONRY	05/19/2026	1008	***QUOTE*** CONCRETE REPLACEMENT AT EW	2202600923	3,750.00	17,200.00
20E020	2540 3201 31 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./G		3,750.00	
			1009	REPAIR AND REPLACE MASONRY	2202600926	6,250.00	
20E040	2540 3201 31 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		6,250.00	
			1010	CONCRETE REPLACEMENT	2202600925	3,750.00	
20E040	2540 3201 31 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		3,750.00	
			1012	***QUOTE*** PAVING WORK AT EW.	2202601126	3,450.00	
20E020	2540 5000 95 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./C		3,450.00	
1034931	BURRIS EQUIPMENT CO	05/19/2026	ES1007492-1	BLANKET REQUISITION/PURCHAS E ORDER FOR EQUIPMENT REPAIR, RENTAL EQUIPMENT AND MISCELLANEOUS PARTS FY26	2202600074	2,304.00	2,304.00
20E200	2540 3213 31 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		2,304.00	
1034932	CANDOR HEALTH EDUCATION	05/19/2026	2026486	2025-2026 - PURCHASED	2102600465	1,200.00	1,200.00

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10E200 2210 3000 85 000000				SERVICES - HEALTH EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		1,200.00	
1034933	CDW GOVERNMENT, INC.+++	05/19/2026	AI9UL6Y	SOFTWARE/SITE LICENSE	5552600218	1,794.00	26,220.00
10E200 2220 3000 80 000000				EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		1,794.00	
			AJ2E65Q	ZOOM ROOMS, VITI BLDG	5552600235	7,722.00	
10E200 2220 5000 90 000000				EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/CAPITAL OUTLAY/C		7,722.00	
			ZR01211449	SOFTWARE/SITE LICENSE	5552600185	16,704.00	
10E200 2220 3000 80 000000				EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		16,704.00	
1034934	CENTER FOR PSYCHOLOGICAL SERVI	05/19/2026	00003454	SPECIAL ED PURCHASED SERVICES - OUTSIDE BILINGUAL TESTING	2122600569	2,025.00	8,800.00
10E200 1200 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		2,025.00	
			00003482	SPECIAL ED PURCHASED SERVICES - OUTSIDE EVALS - INVOICE #3482	2122600603	5,725.00	
10E200 1200 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		5,725.00	
			00003503	SPECIAL ED PURCHASED SERVICES - INVOICE #00003503	2122600640	1,050.00	
10E200 1200 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		1,050.00	
1034935	CGA INVESTMENT CO LLC	05/19/2026	JUNE 2026	MONTHLY STORAGE RENT	2502600022	12,656.40	12,656.40
20E200 2540 3000 38 000000				OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		12,656.40	
1034936	CHESS-ED LLC	05/19/2026	043026	2025-2026 - PURCHASED SERVICES - FOUNDATION GRANT	2102600451	200.00	200.00
10E200 1100 3000 38 192004				EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED		200.00	
1034937	CHICAGO LITERACY GROUP	05/19/2026	3170	2025-2026 - PURCHASED SERVICES - CONSULTANT - TITLE II	2102600447	16,500.00	16,500.00

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10E200	2210 3000 34 493200			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		16,500.00	
1034938	CITY OF HIGHLAND PARK	05/19/2026	32241	FALSE ALARM AT NORTHWOOD. OKAY TO PAY.	2202601204	50.00	50.00
20E060	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		50.00	
1034939	CITY OF HIGHWOOD	05/19/2026	10019700050126	WATER CHARGES FOR DISTRICT OFFICE OK TO PAY	2202601190	7.85	930.60
20E130	2540 3000 44 000000			OPERATIONS & MAINTENANCE FUND/VITI BUILDING/OPER. & MAI		7.85	
			30017900050126	WATER SERVICE AT OT FROM 02/17 TO 4/16 OK TO PAY	2202601165	922.75	
20E070	2540 3000 44 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		922.75	
1034940	CITY ELEMENTARY	05/19/2026	286	PRIVATE TUITION - APRIL 2026 - INVOICE #286	2122600646	3,400.00	3,400.00
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		3,400.00	
1034941	COMMONWEALTH EDISON	05/19/2026	1387072222042926	ELECTRICITY BILL FOR D112 SCHOOLS, WAREHOUSE, GREENHOUSE AND OPS OK TO PAY	2202601173	4,412.06	4,412.06
20E120	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		4,412.06	
1034942	COMMONWEALTH EDISON	05/19/2026	3555841222043026	ELECTRICITY BILL FOR D112 SCHOOLS, WAREHOUSE, GREENHOUSE AND OPS OK TO PAY	2202601173	1,153.39	1,153.39
20E010	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./S		1,153.39	
1034943	COMMONWEALTH EDISON	05/19/2026	3637742222043026	ELECTRICITY BILL FOR D112 SCHOOLS, WAREHOUSE, GREENHOUSE AND OPS OK TO PAY	2202601173	408.93	408.93
20E150	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER.		408.93	
1034944	COMMONWEALTH EDISON	05/19/2026	3790226000042826	ELECTRICITY BILL FOR D112 SCHOOLS, WAREHOUSE, GREENHOUSE AND OPS OK TO PAY	2202601173	4,585.41	4,585.41
20E100	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./S		4,585.41	

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1034945	COMMONWEALTH EDISON	05/19/2026	5618973000042926	ELECTRICITY BILL FOR D112 SCHOOLS, WAREHOUSE, GREENHOUSE AND OPS OK TO PAY	2202601173	5,626.48	5,626.48
20E080	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./SU		5,626.48	
1034946	COMMONWEALTH EDISON	05/19/2026	5725765000042926	ELECTRICITY BILL FOR D112 SCHOOLS, WAREHOUSE, GREENHOUSE AND OPS OK TO PAY	2202601173	11,730.94	11,730.94
20E020	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./S		11,730.94	
1034947	COMMONWEALTH EDISON	05/19/2026	5802881222042926	ELECTRICITY BILL FOR D112 SCHOOLS, WAREHOUSE, GREENHOUSE AND OPS OK TO PAY	2202601173	6,674.85	6,674.85
20E060	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		6,674.85	
1034948	COMMONWEALTH EDISON	05/19/2026	5870671222042826	ELECTRICITY BILL FOR D112 SCHOOLS, WAREHOUSE, GREENHOUSE AND OPS OK TO PAY	2202601173	281.22	281.22
20E200	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		281.22	
1034949	COMMONWEALTH EDISON	05/19/2026	6275354000042926	ELECTRICITY BILL FOR D112 SCHOOLS, WAREHOUSE, GREENHOUSE AND OPS OK TO PAY	2202601173	6,833.72	6,833.72
20E030	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		6,833.72	
1034950	COMMONWEALTH EDISON	05/19/2026	6552331222050526	ELECTRICAL BILL FOR BUFFALO GROVE WAREHOUSE OK TO PAY	2202601217	484.35	484.35
20E140	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/WAREHOUSE-BUFFALO GROVE/O		484.35	
1034951	COMMONWEALTH EDISON	05/19/2026	6797141222042726	ELECTRICITY BILL FOR D112 SCHOOLS, WAREHOUSE, GREENHOUSE AND OPS OK TO PAY	2202601173	6,123.12	6,123.12
20E090	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./SU		6,123.12	
1034952	COMMONWEALTH EDISON	05/19/2026	7347615000042926	ELECTRICITY BILL FOR D112 SCHOOLS,	2202601173	3,429.45	3,429.45

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20E110	2540 4000 69 000000			WAREHOUSE, GREENHOUSE AND OPS OK TO PAY OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN		3,429.45	
1034953	COMMONWEALTH EDISON	05/19/2026	7443705000042926	ELECTRICITY BILL FOR D112 SCHOOLS, WAREHOUSE, GREENHOUSE AND OPS OK TO PAY	2202601173	5,518.56	5,518.56
20E040	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		5,518.56	
1034954	COMMONWEALTH EDISON	05/19/2026	8356427000040926	MONTHLY ELECTRIC SERVICES AT OAK TERRACE. OKAY TO PAY.	2202601114	8,061.67	8,061.67
20E070	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		8,061.67	
1034955	COMMONWEALTH EDISON	05/19/2026	9404875000042826	ELECTRICITY BILL FOR D112 SCHOOLS, WAREHOUSE, GREENHOUSE AND OPS OK TO PAY	2202601173	382.63	382.63
10E040	2540 3000 38 000067			EDUCATION FUND/INDIAN TRAIL/OPER. & MAINT./PURCHASED SE		382.63	
1034956	CONNECTION'S ACADEMY EAST	05/19/2026	16050	PRIVATE TUITION - APRIL 2026 - INVOICES #16050, 16051	2122600624	7,856.73	15,713.46
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		7,856.73	
10E200	1912 6700 40 000000		16051	PRIVATE TUITION - APRIL 2026 - INVOICES #16050, 16051	2122600624	7,856.73	
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		7,856.73	
1034957	CONNECTIONS DAY SCHOOL SOUTH C	05/19/2026	34350	PRIVATE TUITION - INVOICE #34350 - YPG	2122600571	5,387.20	12,457.90
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		5,387.20	
10E200	1912 6700 40 000000		34431	PRIVATE TUITION - INVOICE #34431 - YPG	2122600622	7,070.70	
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		7,070.70	
1034958	Vendor Continued Void	05/19/2026					0.00
1034959	Vendor Continued Void	05/19/2026					0.00
1034960	CONNECTIONS DAY SCHOOL	05/19/2026	39634	PRIVATE TUITION -	2122600623	7,460.46	39,093.25

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10E200	1912 6700 40 000000			INVOICES #39634, 39635, 39636, 39637, 39638,39718 - APRIL 2026			
			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI			7,460.46	
			39635	PRIVATE TUITION - INVOICES #39634, 39635, 39636, 39637, 39638,39718 - APRIL 2026	2122600623	7,460.46	
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		7,460.46	
			39636	PRIVATE TUITION - INVOICES #39634, 39635, 39636, 39637, 39638,39718 - APRIL 2026	2122600623	8,115.03	
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		8,115.03	
			39637	PRIVATE TUITION - INVOICES #39634, 39635, 39636, 39637, 39638,39718 - APRIL 2026	2122600623	7,460.46	
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		7,460.46	
			39638	PRIVATE TUITION - INVOICES #39634, 39635, 39636, 39637, 39638,39718 - APRIL 2026	2122600623	5,410.02	
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		5,410.02	
			39718	PRIVATE TUITION - INVOICES #39634, 39635, 39636, 39637, 39638,39718 - APRIL 2026	2122600623	2,486.82	
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		2,486.82	
			39745	SPECIAL ED PURCHASED SERVICES -	2122600652	700.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200 1200 3000 38 000000				EVALUATION INVOICE - #39745 EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		700.00	
1034961	THE COVE SCHOOL	05/19/2026	SD112-0426	PRIVATE TUITION - APRIL 2026 - INVOICE #SD112-0426	2122600631	24,895.20	24,895.20
10E200 1912 6700 40 000000				EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		24,895.20	
1034962	CRISIS PREVENTION INSTITUTE, I	05/19/2026	NAIN-227373	SPECIAL ED PROFESSIONAL DEVELOPMENT	2122600642	29,694.00	29,694.00
10E200 1200 3000 35 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		29,694.00	
1034963	DAILY HERALD MEDIA GROUP	05/19/2026	376941	SPECIAL ED PURCHASED SERVICES - AD FOR SPECIAL ED SERVICES	2122600641	40.50	40.50
10E200 1200 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		40.50	
1034964	DELTA-T GROUP ILLINOIS, INC.	05/19/2026	40022545	PAYMENT TO DELTA -T FOR BUILDING SUBSTITUTES INVOICE 40022545	2002600091	701.51	2,015.79
10E200 2642 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/PERSONNEL/PURCHASED SERVIC		701.51	
10E200 2642 3000 38 000000			40022653	P22653AYMENT TO DELTA T FOR BUILDING SUBSTITUTES INVOICE 40022653	2002600092	1,314.28	
10E200 2642 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/PERSONNEL/PURCHASED SERVIC		1,314.28	
1034965	DEMCO, INC.***	05/19/2026	7801555	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600405	899.30	1,986.86
10E200 2210 4000 60 000000				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		899.30	
10E200 2210 4000 60 000000			7805438	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600430	1,087.56	
10E200 2210 4000 60 000000				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		1,087.56	
1034966	DE MUTH, INC	05/19/2026	V-4437	VACTOR MANHOLES AT NW & OT OK TO PAY	2202601226	8,500.00	8,500.00

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20E070	2540 3208 31 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		5,000.00	
20E060	2540 3208 31 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		3,500.00	
1034967	COLIN DROZDOFF	05/19/2026	04202026	2025-2026 - PURCHASED SERVICES - OTHER	2102600425	500.00	500.00
10E200	2210 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		500.00	
1034968	DURA BILT FENCE COMPANY II, IN	05/19/2026	16778	FENCE REPAIRS AT OT. OKAY TO PAY.	2202601184	1,575.00	1,575.00
20E070	2540 3201 31 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		1,575.00	
1034969	ECS MIDWEST LLC	05/19/2026	2161670	RENOVATIONS AND ENGINEERING SERVICES AT SW OK TO PAY	2202601222	4,937.00	15,915.75
67E200	2540 5000 95 000000			SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		4,937.00	
			2162594	ENGINEERING SERVICES AT BR OK TO PAY	2202601221	10,978.75	
65E200	2540 5000 95 000000			BRAESIDE 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		10,978.75	
1034970	EL POBLANITO GOURMET	05/19/2026	04232026	SUPERINTENDENT INNOVATION - HEART OF THE CITY SOCCER TOURNAMENT	2122600617	3,900.00	3,900.00
10E200	1100 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED		3,900.00	
1034971	ENVIRONMENTAL FUTURES, INC.	05/19/2026	38802	TEACHERS LOUNGE	902600098	420.00	420.00
10E090	1100 4000 50 000000			EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA		420.00	
1034972	EXCEPTIONAL LEARNERS COLLABORA	05/19/2026	00026291	SPECIAL ED PURCHASED SERVICES - OT/PT THERAPY - INVOICE #0026291 - APRIL 2026	2122600633	71,840.05	71,840.05
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		71,840.05	
1034973	FELICITY EDUCATIONAL SERVICES	05/19/2026	400	SPECIAL ED PURCHASED SERVICES - L/T SUB SLP - WT	2122600626	7,400.00	7,400.00
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		7,400.00	
1034974	Vendor Continued Void	05/19/2026					0.00
1034975	FIRST STUDENT, INC	05/19/2026	02012026 02282026	BUSES, AIDES, AND CHARTER TRIPS FOR FEBRUARY 2026.	2202601124	687,272.29	1,443,927.04

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				OKAY TO PAY.			
40E200	2550 3000 38 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA		84,359.90	
40E200	2550 3401 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		490,433.25	
40E200	2550 3402 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		3,974.20	
40E200	2550 3403 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		8,719.75	
40E200	2550 3404 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		35,109.00	
40E200	2550 3409 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTR:		37,245.44	
40E200	2550 3409 38 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTR:		27,430.75	
			03012026 03312026	BUSES, AIDES, AND CHARTER TRIPS FOR MARCH 2026. OKAY TO PAY.	2202601125	558,609.92	
40E200	2550 3000 38 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA		57,948.40	
40E200	2550 3401 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		453,606.87	
40E200	2550 3402 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		3,347.20	
40E200	2550 3403 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		3,769.38	
40E200	2550 3404 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		8,381.10	
40E200	2550 3409 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTR:		31,295.47	
40E200	2550 3409 38 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTR:		261.50	
			FA26-00004923	SPECIAL ED TRANSPORTATION - MARCH 2026 - INVOICE #FA26-00004923	2122600588	174,015.55	
40E200	2550 3000 47 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA		174,015.55	
			FEBRUARY2026SPECED	SPECIAL ED TRANSPORTATION - FEBRUARY 2026 - MONITORS	2122600590	12,189.64	
40E200	2550 3000 47 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA		12,189.64	
			MARCH2026SPECED	SPECIAL ED TRANSPORTATION - MARCH 2026 - INVOICE FOR MARCH 2026 - MONITORS	2122600589	11,839.64	
40E200	2550 3000 47 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA		11,839.64	
1034976	FLECKS LANDSCAPING	05/19/2026	2604227	DISTRICT WIDE LANDSCAPE MAINTENANCE FOR APRIL OK TO PAY	2202601175	15,650.88	19,950.88
20E200	2540 3283 89 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		15,650.88	
			2604228	IT COBBLESTONE MAINTENANCE OK TO PAY	2202601176	4,300.00	

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20E040	2540 3283 89 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		4,300.00	
1034977	FLINN SCIENTIFIC INC.***	05/19/2026	3268296	2025-2026 - SUPPLIES AND MATERIALS - SCIENCE	2102600444	3,075.43	3,075.43
10E200	2210 4000 57 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		3,075.43	
1034978	FLOLO CORPORATION	05/19/2026	468361	***QUOTE*** BELIMO ACTUATOR FOR RO.	2202601137	1,157.43	1,157.43
20E090	2540 3203 31 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./HV		1,157.43	
1034979	FOLEY CARRIER SERVICES, LLC	05/19/2026	INV00000001699697	SOCIAL MEDIA BACKGROUND CHECK INV00000001699697	2002600097	432.00	432.00
10E200	2642 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/PERSONNEL/PURCHASED SERVIC		432.00	
1034980	Vendor Continued Void	05/19/2026					0.00
1034981	Vendor Continued Void	05/19/2026					0.00
1034982	FOLLETT CONTENT SOLUTIONS, LLC	05/19/2026	697650F	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600317	87.30	10,785.07
10E200	2210 4000 60 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		87.30	
			723438F	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600369	524.09	
10E200	2210 4000 60 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		524.09	
			738563	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600391	217.20	
10E200	2210 4000 60 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		217.20	
			740479	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600379	1,455.45	
10E200	2210 4000 60 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		1,455.45	
			740948	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600378	4,741.51	
10E200	2210 4000 60 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		4,741.51	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			740948A	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600378	579.45	
10E200 2210 4000 60 000000				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		579.45	
			745206	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600413	685.63	
10E200 2210 4000 60 000000				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		685.63	
			745325	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600420	717.15	
10E200 2210 4000 60 000000				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		717.15	
			752977	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600449	1,777.29	
10E200 2210 4000 60 000000				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		1,777.29	
1034983	FRANKLIN COVEY EDUCATION	05/19/2026	S100070546	LIM & TEACHER BELIEVE IN ME BOOKS - INVOICE #S100070546	2302600095	2,856.50	2,856.50
10E200 1100 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED		2,856.50	
1034984	FRANCZEK PC	05/19/2026	248084	LEGAL SERVICES - INVOICE #248084 4/21/24	2302600093	5,625.50	5,625.50
10E200 2310 3000 26 000000				EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER		5,625.50	
1034985	FRASCO INVESTIGATIVE SERVICES	05/19/2026	INV-153161-J6K9	STUDENT SERVICES PURCHASED SERVICES	2122600637	2,611.05	2,611.05
10E200 2190 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		2,611.05	
1034986	FREDRIKSEN FIRE EQUIPMENT	05/19/2026	103033	***QUOTE*** SERFVICE AGREEMENT FOR KITCHEN SERVICES AT EDGEWOOD.	2202601004	1,820.00	1,820.00
20E020 2540 3000 38 000000				OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./P		1,820.00	
1034987	GAME ONE	05/19/2026	10586980	PURCHASED RETIREMENT HOODIE INVOICE 10586980	2002600095	93.05	93.05

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10E200	2642 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/PERSONNEL/SUPPLIES AND MAT		93.05	
1034988	GENCOMM	05/19/2026	356508	SWEEP DMR REPEATER ANTENNA SYSTEMS. OKAY TO PAY.	2202601127	1,805.00	1,805.00
20E200	2540 3216 31 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		1,805.00	
1034989	Vendor Continued Void	05/19/2026					0.00
1034990	GILBANE	05/19/2026	202604-J397	WAYNE THOMAS ADDITIONS AND RENOVATIONS. GILBANE APPLICATION NO. 8. INVOICE NO. 202604-J397. INVOICE DATGE 4/20/26. OKAY TO PAY.	2202601147	28,272.00	2,535,913.50
66E200	2540 5000 95 000000			WAYNE THOMAS 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN		28,272.00	
			202604-J518	SHERWOOD ADDITIONS AND RENOVATIONS. GILBANE APPLICATION NO. 21. INVOICE NO. 202604-J518 DATED 4/23/26. OKAY TO PAY.	2202601151	1,241,941.39	
67E200	2540 5000 95 000000			SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		1,241,941.39	
			202604-J566	BRAESIDE ADDITIONS AND RENOVATIONS. GILBANE APPLICATION NO. 15. PERIOD ENDING APRIL 30, 2026. OKAY TO PAY.	2202601157	1,265,700.11	
65E200	2540 5000 95 000000			BRAESIDE 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		1,265,700.11	
1034991	GLOBAL WATER TECHNOLOGY	05/19/2026	188475	ANNUAL BILLING FOR WATER MANAGEMENT PROGRAM; ANNUAL BILLING FOR LEGIONELLA TESTING-CONTRACT.	2202601159	29,200.95	29,200.95

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				OKAY TO PAY.			
20E200	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		29,200.95	
1034992	GOPHER SPORT***	05/19/2026	IN509251	PE teacher	102600114	162.47	162.47
				supplies			
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		162.47	
1034993	Vendor Continued Void	05/19/2026					0.00
1034994	W.W. GRAINGER, INC.	05/19/2026	9881772421	DOOR POSITION	2202601132	199.96	3,029.34
				SWITCHS FOR METAL			
				DOORS. OKAY TO			
				PAY.			
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		199.96	
			9883007685	MATERIALS AND	2202601140	917.12	
				SUPPLIES FOR			
				DISTRICT 112.			
				OKAY TO PAY.			
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		917.12	
			9888475648	MATERIALS AND	2202601146	662.46	
				SUPPLIES FOR			
				INDIAN TRAIL.			
				OKAY TO PAY.			
20E040	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		662.46	
			9901554379	SUPPLIES &	2202601171	417.69	
				MATERIALS FOR			
				BRAESIDE OK TO			
				PAY			
20E010	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./S		417.69	
			9907708961	SUPPLIES FOR	2202601224	832.11	
				NORTHWOOD. OKAY			
				TO PAY.			
20E060	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		832.11	
1034995	HEARTLAND ALLIANCE CCIS A/R	05/19/2026	28141	STUDENT SERVICES	2122600575	5,360.82	5,757.62
				PURCHASED			
				SERVICES - PARENT			
				MEETINGS/PHONE			
				CALLS - INVOICE			
				#28141			
10E200	2190 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		5,360.82	
			28176	STUDENT SERVICES	2122600630	396.80	
				PURCHASED			
				SERVICES - PARENT			
				MEETINGS/PHONE			
				CALLS - INVOICE #			

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				28176			
10E200	2190 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		396.80	
1034996	HEARTLAND BUSINESS SYSTEMS	05/19/2026	875477-H	SOFTWARE	5552600226	48.04	23,093.26
10E200	2220 3000 80 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		48.04	
			877937-H	PURCHASED	5552600031	12,205.22	
				SERVICE, OTHER			
10E200	2220 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		12,205.22	
			879263-H	SHERWOOD	5552600035	60.00	
				REOPENING			
				(NETWORK)			
67E200	2540 5000 95 000000			SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		60.00	
			880521-H	SHERWOOD	5552600035	10,780.00	
				REOPENING			
				(NETWORK)			
67E200	2540 5000 95 000000			SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		10,780.00	
1034997	HEALTH MANAGEMENT SYSTEMS	05/19/2026	2026-1241	MONTHLY EMPLOYEE ASSISTANCE PROGRAM	2502600009	1,603.98	1,603.98
10E200	2610 2220 22 000000			EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/MEDICAL		1,603.98	
1034998	HEART OF THE CITY	05/19/2026	3511	STUDENT SERVICES PURCHASED SERVICES - INVOICE #3511 - SPRING SOCCER	2122600609	12,100.00	12,100.00
10E200	2190 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		12,100.00	
1034999	HERFF-JONES***	05/19/2026	1299830	GRADUATION/NW/AF	602600359	50.00	1,881.45
10E060	1100 4000 50 192006			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		50.00	
			1302332	GRADUATION/NW/AF	602600359	26.06	
10E060	1100 4000 50 192006			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		26.06	
			1304242	GRADUATION/NW/AF	602600359	917.67	
10E060	1100 4000 50 192006			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		917.67	
			13055117	GRADUATION/NW/AF	602600359	887.72	
10E060	1100 4000 50 192006			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		887.72	
1035000	HODGES, LOIZZU, EISENHAMMER	05/19/2026	68866	LEGAL SERVICES. INVOICE #68866 - MARCH 31, 2026	2302600098	30,797.24	30,797.24
10E200	2310 3000 26 000000			EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER		30,797.24	
1035001	HUMANKIND	05/19/2026	467	PURCHASED RETIREE	2002600093	10.40	10.40

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10E200 2642 4000 50 000000				MAGNETS EDUCATION FUND/DISTRICT WIDE/PERSONNEL/SUPPLIES AND MAT		10.40	
1035002	THE HYDE PARK DAY SCHOOL	05/19/2026	H202604.12	PRIVATE TUITION - APRIL 2026 - INVOICE # H202604.12	2122600648	39,270.00	39,270.00
10E200 1912 6700 40 000000				EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		39,270.00	
1035003	ILL ASSOC OF SCHOOL ADMIN	05/19/2026	84-07232426	REGISTRATION FOR CABINET_ INVOICE # 84-07232426_ALIGNE D TO LEAD SUMMIT-JULY 2026	2302600097	1,400.00	1,400.00
10E200 2320 6000 99 000000				EDUCATION FUND/DISTRICT WIDE/EXEC. ADMIN./OTHER OBJECTS		1,400.00	
1035004	IDLEWOOD ELECTRIC SUPPLY, INC.	05/19/2026	INV295974	MATERIALS AND SUPPLIES OK TO PAY	2202601166	189.14	189.14
20E120 2540 4207 50 000000				OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		189.14	
1035005	IMAGES ALIVE LTD	05/19/2026	16761	IMAGES ALIVE ITEMS TO BE PAID/EW	202600188	448.44	448.44
99L000 9705 0000 00 000000				EW PLAY/NS		448.44	
1035006	INFINITE CAMPUS	05/19/2026	CI-00005754	INFINITE CAMPUS RENEWAL	5552600233	64,455.00	64,455.00
10E200 2220 3000 80 000000				EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		64,455.00	
1035007	ISCORP	05/19/2026	3515	HOSTING FOR SKYWARD	2502600007	1,890.00	1,890.00
10E200 2520 3000 80 000000				EDUCATION FUND/DISTRICT WIDE/FISCAL SERVICES/PURCHASED		1,890.00	
1035008	Vendor Continued Void	05/19/2026					0.00
1035009	JOHNSON CONTROLS SECURITY SOLU	05/19/2026	1-9S1SQ5T	INSTALLATION CHARGE FOR AES CENTRAL STATION FIRE RADIO KIT AT SHERWOOD. OKAY TO PAY.	2202601191	1,400.00	3,736.27
20E100 2540 3000 38 000000				OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./P		1,400.00	
			42287804	SERVICE CALL TO REPAIR RADIO SYSTEM AT WAYNE THOMAS. OKAY TO PAY.	2202601118	1,875.52	
20E110 2540 3216 31 000000				OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN		1,875.52	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			42337816	QUARTERLY BILLING FOR SECURITY SOLUTIONS OK TO PAY	2202601161	217.00	
20E080	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./PU		217.00	
			42337822	QUARTERLY BILLING FOR SECURITY SOLUTION AT INDIAN TRAIL. OKAY TO PAY.	2202601115	243.75	
20E040	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		243.75	
1035010	ROBYN MICHELLE KAUFMAN	05/19/2026	336	STAF APPRECIATION/OT	702600169	2,472.00	2,472.00
10E070	1100 4000 50 000000			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN		2,472.00	
1035011	KONECTA LLC	05/19/2026	4127	SHERWOOD, CELLULAR AMPLIFICATION	5552600216	50,915.00	50,915.00
67E200	2540 5000 95 000000			SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		50,915.00	
1035012	CHRISTOPHER KOZLOWSKI	05/19/2026	MARCH/APRIL 2026	SPECIAL ED TRANSPORTATION - REIMBURSE PARENT	2122600661	1,695.92	1,695.92
40E200	2550 3000 47 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA		1,695.92	
1035013	LAKE COUNTY COLLECTOR	05/19/2026	TAXES 2025	2025 Lake County Property Taxes	2502600267	2,381.42	2,381.42
20E200	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		2,381.42	
1035014	LAKELAND/LARSEN ELEVATOR CORPO	05/19/2026	208022	CATEGORY 1 PRESSURE TEST. OAY TO PAY.	2202601113	220.00	2,299.00
20E020	2540 3217 31 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./E		220.00	
			208455	MONTHLY ELEVATOR MAINTENANCE AT EP, OT, RO, WT, NW AND EW. OKAY TO PAY.	2202601197	2,079.00	
20E090	2540 3217 31 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./EL		180.00	
20E030	2540 3217 31 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		180.00	
20E070	2540 3217 31 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		180.00	
20E020	2540 3217 31 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./E		509.00	
20E040	2540 3217 31 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		670.00	
20E110	2540 3217 31 000000			OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN		180.00	
20E060	2540 3217 31 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		180.00	
1035015	Vendor Continued Void	05/19/2026					0.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1035016	LAKESHORE RECYCLING SYSTEMS	05/19/2026	LR6693421	TRASH AND RECYCLING SERVICES AT OPS BUILDING. OKAY TO PAY.	2202601186	92.47	4,505.05
20E150	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER.		92.47	
			LR6738979	TRASH, COMPOST & RECYCLING AT OT, EP, RA, IT, RO, WT, GB, NW OK TO PAY	2202601163	550.06	
20E070	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		550.06	
			LR6738980	TRASH AND RECYCLING SERVICES AT OPS BUILDING. OKAY TO PAY.	2202601186	92.47	
20E150	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER.		92.47	
			LR6739498	TRASH, COMPOST & RECYCLING AT OT, EP, RA, IT, RO, WT, GB, NW OK TO PAY	2202601163	3,770.05	
20E030	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		359.84	
20E040	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		387.90	
20E060	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		682.25	
20E080	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./PU		473.71	
20E090	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./PU		545.10	
20E110	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN		381.00	
20E120	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		940.25	
1035017	LAKESIDE CONSULTANTS	05/19/2026	SD112-050126	APRIL 2026 PUBLIC SCHOOL PLAN REVIEW & INSPECTION SERVICES	2202601168	4,725.00	4,725.00
20E200	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		4,725.00	
1035018	Vendor Continued Void	05/19/2026					0.00
1035019	LEARNWELL EDUCATION	05/19/2026	INV311658	SPECIAL ED PURCHASED SERVICES - INVOICE #INV311658 - APRIL 2026	2122600597	170.24	1,191.68
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		170.24	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			INV313599	SPECIAL ED PURCHASED SERVICES - INVOICE #INV313599 - DM	2122600606	425.60	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		425.60	
			INV314805	SPECIAL ED PURCHASED SERVICES - INVOICE # INV314805 - D.M.	2122600628	340.48	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		340.48	
			INV316788	SPECIAL ED PURCHASED SERVICES - INVOICE #INV316788 - HOSPITAL TUTORING	2122600656	255.36	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		255.36	
1035020	Vendor Continued Void	05/19/2026					0.00
1035021	LIBERTYVILLE MUSIC	05/19/2026	1722692	PAYMENT OF MUSIC BOOKS FOR BAND AND ORCH STUDENTS/MD/NW	602600361	324.00	1,067.81
99L000	9034 0000 00 000000			NORTHWOODS MUSICAL/NS		324.00	
			1727179	PAYMENT NEEDED FOR MUSICAL INSTRUMENT REPAIRS/MD/NW	602600355	45.00	
10E060	1100 3000 31 100031			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/PURCHASED SER		45.00	
			1734998	WT / Deerfield & Libertyville Music / Repair	1102600103	31.50	
10E110	1100 3000 31 100031			EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/PURCHASED		31.50	
			1735092	PAYMENT NEEDED FOR MUSICAL INSTRUMENT REPAIRS/MD/NW	602600355	67.50	
10E060	1100 3000 31 100031			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/PURCHASED SER		67.50	
			1735862	PAYMENT NEEDED FOR MUSICAL INSTRUMENT REPAIRS/MD/NW	602600355	599.81	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E060	1100 3000 31 100031			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/PURCHASED SER		599.81	
1035022	LUCAS LANDSCAPE AND DESIGN	05/19/2026	17400	***QUOTE*** LANDSCAPING AND RELATED WORK TO BE DONE AT EW.	2202601094	17,990.00	19,190.00
20E020	2540 3283 89 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./G		17,990.00	
			17401	LANDSCAPE WORK AT EW. OKAY TO PAY.	2202601187	1,200.00	
20E020	2540 3283 89 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./G		1,200.00	
1035023	Vendor Continued Void	05/19/2026					0.00
1035024	Vendor Continued Void	05/19/2026					0.00
1035025	Vendor Continued Void	05/19/2026					0.00
1035026	Vendor Continued Void	05/19/2026					0.00
1035027	MARISSA BENNETT CONSULTING, LL	05/19/2026	13820541	SPECIAL ED PURCHASED SERVICES - BCBA/RBT THERAPY - INVOICES #13820548, 13820570, 13820586, 13820541 - APRIL 2026	2122600593	7,140.00	72,506.00
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		7,140.00	
			13820548	SPECIAL ED PURCHASED SERVICES - BCBA/RBT THERAPY - INVOICES #13820548, 13820570, 13820586, 13820541 - APRIL 2026	2122600593	7,504.00	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		7,504.00	
			13820570	SPECIAL ED PURCHASED SERVICES - BCBA/RBT THERAPY - INVOICES #13820548, 13820570, 13820586, 13820541 - APRIL 2026	2122600593	4,508.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		4,508.00	
			13820586	SPECIAL ED PURCHASED SERVICES - BCBA/RBT THERAPY - INVOICES #13820548, 13820570, 13820586, 13820541 - APRIL 2026	2122600593	2,352.00	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		2,352.00	
			14023801	SPECIAL ED PURCHASED SERVICES - RBT/BCBA - INVOICES #14042972, 14042976, 14041874, 14042968, 14041507, 14023801	2122600644	4,564.00	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		4,564.00	
			14041507	SPECIAL ED PURCHASED SERVICES - RBT/BCBA - INVOICES #14042972, 14042976, 14041874, 14042968, 14041507, 14023801	2122600644	8,568.00	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		8,568.00	
			14041874	SPECIAL ED PURCHASED SERVICES - RBT/BCBA - INVOICES #14042972, 14042976, 14041874, 14042968, 14041507,	2122600644	8,960.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200 1200 3000 38 000000				14023801 EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		8,960.00	
			14042968	SPECIAL ED PURCHASED SERVICES - RBT/BCBA - INVOICES #14042972, 14042976, 14041874, 14042968, 14041507, 14023801	2122600644	17,850.00	
10E200 1200 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		17,850.00	
			14042972	SPECIAL ED PURCHASED SERVICES - RBT/BCBA - INVOICES #14042972, 14042976, 14041874, 14042968, 14041507, 14023801	2122600644	5,320.00	
10E200 1200 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		5,320.00	
			14042976	SPECIAL ED PURCHASED SERVICES - RBT/BCBA - INVOICES #14042972, 14042976, 14041874, 14042968, 14041507, 14023801	2122600644	5,740.00	
10E200 1200 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		5,740.00	
1035028	MARZANO RESOURCES, LLC	05/19/2026	05042026	2025-2026 - PURCHASED SERVICES - PD	2102600456	330.00	330.00
10E200 2210 3000 35 000000				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		330.00	
1035029	MASTERS OF BROADWAY	05/19/2026	402	2025-2026 - PURCHASED SERVICES -	2102600416	500.00	500.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200 1100 3000 38 192004				FOUNDATION GRANT - BROADWAY MASTER CLASS EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED		500.00	
1035030 MCMASTER-CARR		05/19/2026	63536275	MATERIALS AND SUPPLIES FOR INDIAN TRAIL. OKAY TO PAY.	2202601139	1,067.98	2,572.60
20E040 2540 4000 65 000000				OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		1,067.98	
			63872307	MATERIALS AND SUPPLIES FOR EP. OKAY TO PAY.	2202601153	796.41	
20E030 2540 4000 65 000000				OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		796.41	
			64124009	MATERIALS AND SUPPLIES FOR D112. OKAY TO PAY.	2202601162	708.21	
20E200 2540 4000 65 000000				OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		708.21	
1035031 MIDWEST EDUCATIONAL FURNISHING		05/19/2026	10450	THREE STEPS IETH HANDRAILS FOR D112 USE. OKAY TO PAY.	2202601203	1,277.83	1,277.83
20E200 2540 4000 65 000000				OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		1,277.83	
1035032 MOBILE ACADEMICS, INC		05/19/2026	MN_00623	SPECIAL ED PURCHASED SERVICES - OUTSIDE TUTORING - MS	2122600608	390.00	390.00
10E200 1200 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		390.00	
1035033 MODERN MEDIA TECH LLC		05/19/2026	7609	SERVICE CALLS	5552600234	250.00	15,645.00
10E200 2220 3000 31 000000				EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		250.00	
			7613	SERVICE CALLS	5552600234	125.00	
10E200 2220 3000 31 000000				EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		125.00	
			7618	SECURITY, GREEN BAY	5552600228	1,395.00	
60E120 2540 5000 96 000000				SECURITY 2022 REFERENDUM/GREEN BAY SCHOOL/OPER. & MAINT		1,395.00	
			7620	WAYNE THOMAS EQUIPMENT REMOVAL	5552600222	13,875.00	
66E200 2540 5000 95 000000				WAYNE THOMAS 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN		13,875.00	
1035034 MULTIVISTA		05/19/2026	5067	PHOTOGRAPHIC	2202601117	4,560.00	8,540.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
67E200	2540 5000 95 000000			DOCUMENTATION AT BRAESIDE AND SHERWOOD FOR MARCH AND APRIL, 2026. OKAY TO PAY.			
			SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI			4,560.00	
			5068	PHOTOGRAPHIC DOCUMENTATION AT BRAESIDE AND SHERWOOD FOR MARCH AND APRIL, 2026. OKAY TO PAY.	2202601117	3,980.00	
65E200	2540 5000 95 000000			BRAESIDE 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		3,980.00	
1035035	NAPA AUTO PARTS	05/19/2026	229057	REPAIRS TO DISTRICT VEHICLE. OKAY TO PAY.	2202601195	78.31	78.31
20E200	2540 3213 31 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		78.31	
1035036	NASCO EDUCATION	05/19/2026	914883	PE supplies	102600113	319.05	319.05
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		319.05	
1035037	NATURESCAPE DESIGN, INC.	05/19/2026	100494	ACTIVATE SPRINKLER SYSTEM AT IT GREENHOUSE. OKAY TO PAY.	2202601223	335.72	335.72
10E040	2540 3000 38 000067			EDUCATION FUND/INDIAN TRAIL/OPER. & MAINT./PURCHASED SE		335.72	
1035038	NORTH SHORE EXECUTIVE FUNCTION	05/19/2026	0422	GENERAL SPECIAL ED OTHER PURCHASED SERVICES	2122600618	1,980.00	1,980.00
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		1,980.00	
1035039	NORTHWEST SUBURBAN SPECIAL EDU	05/19/2026	13675	SPECIAL ED PURCHASED SERVICES - D/HH PROGRAMS	2122600601	18,865.98	18,865.98
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		18,865.98	
1035040	NORTHWOOD JUNIOR HIGH PTO	05/19/2026	05042026	REIMBURSE PTO/NW/AF	602600360	4,280.00	4,805.00
99L000	9031 0000 00 000000			NORTHWOODS GRADUATION/NS		4,280.00	
			05072026	REIMBURSEMENT FOR FLORAL ARRANGEMENT FOR	2302600099	525.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200 2310 3000 38 000000				8TH GR. GRADUATION CEREMONY EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER		525.00	
1035041	OXSANA FEDKIV	05/19/2026	04172026	2025-2026 - PURCHASED SERVICES - FOUNDATION GRANT - ROOTS FEST	2102600418	500.00	500.00
10E200 1100 3000 38 192004				EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED		500.00	
1035042	Vendor Continued Void	05/19/2026					0.00
1035043	ORGANICLIFE, LLC	05/19/2026	1136020711390	National School Lunch Program BF and Lunch, invoice 1136020711390	2502600274	116,352.42	125,564.07
15E200 2560 3000 41 000000				FOOD SERVICE/DISTRICT WIDE/FOOD SERVICE/PURCHASED SERVI		116,352.42	
			1136020711391	Box Lunches Illinois Free Program invoice 1136020711391	2502600276	7,345.80	
10E200 2560 3000 41 000000				EDUCATION FUND/DISTRICT WIDE/FOOD SERVICE/PURCHASED SER		7,345.80	
			1136020711392	Special Milk Program	2502600277	672.87	
10E200 2560 3000 41 000000				EDUCATION FUND/DISTRICT WIDE/FOOD SERVICE/PURCHASED SER		672.87	
			1136020711393	Breakfast items for ILP schools	2502600275	71.73	
10E200 2560 4000 50 000000				EDUCATION FUND/DISTRICT WIDE/FOOD SERVICE/SUPPLIES AND		71.73	
			1136020711394	PAYMENT NEEDED FOR MILITARY BREAKFAST FOR FAMILIES/WK/NW	602600363	1,121.25	
10E060 1100 4000 50 000000				EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		1,121.25	
1035044	Vendor Continued Void	05/19/2026					0.00
1035045	PHOENIX CONSULTING SERVICES GR	05/19/2026	0226-06	***QUOTE*** ENVIRONMENTAL TESTING AND ASBESTOS PROJECT MANAGEMENT SERVICES AT WAYNE THOMAS.	2202600860	3,000.00	18,650.00
66E200 2540 5000 95 000000				WAYNE THOMAS 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN		3,000.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			0326-01	***QUOTE*** ENVIRONMENTAL TESTING AND ASBESTOS PROJECT MANAGEMENT SERVICES AT WAYNE THOMAS.	2202600860	14,450.00	
66E200	2540 5000 95 000000		WAYNE THOMAS 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN			14,450.00	
			1225-03	DISTRICT-WIDE ASBESTOS 6 MONTH SURVEILLANCE. OKAY TO PAY.	2202601160	1,200.00	
20E200	2540 3237 34 000000		OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI			1,200.00	
1035046	PITNEY BOWES***	05/19/2026	90000756149041726	Postage fees	2502600261	17.99	17.99
10E200	1100 3000 48 000000		EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED			17.99	
1035047	PLAY ILLINOIS LLC	05/19/2026	2476	NEW PLAYGROUND EQUIPMENT AT SHERWOOD OK TO PAY	2202601169	151,770.75	151,770.75
67E200	2540 5000 95 000000		SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI			151,770.75	
1035048	PRESTIGE DISTRIBUTION, INC.	05/19/2026	28742	TOWEL DISPENSERS FOR DISTRICT USE. OKAY TO PAY.	2202601116	4,147.00	4,147.00
20E200	2540 4000 65 000000		OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI			4,147.00	
1035049	PRO-CARE THERAPY	05/19/2026	21426121	SPECIAL ED PURCHASED SERVICES - L/T SUB PARAPROS - INVOICE #21	2122600570	2,950.90	11,737.64
10E200	1200 3000 38 000000		EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV			2,950.90	
			21437465	SPECIAL ED PURCHASED SERVICES - L/T PARAPRO SUBS	2122600604	2,955.12	
10E200	1200 3000 38 000000		EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV			2,955.12	
			21441340	SPECIAL ED PURCHASED SERVICES - L/T PARAPRO SUBS	2122600621	3,624.78	
10E200	1200 3000 38 000000		EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV			3,624.78	
			21449799	SPECIAL ED PURCHASED	2122600649	2,206.84	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200 1200 3000 38 000000				SERVICES - L/T PARAPRO SUBS EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		2,206.84	
1035050 PRO-ED***		05/19/2026	3127495	SPECIAL ED SUPPLIES - SLP	2122600510	543.40	543.40
10E200 1200 4000 50 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M		543.40	
1035051 PROJECT READ		05/19/2026	TKQYNTZP-003	2025-2026 - PURCHASED SERVICES - SITE LICENSES/SOFTWARE	2102600455	1,950.00	1,950.00
10E200 2210 3000 80 000000				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		1,950.00	
1035052 REALLY GOOD STUFF, INC.***		05/19/2026	9193790	GENERAL SPECIAL ED SUPPORT SUPPLIES - BRAESIDE	2122600634	138.70	277.40
10E200 1200 4000 50 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M		138.70	
			9194959	REALLYGOODSTUFF/CH ALFIN/SW@EP	1002600110	138.70	
10E100 1100 4000 50 000000				EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M		138.70	
1035053 R.E. ALLEN AND ASSOCIATES LTD		05/19/2026	46690	BOUNDARY & TOPOGRAPHICAL SURVEY FOR OT OK TO PAY	2202601189	15,000.00	15,000.00
20E070 2540 5000 95 000000				OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		15,000.00	
1035054 SCHOOL SPECIALTY INC.***		05/19/2026	308104866501	SCHOOLSPECIALTY/AR T/SW@EP	1002600107	2,967.39	2,967.39
10E100 1100 4000 52 000000				EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M		2,967.39	
1035055 SCHURING & SCHURING, INC.		05/19/2026	6658100	MILK ORDER FOR APRIL	1202600060	17.05	85.25
10E120 1125 4000 16 000000				EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		17.05	
			6658205	MILK ORDER FOR APRIL	1202600060	17.05	
10E120 1125 4000 16 000000				EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		17.05	
			6658312	MILK ORDER FOR APRIL	1202600060	17.05	
10E120 1125 4000 16 000000				EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		17.05	
			6658414	MILK ORDER FOR APRIL	1202600060	17.05	
10E120 1125 4000 16 000000				EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		17.05	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			6658522	MILK ORDER FOR APRIL	1202600060	17.05	
10E120	1125 4000 16 000000			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		17.05	
1035056	SECONDS MATTER SAFETY SOLUTION	05/19/2026	2370	SERVICE CALL NW INVOICE 2370	2602600037	310.95	310.95
10E200	2490 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/ADMIN SUPPORT SERVICES/PU		310.95	
1035057	SECURED TECH SOLUTIONS, LLC	05/19/2026	1201444052	SUPPLIES, OTHER	5552600213	51,475.00	51,475.00
10E200	2220 4000 65 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT		51,475.00	
1035058	Ruth Shook-Orr, Psy.D.	05/19/2026	0304202603262026	SPECIAL ED PURCHASED SERVICES - SUPERVISION - MARCH 2026 - INVOICE DATED 04.02.2026	2122600577	600.00	1,350.00
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		600.00	
			05022026	SPECIAL ED PURCHASED SERVICES - INVOICE FOR APRIL 2026 - SUPERVISION OF PSYCHOLOGIST	2122600657	750.00	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		750.00	
1035059	JOHNSON CONTROLS FIRE PROTECTI	05/19/2026	53983709	INSPECTION AND REPAIR OF THE FIRE SYSTEM AT EW AND EP. OKAY TO PAY.	2202601141	1,840.46	3,258.37
20E030	2540 3212 31 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		1,840.46	
			53984058	INSPECTION AND REPAIR OF THE FIRE SYSTEM AT EW AND EP. OKAY TO PAY.	2202601141	1,417.91	
20E020	2540 3212 31 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./S		1,417.91	
1035060	Vendor Continued Void	05/19/2026					0.00
1035061	Vendor Continued Void	05/19/2026					0.00
1035062	Vendor Continued Void	05/19/2026					0.00
1035063	Vendor Continued Void	05/19/2026					0.00
1035064	Vendor Continued Void	05/19/2026					0.00
1035065	SMITHEREEN PEST MANAGEMENT***	05/19/2026	3992957	MONTHLY PEST CONTROL FOR D112	2202601129	53.00	1,826.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E110	2540 3238 34 000000			SCHOOLS. OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN		53.00	
			3992958	MONTHLY PEST CONTROL FOR D112 SCHOOLS.	2202601129	90.00	
20E040	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		90.00	
			3992960	MONTHLY PEST CONTROL FOR D112 SCHOOLS.	2202601129	49.00	
20E010	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./P		49.00	
			3992963	MONTHLY PEST CONTROL FOR D112 SCHOOLS.	2202601129	60.00	
20E120	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		60.00	
			3992964	MONTHLY PEST CONTROL FOR D112 SCHOOLS.	2202601129	35.00	
20E200	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		35.00	
			3992969	MONTHLY PEST CONTROL FOR D112 SCHOOLS.	2202601129	49.00	
20E090	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./PE		49.00	
			3992970	MONTHLY PEST CONTROL FOR D112 SCHOOLS.	2202601129	63.00	
20E060	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		63.00	
			3992984	MONTHLY PEST CONTROL FOR D112 SCHOOLS.	2202601129	58.00	
20E030	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		58.00	
			3992985	MONTHLY PEST CONTROL FOR D112 SCHOOLS.	2202601129	150.00	
20E080	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./PE		150.00	
			3992987	MONTHLY PEST CONTROL FOR D112 SCHOOLS.	2202601129	74.00	
20E020	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./P		74.00	
			3992988	MONTHLY PEST CONTROL FOR D112	2202601129	58.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E070	2540 3238 34 000000			SCHOOLS. OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		58.00	
			3994624	MONTHLY PEST CONTROL FOR D112 SCHOOLS.	2202601129	74.00	
20E150	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER.		74.00	
			4021087	MONTHLY PEST CONTROL FOR D112 SCHOOLS OK TO PAY	2202601172	53.00	
20E110	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN		53.00	
			4021088	MONTHLY PEST CONTROL FOR D112 SCHOOLS OK TO PAY	2202601172	90.00	
20E040	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		90.00	
			4021090	MONTHLY PEST CONTROL FOR D112 SCHOOLS OK TO PAY	2202601172	49.00	
20E010	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./P		49.00	
			4021095	MONTHLY PEST CONTROL FOR D112 SCHOOLS OK TO PAY	2202601172	60.00	
20E120	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		60.00	
			4021096	MONTHLY PEST CONTROL FOR D112 SCHOOLS OK TO PAY	2202601172	35.00	
20E040	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		35.00	
			4021101	MONTHLY PEST CONTROL FOR D112 SCHOOLS OK TO PAY	2202601172	49.00	
20E090	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./PE		49.00	
			4021102	MONTHLY PEST CONTROL FOR D112 SCHOOLS OK TO PAY	2202601172	63.00	
20E060	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		63.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			4021118	MONTHLY PEST CONTROL FOR D112 SCHOOLS OK TO PAY	2202601172	58.00	
20E030	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		58.00	
			4021119	MONTHLY PEST CONTROL FOR D112 SCHOOLS OK TO PAY	2202601172	150.00	
20E080	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./PE		150.00	
			4021121	MONTHLY PEST CONTROL FOR D112 SCHOOLS OK TO PAY	2202601172	74.00	
20E020	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./P		74.00	
			4021122	MONTHLY PEST CONTROL FOR D112 SCHOOLS OK TO PAY	2202601172	58.00	
20E070	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		58.00	
			4022774	MONTHLY PEST CONTROL FOR D112 SCHOOLS OK TO PAY	2202601172	74.00	
20E150	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER.		74.00	
			4047046	MONTHLY PEST CONTROL FOR D112 SCHOOLS OK TO PAY	2202601172	200.00	
20E090	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./PE		200.00	
1035066	SNFLR, LLC	05/19/2026	1344	SWEAT PANTS THAT WERE ALREADY DELIVERED /EW	202600194	1,782.00	1,782.00
10E020	1100 4000 50 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M		1,782.00	
1035067	Vendor Continued Void	05/19/2026					0.00
1035068	SOLIANT	05/19/2026	21425937	SPECIAL ED PURCHASED SERVICES - INVOICE #21425937 - L/T SUB SPED TEACHER AND PARAPROS	2122600573	3,978.50	26,289.50
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		3,978.50	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			21431579	SPECIAL ED PURCHASED SERVICES - L/T SUB SPED TEACHER/ PARAPROFESSIONALS - INVOICE #21431579	2122600594	7,059.00	
10E200 1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV			7,059.00	
			21437144	SPECIAL ED PURCHASED SERVICES - L/T SUB PARAPROS, SPED TEACHERS - INVOICE #21437144	2122600605	6,338.50	
10E200 1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV			6,338.50	
			21442739	SPECIAL ED PURCHASED SERVICES - L/T SUB PARAPROS, SPED TEACHERS - INVOICE # 21442739	2122600620	3,452.50	
10E200 1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV			3,452.50	
			21448867	SPECIAL ED PURCHASED SERVICES - L/T SUB PARAPROS, SPED TEACHERS - INVOICE # 21448867	2122600647	5,461.00	
10E200 1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV			5,461.00	
1035069	STANDARD INSURANCE COMPANY	05/19/2026	1586860001050126	THE STANDARD INSURANCE COMPANY MAY 2026	2502600271	684.76	684.76
10E200 2610 2210 22 000000			EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/LIFE INS			684.76	
1035070	STAPLES BUSINESS ADVANTAGE	05/19/2026	7009684105	REPLACEMENT PAPER, WAYNE THOMAS	5552600229	210.04	210.04
10E200 2220 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT			210.04	
1035071	SUNSET FOOD MART, INC.	05/19/2026	7950APR2026	SNACKS FOR EARLY CHILDHOOD FY26	1202600008	1,703.91	1,703.91
10E120 1125 4000 16 000000			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A			1,703.91	
1035072	T MOBILE	05/19/2026	969580760050326	STUDENT HOTSPOTS	5552600025	2,940.00	4,173.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200 2220 3000 42 090000				#969580760 EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		2,940.00	
10E200 2220 3000 42 090000			972282849042126	STUDENT HOTSPOTS #972282849 EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC	5552600042	765.00	765.00
10E200 2220 3000 42 090000			974304005050326	CELL BOOSTERS #974304005 EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC	5552600022	468.00	468.00
1035073	THE JUNIOR ASSEMBLY OF THE MOD	05/19/2026	JAMUN-IV-2603-1C89	PAYMENT NEEDED FOR MODEL UN EVENT/JM/NW	602600356	180.00	180.00
10E060 1100 4000 50 000000				EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		180.00	
1035074	HANNAH THOMPSON	05/19/2026	04292026	SPECIAL ED OTHER PURCHASED SERVICES	2122600643	250.00	250.00
10E200 1200 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		250.00	
1035075	THOMSON REUTERS - WEST	05/19/2026	853562156	STUDENT SERVICES PURCHASED SERVICES - CLEAR - INVOICE # 853562156	2122600632	2,098.95	2,098.95
10E200 2190 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		2,098.95	
1035076	TOTAL FITNESS, INC.	05/19/2026	2026105	TRAVEL & DIAGNOSIS OF SPORTS EQUIPMENT AT NW	2202601220	168.00	641.93
20E060 2540 3202 31 000000				OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		168.00	
20E060 2540 3202 31 000000			2026111	REPAIRS AND PARTS TO SPORTS EQUIPMENT AT NW	2202601219	473.93	473.93
1035077	TOWNSHIP HIGH SCHOOL DIST. 113	05/19/2026	237	GAS PURCHASES FOR DISTRICT VEHICLES FOR FEBRUARY AND MARCH, 2026. OKAY TO PAY.	2202601133	2,280.34	5,425.55
20E200 2540 4214 50 000000				OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		2,280.34	
			238	GAS PURCHASES FOR DISTRICT VEHICLES FOR FEBRUARY AND MARCH, 2026. OKAY	2202601133	3,145.21	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				TO PAY.			
20E200	2540 4214 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		3,145.21	
1035078	Vendor Continued Void	05/19/2026					0.00
1035079	TRANE U.S. INC***	05/19/2026	21479716	HVAC/FILTERS/MOTOR 2202600076 SUPPLIES FY26; DISTRICT WIDE		428.90	4,711.25
20E200	2540 4203 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		428.90	
			21495330	HVAC/FILTERS/MOTOR 2202600076 SUPPLIES FY26; DISTRICT WIDE		96.84	
20E200	2540 4203 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		96.84	
			21505885	HVAC/FILTERS/MOTOR 2202600076 SUPPLIES FY26; DISTRICT WIDE		614.15	
20E200	2540 4203 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		614.15	
			21553033	HVAC/FILTERS/MOTOR 2202600076 SUPPLIES FY26; DISTRICT WIDE		130.26	
20E200	2540 4203 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		130.26	
			21590354	HVAC SUPPLIES FOR 2202601179 EW. OKAY TO PAY.		1,260.66	
20E020	2540 3203 31 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./H		1,260.66	
			21590399	HVAC SUPPLIES FOR 2202601179 EW. OKAY TO PAY.		63.44	
20E020	2540 3203 31 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./H		63.44	
			990506435	HVAC WORK AT EW. 2202601225 OKAY TO PAY.		2,117.00	
20E020	2540 3203 31 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./H		2,117.00	
1035080	TRUENORTH EDUCATIONAL COOP 804	05/19/2026	981120326	MEMBER BILLING - TRUE NORTH - INVOICE #981120326	2122600655	561,157.23	561,157.23
10E200	4220 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION PUBLIC/TUITI		561,157.23	
1035081	ANDREA TUCKER	05/19/2026	05112026	IDEA PROFESSIONAL 2122600659 DEVELOPMENT - REIMBURSE EXPENSES		94.90	94.90
10E200	2210 3000 35 462000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		94.90	
1035082	ULINE***	05/19/2026	207705521	MATERIALS AND 2202601194 SUPPLIES FOR		900.00	3,555.00

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20E200	2540 4000 65 000000			DISTRICT USE. OKAY TO PAY. OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		900.00	
			207723493	MATERIALS AND SUPPLIES FOR DISTRICT USE. OKAY TO PAY.	2202601194	1,290.00	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		1,290.00	
			207802287	KEY CABINETS FOR D112 USE. OKAY TO PAY.	2202601206	1,365.00	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		1,365.00	
1035083	UNITED RENTALS (NORTH AMERICA)	05/19/2026	203895023-056	CONTAINER RENTAL OK TO PAY	2202601164	135.30	135.30
20E100	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./P		135.30	
1035084	UNITED SEATING AND MOBILITY, L	05/19/2026	56974508	SPECIAL ED - CAPITAL OUTLAY - RIFTON CHAIR	2122600448	3,992.00	3,992.00
10E200	1200 5000 90 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./CAPITAL OUTLAY		3,992.00	
1035085	VARSITY YEARBOOK	05/19/2026	17147-200-2026	YEARBOOKS 2026/EW	202600198	21,067.24	21,773.24
99L000	9011 0000 00 000000			EDGEWOOD YEARBOOK/NS		21,067.24	
			17147-200-2026-1	25 OVERRUN YEARBOOKS/EW INVOICE #4005/EW	202600202	706.00	
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		706.00	
1035086	VERIFENT VERIFICATION SOLUTION	05/19/2026	N-202628	ANNUAL SUBSCRIPTION FEE FOR VERIFENT INVOICE N-202628	2002600094	750.00	750.00
10E200	2642 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/PERSONNEL/PURCHASED SERVIC		750.00	
1035087	VIRTUAL CONNECTIONS ACADEMY	05/19/2026	6702	PRIVATE TUITION - INVOICE #6702 - APRIL 2026 - SG	2122600619	7,813.05	7,813.05
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		7,813.05	
1035088	VISO GRAPHIC	05/19/2026	250339	USED VISOGRAPHIC FOR CARRIER FOR SPRING MAILER - CARRIER MAILING TO ZIPS 60040 AND 60035	2602600036	4,300.31	4,300.31
10E200	2630 3000 48 000000			EDUCATION FUND/DISTRICT WIDE/INFORMATION SERVICES/PURCH		4,300.31	

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1035089	GABRIEL VITI REVOCABLE TRUST	05/19/2026	JUNE 2026	MONTHLY RENT BPO	2502600021	26,412.00	26,412.00
	20E200 2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		26,412.00	
1035090	Vendor Continued Void	05/19/2026					0.00
1035091	WIGHT & COMPANY	05/19/2026	230068-021	BRAESIDE	2202601122	50,048.41	301,669.75
				RENOVATIONS. PROJECT 230068, INVOICE NO. 230068-021. INVOICE DATE 3/31/26. OKAY TO PAY.			
65E200	2540 5000 95 000000			BRAESIDE 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		50,048.41	
			230069-031	SHERWOOD	2202601121	25,873.42	
				RENOVATIONS. PROJECT 230069, INVOICE NO. 230069-031. INVOICE DATE 3/31/26. OKAY TO PAY.			
67E200	2540 5000 95 000000			SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		25,873.42	
			230070-013	WAYNE THOMAS	2202601120	224,054.42	
				RENOVATIONS. PROJECT 230070, INVOICE NO. 230070-013. INVOICE DATE 3/31/26. OKAY TO PAY.			
66E200	2540 5000 95 000000			WAYNE THOMAS 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN		224,054.42	
			250167-005	OAK TERRACE ES	2202601119	1,693.50	
				GAP ANALYSIS STUDY. OKAY TO PAY.			
20E070	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		1,693.50	
1035092	ZOOM VIDEO COMMUNICATIONS, INC	05/19/2026	INV351420974	TELEPHONE.	5552600004	294.66	294.66
	10E200 2220 3000 42 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		294.66	
			232	Computer	Check(s) For a Total of		6,800,396.76

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1034457	AMERICAN BACKFLOW PREVENTION,	05/19/2026	51328	ANNUAL BACKFLOW INSPECTION AT RAVINIA. OKAY TO PAY.	2202600900	750.00	750.00
20E080	2540 3217 31 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./EL		750.00	
1034655	AMALGAMATED BANK OF CHICAGO	05/19/2026	69620326	ADMINISTRATIVE FEE	2502600244	475.00	475.00
30E200	5900 3000 00 000000			DEBT SERVICE (Bond & Interest)/DISTRICT WIDE/BONDS-FEES		475.00	
				2 Void	Check(s) For a Total of		1,225.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
202500352	ALLIED BENEFIT SYSTEMS	01/15/2026	0000547537	ALLIED INVOICE \$1107.50 FLEX ANNUAL FEE \$500.00 NOV MONTHLY FEE \$607.50	2502600264	1,107.50	1,107.50
10E200	2610 2220 22 000000		EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/MEDICAL			1,107.50	
202500353	ALLIED BENEFIT SYSTEMS	05/19/2026	0000555646	MAY 2026 ALLIED FSA MONTHLY INVOICE	2502600269	643.50	643.50
10E200	2610 2220 22 000000		EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/MEDICAL			643.50	
				2	Wire Transfer Check(s) For a Total of		1,751.00

	0	Manual	Checks For a Total of	0.00
	2	Wire Transfer	Checks For a Total of	1,751.00
	5	ACH	Checks For a Total of	799,762.56
	232	Computer	Checks For a Total of	6,800,396.76
Total For	239	Manual, Wire Tran, ACH & Computer Checks		7,601,910.32
Less	2	Voided	Checks For a Total of	1,225.00
			Net Amount	7,600,685.32

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION FUND	0.00	0.00	2,227,587.70	2,227,587.70
15	FOOD SERVICE	0.00	0.00	116,596.93	116,596.93
20	OPERATIONS & MAINTENANCE FUND	0.00	0.00	672,478.98	672,478.98
30	DEBT SERVICE (Bond & Interest)	0.00	0.00	0.00	0.00
40	TRANSPORTATION FUND	0.00	0.00	1,445,622.96	1,445,622.96
60	SECURITY 2022 REFERENDUM	0.00	0.00	1,395.00	1,395.00
65	BRAESIDE 2022 REFERENDUM WORK	0.00	0.00	1,330,707.27	1,330,707.27
66	WAYNE THOMAS 2022 REFERENDUM	0.00	0.00	283,651.42	283,651.42
67	SHERWOOD 2022 REFERENDUM WORK	0.00	0.00	1,495,937.56	1,495,937.56
99	ACTIVITY FUND	26,707.50	0.00	0.00	26,707.50

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REPORT SPECIFICATIONS  
DISTRICT: NORTH SHORE SCHOOL DISTRICT 112  
REPORT TITLE:  
PROGRAM NAME: fin/3apcci12. TIME: 11:09:01 AM  
COPIES: 1 LPI: 6  
RUN ON SERVER: yes CREATE ASCII FILE: NO  
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Begin Date: 03/01/2026

Through Date: 03/31/2026

Page Break: no

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
Jessica Dubois	03/31/2026	JESSICA DUBOIS	LCROE FOUNDATION	56.99
	03/31/2026	TICKET PURCHASED FOR EDUCATOR OF THE YEAR EVENT	LCROE FOUNDATION	56.99
	03/31/2026	TICKET PURCHASED FOR EDUCATOR OF THE YEAR EVENT	LCROE FOUNDATION	113.99
	03/19/2026	PURCHASED FOOD FOR THE ST PATTY'S LUNCH FILL A CUP EVENT.	JEWEL OSCO 3459	40.65
Total Credit Card Amount				268.62
Leah Kimmelman	03/31/2026	DAY OF GIVING FOUNDATION GRANT ORDER	SP GLOWFORGE STORE	124.00
	03/18/2026	PD SNACK FOR EW TEACHER	SQ BENT FORK BAKERY	8.72
	03/16/2026	FOUNDATION GRANT FOR GARDEN AT OT	LOWES #00907	43.58
	03/16/2026	FOUNDATION GRANT ORDER FOR OT	LOWES #00907	22.86
	03/13/2026	FOUNDATION GRANT ORDER FOR JON BOGIE	SP PITSCO EDUCATION L	442.43
	03/11/2026	LUNCH FOR MARZANO CONSULTANT DURNING BUILDING VISITS	TST BACKYARD GRILL	35.96
	03/09/2026	FLIGHT TO CALIFORNIA FOR SARAH HUXHOLD FOR KAGAN RECERT	AMERICAN 00174089675410	537.80
	03/09/2026	MUSIC DOWNLOAD FOR TIFFANY MELVIN AT NW	J.W. PEPPER	2.50
	03/06/2026	TITLE I BOOKS FOR RED OAK	BARNES & NOBLE #3465	383.60
	03/05/2026	STEM MATERIALS FOR CRAIG LUCCI AT EW	HOMEDEPOT.COM	14.97
	03/04/2026	SNACKS FOR SSB PD MEETING	MARIANOS #542	60.96
	03/03/2026	PD SUPPLIES FOR SSB MEETING	TARGET 00011684	63.07
Total Credit Card Amount				1,740.45
Audrey Schulman	03/19/2026	RENEWAL VIDEO HOSTING PLATFORM	VMO VIMEO.COM	900.00
Total Credit Card Amount				900.00
Technology1	03/30/2026	INTERNET BG WAREHOUSE	COMCAST / XFINITY	279.19
	03/27/2026	POLY EDGE E450 IP PHONE	CDW GOVT #AI6MM1A	212.82
	03/24/2026	VITI BLDG INTERNET	COMCAST / XFINITY	354.47
	03/19/2026	iCLOUD MONTHLY FEE	APPLE.COM/BILL	2.99
	03/13/2026	MONTHLY FEE	OPENAI CHATGPT SUBSCR	20.00
	03/09/2026	MONTHLY FEE	ASANA.COM	228.67
	03/05/2026	INTERNET OPERATIONS BLDG	COMCAST / XFINITY	161.55
	03/02/2026	MONTHLY FEE	AMAZON WEB SERVICES	32.96
	03/02/2026	INTERNET OPERATIONS BUILDING	COMCAST / XFINITY	279.19
	03/02/2026	MONTHLY FEE	DMARC DIGESTS	10.00
03/02/2026	PROJECT MANAGEMENT SOFTWARE	SLACK T011Q2MJMLZ	36.47	
Total Credit Card Amount				1,618.31
Javier Arriagal	03/30/2026	SNGLS WHITE PRIZM XL, LADDER BUMPER COVERS	MUTUAL ACE HARDWARE &	240.29
	03/27/2026	Annual membership fee	ANNUAL MEMBERSHIP FEE	35.00
	03/25/2026	AIR COND WS	MUTUAL ACE HARDWARE &	4.13

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
	03/24/2026	CAR DRYING TOWEL, SALVE, NOTEBOOK, COOLER, WIPES, PEN	MUTUAL ACE HARDWARE &	60.34
	03/23/2026	SUPPLIES FOR DISTRICT USE	TRANE SUPPLY-112411	799.30
	03/18/2026	VENT VLACK ICE, LOCK BOX, SCREWDRIVER SET	THE HOME DEPOT #1926	131.50
	03/18/2026	SMART TAAG ITEM LOCATOR, HEAVY DUTY SPREADER, MICRO LITE ULT	THE HOME DEPOT #1926	193.92
	03/09/2026	VALVED RESPIRATOR, RUBBING ALCOHOL, PICK UP TOOL, HAND SANIT	CRAFTWOOD LUMBER & HAR	47.95
	03/09/2026	SURGE PROTECTOR, PAK TIES.. GLOVES	THE HOME DEPOT #1926	71.52
	03/06/2026	GERBER CENTER DRIVE, NUT DRIVER, MARKER, GLOVES, MAGNET	LOWES #02728	265.92
	03/02/2026	MEDIUM NYLON FREELEX WEBBING, TEMP GUN	THE HOME DEPOT #1926	119.85
			Total Credit Card Amount	1,969.72
Michael Lubelfeld	03/16/2026	HOTEL 2-NIGHT DEPOSIT - ASU CSV CONF.	GRAND HYATT SAN DIEGO	752.16
	03/16/2026	OHARE PARKING_COSBA CONFERENCE	LOT A EPS	43.00
	03/16/2026	HOTEL COSBA CONFERENCE	OMNI HOTELS	304.75
	03/10/2026	SUBSCRIPTION RENEWAL AI PLATFORM	GENSPARK.AI	24.99
	03/02/2026	ADMINISTRATOR ACADEMY	THE IL ASSOC OF SCHOOL	206.00
			Total Credit Card Amount	1,330.90
Northwood Middle1	03/31/2026	PURCHASE OF TICKET FOR EVENT FOR PRIN KAPLAN/WK/NW	LCROE FOUNDATION	56.99
	03/23/2026	PURCHASE OF BOOKS FOR TEACHER PD/AG/NW	SP TEACHERS COLLEGE PR	152.04
	03/19/2026	PURCHASE OF CAKE FOR BIRTHDAY CELEBRATIONS/WK/NW	PORTILLOS HOT DOGS #41	28.99
	03/16/2026	MEAL PURCHASED BY WRESTLING COACH WHILE AT STATE COMPETITION	CULVERS OF DEKALB	15.09
	03/16/2026	MEAL PURCHASED BY WRESTLING COACH WHILE AT STATE COMPETITION	SUNRISE FAMILY RESTAUR	26.46
			Total Credit Card Amount	279.57
Dante Gates	03/31/2026	ELECTRONICS	BESTBUYCOM807160501019	249.99
	03/31/2026	ELECTRONICS	BESTBUYCOM807160501019	249.99
	03/05/2026	HUSKY TORQUE WRENCH, GRINDER, H2DTW	THE HOME DEPOT #1926	263.94
			Total Credit Card Amount	763.92
Rachel Filippi4	03/30/2026	VOXER YEARLY SUBSCRIPTION FOR KEVIN SAUNDERS	VOXER PRO ANNUAL	29.99
	03/19/2026	PURCHASED FOOD FOR THE ST PATTY'S LUNCH FILL A CUP EVENT.	MCALISTER'S 102689	743.27
	03/10/2026	PROFESSIONAL DEVELOPMENT AASPA HR BOOT CAMP	IN AMERICAN ASSOC OF	400.00
	03/06/2026	AASPA 2026 ANNUAL CONFERENCE REGISTRATION RF	IN AMERICAN ASSOC OF	925.00
			Total Credit Card Amount	2,098.26
Susana Rabin	03/12/2026	SUPPLIES FOR D112 EVENT	JEWEL OSCO 3459	30.95
	03/11/2026	DONUTS FOR D112 EVENT	DUNKIN #352356	181.93
	03/10/2026	PINS FOR BUS DRIVERS	SIGNATURE PINS	360.00
			Total Credit Card Amount	572.88

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
James Bock1	03/27/2026	CONCRETE WORK AT EW	IN BUILD & RESTORE MA	3,862.13
	03/27/2026	MASONRY REPAIRS AT EP	IN BUILD & RESTORE MA	6,436.88
	03/19/2026	CABLE PULLEY	FITNESSREPAIRPARTS.COM	89.62
	03/12/2026	OIL CHANGE FOR DISTRICT VEHICLE.	PLANET LUBE CO	58.99
	03/09/2026	IASBO REGISTRATION FEE	ILLINOIS ASSOCIATION O	645.00
	03/09/2026	REGISTRATION FEE FOR IASBO CONFERENCE	ILLINOIS ASSOCIATION O	645.00
	03/09/2026	HALF-IN-HALF TABLE, TIEDOWN, E-TRACK, STRAP, SHADE	MENARDS 3327	1,460.09
	03/06/2026	REFRIGERATOR & MICROWAVE	ABT ELECTRONICS	1,069.01
	03/06/2026	BRADLEY DISPENSER CAM LOCK SET	DISPENSERKE	159.57
	03/06/2026	ELECTRIC SERVICES AT IT WAREHOUSE	FSI PEOPLES ENERGY COM	705.13
	03/06/2026	AIR PURIFIER REPLACEMENT FILTERS	HOMEDEPOT.COM	629.70
	03/06/2026	HEAVY DUTY TOOL CHEST	THE HOME DEPOT #1926	977.00
	03/05/2026	WATER METER, PERMIT FEE	CITY OF HIGHLAND PARK	4,268.00
	03/04/2026	CORD 15A, 120V, 12.5'	"PARTS TOWN, LLC"	105.62
03/02/2026	PIZZA FOR D112 EVENT	PIZANOZ PIZZA	214.55	
			Total Credit Card Amount	21,326.29
Jeremy Davis	03/26/2026	DAILY HERALD REFUND FOR INVOICE 367560	DAILY HERALD MEDIA GRO	-342.22
	03/25/2026	WATER SERVICES FOR DISTRICT OFFICE	PRIMO BRANDS/WATERSERV	382.34
	03/12/2026	BOOKEEPERS CONFERENCE	ILLINOIS ASSOCIATION O	280.00
	03/10/2026	LEGAL NOTICE FOR SCHOOL PHOTOGRAPHY	DAILY HERALD MEDIA GRO	37.90
			Total Credit Card Amount	358.02
William Kaplan2	03/20/2026	REFUND FOR PD NO LONGER ATTENDING ORLOV/AO/NW	ILLINOIS PRINCIPALS AS	-225.00
	03/17/2026	SCIENCE DEPARTMENT PURCHASE OF EGGS FOR EGG DROP EXP/TM/NW	TARGET 00011684	12.45
	03/16/2026	SUBSCRIPTION OF BOOMERANG FOR AP GORODISKI/AG/NW	BOOMERANG	179.76
	03/16/2026	PAYMENT FOR WATER SYSTEM ON 2ND FLOOR FOR TEACHERS/JS/NW	PRIMO BRANDS/WATERSERV	90.52
	03/13/2026	MEAL PURCHASED FOR JUDGES DAY 2 OF MUSIC FESTIVAL/LG/NW	TST CLUCKERS CHARCOAL	63.91
	03/12/2026	MEAL PURCHASED FOR JUDGES DURING MUSIC FESTIVAL/LG/NW	DD MICHAELSGRILLSA	62.73
	03/12/2026	PD FOR PRINCIPAL ORLOV/AO/NW	ILLINOIS PRINCIPALS AS	450.00
	03/09/2026	PURCHASE OF MAIL MERGER LICENCE FOR PRIN KAPLAN/WK/NW	QUICKLUTION	49.00
	03/04/2026	REFUND OF TAXES FROM BAGEL PURCHASE/NM/NW	RBT ONCE UPON A BAGEL	-2.60
	03/02/2026	PAYMENT FOR TRAINER DURING WRESTLING REGIONALS/NM/NW	GO4 HEALTHCARE	317.25
	03/02/2026	MEAL PURCHASED FOR WORKERS DURING REGIONALS WRESTLING MEET/N	JIMMY JOHNS - 1032 - E	201.73
	03/02/2026	BAGELS PURCHASED FOR WORKERS DURING REGIONALS WRESTLING/NM	ONCE UPON A BAGEL HP	65.00
	03/02/2026	PURCHASE OF WATER FOR WORKERS WRESTLING/NM/NW	TARGET 00008334	12.88
			Total Credit Card Amount	1,277.63
Edgewood School3	03/31/2026	NICOLE MAKI PURCHASED BINS FOR THE IAR TESTING SO PEOPLE CAN	DOLLARTREE	51.84

District Card Name	Trans Date	Transaction Description	Where Used	Amount
	03/24/2026	EUNICE PANIAGUA PURCHASED DIFFERENT GREETINGS CARDS FOR THE	TRADER JOE S #704	21.48
	03/23/2026	EUNICE PANIAGUA PURCHASED SUPPLIES AND CREAMER FOR COFFEE WE	WALGREENS #3273	17.15
	03/20/2026	ANTHONY SWOPE PURCHASED PIZZA FOR STAFF FOR MARCH MADNESS GE	LOU MALNATIS PIZZERIA	637.20
	03/19/2026	REBECCA HANSEN PURCHASED 2 DOZEN DONUTS FOR THE STUDENTS THA	DEERFIELDS - DB	48.23
	03/19/2026	EUNICE PANIAGUA PURCHASED DRINKS FOR THE STAFF CONFERENCE DI	MARIANOS #533	26.38
	03/18/2026	TARYN GARBER TOOK THE ILP STUDENTS ON A FIELD TRIP TO MCDONA	MCDONALD'S F1369	49.05
	03/13/2026	ANTHONY SWOPE PROVIDED LUNCH FOR THE STAFF THAT ATTENDED THE	TST CLUCKERS CHARCOAL	270.78
	03/12/2026	MOLLIE MCDOUGALL HOSTED A MUSIC EVENT AT EDGEWOOD AND SHE PU	DD MICHAELSGRILLSA	73.84
	03/12/2026	REBECCA HANSEN PURCHASED PIZZA FOR THE NEW STUDENT KEVIN CAS	DOMINOS 2765	39.11
	03/09/2026	ARI FEINBERG & EMMA HOMER PURCHASED ITEMS FOR EPIC WEEK 2026	JEWEL OSCO 3459	23.74
	03/09/2026	ARI FEINBERG & EMMA HOMER PURCHASED ITEMS FOR EPIC WEEK 2026	JEWEL OSCO 3459	23.96
	03/09/2026	ARI FEINBERG & EMMA HOMER PURCHASED ITEMS FOR EPIC WEEK 2026	JEWEL OSCO 3459	140.15
	03/05/2026	ARI FEINBERG & EMMA HOMER PURCHASED SUPPLIES FOR EPIC WEEK 2	MUTUAL ACE HARDWARE &	47.98
	03/02/2026	REBECCA HANSEN PURCHASED CUSTOM EDGEWOOD COOKIES TO PRESENT	DEERFIELDS - DB	34.80
	03/02/2026	ARI FEINBERG & EMMA HOMER PURCHASED SUPPLIES FOR EPIN WEEK 2	DOLLAR TREE	127.50
	03/02/2026	ARI FEINBERG & EMMA HOMER PURCHASED SUPPLIES FOR EPIC WEEK 2	OFFICEMAX/DEPOT 6505	28.49
	03/02/2026	EDGEWOOD SCHOOL	WAL-MART #1735	105.81
			Total Credit Card Amount	1,767.49
Anthony Candela2	03/23/2026	coffee for conferences	STARBUCKS STORE 02248	88.80
	03/19/2026	Books for library/book fair	MATCHMAKER BOOKSHOP	321.78
	03/17/2026	food and drinks for staff	COSTCO BY INSTACART	141.13
	03/17/2026	Books for Library/Book fair	THE BOOK STALL	374.20
	03/16/2026	postermaker paper	VARIQUEST	439.96
	03/09/2026	books for library/bookfair	BARNES & NOBLE #2037	21.09
	03/09/2026	books for library book fair	BLUE HOUSE BOOKS	258.11
	03/09/2026	Principal professional dev	ILLINOIS PRINCIPALS AS	225.00
	03/09/2026	materials for library	MICHAELS #9490	37.93
	03/09/2026	materials for library	MICHAELS STORES 1395	162.17
	03/09/2026	materials for library	MICHAELS STORES 9192	8.85
	03/06/2026	food for golden apple panel	DD DOORDASH BACKYARDG	86.33
	03/06/2026	Principal professional dev	ILLINOIS PRINCIPALS AS	450.00
	03/02/2026	food and gifts for staff	JEWEL OSCO 3459	80.60
			Total Credit Card Amount	2,695.95
Jamie Kahn2	03/31/2026	Lake County Educator of Year Award Ceremony	LCROE FOUNDATION	56.99
	03/18/2026	Teacher Appreciation Staff Gift	PY ULTIMATE SCREEN PR	1,575.00
	03/17/2026	Refund from Fraud	AA IL 192/FRD ADJ	-156.35
			Total Credit Card Amount	1,475.64

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
Accounts Payable1	03/23/2026	Service used to send checks to vendors.	FEDEX517536803	125.08
	03/16/2026	Service used to send checks to vendors.	FEDEX516784283	35.43
	03/09/2026	Bookkeepers Conference A. Patel	ILLINOIS ASSOCIATION O	220.00
	03/09/2026	Membership renewal for S. Avalos	PAYROLLORG	312.00
	03/06/2026	Service used to send checks to vendors.	FEDEX515958433	61.39
	03/04/2026	Service used to send checks to vendors.	FEDEX515763673	14.75
	03/02/2026	Service used to send checks to vendors.	FEDEX515488518	45.98
Total Credit Card Amount				814.63
Juan Arriaga	03/19/2026	WATER BOTTLES	THE HOME DEPOT #1926	11.96
	03/13/2026	TRUEFUEL	THE HOME DEPOT #1926	90.16
	03/06/2026	YELLOW DUCT TAPE	CRAFTWOOD LUMBER & HAR	11.78
Total Credit Card Amount				113.90
Jenny Lagunas	03/23/2026	conference night dinner	JEWEL OSCO 3459	104.41
	03/17/2026	parent meeting	DOMINOS 2765	59.47
	03/13/2026	JENNY LAGUNAS	TARGET.COM	14.99
	03/11/2026	library activity	BREAKOUT EDU	20.60
	03/11/2026	membership	ISLMA	65.00
	03/10/2026	membership for Lauren Argenio	AMERICAN LIBRARY ASSOC	275.00
	03/10/2026	STAFF BREAKFAST CREDIT	RBT ONCE UPON A BAGEL	-15.59
	03/10/2026	BOOKS FOR AUTHOR VISIT	THE BOOK STALL	63.97
03/06/2026	STAFF BREAKFAST	ONCE UPON A BAGEL HP	389.70	
Total Credit Card Amount				977.55
Anthony Swope	03/31/2026	NICOLE MAKI RESERVED THE HOTEL ROOM FOR HER, KERI WILLIAMS A	BKG HOTEL AT BOOKING.C	562.07
	03/23/2026	ANTHONY SWOPE PURCHASED DONUTS FOR STAFF FOR THE MORNING AFT	DD/BR #306048	83.88
	03/06/2026	ANTHONY SWOPE PURCHASED LUNCH FOR ALL THE SOCIAL WORKERS TO	TST CLUCKERS CHARCOAL	206.34
	03/02/2026	JASON WHITE PURCHASED GOODIES FOR HIS SSB THAT WON THE PBIS	JEWEL OSCO 3459	19.79
	03/02/2026	ANTHONY SWOPE PURCHASED FLOWERS FOR ALL THE SOCIAL WORKERS T	MARIANOS #542	73.10
Total Credit Card Amount				945.18
Nicole Rodrigo	03/31/2026	PARA PRO TREAT 3/30/26	DD/BR #307271 Q35	92.84
	03/26/2026	PARA PRO WEEK 3/30-4/2	TRADER JOE S #682	76.85
	03/23/2026	PARA MEETING-3/19/26	PANERA BREAD #204412 O	78.27
	03/23/2026	GENERAL SUPPLIES-BUS SIGN	SIGNARAMA	257.50
	03/19/2026	GENERAL SUPPLIES- MOMC Shirts for Students and Staff	PY ULTIMATE SCREEN PR	2,704.50
	03/19/2026	GENERAL SUPPLIES-PT	SP PARTS-LITTLETIKES	17.39
03/10/2026	CONFERENCE DINNER FOR STAFF 3/19/26	TST BACKYARD GRILL	1,364.00	
Total Credit Card Amount				4,591.35

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
Andres Velasquez	03/16/2026	RATCHET, SCREWDRIVER, SUPPLIES	LOWES #02728	58.92
			Total Credit Card Amount	58.92
Arielle Gleicher	03/23/2026	WT / Bagels By The Book / Conferences / Breakfast	TST BAGELS BY THE BOO	171.24
	03/18/2026	WT / Michaels / Staff Oak Terrace Kindy lunch	PAY MICHAEL S	97.32
	03/17/2026	WT / Target / Staff Celebration	TARGET.COM	305.13
	03/13/2026	WT / Michaels / Golden Apple	PAY MICHAEL S	223.47
			Total Credit Card Amount	797.16
Jamie Kahn1	03/10/2026	Food for HPCF Golden Apple Interview Team	TST MICHAELS GRILL & S	52.07
	03/10/2026	Food for Teachers participating in Golden Apple Interviews	TST MICHAELS GRILL & S	84.16
			Total Credit Card Amount	136.23
Red Oak Principal	03/31/2026	LOW INCOME STUDENTS SNACKS	"SUNSET FOOD MART, INC."	118.79
	03/19/2026	BOOK MATCH CELEBREATION	PIEROS PIZZA-IL - MOTO	206.16
	03/17/2026	SNACKS FOR LOW-INCOME STUDENTS	"SUNSET FOOD MART, INC."	118.79
	03/12/2026	COTELL MONTHLY SUBSCRIPTION	SP THE SECRET STORIES	14.99
	03/10/2026	SNACKS FOR LOW-INCOME STUDENTS	"SUNSET FOOD MART, INC."	130.49
	03/06/2026	ILLINOIS PRINCIPALS Association Yearly Dues	ILLINOIS PRINCIPALS AS	-225.00
	03/05/2026	ILLINOIS PRINCIPALS Association Yearly Dues	ILLINOIS PRINCIPALS AS	225.00
	03/05/2026	ILLINOIS PRINCIPALS Association Yearly Dues	ILLINOIS PRINCIPALS AS	225.00
	03/03/2026	SNACKS FOR LOW-INCOME STUDENTS	"SUNSET FOOD MART, INC."	131.36
	03/02/2026	SECOND GRADE FIELD TRIP	CHICAGO BOTANIC GARDEN	300.00
			Total Credit Card Amount	1,245.58
Ravinia Principal	03/23/2026	PARAPRO DAY SHIRT	PY ULTIMATE SCREEN PR	437.75
	03/09/2026	MATH NIGHT VOLUNTEER SHIRTS	PY ULTIMATE SCREEN PR	439.50
	03/05/2026	IPA PD REGISTRATION	ILLINOIS PRINCIPALS AS	225.00
	03/05/2026	REGISTRATION FOR NORTH COOK ISC PD EVENT	NORTH COOK INTERMEDIAT	200.00
	03/05/2026	MOMC SHIRTS	PY ULTIMATE SCREEN PR	1,476.50
			Total Credit Card Amount	2,778.75
Personnel	03/31/2026	ANNUAL SUBSCRIPTION TO ISA	ILLINOISAS ILLINOIS A	150.00
	03/26/2026	ANNUAL SUBSCRIPTION FOR VOXER	VOXER PRO ANNUAL	29.99
	03/11/2026	PURCHASED WIFI ON UNITED FLIGHT MS	UA INFLT 01643773147074	10.00
			Total Credit Card Amount	189.99
Holly Colin2	03/27/2026	SPECIAL ED SUPPLIES	GRUBHUB BLENDEDHEALTHS	14.50
	03/20/2026	IDEA PROF DEVELOPMENT - LRP AIRFARE - H.C.	AMERICAN 0010645322211	54.70

District Card Name	Trans Date	Transaction Description	Where Used	Amount
	03/20/2026	IDEA PROF DEVELOPMENT - LRP AIRFARE - HC	AMERICAN 0012327462697	296.80
	03/20/2026	STUDENT SERVICES SUPPLIES - MILITARY	BIG FROG - CHICAGO NOR	4,116.25
	03/19/2026	SPECIAL ED SUPPLIES - ASSISTIVE TECH	GLOBAL-E LOGITECH	54.48
	03/18/2026	PSYCHOLOGISTS GEN SUPPLIES - PROTOCOLS	WPS PUBLISH	135.00
	03/16/2026	SPECIAL ED SUPPLIES	GRUBHUB BLENDEDHEALTHS	13.74
	03/16/2026	SPECIAL ED SUPPLIES - STATE MEET	SUPER 8 MOTELS	108.96
	03/16/2026	SPECIAL ED SUPPLIES - ASSISTIVE TECH	TARGET.COM	49.98
	03/13/2026	IDEA PROF DEVELOPMENT - LRP AIRFARE - E.H.	AMERICAN 0012324978961	380.18
	03/13/2026	IDEA PROF DEVELOPMENT - LRP AIRFARE - A.TUCKER	AMERICAN 0012324980482	380.18
	03/13/2026	IDEA PROF DEVELOPMENT - LRP AIRFARE - J.M.	AMERICAN 0012325002294	389.72
	03/13/2026	IDEA PROF DEVELOPMENT - LRP AIRFARE - R.W.	AMERICAN 0012325003278	387.57
	03/13/2026	SPECIAL ED SUPPLIES - STATE MEET	SUPER 8 MOTELS	222.46
	03/12/2026	IDEA PROFESSIONAL DEV - LRP AIRFARE - E.L.	AMERICAN 0012324636124	293.23
	03/11/2026	SPECIAL ED SUPPLIES - ASSISTIVE TECH	VOICE DREAM READER	110.00
	03/10/2026	SPECIAL ED SUPPLIES- ASSISTED P.E.	SQ EXERCISE CONNECTIO	54.00
	03/09/2026	STUDENT SERVICES PROF DEVELOPMENT - HCOLIN	ILLINOIS PRINCIPALS AS	450.00
	03/09/2026	STUDENT SERVICES PROF DEVELOPMENT - SWORKERS	"SUNSET FOOD MART, INC."	187.58
	03/09/2026	SPECIAL ED SUPPLIES - OT/PT	THERAPRO	18.49
	03/05/2026	PSYCHOLOGISTS - GEN SUPPLIES	WPS PUBLISH	243.10
	03/02/2026	IDEA PROF DEVELOPMENT - REBATE	RBT POTBELLY #69	-1.03
			Total Credit Card Amount	7,959.89
Kevin Saunders	03/31/2026	Run Club	SP FITNESS FINDERS	136.93
	03/23/2026	Coffee for Conferences	STARBUCKS STORE 02471	40.00
	03/23/2026	Breakfast for Conferences	UPPER CRUST BAGELS	163.98
	03/20/2026	Breakfast for Conferences	TARGET 00011684	169.26
	03/19/2026	Author Visit Book Purchase	THE BOOK STALL	15.99
	03/17/2026	Office Supplies	TARGET 00011684	40.47
	03/12/2026	Extra sweatshirts for staff gift	SQ A TO Z SHIRTS & MO	580.00
	03/06/2026	Office Supplies	TARGET 00011684	79.55
			Total Credit Card Amount	1,226.18
Greg Riley3	03/31/2026	BOOTS FOR D112 EMPLOYEE	RED WING SHOE #969	12.41
	03/20/2026	DOUBLE SUCTION CUP, GLOVES, TENSION WIRE, POST, POST DRIVER	MENARDS 3327	279.66
	03/16/2026	ENDCUT BLD CARBIDE, SAW BLADE, UNIVERSAL WID	MENARDS 3327	81.74
	03/16/2026	POTHOLE PATCH, GUTTER COVER, MILDEW REMOVER, CANE BOLT	MENARDS LONG GROVE IL	172.48
	03/13/2026	CREDIT	MENARDS 3327	-36.85
	03/12/2026	HAMMER, THERMOSTAT GUARD, AUTO-LEVEL LASER, DRYWALL SCREW	MENARDS 3327	94.31
	03/06/2026	RECIP BLADE SETS	MENARDS LONG GROVE IL	53.26

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
	03/04/2026	STUD SENSER, PADLOCK, LASER, TIRE INFLATER, PADDED TIEDOWN	MENARDS 3327	131.80
	03/04/2026	PROPANE	MUTUAL ACE HARDWARE &	18.86
	03/04/2026	DONUTS FOR D112 EVENT	SQ GURNEE DONUTS	185.00
			Total Credit Card Amount	992.67
Stan Paic3	03/30/2026	INDOOR CARPET ADHESIVE, V-NOTCH SPREADER	CRAFTWOOD LUMBER & HAR	28.37
	03/30/2026	METAL BLADE, CUTTING PLIERS, LOCKING BIT HOLDER, BAG	THE HOME DEPOT #1926	197.85
	03/27/2026	SCREWS, PHILLIPS BIT, MAG HOLDER, SPRAY PAINT	CRAFTWOOD LUMBER & HAR	67.45
	03/26/2026	CAUTION TAPE, BIT HOLDER, RIGHT ANGLE ATTACH, DUCT TAPE	CRAFTWOOD LUMBER & HAR	92.85
	03/16/2026	BIT SET, DRIVE GUIDE, SCREWS, NUTS, BOLTS	CRAFTWOOD LUMBER & HAR	53.19
	03/11/2026	PHILLIPS BIT, SCREWS, NUTS, BOLTS, TWIN WHEEL CASTER	CRAFTWOOD LUMBER & HAR	55.51
	03/03/2026	PLIERS, SCREWDRIVERS, HEX KEYS	CRAFTWOOD LUMBER & HAR	183.16
	03/02/2026	CUTOFF WHEELS, NAIL SETS, DRILLBIT SET, SCREWS, NUTS, BOLTS	CRAFTWOOD LUMBER & HAR	262.56
	03/02/2026	CUTTING LABOR, MOULDING RACK, LATH SDS, SCREWS, NUTS, BOLTS	CRAFTWOOD LUMBER & HAR	154.96
			Total Credit Card Amount	1,095.90
Tom Spellman3	03/23/2026	ELOW BRASS, WATER FILTER, BRUSH BRASS, ORGANIZER, VALVE,	THE HOME DEPOT #1926	256.86
	03/20/2026	FAUCET SUPPLY LINE, COUPLING, VALVE	MUTUAL ACE HARDWARE &	116.87
	03/13/2026	MATERIALS AND SUPPLIES	MUTUAL ACE HARDWARE &	41.07
	03/09/2026	DOOR/WINDOW SILICONE, MAX SEALANT	CRAFTWOOD LUMBER & HAR	20.48
			Total Credit Card Amount	435.28
Dan Dal Pnte3	03/30/2026	WOOD SCREW, KEY SET, HYDRANT HANDLE, TAPE, QUARTER SAW	CRAFTWOOD LUMBER & HAR	124.81
	03/26/2026	MATERIALS AND SUPPLIES	MUTUAL ACE HARDWARE &	373.32
	03/25/2026	WET DRY SHOP, HOSE SET, AIR REGULATOR, PRIMER	THE HOME DEPOT #1926	306.37
	03/20/2026	BALLAST BYPASS, LED LIGHT, DRILL BIT, HAMMER, WRENCH	MUTUAL ACE HARDWARE &	168.25
	03/17/2026	FLOAT SWITCH, HOSE, JIGSAW WRENCH, HOSE DISCHARGE, ADAPTER	MUTUAL ACE HARDWARE &	156.09
	03/09/2026	CASTERS, HOSE, JAB SAW, HOOK RAFTER	MUTUAL ACE HARDWARE &	266.28
	03/05/2026	FLEX HEAD, HEAT SHRINK TUBING, PORT CONNECTOR, LED LIGHT	THE HOME DEPOT #1926	204.85
			Total Credit Card Amount	1,599.97
Alfredo Jurado3	03/27/2026	WIRE WHEELS, OSCILLATING BLD, TAPE, FASTENERS, WHEEL KIT	MUTUAL ACE HARDWARE &	185.93
	03/23/2026	PLIERS, HI VIS GLOVES, PAINT, DOC BAG	THE HOME DEPOT #1926	370.72
	03/18/2026	NOTEBOOK, PEN, MR. CLEAN GLASS CLEANER, DEICER	MUTUAL ACE HARDWARE &	98.90
	03/13/2026	4 DRAWER TOOL CHEST, PLIERS, BAG, TAPE, FLICKBLADE, SCISSORS	LOWES #02728	974.64
	03/04/2026	TOOLBOX, COBB CLIP, WRENCH, GLOVES, 4 DRAWER TOOL CABINET	LOWES #02728	445.37
			Total Credit Card Amount	2,075.56

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
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Grand Total Amount 68,478.34

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

Check Date 04/15/2026

FUND / OBJECT SUMMARY

<u>FUND</u>	<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
10	1000	SALARIES	2,122,867.05
	1160	SUBSTITUTES	36,150.00
	2110	TEACHERS RETIREMENT	45,866.64
	2310	OTHER BENEFITS	1,805.04
		Fund 10 Total	2,206,688.73
20	1000	SALARIES	64,995.38
		Fund 20 Total	64,995.38
40	1000	SALARIES	4,549.13
		Fund 40 Total	4,549.13
50	2120	IMRF	25,344.67
	2130	FICA	19,930.54
	2140	MEDICARE	31,175.66
		Fund 50 Total	76,450.87
		Summary total	2,352,684.11

OBJECT SUMMARY

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
1000	SALARIES	2,192,411.56
1160	SUBSTITUTES	36,150.00
2110	TEACHERS RETIREMENT	45,866.64
2120	IMRF	25,344.67
2130	FICA	19,930.54
2140	MEDICARE	31,175.66
2310	OTHER BENEFITS	1,805.04

Check Date 04/15/2026

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
	Summary total	2,352,684.11

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

Check Date 04/30/2026

FUND / OBJECT SUMMARY

<u>FUND</u>	<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
10	1000	SALARIES	2,147,116.36
	1160	SUBSTITUTES	56,115.51
	2110	TEACHERS RETIREMENT	47,073.55
	2310	OTHER BENEFITS	1,805.04
		Fund 10 Total	2,252,110.46
20	1000	SALARIES	67,695.84
		Fund 20 Total	67,695.84
40	1000	SALARIES	4,549.13
		Fund 40 Total	4,549.13
50	2120	IMRF	25,630.21
	2130	FICA	20,139.41
	2140	MEDICARE	31,865.85
		Fund 50 Total	77,635.47
		Summary total	2,401,990.90

OBJECT SUMMARY

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
1000	SALARIES	2,219,361.33
1160	SUBSTITUTES	56,115.51
2110	TEACHERS RETIREMENT	47,073.55
2120	IMRF	25,630.21
2130	FICA	20,139.41
2140	MEDICARE	31,865.85
2310	OTHER BENEFITS	1,805.04

Check Date 04/30/2026

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
	Summary total	2,401,990.90

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

**MEMORANDUM**  
**NORTH SHORE SCHOOL DISTRICT 112**

TO: Dr. Michael Lubelfeld, Superintendent of Schools  
Members of the Board of Education

FROM: Mr. Jeremy Davis, Assistant Superintendent of Finance and Operations

RE: **Business Office Monthly Report of Summary Financial Performance Data for April 2026**

Policy Alignment: Policy 4.8 – Accounting and Audits

DATE: May 19, 2026

**1. Investments**

See Treasurer’s Report for month and summary of cash and investments.

**2. Financial Packet**

The Financial Packet for the month of April, 2026, including the following reports, is presented for your review.

- a. Summary reports of Expenditures for the month.
- b. Check Summaries for disbursements processed from the last to the current Board meeting are provided for separate Board approval.

The status of the Education Fund expenses (in \$ millions) are as follows:

TOTAL	SPENT	
<u>BUDGET</u>	<u>YTD</u>	<u>BALANCE</u>
\$78.0	\$55.7	\$22.3

**North Shore School District 112**  
**Summary of Cash & Investments**  
**April 30, 2026**

	Cash & Investments <u>April 30, 2026</u>	<u>% of Total</u>	Cash & Investments <u>March 31, 2026</u>	Monthly Change in <u>Cash &amp; Investments</u>	Cash & Investments <u>April 30, 2025</u>	<u>% of Total</u>	Annual Change in <u>Cash &amp; Investments</u>
<b>10 Education</b>	\$ 77,244,139.06	73%	\$ 81,511,270.71	\$ (4,267,131.65)	\$ 68,248,207.01	49%	\$ 8,995,932.05
<b>20 Operations and Maintenance</b>	\$ 9,961,778.92	9%	\$ 10,510,366.89	\$ (548,587.97)	\$ 9,853,009.90	7%	\$ 108,769.02
<b>30 Debt Service</b>	\$ 6,051,830.62	6%	\$ 6,006,794.01	\$ 45,036.61	\$ 4,511,579.97	3%	\$ 1,540,250.65
<b>40 Transportation</b>	\$ 3,028,919.86	3%	\$ 2,655,412.31	\$ 373,507.55	\$ 3,373,217.31	2%	\$ (344,297.45)
<b>50 Municipal Retirement</b>	\$ 2,126,887.38	2%	\$ 2,203,093.54	\$ (76,206.16)	\$ 3,063,875.07	2%	\$ (936,987.69)
<b>60 Capital Projects</b>	\$ 3,188,790.53	3%	\$ 5,662,221.69	\$ (2,473,431.16)	\$ 45,993,499.12	33%	\$ (42,804,708.59)
<b>70 Working Cash</b>	\$ 4,129,295.69	4%	\$ 4,128,953.97	\$ 341.72	\$ 3,905,483.96	3%	\$ 223,811.73
<b>Total District Funds</b>	<b>\$ 105,731,642.06</b>	<b>100%</b>	<b>\$ 112,678,113.12</b>	<b>\$ (6,946,471.06)</b>	<b>\$ 138,948,872.34</b>	<b>100%</b>	<b>\$ (33,217,230.28)</b>
<b>99 Student Activity</b>	\$ 284,331.51	0%	\$ 280,614.54	\$ 3,716.97	\$ 260,053.48	0%	\$ 24,278.03
<b>Total All Funds</b>	<b>\$ 106,015,973.57</b>	<b>100%</b>	<b>\$ 112,958,727.66</b>	<b>\$ (6,942,754.09)</b>	<b>\$ 139,208,925.82</b>	<b>100%</b>	<b>\$ (33,192,952.25)</b>

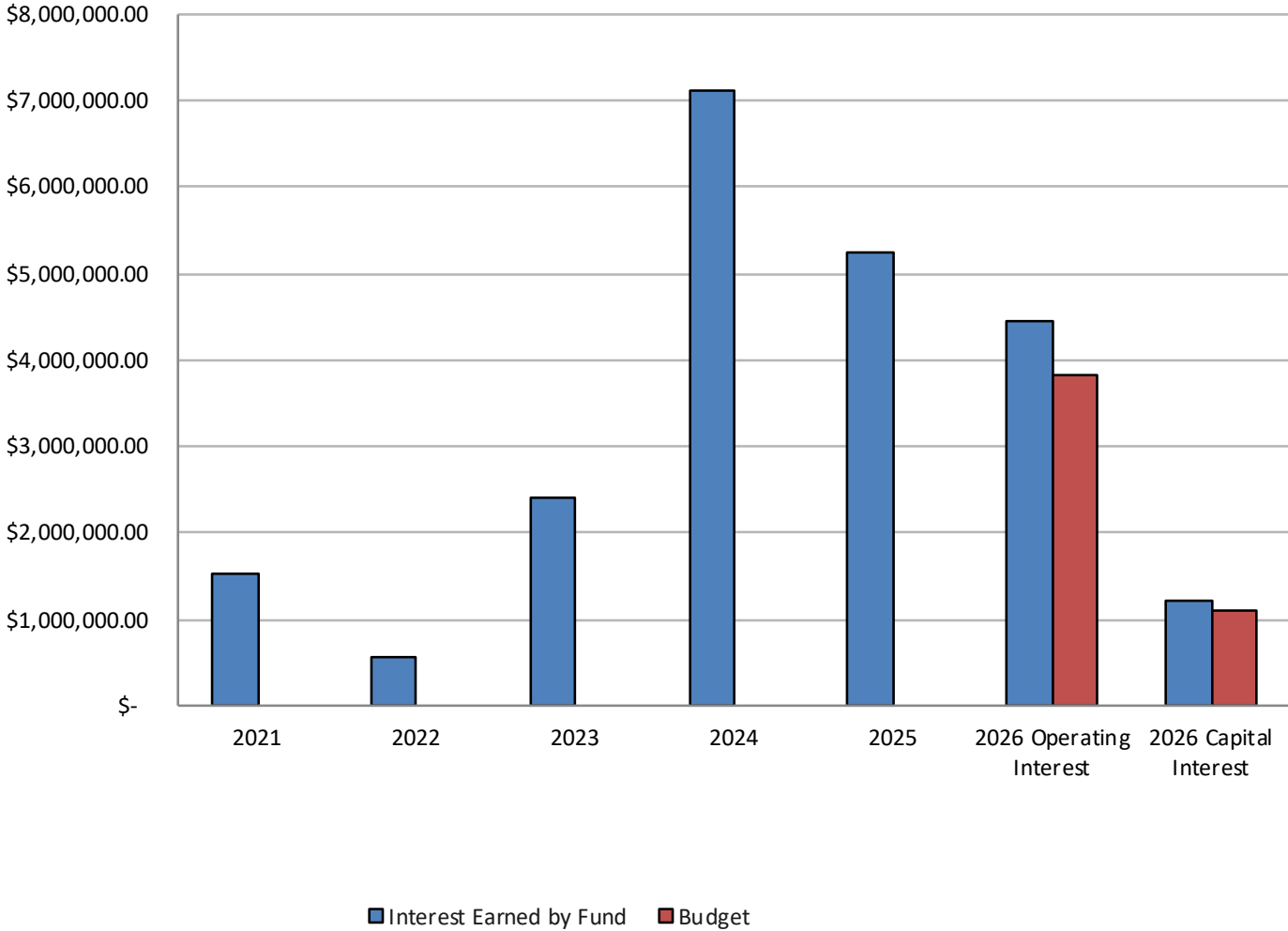
\*\*Please note that the District is reporting cash and investments on a cost basis.

**North Shore School District 112**  
**Fund Balance Summary**  
**April 30, 2026**

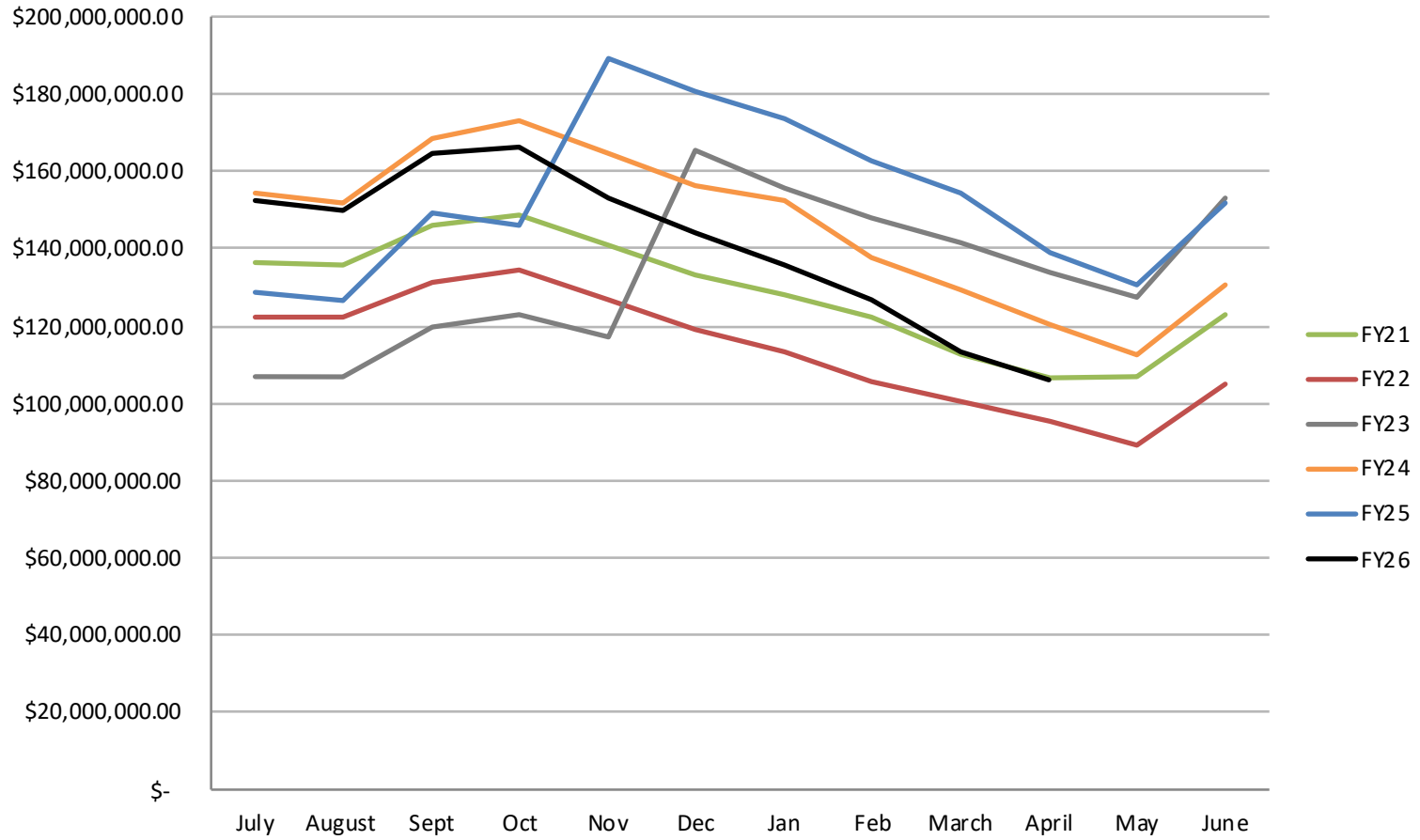
Fund	Audited Fund Balance June 30, 2025	2025-26 Fiscal Year to Date Revenues	2025-26 Fiscal Year to Date Expenditures	Excess / (Deficiency) of Revenues Over Expenditures	2025-26 Other Financing Sources/Uses	Unaudited Fund Balance April 30, 2026
(10) Education	\$ 52,039,115	\$ 82,640,065	\$ 55,728,080	\$ 26,911,985	\$ (1,500,000)	\$ 77,451,100
(15) Food Service	\$ 341,983	\$ 926,527	\$ 774,938	\$ 151,590	\$ -	\$ 493,572
(20) Operations and Maintenance	\$ 7,140,521	\$ 13,643,407	\$ 6,881,138	\$ 6,762,269	\$ (3,867,388)	\$ 10,035,401
(40) Transportation	\$ 479,732	\$ 5,740,586	\$ 4,699,513	\$ 1,041,073	\$ 1,500,000	\$ 3,020,805
(50) Municipal Retirement	\$ 2,961,366	\$ 561,062	\$ 1,398,292	\$ (837,230)	\$ -	\$ 2,124,137
(70) Working Cash	\$ 3,906,280	\$ 223,016	\$ -	\$ 223,016	\$ -	\$ 4,129,296
<b>Total Operating Funds</b>	<b>\$ 66,868,996</b>	<b>\$ 103,734,664</b>	<b>\$ 69,481,961</b>	<b>\$ 34,252,703</b>	<b>\$ (3,867,388)</b>	<b>\$ 97,254,311</b>
(30) Debt Service	\$ 568,519	\$ 8,120,323	\$ 6,504,219	\$ 1,616,105	\$ 3,867,388	\$ 6,052,012
(60) Capital Projects	\$ 34,085,810	\$ 1,220,586	\$ 31,478,430	\$ (30,257,844)	\$ -	\$ 3,827,966
<b>Total Non-Operating Funds</b>	<b>\$ 34,654,329</b>	<b>\$ 9,340,909</b>	<b>\$ 37,982,649</b>	<b>\$ (28,641,739)</b>	<b>\$ 3,867,388</b>	<b>\$ 9,879,977</b>
<b>Total All Funds</b>	<b>\$ 101,523,325</b>	<b>\$ 113,075,573</b>	<b>\$ 107,464,610</b>	<b>\$ 5,610,964</b>	<b>\$ -</b>	<b>\$ 107,134,289</b>

\*Please note fund balance is the net of all District assets and liabilities.

# Interest Received



# Cash Balance



North Shore School District 112  
Statement of Revenue, Expenditures and Change in Fund Balance  
Total Governmental Funds by Object  
Fiscal Year to Date through April 30, 2026

	Operating Funds											Total Governmental Funds	
	General Fund		Special Revenue Funds										
	Education, Working Cash & Food Service Funds	% Bud	Operations & Maintenance Fund	% Bud	Transportation Fund	% Bud	Municipal Retirement / Social Security Fund	% Bud	Debt Service Fund	% Bud	Capital Projects Fund	% Bud	
<b>Revenue:</b>													
Local Sources	\$ 78,526,274	102%	\$ 13,643,407	103%	\$ 4,092,576	100%	\$ 561,062	102%	\$ 8,120,323	100%	\$ -		\$ 104,943,643
State Sources	\$ 3,550,291	81%	\$ -		\$ 1,648,010	96%	\$ -		\$ -		\$ -		\$ 5,198,301
Federal Sources	\$ 1,713,043	75%	\$ -		\$ -		\$ -		\$ -		\$ -		\$ 1,713,043
2024 Referendum Bond Issuance	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -
2022 & 2024 Referendum Bond Interest	\$ -		\$ -		\$ -		\$ -		\$ -		\$ 1,220,586	111%	\$ 1,220,586
<b>Total Revenue</b>	<b>\$ 83,789,609</b>	<b>100%</b>	<b>\$ 13,643,407</b>	<b>103%</b>	<b>\$ 5,740,586</b>	<b>78%</b>	<b>\$ 561,062</b>	<b>102%</b>	<b>\$ 8,120,323</b>	<b>100%</b>	<b>\$ 1,220,586</b>	<b>111%</b>	<b>\$ 113,075,573</b>
<b>Expenditures:</b>													
Salaries	\$ 36,710,271	70%	\$ 1,388,165	98%	\$ 90,983	83%	\$ -		\$ -		\$ -		\$ 38,189,418
Employee Benefits	\$ 7,981,740	82%	\$ -		\$ -		\$ 1,398,292	76%	\$ -		\$ -		\$ 9,380,032
Purchased Services	\$ 7,023,307	83%	\$ 3,630,273	73%	\$ 4,608,361	61%	\$ -		\$ 1,425	143%	\$ -		\$ 15,263,366
Supplies	\$ 1,120,508	42%	\$ 1,396,671	91%	\$ 170	25%	\$ -		\$ -		\$ -		\$ 2,517,349
Capital Outlay	\$ 1,419,493	72%	\$ 466,030	23%	\$ -		\$ -		\$ -		\$ -		\$ 1,885,523
2022 Referendum Capital Outlay	\$ -		\$ -		\$ -		\$ -		\$ -		\$ 31,478,430	71%	\$ 31,478,430
Debt Service Payment	\$ -		\$ -		\$ -		\$ -		\$ 6,502,794	55%	\$ -		\$ 6,502,794
Other	\$ 2,247,699	55%	\$ -		\$ -		\$ -		\$ -		\$ -		\$ 2,247,699
<b>Total Expenditures</b>	<b>\$ 56,503,017</b>	<b>72%</b>	<b>\$ 6,881,138</b>	<b>49%</b>	<b>\$ 4,699,513</b>	<b>61%</b>	<b>\$ 1,398,292</b>	<b>76%</b>	<b>\$ 6,504,219</b>	<b>55%</b>	<b>\$ 31,478,430</b>	<b>71%</b>	<b>\$ 107,464,610</b>
Excess (Deficiency) of Revenue over (under) Expenditures	\$ 27,286,591		\$ 6,762,269		\$ 1,041,073		\$ (837,230)		\$ 1,616,105		\$ (30,257,844)		\$ 5,610,964
<b>Other Financing Sources/(Uses):</b>													
Other Sources of Funds					1,500,000				\$ 3,867,388				\$ 5,367,388
Other Uses of Funds	(1,500,000)		(3,867,388)										(5,367,388)
<b>Total Sources/(Uses)</b>	<b>\$ (1,500,000)</b>		<b>\$ (3,867,388)</b>		<b>1,500,000</b>		<b>-</b>		<b>\$ 3,867,388</b>		<b>\$ -</b>		<b>-</b>
Change in Fund Balance	\$ 25,786,591		\$ 2,894,881		\$ 2,541,073		\$ (837,230)		\$ 5,483,493		\$ (30,257,844)		\$ 5,610,964
Beginning Fund Balance as of 6/30/25	\$ 56,287,377		\$ 7,140,521		\$ 479,732		\$ 2,961,366		\$ 568,519		\$ 34,085,810		\$ 101,523,325
Ending Fund Balance as of 4/30/26	\$ 82,073,969		\$ 10,035,401		\$ 3,020,805		\$ 2,124,137		\$ 6,052,012		\$ 3,827,966		\$ 107,134,289

**Northshore School District 112**  
**Cash and Investments**  
**April 30, 2026**

	<u>Account Balance</u>	<u>% of Total</u>
<b>Petty Cash</b>		
Statement Balance	\$ 643.67	
Less: Outstanding Checks	\$ -	
Plus Deposits in Transit	\$ -	
Adjusted	<u><u>\$ 643.67</u></u>	<b>0.00%</b>
<b>PMA 1030</b>		
Statement Balance	\$ 23,736,205.28	
Less: Outstanding Checks and transfers	\$ (435,419.92)	
Plus Deposits in Transit and transfers	\$ 111.48	
Other Transactions	\$ 122,166.44	
Adjusted	<u><u>\$ 23,423,063.28</u></u>	<b>22.09%</b>
<b>PMA 1033 ST Investments</b>		
Statement Balance	\$ 33,744,900.00	
Less: Outstanding Checks	\$ -	
Plus Deposits in Transit	\$ -	
Adjusted	<u><u>\$ 33,744,900.00</u></u>	<b>31.83%</b>
<b>PMA 1034 LT Cash</b>		
Statement Balance	\$ 12,491,306.34	
Less: Outstanding Checks	\$ -	
Plus Deposits in Transit	\$ -	
Adjusted	<u><u>\$ 12,491,306.34</u></u>	<b>11.78%</b>
<b>PMA 1047 LT Investments</b>		
Statement Balance	\$ 14,500,000.00	
Less: Outstanding Checks	\$ -	
Plus Deposits in Transit	\$ -	
Adjusted	<u><u>\$ 14,500,000.00</u></u>	<b>13.68%</b>
<b>PMA Flex 1048</b>		
Statement Balance	\$ 44,400.32	
Less: Outstanding Checks	\$ -	
Plus Deposits in Transit	\$ -	
Adjusted	<u><u>\$ 44,400.32</u></u>	<b>0.04%</b>
<b>PMA Stud Activity Account</b>		
Statement Balance	\$ 415,757.54	
Less: Outstanding Checks	\$ (1,661.92)	
Plus Deposits in Transit	\$ 2,542.49	
Adjusted	<u><u>\$ 416,638.11</u></u>	<b>0.39%</b>

<b>PMA 1059 Referendum</b>		
Statement Balance	\$ 1,939.10	
Less: Outstanding Checks (Transfer)	\$ -	
Plus Deposits in Transit	\$ -	
Adjusted	<u>\$ 1,939.10</u>	<b>0.00%</b>
<b>PMA 1005 Food Service</b>		
Statement Balance	\$ 3,973,424.66	
Less: Outstanding Checks (Transfer)	\$ -	
Plus Deposits in Transit	\$ (2,535.00)	
Adjusted	<u>\$ 3,970,889.66</u>	<b>3.75%</b>
<b>Fifth Third Bank 1024</b>		
Statement Balance	\$ 10,062,572.63	
Unrealized (gain)/loss	\$ (44,344.52)	
(Increase)/decrease in investment cost value	\$ 2,731.89	
Adjusted	<u>\$ 10,020,960.00</u>	<b>9.45%</b>
<b>JP Morgan Investments 1051</b>		
Statement Balance	\$ 7,312,040.23	
Unrealized (gain)/loss	\$ (29,207.05)	
Accrued Interest	\$ -	
(Increase)/decrease in investment cost value	\$ -	
Adjusted	<u>\$ 7,282,833.18</u>	<b>6.87%</b>
<b>Fifth Third Bank WC 1055</b>		
Statement Balance	\$ 118,399.91	
Unrealized (gain)/loss	\$ -	
(Increase)/decrease in investment cost value	\$ -	
Adjusted	<u>\$ 118,399.91</u>	<b>0.11%</b>
<b>Total Cash and Investments</b>	<b>\$ 106,015,973.57</b>	<b>100.00%</b>

**North Shore School District 112  
Summary of Referendum Projects  
April 30, 2026**

	Indian Trail	Ravinia	Sherwood	Braeside
Overall Budget:	\$ 25,649,564	\$ 41,088,402	\$ 29,680,111	\$ 26,909,846
Geothermal Budget:	\$ -	\$ 1,687,480	\$ 4,130,923	\$ 4,389,270
Plus: Identified Over-Runs/(Savings)	\$ (470,033)	\$ 38,748	\$ (534,311)	\$ 1,293,353
Minus: Bills Paid	\$ 24,822,610	\$ 41,743,056	\$ 22,048,340	\$ 8,120,642
Minus: Geothermal Bills Paid	\$ -	\$ 1,668,880	\$ 4,720,119	\$ 3,840,963
Items Paid By Fund 20	\$ 310,495	\$ -	\$ -	\$ -
<b>Remaining Balance To Be Spent</b>	<b>\$ 986,491</b>	<b>\$ (674,802)</b>	<b>\$ 7,576,886</b>	<b>\$ 18,044,158</b>

\*This data is as of inception of project, which includes FY23, FY24 and FY25.



Date: May 19, 2026  
To: Members of the Board of Education  
From: Dr. Michael Lubelfeld, Superintendent of Schools  
Subject: Destruction of Closed Session Audio Recordings from November 12, 2024 & November 19, 2024

Policy Alignment: Policy 2.220 Board of Education Meeting Procedures

Disposition: Action

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**Executive Summary:**

In compliance with Board Policy 2:220, Board of Education Meeting Procedures, the superintendent or Board president must record all closed session meetings. The policy also states that, with the Board's approval, these audio recordings can be destroyed after 18 months.

I recommend that we proceed with the destruction of the audio recordings from the closed meetings held on November 12, 2024, and November 19, 2024. The Board has approved the written minutes of these closed meetings, and they will continue to be maintained in accordance with our legal requirements and policy.

**Recommendation:**

Roll call vote to approve the destruction of the audio recordings from the closed session meetings on November 12, 2024, and November 19, 2024, as presented.



Date: May 19, 2026  
To: Dr. Michael Lubelfeld, Superintendent  
Members of the Board of Education  
From: Dr. Holly Colin, Assistant Superintendent of Student Services  
Subject: Heart of the City (HOTC)  
Policy Alignment: 6:65 Student Social Emotional Development  
Disposition: Action

---

### **Executive Summary**

Heart of the City (HOTC) continues to be a valued partner in supporting North Shore School District 112's efforts to expand enrichment, leadership, and wellness opportunities for students through soccer-based youth development. Since the District began its partnership with HOTC during the 2023–24 school year, the program has demonstrated measurable impact in both student participation and social-emotional outcomes.

During the 2025–26 school year, HOTC has supported 289 program registrations year-to-date, with a projected total of 480+ registrations by the end of the year across Oak Terrace and Northwood. These figures reflect participation across multiple program offerings (e.g., after-school sessions, tournaments, and camps) and may include repeat participation by individual students. Participation has included after-school programming, futsal tournaments, college visits, and upcoming summer camps, with 110 registrations for summer programming, offered at no cost to D112 families.

Student outcome data from the Fall 2025 Hello Insight Survey demonstrates a strong impact across key social-emotional indicators:

- Program satisfaction: 90% (Oak Terrace), 93% (Northwood)
- Emotional safety and support: 84% (Northwood)
- Peer bonding and team culture: 74–77% across both schools
- Goal setting and responsibility: 74% (Northwood)

Parent feedback from Winter 2026 surveys further reinforces the program's effectiveness:

- 91–100% reported improvements in student confidence, leadership, and soccer skills
- 100% of Northwood families and 91% of Oak Terrace families indicated they would re-register
- 0% reported negative coaching conduct

- 100% of parents identified the program as important to their child's experience

Programming continues to be grounded in the U.S. Soccer Foundation's Soccer for Success model, integrating fitness, nutrition, and social-emotional learning into each session. The program also includes bilingual (English/Spanish) delivery, ensuring accessibility and inclusivity for participating families.

For the 2026–2027 school year, the District proposes to continue and further expand this partnership, maintaining strong core programming while enhancing student experiences and opportunities for engagement.

Key highlights of the 2026–2027 program include:

- Continued after-school enrichment academies at Oak Terrace and Northwood
- Expansion of Soccer for Success programming across both schools
- Leadership development and peer mentoring opportunities for Northwood students
- Increased college and career exposure, with five total visits for the year
- Addition of a Chicago Fire game experience for Northwood students (optional)
- Community-building opportunities, including futsal tournaments and a district-wide jamboree (projected 80–90 participants)
- Continued focus on health, wellness, and social-emotional development through structured youth programming

The proposed cost structure reflects a slight increase aligned with program enhancements and rising operational costs. The per-student, per-session rate will increase from \$10 to \$12, and the futsal tournament and jamboree fee will increase from \$50 to \$60 per student. These adjustments reflect increased staffing and coaching expenses while maintaining program quality and sustainability.

The Youth Development cost of \$7,500 will remain unchanged, continuing to support staffing, training, social-emotional learning integration, and program coordination.

The total estimated program cost is approximately \$57,324, with an additional estimated \$5,600 in supplemental costs (e.g., meals, event experiences, and enrichment activities), based on projected participation.

At the May 19, 2026, Regular Board Meeting, the Board will be asked to approve the 2026–27 agreement with Heart of the City.

**Recommendation:**

Roll call vote to approve the 2026-27 Agreement with the Heart of the City.



## CONTRACTING AGREEMENT SOCCER ACADEMY – SCHOOL YEAR 2026–27

**THIS CONTRACTING AGREEMENT** (this "Agreement") is entered into as of \_\_\_\_\_, 2026 (the "Effective Date"), by and between **Heart of the City ("HOTC")** and **North Shore School District 112 ("D112")**.

### **Background**

HOTC is delighted to partner with D112 to provide high-quality, after school, seasonal soccer academies/youth development for the 2026–27 school year for students in the D112 school district.

### **1. The Services**

HOTC will provide the services described in this Agreement and has no obligation to provide services not expressly stated and allocated to HOTC in this Agreement. No changes to any terms in this Agreement is binding on the Parties except upon a written amendment signed by both Parties.

### **2. Schedule / Grades / Fee / Registration**

The following programs and events will be delivered by HOTC throughout the 2026–27 school year at Oak Terrace (OT) and Northwood (NW) schools. All programs are funded/paid for by D112. HOTC will create promotional material, provide its registration platform, and has sole responsibility for registering participants and operating each program. D112 may notify families about programs.

<b>Program/Event</b>	<b>Timing</b>	<b>Location(s) / Details</b>
<b>Fall Academy</b>	Sept–Oct 2026	Oak Terrace (OT) & Northwood (NW): 12 sessions/school, 2 days/week, 40 students/school
<b>Futsal Tournaments</b>	Nov–Dec 2026	OT & NW: 3 tournaments, up to 28 students each
<b>College Visit #1</b>	Fall 2026	NW only
<b>Career Visit #1</b>	Fall 2026	NW only
<b>Winter Academy</b>	Jan–Feb 2027	OT & NW: 6 sessions/school, 1 day/week, 36 students/school
<b>Spring Academy</b>	Apr–May 2027	OT & NW: 12 sessions/school, 2 days/week, 40 students/school
<b>College Visit #2</b>	Spring 2027	NW only
<b>Career Visit #2</b>	Spring 2027	NW only
<b>End-of-Year Jamboree</b>	Spring 2027	OT & NW – up to 100 students
<b>Summer Program</b>	Jun–Jul 2027	OT, Red Oak, NW: 3 weeks, 2 sessions/week, up to 80 students
<b>Summer Camp</b>	Jul 2027	1-week camp – up to 80 students

### **Additional Opportunities – Northwood Students**

**Leadership & Mentoring:** Northwood students gain leadership skills by assisting with the Oak Terrace academy, guiding younger students, and helping coaches.

**College & Career Visits:** 5 total visits for Northwood students across the 2026–27 school year, exposing students to post-secondary academic pathways and real-world career environments.

**Chicago Fire Game Experience:** Northwood students attend a Chicago Fire MLS game at Soldier Field, experiencing a live professional soccer match in Chicago.



**Program Cost Breakdown**

All fees are based on estimated maximum enrollment. Actual costs will be calculated on registered student counts.

Item	Details / Calculation	Cost
<b>Youth Development</b>	Staffing, college/career visits, event planning, coach training, Soccer for Success, SEL sessions	\$7,500
<b>Fall Academy – NW</b>	\$12 × 12 sessions × 40 students	\$5,760
<b>Fall Academy – OT</b>	\$12 × 12 sessions × 40 students	\$5,760
<b>Winter Academy – NW</b>	\$12 × 6 sessions × 36 students	\$2,592
<b>Winter Academy – OT</b>	\$12 × 6 sessions × 36 students	\$2,592
<b>Spring Academy – NW</b>	\$12 × 12 sessions × 40 students	\$5,760
<b>Spring Academy – OT</b>	\$12 × 12 sessions × 40 students	\$5,760
<b>Futsal Tournaments (×3)</b>	\$60 × 28 students × 3 tournaments	\$5,040
<b>End-of-Year Jamboree</b>	\$60 × 100 students	\$6,000
<b>Summer Program (3-wk)</b>	\$12 × 6 sessions × 80 students	\$5,760
<b>Summer Camp (1-wk)</b>	\$60 × 80 students	\$4,800
<b>Estimated Total Cost</b>		<b>\$57,324</b>

**Additional Estimated Costs:**

- Snacks and drinks for Fall Academy students: ~\$275
- Snacks and drinks for Spring Academy students: ~\$275
- College/career trip meals (5 trips): ~\$1,500 (\$300 per trip, est. 30 students)
- Chicago Fire game experience: ~\$1,050 (\$35 per student × 30 students)
- Food truck for Jamboree tournament: ~\$2,500

**Total Additional Estimated Costs** (excluding school bus usage): ~\$5,600

**Overall Estimated Cost (Including Additional Costs): ~\$62,924**

**3. Statement of Work**

HOTC's staff members will execute high-quality soccer/youth development soccer academies, which will include the following:

- HOTC will provide a high-quality soccer and youth development programming
- HOTC will provide a safe space for youth in D112, specifically disadvantaged youth
- HOTC will provide staff for each of the scheduled camp sessions
- HOTC will provide all equipment needed to run the program
- HOTC will additionally provide Youth Development Support (YDS) in the following areas:
  - Per seasonal program: one pre-practice SEL focused activity
  - Per seasonal program: SEL student and parent surveys to gauge impact
  - Per seasonal program: one pre-practice session – health & wellness topic
  - Per seasonal program: Wellness World Cup / End-of-Year Jamboree on the final day of each seasonal program, featuring health & wellness community resource tables, celebration of the students, and parent engagement around the program / health & wellness



- College and career exploration visits (5 total) for Northwood students
- Northwood student leadership & mentoring: assisting Oak Terrace academy, guiding younger students, and supporting coaches
- Chicago Fire MLS game experience at Soldier Field for Northwood students

f. HOTC be solely responsible for the supervision of all programs using qualified personnel

### ***Objectives***

Students will experience programming that facilitates the following objectives:

- Teamwork – relationship building
- Foundation for a physical, healthy lifestyle
- Improved self-belief and confidence
- Resiliency through competition
- Skill development

### ***Outcomes***

- Demonstrate improvement in a variety of motor skills and movement patterns
- Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance
- Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Exhibit responsible personal and social behavior that respects self and others
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
- Demonstrate improved fundamental soccer skills and comprehension of soccer concepts for a greater understanding of the game

## **4. Term of Contract**

**Commencement Date:** August 1, 2026

**First Soccer Academy Session Date:** September 8, 2026

**Final Camp Session Date:** July 31, 2027

## **5. Contract Payment**

D112 is responsible for payment of the fees stated in section #2 of this contract ("cost"). The total fee payment will be calculated by the # of registered students from each soccer academy seasonal program. HOTC will invoice D112 during the 2nd week of each seasonal program with the final number of registrations and total payment per program. D112 agrees to pay HOTC in accordance with the Local Government Prompt Payment Act.

## **6. Termination of Contract**

Either party may terminate this Agreement at any time, upon presentation of a ten (10) days' written notice given to the other party. If D112 provides written notice to HOTC to terminate the contract *during* a seasonal soccer academy program, payment must still be made in full for that specific program (payment based on the number of registered students).

## **7. Hold Harmless Agreement**

HOTC agrees to indemnify and hold harmless D112, its Board of Education and individual Board members, employees, and agents from and against all claims, actions, liabilities, and expenses (including attorneys; fees and court costs) arising out of, related to, or connected with any act or omission of HOTC related to the program and any breach of this Agreement by HOTC.



## **8. Entire Agreement**

This Agreement constitutes the entire agreement between HOTC and D112 relating to the subject matter of this Agreement. Amendments to this agreement must be in writing, signed by the parties.

## **9. Background Checks**

HOTC employees who will have contact with students must submit to a criminal background investigation in accordance with 105 ILCS 5/10-21.9, which will be at D112's sole expense. In accordance with 105 ILCS 5/10-21.9, HOTC agrees to ensure that its employees have authorized a criminal background investigation (unless a satisfactory background investigation is on file with the Regional Office of Education or Educational Service Region) and, at the request of D112, a DCFS Child Abuse Registry background investigation, which investigations will commence (or, at D112's option, completed) before the individual commencing the services under this Agreement. HOTC acknowledges that the eligibility of any individual to perform services under this Agreement is contingent upon the D112 deeming acceptable the results of such criminal background investigation, but D112 will not withhold such acceptance without cause (as determined in its discretion), the DCFS Child Abuse Registry check, a Statewide Sex Offender Database check, and a Statewide Murderer and Violent Offender Against Youth Database check, as well as such other licensure documentation and information provided to D112. D112 will promptly notify HOTC in writing if D112 determines that any individual is not eligible to perform the services under this Agreement. Due to restrictions on disclosure of background check information, D112 may not be able to specify to HOTC the reasons for a determination of ineligibility. In the event that HOTC is unable to sufficiently staff the program by the Commencement Date due to incomplete background check result of D112, the Parties will negotiate in good faith to find a solution that is mutually acceptable and D112 cannot deem that as a breach of this Agreement.

Pursuant to the Illinois Criminal Code (720 ILCS 5/11-9.3), it is unlawful for a child sex offender to knowingly be present on school property when persons under the age of 18 are present without the specific notification to and permission of the Superintendent or Board of Education. Child sex offenders found to be present on school property without permission will be considered trespassers and prosecuted in accordance with Illinois law. HOTC agrees to ensure that its staff are notified of this law and that no child sex offender (known to HOTC or discoverable through HOTC's background checks) utilized in any of the services under this Agreement. HOTC agrees to provide immediate notice to D112 if any of its staff is prohibited from being present on D112's property.

HOTC shall comply with all applicable requirements of Faith's Law (105 ILCS 5/22-94, added by P.A. 102-702, as may be amended) for its own employees.

## **10. Insurance**

HOTC will maintain (at its sole expense) a valid policy of insurance evidencing (1) Commercial General Liability coverage (including sexual misconduct coverage) of not less than \$1 million per occurrence and \$2 million in the aggregate, covering acts or omissions in conducting and providing the services under this Agreement, and (2) Umbrella or Excess Liability Insurance with policy limits of not less than \$3 million dollars for each occurrence and in the aggregate, which shall follow the form of the underlying Commercial General Liability Insurance in all respects. HOTC will name D112, its Board of Education and individual board members, employees, and agents as additional insureds on such policies, on a primary and noncontributory basis. HOTC will maintain worker's compensation insurance for all HOTC employees in accordance with applicable law. HOTC will provide a certificate of insurance evidencing such coverage to D112 upon request and will provide prompt written notice of any material change in HOTC's coverage.



D112 will maintain (at its sole expense) a valid policy of insurance evidencing (1) Commercial General Liability coverage (including sexual misconduct coverage) of not less than \$1 million per occurrence and \$2 million in the aggregate, covering acts or omissions in conducting and providing the services under this Agreement, and (2) Umbrella or Excess Liability Insurance with policy limits of not less than \$3 million dollars for each occurrence and in the aggregate, which shall follow the form of the underlying Commercial General Liability Insurance in all respects. D112 will name HOTC, its Board of Directors and individual board members, employees, and agents as additional insureds on such policies, on a primary and noncontributory basis. D112 will maintain worker's compensation insurance for all D112 employees in accordance with applicable law. D112 will provide a certificate of insurance evidencing such coverage to HOTC upon request and will provide prompt written notice of any material change in D112's coverage.

### **11. Compliance with Laws**

The Parties agree that all services provided pursuant to this Agreement be performed in compliance with all applicable federal, state, or local rules and regulations (including Board policies).

The Parties represent that each has the authority to enter into this Agreement.

IN WITNESS WHEREOF, the parties execute this Agreement (which may be in counterparts) as of the Effective Date.

#### **HOTC Representative**

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### **D112 Representative**

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



INSPIRE · INNOVATE · ENGAGE

# NORTH SHORE

SCHOOL DISTRICT 112

Date: May 19, 2026  
To: Members of the Board of Education  
From: Dr. Holly Colin, Assistant Superintendent for Student Services  
Dr. Michael Rodrigo, Assistant Superintendent for Teaching and Learning  
Subject: FY27 Consolidated District Plan  
Disposition: Action

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## **Executive Summary:**

All Illinois school districts are required to submit a Consolidated District Plan (CDP) in order to begin the process of applying for federal grants. The CDP is designed to promote collaboration among district grant managers.

North Shore School District 112 must have an approved Consolidated District Plan to receive final approval on federal grant applications. Dr. Holly Colin, Dr. Leah Kimmelman, and Mr. Enrique Castro collaborated to complete the Consolidated District Plan as part of the coordination of the following federal grants:

- Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Education Program
- Title III - Immigrant Student Education Program
- Title IV - Student Support and Academic Achievement
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool

## **Recommendation:**

Roll Call vote to approve the 2026-2027 Consolidated District Plan.

**eGrant Management System**

**Printed Copy of Application**

Applicant: NORTH SHORE SD 112

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: NORTH SHORE SD 112

Date Generated: 5/13/2026 1:09:17 PM

Generated By: hollymcoln

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## Overview

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### **All entities seeking grant funding must have an active UEI registration in SAM.gov throughout the lifecycle of the grant.**

**PROGRAM:**

Consolidated District Plan

**PURPOSE:**

The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

**BOARD GOALS:**

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

**FY 2027**

**Included**

**Programs:**

Title I, Part A - Improving Basic Programs

Title I, Part A - School Improvement Part 1003

Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

Foster Care Transportation Plan

**LEGISLATION:**

[Every Student Succeeds Act \(ESSA\)](#)

[Individuals with Disabilities Education Act](#)

[Rehabilitation Act](#)

[Strengthening Career and Technical Education for the 21st Century Act](#)

[Workforce Innovation and Opportunity Act](#)

[Head Start Act](#)

[McKinney-Vento Homeless Assistance Act](#)

[Adult Education and Family Literacy Act](#)

[105 ILCS 5/ Illinois School Code Article 14C. Transitional Bilingual Education](#)

[23 Illinois Administrative Code 228 Transitional Bilingual Education](#)

**DUE DATE:**

District plans must be submitted to the Illinois State Board of Education and approved before any FY 2027 grant applications for included programs can be approved.

**Submission by April 1 is recommended.**

**DURATION:**

The District Plan is submitted for the school year 2026-2027 and must be updated annually thereafter.

**AMENDMENTS:**

Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

**INSTRUCTIONS:**

Instructions in PDF format

**COMMON ABBREVIATIONS:**

ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

**1. Contact Information for Person Completing This Form**

Last Name*	First Name*	Middle Initial
<input type="text" value="Colin"/>	<input type="text" value="Holly"/>	<input type="text"/>
Phone*	Extension	Email*
<input type="text" value="224"/> <input type="text" value="765"/> <input type="text" value="3048"/>	<input type="text"/>	<input type="text" value="hcolin@nssd112.org"/>

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

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

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

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

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

([count] of 2500 maximum characters used)

North Shore School District Board of Education Policies 5:10 and 7:10 address equal opportunities and access for students, staff, and other beneficiaries. In addition, both policies serve to prevent the six barriers of gender, race, national origin, color, disability, or age. This includes the appointment of a nondiscrimination coordinator. All students and district employees, regardless of gender, race, national origin, color, disability or age will have access to the District's federally funded programs. Administrators, teachers, and instructional staff receive annual training to ensure all students are included in every aspect of the curriculum including extracurricular activities. There are no barriers identified to preventing participation. Students' special needs are identified on an individual basis through a 504 or Individualized Education Plan and accommodations/modifications are provided per the plan that is developed. Staff receive training on how to ensure individual student needs are supported and appropriate services are provided. Staff members' special needs are identified on an individual basis and ADA accommodations are provided per a plan that is developed with Personnel Services. Administrators receive training on how to ensure that employee special needs are met and appropriate support is provided.

**3. Bilingual Director (Administrator overseeing EL Services) Assurance**

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

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

**4. District Migrant Education Program Liaison**

Last Name	First Name	Middle Initial
<input type="text" value="Castro"/>	<input type="text" value="Enrique"/>	<input type="text"/>
Phone	Extension	Email
<input type="text" value="224"/> <input type="text" value="765"/> <input type="text" value="3057"/>	<input type="text"/>	<input type="text" value="ecastro@nssd112.org"/>

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

**5. General Completion Instructions**

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

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

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

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

**How to Complete Pages with Pre-populated Fields**

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

\*Required field, applicable for all funding sources

**Amendments**

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

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

- Initial submission for the fiscal year
- Amendment to approved plan for the fiscal year

\*Required field, applicable for all funding sources

**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027.\* [1]**

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

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

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

The grant directors responsible for administering and overseeing the grants collaborate to ensure that a coordinated plan is developed and that funding resources are aligned and not duplicitous. The LEA will align federal resources to support academic and social emotional needs of all students, with a focus on students who are designated as low-income, English learners, and/or are eligible for special education services. Funding will be utilized to provide staffing for academic interventions; social emotional supports; and services based on student eligibility for special education services; and/or or language development. The professional development emphasis will include improving instruction for all children and evidenced-based strategies to engage all learners and their families. Additional professional development will be provided to staff based on identified student needs from various data sources utilized in our district survey tools. Parent and community support will be provided based on identified needs from various data sources utilized in our local survey tools.

Response from the approved prior year Consolidated District Plan.

The grant directors responsible for administering and overseeing the grants collaborate to ensure that a coordinated plan is developed and that funding resources are maximized, aligned, and not duplicitous. The LEA will align federal resources to support academic and social emotional needs of all students, with a focus on students with a status of low-income, English learner, and special education for the related federal funds. Funding will be utilized to provide staffing for academic interventions; social emotional supports; and services based on student eligibility for special education services or language development. The professional development emphasis will include improving instruction for all children and evidenced-based strategies to engage all learners and their families. Additional professional development will be provided to staff based on identified student needs from various data sources utilized in our district survey tools. Parent and community support will be provided based on identified needs from various data sources utilized in our local survey tools.

**3. Will the LEA braid funding?\*** Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds

- Yes  No

**4. Will the LEA hybrid-blend Title II and/or Title IV funding?\*** Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

- Yes  No

**If Yes Transfer of Funds is selected, you will need to indicate which fund sources are being transferred and if it will be partial or all in the box below.**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Title II to Title I             | <input type="checkbox"/> Transfer Partial Funds            | <input type="checkbox"/> Transfer All Funds |
| <input type="checkbox"/> Title IV to Title I             | <input type="checkbox"/> Transfer Partial Funds            | <input type="checkbox"/> Transfer All Funds |
| <input type="checkbox"/> Title II to Title IV            | <input type="checkbox"/> Transfer Partial Funds            | <input type="checkbox"/> Transfer All Funds |
| <input checked="" type="checkbox"/> Title IV to Title II | <input checked="" type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |

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

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

[[count] of 7500 maximum characters used)

The results of our local needs assessments indicated three priority areas: (1) A focus on student success and well-being; (2) Develop relationships and partnerships; and (3) Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly.

**Legislative References:**

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

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

\*Required field, applicable for all funding sources

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

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

List and describe other instruments and/or processes that were used in the needs assessment.

Other instruments: In addition to the tools listed above, the development of this plan also included the use of a local tool, INSIGHTeX. This survey tool is administered to staff and students twice per year. Its results are analyzed at the district and building level to identify improvement goals.

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

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

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

**Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable)**

The results of our local needs assessments indicated three priority areas: (1) A focus on student success and well-being; (2) Develop relationships and partnerships; and (3) Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly. Title I funds will provide additional academic support and learning opportunities to students participating in school-wide programming to meet state learning standards in core academic subjects. Funds will also be used to purchase supplemental instructional materials and materials for family engagement.

**B. Title I, Part A - School Improvement Part 1003****C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

**Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, reducing class size, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).**

The results of our local needs assessments indicated three priority areas: (1) A focus on student success and well-being; (2) Develop relationships and partnerships; and (3) Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly. Funds will be utilized to pay for professional learning services from a consulting group that focuses on teaching reading across all content areas.

**G. Title III - LIEP**

The results of our local needs assessments indicated three priority areas: (1) A focus on student success and well-being; (2) Develop relationships and partnerships; and (3) Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly. Funds will be utilized to pay for professional development focused on meeting the needs of multilingual learners and supplemental instructional materials.

#### **H. Title III - ISEP**

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

*Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps through well-rounded education, improving school conditions for student learning and improving the use of technology, and nonpublic equitable share (if applicable).*

The results of our local needs assessments indicated three priority areas: (1) A focus on student success and well-being; (2) Develop relationships and partnerships; and (3) Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly. Initial funds will be transferred to Title II.

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

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

Based on the local needs assessment, the following areas are identified as priorities: students with disabilities demonstrate an achievement gap when compared with students without disabilities and often require services above and beyond the needs of other students (e.g., speech pathology, social work services, psychological services, occupational therapy, physical therapy, and programs outside of the general education setting). The needs assessment prioritized professional development in the following areas: coaching, instructional strategies, and discipline-specific training for psychologists, social workers, and speech pathologists. Additionally, services from the Special Education Cooperative will be used to support students with extensive or low-incidence needs, including occupational therapy, physical therapy, hearing itinerant and vision itinerant services, tuition, and coaching. IDEA funds will be used to pay for professional development for instructional coaching, inclusion practices, instructional strategies and discipline-specific training for psychologists, social workers, and speech pathologists, as well as services from the Special Education Cooperative to support students with extensive or low-incidence needs, including hearing itinerant and vision itinerant services, tuition, and coaching.

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

Based on the local needs assessment, the following areas are identified as priorities: services beyond the needs of other students (e.g., speech pathology, social work, psychological services, occupational therapy, physical therapy). The needs assessment prioritized professional development in the following areas: inclusive practices, instructional strategies, and discipline-specific training for psychologists, social workers, and speech pathologists. Additionally, services from the Special Education Cooperative will be used to support students with extensive or low-incidence needs, including hearing itinerant and vision itinerant services, tuition, and coaching. IDEA Preschool funds will be used to pay for discipline-specific training for psychologists, social workers, and speech pathologists, as well as services from the Special Education Cooperative to support students with extensive or low-incidence needs, including occupational therapy, physical therapy, hearing itinerant and vision itinerant services, and tuition.

#### **Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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

**ISBE Goals:**

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

**District Goal(s):**

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

District 112 Strategic Change Agenda:1. Focus on student success and well-being2. Develop relationships and partnerships3. Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly

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

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

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent

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

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

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

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

([count] of 7500 maximum characters used)

The LEA has engaged a broad and representative range of stakeholders in the development of the annual Consolidated District Plan through a structured and ongoing consultation process designed to promote meaningful participation, transparency, collaboration, and responsiveness to identified district and community needs. The planning process was intentionally designed to ensure that stakeholders from multiple perspectives had opportunities to contribute feedback, review data, discuss priorities, and participate in decision-making related to the development and refinement of district goals, programs, and services. Stakeholder engagement included district and building-level administrators, instructional leaders, classroom teachers, specialized support personnel, paraprofessionals, parents and family representatives, Board of Education members, and community partners. The LEA also sought input from individuals representing diverse student populations, including those connected to English learners, students with disabilities, and students experiencing economic disadvantage. This collaborative approach ensured that the planning process reflected both district priorities and the unique needs of the broader school community. Input was gathered through multiple formats in order to maximize participation and provide stakeholders with varied opportunities to engage in the planning process. These formats included scheduled committee meetings, leadership team sessions, department-level discussions, parent organization forums, school improvement meetings, and collaborative planning conversations among instructional and operational teams. In addition, stakeholders were provided opportunities to review district performance data, discuss instructional and programmatic needs, identify areas requiring additional support, and offer recommendations for improvement aligned to student achievement and organizational goals. Key consultation occurred during regularly scheduled meetings (dates included below). These meetings provided structured opportunities for stakeholders to review district needs assessment data, analyze student performance trends, evaluate current programming and resource allocation, and discuss priorities aligned to the district's Strategic Change Agenda. Particular attention was given to identifying strategies that support equitable access to high-quality instruction, strengthen intervention systems, expand professional learning opportunities, and improve outcomes for all students. Throughout the consultation process, the LEA emphasized open communication and shared responsibility for continuous improvement. Stakeholder feedback was documented, reviewed, and synthesized by district leadership teams to ensure that recommendations and concerns were thoughtfully considered during the drafting and revision of the Consolidated District Plan. The LEA utilized this feedback to refine goals, align funding priorities, and ensure that proposed activities and services were responsive to identified academic, social-emotional, and operational needs across the district. The LEA remains committed to maintaining an inclusive and collaborative planning process beyond the initial development of the Consolidated District Plan. Stakeholders will continue to receive updates regarding implementation progress, opportunities for ongoing feedback, and information related to district improvement efforts throughout the school year. This continuous cycle of consultation and review supports accountability, strengthens partnerships among schools and the community, and reinforces the district's commitment to data-informed decision-making and sustained organizational growth. Leadership Team Meetings: August 5, August 6, August 7, September 8, September 22, October 6, October 20, November 7, November 17, December 1, December 15, January 12, January 26, February 9, February 23, March 2, March 16, April 27, May 11, PTO President's Council Meetings: September 12, October 22, November 19, January 21, February 18, March 18, April 22, May 20112 Foundation Meetings: August 21, September 18, October 23, November 20, January 22, February 19, March 12, April 23 Highland Park Community Foundation Meetings: October 8, December 3, March 4 Student Success Task Force Meetings: October 23, November 4, December 2, January 29, March 3 Family Engagement Task Force Meetings: November 6, December 11, January 15 Facility and Operations Task Force Meetings: November 6, November 18, December 11, January 15, February 12, March 12 Superintendent's Task Force Meetings: October 23, April 16 Bilingual Parent Advisory Council Meetings: September 30, November 4, February 24, April 14 School Leadership Team Meetings: School leadership teams meet at least bi-weekly through the duration of the calendar school year

Response from the prior year Consolidated District Plan.

The district met with 225 stakeholders on the following dates: Discovery Team - September 5-6, 2024 Extended Discovery Team - October 29-30, 2024 Unpacking Data Team Goal - November 13-14, 2024 Discovery Team - December 12, 2024 Board Review - January 21, 2025 The District's three Title I schools developed the Title I plans with the following stakeholders: administrator, teacher, parent, instructional coach, and mental health provider. The District's Director of Special Education held meetings with the following stakeholders: special education teacher, mental health provider, and related service provider. The District's Coordinator of Bilingual and EL services met with the BPAC Board to review the Bilingual Service Plan.

**3. Describe the approaches the district will use to include parents and family members in the development of LEA plans including the Title I Parent and Family Engagement Policy so that the plans and related activities represent the needs of varied and diverse populations. \*\* [2]**

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

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([count] of 7500 maximum characters used)

The district will use multiple, structured approaches to ensure parents and family members are meaningfully included in the development of Local Education Agency plans, including the Title I Parent and Family Engagement Policy, with intentional attention to representation of diverse populations. First, the district will convene family engagement opportunities through existing and standing structures such as school-level parent advisory groups, PTO organizations, and districtwide stakeholder committees. These meetings will be scheduled at varied times (including evenings and, when feasible, virtual options) to maximize participation. Second, the district will collect input through multiple feedback mechanisms, including annual surveys, focus groups, and targeted outreach sessions. These tools will be designed to gather perspectives from families across grade levels, programs, and demographic groups, including multilingual families and families of students receiving specialized services. Third, communication and participation supports will be provided to reduce barriers to engagement. This includes translation and

interpretation services, accessible meeting formats, and clear, family-friendly communication of draft plans and policy updates. Fourth, the district will actively engage underrepresented groups by partnering with community organizations, school staff liaisons, and cultural/linguistic parent leaders to ensure broad outreach and participation from diverse communities. Finally, parent and family input will be documented, reviewed, and incorporated into revisions of the LEA plan and the Title I Parent and Family Engagement Policy. The district will also provide follow-up communication to families summarizing how their feedback influenced final decisions, ensuring transparency and accountability in the planning process.

Response from the prior year Consolidated District Plan.

The District will consult with parents and family members through parent organizations, as well as parent participation on the school leadership schoolwide planning teams.

**4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. \*\* [3]**

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

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

([count] of 7500 maximum characters used)

Please see response to question 2 for a description of the various opportunities for stakeholders to support the development of the plan. The district employs two full-time Family Engagement Specialists to support at-risk and linguistically diverse families at its schools. This position is focused on eliminating barriers to parent participation and family engagement in district-wide initiatives and events as well as to provide assistance related to the immediate needs of recently arrived newcomer families. The district also provides family engagement events through its Bilingual Parent Advisory Committee (BPAC). The district also provides family engagement events at its three Title I schoolwide programs.

Response from the prior year Consolidated District Plan.

The district employs two full-time, Bilingual Family Engagement Specialists to support at-risk and linguistically diverse families at its schools. This position is focused on eliminating barriers to parent participation and family engagement in district-wide initiatives and events as well as to provide assistance related to the immediate needs of recently arrived newcomer families. The district also provides family engagement events that emphasize improving student academic success and home-school connections as well as a district-wide Bilingual Parent Advisory Committee (BPAC).

**Title I Requirement:**

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

[ESEA section 1113\(c\)\(3\)\(A\)](#)

**Title III Requirement:**

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

**Legislative References:**

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

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

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

\*Required field

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



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**Parent and Family Engagement**

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**ESEA Section 1116(a)(2)**

Each Local Educational Agency (LEA) that receives Title I funds shall develop jointly with, agree on with, and distribute to parents and family members of participating children: a written parent and family engagement policy. The policy shall be incorporated into the LEAs Consolidated District Plan, establish the LEAs expectations and objectives for meaningful parent and family involvement, and describe how the LEA will

- (A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.
  - (B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
  - (C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.
  - (D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families and the needs of parents and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.
  - (E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family engagement policies.
  - (F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.
- By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

**Resources:**

- [U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance](#)
- [Title Grants Administration Parent and Family Engagement Website](#)
- [Parent and Family Engagement Policy Template](#)

**Upload a PDF of the District's Parent and Family Engagement Policy. Please use the naming system as noted below.**

- Convert all the necessary documentation into a single PDF.
- Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the applicant, followed by a hyphen, followed by PFEPolicy.
- *Example: ABC School District would name the upload as 01-234-5678-90-ABC-PFEPolicy*

DO NOT USE ANY SPACES OR SPECIAL CHARACTERS BESIDES A HYPHEN IN THE NAME.

**NOTE: The PDF file size may not exceed 10MB or the upload will fail.**

**How To Upload A FILE**

- Browse your files to locate the required document.
- Double-click to display it in the Browser window.
- Click on the Upload button.
- The name of the uploaded document will display in the area below.

Choose File No file chosen

Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any required changes must be submitted separately, adding a Version number to the name.

D112 Parent Engagement Policy.pdf

- Check this box to confirm that the District's Parent and Family Engagement Policy has been uploaded.\*

\*Required field

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**Private School Participation**

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

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

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

Will Private Schools participate in the Program?

- Yes  No

Private School Name	School Closing	Title I <input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	Title II <input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Title IV <input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	Nonpublic Consultation Form <input type="button" value="Choose File"/> No file chosen
The Academy of Joan of Arc	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen
St Norbert School	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen St. Norbert School [FY27].pdf
St Joseph School	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen
St Johns Lutheran School	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen
St James School	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen
St Faith Hope & Charity	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen
Science and Arts Academy	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen Science and Arts Academy [FY27].pdf
School of St Mary	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen School of St. Mary [FY27].pdf
Sager Solomon Schechter D	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen
Sacred Heart School	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen
Riverwoods Montessori Scho	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen Riverwoods Montessori [FY27].pdf
North Shore Country Day Sc	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen
Montessori School of Lake Fr	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen Montessori School f Lake Forest [FY27].pdf
Montessori Connection	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen Montessori Connection [FY27].pdf
Montessori Connect East	<input type="checkbox"/>				<input type="button" value="Choose File"/> No file chosen

Montessori Connect East	<input type="checkbox"/>	Student(s): <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	Student(s): <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Student(s): <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Lake Forest Country Day Sch	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen <a href="#">Lake Forest Country Day [FY27].pdf</a>
Lake Forest Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Hillel Torah North Suburban	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Highland Park Montessori	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen <a href="#">HP Montessori [FY27].pdf</a>
Hellenic American Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen <a href="#">Hellenic American [FY27].pdf</a>
Embers Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
East Lake Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen <a href="#">East Lake Academy [FY27].pdf</a>
Deerfield Montessori School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen <a href="#">Deerfield Montessori [FY27].pdf</a>
Christian Heritage Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Chicago Waldorf School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Chicago Jewish Day School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Cheder Lubavitch Hebrew Di	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen <a href="#">Chedar Lubavitch [FY27].pdf</a>
Cheder Lubavitch	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Blooming Minds STEAM Acac	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen

Comments:

Any school without an attachment did not return their form after multiple attempts to establish a communication plan for consultation.

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

**ISBE Goals:**

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

**District Goal(s):**

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

District 112 Strategic Change Agenda:1. Focus on student success and well-being2. Develop relationships and partnerships3. Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly

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

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

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

**No Preschool Programs**

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

([count] of 7500 maximum characters used)

The district provides half-day early childhood programming for students who have been identified as at-risk for kindergarten readiness and academic failure through Preschool for All. Child Find screenings are offered at least 6 times per year. Families are invited to attend an informational meeting about the transition to kindergarten. Articulation between early childhood and kindergarten teachers follows a common protocol to ensure that the proper support is in place for students.

Response from the approved prior year Consolidated District Plan.

The district provides half-day early childhood programming for students who have been identified as at-risk for kindergarten readiness and academic failure through Preschool for All. Child Find screenings are offered at a minimum of four times per year and as frequently as four times per year. Families are invited to attend an informational meeting about the transition to kindergarten. Articulation between early childhood and kindergarten teachers follows a common protocol to ensure that the proper support is in place for students.

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

District 112 Strategic Change Agenda:1. Focus on student success and well-being2. Develop relationships and partnerships3. Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly

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

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

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

([count] of 7500 maximum characters used)

**CURRICULUM**The district prioritizes maintaining a guaranteed and viable curriculum that ensures all students have access to high-quality, standards-aligned instruction. Central to this effort is the ongoing use of a common assessment system to inform instructional decisions, identify areas for intervention, and provide opportunities for enrichment. The district emphasizes the selection and implementation of rigorous core instructional materials that are research-based and aligned with state standards. Across all grade levels, curriculum implementation includes common pacing guides, clearly identified learning standards, and the use of common assessments to monitor student growth and mastery. This approach supports instructional consistency, equitable learning experiences, and the ability to respond to individual student needs.**PROFESSIONAL DEVELOPMENT**The district is committed to providing ongoing, job-embedded professional development designed to enhance teacher effectiveness and improve student outcomes. Professional learning is focused on implementing best instructional practices, fostering collaboration within professional learning communities (PLCs), and analyzing student performance data to inform instruction. Teachers receive support in differentiating instruction, designing interventions, and utilizing assessment data to identify and address learning gaps. Additionally, professional development opportunities are aligned with the district's strategic agenda, ensuring that staff are prepared to meet the diverse needs of all learners.**INTERVENTION**To support students who are most at risk or underperforming, the district has a structured intervention programs at both the elementary and middle school levels. Elementary schools have a daily 30-minute "Student Success Block," during which identified students receive targeted intervention. Middle schools offer additive courses in these reading and math to address specific skill gaps. Reading specialists at both elementary and middle school deliver intensive, research-based reading interventions to students who require additional support. Moreover, each elementary school employs at least one math interventionist to provide focused assistance for students performing below grade level in mathematics. These programs are designed to ensure that all students have equitable access to the support they need to achieve academic success.**ENRICHMENT**The district is committed to offering meaningful enrichment opportunities that extend and deepen student learning. Each elementary school employs an Advanced Learning Opportunities (ALO) teacher who plans standards-based learning extensions in language arts and mathematics. At the middle school level, students have access to advanced and accelerated courses in mathematics and language arts, providing opportunities for deeper exploration of content, higher-order thinking, and preparation for advanced academic pathways. These enrichment initiatives aim to engage students, cultivate their strengths, and promote a culture of academic excellence across the district.**SCHOOL IMPROVEMENT PLAN**Each school in the district conducts an annual assessment of student performance and needs. The findings from this analysis inform the development of a school-wide action. For the 2026-2027 school year, each school's action plan includes targeted goals, strategies, and measurable outcomes aligned with district priorities in curriculum, professional development, intervention, and enrichment. This structured approach ensures that resources are allocated effectively and that continuous improvement is driven by data and stakeholder input.

Response from the prior year Consolidated District Plan.

Curriculum: One of the district's priorities is to sustain a guaranteed and viable curriculum and to continue to strengthen its use of a common assessment system to inform instructional decisions, intervention and enrichment. An emphasis is placed on the selection of high quality core instructional materials. For each of the implemented curriculum, the district has emphasized common instructional pacing, prioritized learning standards, and learning scales/progressions. Professional Development: The district is committed to providing ongoing, job-embedded professional development to all teachers. The professional development focuses on utilizing best instructional practices, increasing collaboration within professional learning communities, and examining student performance to inform instruction and identify systems of support for students. Intervention: In order to provide instructional support to our most at-risk and underperforming students, instructional schedules in the elementary schools and middle school dedicate time for intervention. At the elementary schools, a daily 30-minute 'Student Success Block' provides identified students with additional instruction in language arts and math. An additive course in language arts and math at the middle schools serves the same purpose. The elementary and middle schools have reading specialists who utilize a research-based intervention program for students who need intensive reading support. Finally, each elementary school has at least one math interventionist to support low-performing students in math. Enrichment: The district is committed to providing meaningful opportunities to enrich the student learning experience. Each elementary school has an Advanced Learning Opportunities (ALO) teacher whose role is to plan standards-based learning extensions in language arts and math. At the middle schools, there are opportunities for students to participate in advanced and accelerated courses in mathematics and language arts. School-wide Plans: Each school-wide program conducted a needs assessment with a representative group of stakeholders. After the completion of the needs assessment process, each school developed an action plan for the 2025-2026 school year.

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

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

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

([count] of 7500 maximum characters used)

**Academic Assessments:**All students in grades K-8 participate in the NWEA MAP Assessment in reading and mathematics three times per year. Students in the dual language program also take the NWEA MAP reading assessment in Spanish. Students in grades K-2 are screened three times per year using the FastBridge assessment to identify early literacy and numeracy deficits. Classroom-level formative and summative assessments, including common unit assessments and benchmarks, are analyzed to identify students performing below grade-level expectations. **Demographic and Eligibility Factors:**Low-Income Students: Eligibility for Title I or free/reduced lunch programs is used alongside academic performance data to identify students who may need additional academic support. **English Learners (ELs):** EL students are monitored through state-mandated English language proficiency assessments (e.g., ACCESS for ELLs), as well as academic performance in core content areas. Students who demonstrate gaps in grade-level content or language proficiency are prioritized for targeted support. **Students with Disabilities:** Special education students are monitored using Individualized Education Program (IEP) goals, progress monitoring data, and state assessment results to ensure they receive appropriate interventions aligned with their needs. **Ongoing Progress Monitoring:** Students identified as at risk are regularly monitored using progress monitoring tools aligned with intervention programs. Reading specialists, math interventionists, and classroom teachers collaboratively analyze data to determine the intensity and type of support needed. Intervention effectiveness is evaluated frequently, and students' placement in support programs is adjusted based on demonstrated growth or continued need. Through this comprehensive approach, the district ensures that at-risk students are identified early, monitored continuously, and provided with targeted interventions tailored to their specific academic and socio-emotional needs.

Response from the prior year Consolidated District Plan.

All students in kindergarten through 8th grade take the NWEA MAP Assessment in reading and math, three times per year. Students enrolled in the dual language program also take the NWEA MAP reading assessment in Spanish. Additionally, students in kindergarten, 1st grade, and 2nd grade, are universally screened three times per year using the FastBridge assessment to support the identification of students who are at risk for early reading failure. This data

is analyzed at the district and school level and is utilized to inform instructional and programmatic decisions. Common assessments are administered before, during, and after units of instruction in language arts and math, and these results are utilized to examine student learning needs, including identifying students for intervention, enrichment, and summer school. Finally, once per year, the district administers required state assessments (e.g. IAR, DLM, Illinois Science Assessment, and ACCESS for ELs), and student results are used to further inform instructional and programmatic decision-making.

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

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

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([count] of 7500 maximum characters used)

Students identified as English learners, including those who are newly arrived to the country, receive targeted and supplemental support from licensed English Learner teachers to ensure access to grade-level academic content and development of English language proficiency. Services are differentiated based on individual student needs and language proficiency levels and may include co-teaching, push-in instruction, newcomer self-contained intensive English programming, and access to a range of intervention resources for students requiring additional academic support. Instructional supports are designed to provide meaningful access to rigorous, standards-aligned content through the integration of language objectives, scaffolding strategies, and explicit instruction in academic language across content areas. Teachers utilize student data, including English language proficiency and academic performance measures, to plan and adjust instruction, ensuring that supports are responsive and targeted. In dual language programming, English learners in grades 4 and 5 receive additional support during the writing block through a co-teaching model, including small group instruction to further develop academic language and writing skills in alignment with grade-level expectations. To strengthen implementation, teachers in both monolingual and dual language settings participate in ongoing professional development focused on the WIDA ELD Standards Framework, effective co-teaching practices, and strategies to develop language proficiency and oracy through literacy. Additional opportunities, such as extended learning and targeted interventions, are provided as needed to accelerate language development and support students in meeting challenging State academic and language standards.

Response from the prior year Consolidated District Plan.

Students identified as English learners and new to the country students receive support from designated English Learner teachers. The support students receive varies based on student need, but includes co-teaching, push-in support, self-contained newcomer intensive English support, before and after school academic tutoring, as well as a variety of resource services available to any student who is struggling academically. The support for English Learner and new to the country students also extends to their families in the form of support from our Bilingual Parent Engagement Specialists, who support individual families in navigating school and community resources to support the overall well being and academic growth of their children.

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

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

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([count] of 7500 maximum characters used)

The district implements a comprehensive system of instructional and supplemental strategies designed to strengthen academic and language programs and support positive conditions for student learning. Core instruction is aligned to the Illinois Learning Standards and delivered through evidence-based practices that emphasize rigorous grade-level instruction, differentiation, and ongoing progress monitoring. Teachers regularly analyze student performance data from formative classroom assessments and universal screening tools to inform instructional decisions, adjust pacing, and provide targeted support to students who demonstrate academic need. Within the district's Multi-Tiered System of Supports (MTSS), students receive additional layers of instruction based on identified needs. Tier 2 and Tier 3 interventions provide targeted small-group or individualized instruction focused on foundational literacy, mathematics, and language development. Intervention services may occur during the school day through flexible grouping, intervention blocks, or additional instructional periods. Instructional staff collaborate in grade-level and professional learning teams to review data, design interventions, and monitor student progress. To support English learners (ELs) and immigrant students, the district provides language instruction aligned to the Illinois English Language Development (ELD) Standards. English learners receive designated English language development instruction delivered by licensed EL teachers, as well as integrated language supports within the general education classroom. Instruction emphasizes the development of academic language across reading, writing, listening, and speaking. Classroom teachers collaborate with EL specialists to implement scaffolding strategies such as visual supports, structured language practice, vocabulary development, and differentiated texts to ensure students can access grade-level content. The district also provides supplemental services for English learners, which may include small-group language development instruction, targeted literacy support, and family outreach to help families understand and engage with the school system. Professional development is provided to educators to strengthen culturally responsive instructional practices and effective strategies for supporting multilingual learners. Through these coordinated instructional and supplemental strategies, the district aims to strengthen academic and language programs while fostering a supportive learning environment where all students, including English learners and immigrant students, can successfully access rigorous academic content and demonstrate continued growth.

Response from the prior year Consolidated District Plan.

Based on the individual school needs assessments, district demographic and achievement data, as well as feedback from teachers, students, and families, each school plans for integrated support for their linguistically diverse students and professional learning opportunities for staff and families. All staff have been engaged in the continued implementation of an instructional framework to strengthen academic programs for all students. The instructional framework has given the district a foundation for which to provide comprehensive professional learning around best practice for all students, but with a particular emphasis on linguistically and culturally diverse learners. The instructional framework includes a variety of evidenced-based best practices for improved student outcomes as it relates to content delivery, interaction, and social emotional conditions for learning.

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

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

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([count] of 7500 maximum characters used)

The district ensures that all students are taught by highly qualified teachers. Each year, the district creates a staffing plan that is reviewed by all administrators and is approved by the Board of Education. The district requires that individuals applying for positions hold the necessary professional educator license. In addition, the district places a priority on recruiting teachers who have a Bilingual and/or English as a Second Language endorsement. The district's teacher evaluation plan is comprehensive across all domains of instruction. There is a process for development of teachers who are identified as underperforming or ineffective. All inexperienced teachers participate in the district's mentoring program, which provides support during the first and second year of teaching.

Response from the prior year Consolidated District Plan.

The district ensures that all students are taught by highly qualified teachers. Each year, the district creates a staffing plan that is reviewed by all administrators and is approved by the Board of Education. The district requires that individuals applying for positions hold the necessary professional educator license. In addition, the district places a priority on recruiting teachers who have a Bilingual and/or English as a Second Language endorsement. The district's teacher evaluation plan is comprehensive across all domains of instruction. There is a process for development of teachers who are identified as underperforming or ineffective. All inexperienced teachers participate in the district's mentoring program, which provides support during the first and second year of teaching.

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

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

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([count] of 7500 maximum characters used)

The district provides a robust collection of digital and print resources through its libraries at each grade level, ensuring that students have access to materials in both English and Spanish to support literacy, research, and content-area learning. Online resources include a wide range of informational and literary texts, interactive databases, and digital tools designed to help students develop research skills, critical thinking, and digital literacy competencies essential for success in school and beyond. The Department of Teaching and Learning works collaboratively with all librarians to ensure alignment with district curriculum and the Illinois Standards for Aligned Instruction for Librarians (I-SAIL). This collaboration includes analyzing student learning data, integrating library resources with classroom instruction, and designing instructional experiences that support grade-level standards and cross-curricular learning objectives. Librarians provide targeted support for students in research, inquiry-based projects, and independent reading, while also assisting teachers in identifying and leveraging appropriate resources to differentiate instruction for diverse learners, including English learners and students with individualized learning needs. Through these coordinated efforts, the district ensures that library services are not only a place for access to books and digital media but also a dynamic instructional partner that enhances student learning, fosters lifelong literacy skills, and supports the district's overall educational goals.

Response from the prior year Consolidated District Plan.

The district provides digital and print resources through its library at each grade level in both English and Spanish. Online tools include informational and literary texts to help with research and develop students' digital literacy skills. Kindergarten through fifth grade students have a dedicated weekly library time. The Department of Teaching and Learning collaborates with all librarians to engage in analysis and application of the Illinois Standards of Aligned Instruction for Librarians (I-SAIL). This includes prioritizing and mapping the standards, writing learning progressions, and identifying student outcomes. Additionally, librarians are supported in building a culturally diverse collection.

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

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

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([count] of 7500 maximum characters used)

The district is committed to providing meaningful opportunities to enrich the student learning experience. Each elementary school has an Advanced Learning Opportunities (ALO) teacher whose role is to plan standards-based cross-curricular learning extension. At the middle schools, students have the opportunity to qualify for accelerated and advanced courses in both language arts and mathematics. In addition, the district has an established Accelerated Placement Plan.

Response from the prior year Consolidated District Plan.

The district is committed to providing meaningful opportunities to enrich the student learning experience. Each elementary school has an Advanced Learning Opportunities (ALO) teacher whose role is to plan standards-based cross-curricular learning extension. At the middle schools, students have the opportunity to qualify for accelerated and advanced courses in both language arts and mathematics. In addition, the district has an established Accelerated Placement Plan.

**Title I Requirements:**

Ensure that all children receive a high-quality education.

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

**Legislative References:**

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

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

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

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

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

District 112 Strategic Change Agenda: 1. Focus on student success and well-being 2. Develop relationships and partnerships 3. Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly

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

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

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

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

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([count] of 7500 maximum characters used)

There are multiple opportunities to ensure an effective transition from middle school to high school. Articulation meetings are held between most department (e.g. special education, ELA, math, ESL, etc.) to ensure that students are appropriately placed into a rigorous high school course. Additionally, students have an opportunity to visit the high school and meet with their counselors. Students the dual language have an additional opportunity to visit the high school and learn more about the language experience at the high school level.

Response from the approved prior year Consolidated District Plan.

There are multiple opportunities to ensure an effective transition from middle school to high school. Articulation meetings are held between most department (e.g. special education, ELA, math, ESL, etc.) to ensure that students are appropriately placed into a rigorous high school course. Additionally, students have an opportunity to visit the high school and meet with their counselors. Students the dual language have an additional opportunity to visit the high school and learn more about the language experience at the high school level.

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

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

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

([count] of 7500 maximum characters used)

Elementary District

Response from the approved prior year Consolidated District Plan.

Elementary District

**Legislative References:**

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

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

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

District 112 Strategic Change Agenda:1. Focus on student success and well-being2. Develop relationships and partnerships3. Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly

**For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by the program as applicable.\* [1]**

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

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

**Program and Description**

A. Title I, Part A - Improving Basic Programs

NOT PROVIDING

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Professional learning will focus on delivering effective reading instruction across the content areas.

G. Title III - LIEP

Professional learning will focus on delivering effective writing instruction for multilingual learners.

H. Title III - ISEP

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

NOT PROVIDING

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

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

The needs assessment prioritized professional development in the following areas: instructional strategies and discipline-specific training for psychologists, social workers, and speech pathologists. Additionally, services from the Special Education Cooperative will be used to support students with extensive or low-incidence needs, including hearing itinerant and vision itinerant services, tuition, and coaching.

L. IDEA, Part B - Preschool

IDEA Preschool funds will be used to pay for discipline-specific training for psychologists, social workers, and speech pathologists.

**Legislative Requirement:**

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

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



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

**ISBE Goals:**

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
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**District Goal(s):**

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

District 112 Strategic Change Agenda:1. Focus on student success and well-being2. Develop relationships and partnerships3. Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly

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

**i. reduce incidences of bullying and harassment;**

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

**iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:**

- a. each major racial and ethnic group;
- b. economically disadvantaged students as compared to students who are not economically disadvantaged;
- c. children with disabilities as compared to children without disabilities;
- d. English proficiency status;
- e. gender; and
- f. migrant status.

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

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

([count] of 7500 maximum characters used)

North Shore School District 112 takes reports of bullying very seriously. We have a policy that addresses bullying, Policy 7:180, and Dr. Holly Colin, Assistant Superintendent for Student Services serves as the District complaint manager for bullying accusations. NSSD112 currently uses the Suite360 SEL curriculum for all classrooms, K-8. The district also uses Calm Classroom, a curricular resource focused on mindfulness. Social workers have been trained in anti-bullying strategies, and use a variety of techniques to increase acceptance among all student groups. Additionally, all students are entitled to and guaranteed an equal educational opportunity under Policy 7:10 Equal Educational Opportunities.North Shore School District 112 has enacted policies to reduce the use of disciplinary actions that remove students from the classroom, increase the use of positive behavioral supports, and reduce suspensions for all students: 7:190 Student Discipline; 7:191 Time out and Restraint; 7:200 Suspension Procedures; 7:210 Expulsion Procedures; 7:220 Bus Conduct; 7:230 Misconduct by Students with Disabilities and 7:20 Harassment of Students Prohibited. As a district behavioral data is disaggregated by student groups to identify disproportionality.North Shore School District 112 emphasizes positive behavioral strategies in all buildings through the use of Positive Behavior Intervention and Supports (PBIS) as well as policies 7:190 Student Discipline; 7:191 Time out and Restraint; and 7:230 Misconduct by Students with Disabilities. The District is using Restorative Justice strategies in middle schools. Staff who work with children with disruptive behaviors are trained in the use of Nonviolent Crisis Intervention verbal de-escalation procedures.

Response from the prior year Consolidated District Plan.

North Shore School District 112 takes reports of bullying very seriously. We have a policy that addresses bullying, Policy 7:180, and Dr. Holly Colin, Assistant Superintendent for Student Services serves as the District complaint manager for bullying accusations. NSSD112 currently uses the Suite360 SEL curriculum for all classrooms, K-8. The district also uses Calm Classroom, a curricular resource focused on mindfulness. Social workers have been trained in anti-bullying strategies, and use a variety of techniques to increase acceptance among all student groups. Additionally, all students are entitled to and guaranteed an equal educational opportunity under Policy 7:10 Equal Educational Opportunities.North Shore School District 112 has enacted policies to reduce the use of disciplinary actions that remove students from the classroom, increase the use of positive behavioral supports, and reduce suspensions for all students: 7:190 Student Discipline; 7:191 Time out and Restraint; 7:200 Suspension Procedures; 7:210 Expulsion Procedures; 7:220 Bus Conduct; 7:230 Misconduct by Students with Disabilities and 7:20 Harassment of Students Prohibited. As a district behavioral data is disaggregated by student groups to identify disproportionality.North Shore School District 112 emphasizes positive behavioral strategies in all buildings through the use of Positive Behavior Intervention and Supports (PBIS) as well as policies 7:190 Student Discipline; 7:191 Time out and Restraint; and 7:230 Misconduct by Students with Disabilities. The District is using Restorative Justice strategies in middle schools. Staff who work with children with disruptive behaviors are trained in the use of Nonviolent Crisis Intervention verbal de-escalation procedures.

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

[\(42 U.S.C. 11301 et seq.\):\\*](#)

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([count] of 7500 maximum characters used)

District administrative assistants, social workers, the parent family engagement specialist, and school psychologists are trained to identify and establish relationships with homeless families. Any homeless child is immediately registered, even if the child or child's parent/guardian is unable to produce records typically required for enrollment.The district provides transportation via bus or cab to homeless students and provides other items such as clothing, school, and hygiene supplies.

Response from the prior year Consolidated District Plan.

District administrative assistants, social workers, the parent family engagement specialist, and school psychologists are trained to identify and establish relationships with homeless families. Any homeless child is immediately registered, even if the child or child's parent/guardian is unable to produce records typically required for enrollment.The district provides transportation via bus or cab to homeless students and provides other items such as clothing, school, and hygiene supplies.

**Title I Requirement:**

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

**Legislative Requirements:**

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

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

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

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

**Attendance Center Designation**

[Instructions](#)

**Attendance Center Designation**

<b>Attendance Center</b>	<b>Schoolwide</b>	<b>Targeted Assistance</b>	<b>Not Served</b>	<b>Closed</b>	<b>Board Approved Date</b>
1001 - NORTHWOOD JR HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/19/2026
1002 - EDGEWOOD MIDDLE SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2002 - BRAESIDE ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2003 - INDIAN TRAIL ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2004 - RAVINIA ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2005 - SHERWOOD ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2006 - RED OAK ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/19/2026
2007 - OAK TERRACE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	05/19/2026
2008 - WAYNE THOMAS ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

**Describe anticipated Reorganizations:**

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

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

**ISBE Goals:**

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

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

- District 112 Strategic Change Agenda:1. Focus on student success and well-being2. Develop relationships and partnerships3. Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly

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

[Section 1111\(d\)](#)

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

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

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

**No schools identified under this part**

([count] of 7500 maximum characters used)

No schools are identified under this part.

Response from the approved prior year Consolidated District Plan.

No schools are identified under this part.

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

- Yes
- No

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

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

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

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

[Section 1114 and 1115](#)

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

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([count] of 7500 maximum characters used)

The following schools will operate school-wide assistance programs:Oak Terrace Elementary SchoolRed Oak Elementary SchoolNorthwood Middle SchoolThe goal of the programs is to improve academic outcomes for low-income students. This includes providing intervention for students at risk of academic failure and increasing family engagement.

Response from the approved prior year Consolidated District Plan.

The following schools will operate school-wide assistance programs:Oak Terrace Elementary SchoolRed Oak Elementary SchoolNorthwood Middle SchoolThe goal of the programs is to improve academic outcomes for low-income students. This includes providing intervention for students at risk of academic failure, increasing family engagement, and providing extended learning opportunities outside of the school day.

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

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

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

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

([count] of 7500 maximum characters used)

All of the Title I schools in North Shore School District 112 will operate a school-wide assistance program.

Response from the approved prior year Consolidated District Plan.

All of the Title I schools in North Shore School District 112 will operate a school-wide assistance program.

**Title I Requirement:**

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

\*Required field

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

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

**ISBE Goals:**

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

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

- District 112 Strategic Change Agenda: 1. Focus on student success and well-being 2. Develop relationships and partnerships 3. Focus on attracting, developing, and retaining quality staff by using resources strategically, responsibly, and flexibly

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

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

([count] of 7500 maximum characters used)

Based on the local needs assessment following areas are identified as priorities: students with disabilities demonstrate an achievement gap when compared with students without disabilities and often require services above and beyond the needs of other students (e.g., speech pathology, social work services, psychological services, occupational therapy, physical therapy, and programs outside of the general education setting).

Response from the approved prior year Consolidated District Plan.

Based on the local needs assessment following areas are identified as priorities: students with disabilities demonstrate an achievement gap when compared with students without disabilities and often require services above and beyond the needs of other students (e.g., speech pathology, social work services, psychological services, occupational therapy, physical therapy, and programs outside of the general education setting).

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

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

([count] of 7500 maximum characters used)

IDEA Part B - The needs assessment prioritized professional development in the following areas: instructional strategies and discipline-specific training for psychologists, social workers, and speech pathologists. Services from the Special Education Cooperative will be used to support students with extensive or low incidence needs, including hearing itinerant and vision itinerant services, tuition, and coaching. Additionally, funds will be allocated to allow the District to contract with behavioral specialists to support students with IEPs and special education programs. IDEA Preschool - IDEA Preschool funds will be used to pay for discipline-specific training for psychologists, social workers, and speech pathologists.

Response from the approved prior year Consolidated District Plan.

IDEA Part B - The needs assessment prioritized professional development in the following areas: instructional strategies and discipline-specific training for psychologists, social workers, and speech pathologists. Services from the Special Education Cooperative will be used to support students with extensive or low incidence needs, including hearing itinerant and vision itinerant services, tuition, and coaching. Additionally, funds will be allocated to allow the District to contract with behavioral specialists to support students with IEPs and special education programs. IDEA Preschool - IDEA Preschool funds will be used to pay for discipline-specific training for psychologists, social workers, and speech pathologists.

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

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

([count] of 7500 maximum characters used)

At this time there are not any changes to the scope or nature of services from the prior fiscal year.

Response from the approved prior year Consolidated District Plan.

At this time there are not any changes to the scope or nature of services from the prior fiscal year.

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

<https://www.isbe.net/Pages/Special-Education-Programs.aspx>

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

([count] of 7500 maximum characters used)

Funds are aligned to improve performance across applicable State Performance Plan (SPP) indicators as required under IDEA and ISBE accountability systems. Indicator 1 (Graduation) & Indicator 2 (Dropout): NA - Elementary District Indicator 3 (Assessment): Funds are used for instructional resources, professional learning, and data analysis to improve participation and proficiency of students with IEPs on statewide assessments. Indicators 4 (Discipline): Funds support implementation of positive behavioral supports, restorative practices, and staff training to reduce exclusionary discipline and disparities. Indicators 5 & 6 (Least Restrictive Environment): Funds support inclusive practices, co-teaching models, and professional development to increase access to general education settings. Indicator 8 (Parent Involvement): Funds support family engagement initiatives, communication systems, and outreach to strengthen partnerships with families. Indicators 9 & 10 (Disproportionality): Funds are used for review of identification practices to address disproportionality. Indicator 11 (Evaluation Timelines): Funds support staffing, evaluation processes, and data tracking systems to ensure timely completion of evaluations. Indicator 12 (Early Childhood Transition): Funds support coordination with early intervention providers to ensure timely transitions and IEP development by age three. Indicator 13 (Transition Planning): Funds support transition services, postsecondary planning, and compliance monitoring of IEP requirements.

\*Required field



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## Overview

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

<b>PROGRAM:</b>	Youth in Care Stability
<b>PURPOSE:</b>	To comply with ESSA requirements for educational stability for students who are Youth in Care.
<b>REQUIRED FOR:</b>	All Illinois school districts and state-authorized charter schools
<b>RESOURCES:</b>	<a href="#">ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014</a> <a href="#">US Department of Education (USDE) web page for Students in Foster Care</a> <a href="#">The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351)</a> <a href="#">Educational Stability Requirements (Effective October 7, 2008)</a> <a href="#">Public Act 099-0781 (effective 8/12/2016)</a> <a href="#">USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016)</a> <a href="#">Finance, Budgets &amp; Funding Transportation Programs (scroll to Foster Care Transportation section)</a> <a href="#">ESEA of 1965 as Amended, Section 6312(c)</a>

### **BACKGROUND**

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

### **DEFINITION AND REFERENCES**

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

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)

[https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)

<https://www.isbe.net/Documents/ISBF-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

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

### **REQUIREMENTS**

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

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

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

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

**NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.**

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

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

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

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**Contact Information**

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

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

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

**Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.**

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

Last Name*	First Name*	Position/Title*	Email*
Colin	Holly	Assistant Superintendent for Student Services	hcolin@nssd112.org
Phone*			
224	765	3048	

[Click here to add information for an additional Youth in Care/Foster Care LEA-POC.](#)

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
Colin	Holly	Assistant Superintendent for Student Services	hcolin@nssd112.org
Phone*			
224	765	3048	

[Click here to add information for other personnel involved in the plan development.](#)

\*Required field

## Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency (CWA) worker assigned to the student notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care point of contact (POC) for the district is notified and invited to participate in the Best Interest Determination (BID). The Child Welfare Agency worker, foster care point of contact and other essential members of the Best Interest Determination process share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from the potential placements to the child's current school in the decision-making process. The SOO (school of origin) transportation designee identifies the potential ways that the child could be transported. This information is given to the foster care POC to include in the BID. Members of the team and positions for all district personnel include: -Child's Social Worker-Child's Teacher-Child's Principal-Parent-DCFS Worker-Assistant Superintendent for Student Services (or designee)

Response from the approved prior year Consolidated District Plan.

When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency (CWA) worker assigned to the student notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care point of contact (POC) for the district is notified and invited to participate in the Best Interest Determination (BID). The Child Welfare Agency worker, foster care point of contact and other essential members of the Best Interest Determination process share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from the potential placements to the child's current school in the decision-making process. The SOO (school of origin) transportation designee identifies the potential ways that the child could be transported. This information is given to the foster care POC to include in the BID. Members of the team and positions for all district personnel include: -Child's Social Worker-Child's Teacher-Child's Principal-Parent-DCFS Worker-Assistant Superintendent for Student Services (or designee)

**2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.\***

See IDEA legislation here See Section 504 here

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

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

Students who are eligible for services under the Individuals with Disabilities Education Act or Section 504 of the Americans with Disabilities Act shall be entitled to all rights and services granted to them under these Acts and will have the same protections as students that are not in foster care. Students who are eligible for special education transportation as a related service will be provided with this support under the IDEA. All accommodations and supplementary aids and services designated by a child's Individual Education Program or Section 504 accommodation plan will be provided as designated in the IEP or 504 Plan. The following factors are considered: Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving aids and services and, if so, the availability of those required services in a school other than the school of origin. There shall be no lapse in services.

Response from the approved prior year Consolidated District Plan.

Students who are eligible for services under the Individuals with Disabilities Education Act or Section 504 of the Americans with Disabilities Act shall be entitled to all rights and services granted to them under these Acts and will have the same protections as students that are not in foster care. Students who are eligible for special education transportation as a related service will be provided with this support under the IDEA. All accommodations and supplementary aids and services designated by a child's Individual Education Program or Section 504 accommodation plan will be provided as designated in the IEP or 504 Plan. The following factors are considered: Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving aids and services and, if so, the availability of those required services in a school other than the school of origin. There shall be no lapse in services.

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

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

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

English Language Learners in foster care will have the same opportunity for a transportation plan as a student who is not in foster care. If the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin is considered. There shall be no lapse in services.

Response from the approved prior year Consolidated District Plan.

English Language Learners in foster care will have the same opportunity for a transportation plan as a student who is not in foster care. If the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin is considered. There shall be no lapse in services.

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

*Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the final say if a resolution cannot be determined.*

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

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

If an agreement between the district and the Child Welfare agency cannot be reached, the student must remain in his or her school of origin while any dispute regarding transportation costs are being resolved. Below is the process for dispute resolution: Child welfare agencies, SEAs, and LEAs each bring valuable perspectives to the best interest determination. Recognizing this, both the Fostering Connections Act and Title I require coordination among agencies at the State and local level to ensure the educational stability of children in foster care. Given these coordination requirements, the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. However, if there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. A best interest determination process includes the following steps: 1. The child welfare agency notifies the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. 2. The school provides the child welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making process. 3. The child welfare agency and the child's current school jointly determine the child's best interest for school placement, in consultation with the child and other key partners. 4. The best interest determination for school placement is completed as quickly as possible (e.g., within three business days) after the child welfare agency notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest. 5. The child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin. Disagreements over the best interest determination among parents, education decision makers, and other important stakeholders should be handled in the following way: 1. SEAs and LEAs to collaborate with child welfare agencies to develop a dispute resolution process at the local level for parties to address disagreements over the best interest determination decision. 2. Since the best interest determination process will ideally represent input from multiple parties, a clear dispute resolution process may help to clarify a complicated process and enable parents and families to address disagreements about school placement in an orderly manner. 3. The dispute resolution process should be fair to all parties and reached in an expeditious manner. Once the decision is made, a written explanation should be provided to all involved parties. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)).

Response from the approved prior year Consolidated District Plan.

If an agreement between the district and the Child Welfare agency cannot be reached, the student must remain in his or her school of origin while any dispute regarding transportation costs are being resolved. Below is the process for dispute resolution: Child welfare agencies, SEAs, and LEAs each bring valuable perspectives to the best interest determination. Recognizing this, both the Fostering Connections Act and Title I require coordination among agencies at the State and local level to ensure the educational stability of children in foster care. Given these coordination requirements, the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. However, if there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. A best interest determination process includes the following steps: 1. The child welfare agency notifies the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. 2. The school provides the child welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making process. 3. The child welfare agency and the child's current school jointly determine the child's best interest for school placement, in consultation with the child and other key partners. 4. The best interest determination for school placement is completed as quickly as possible (e.g., within three business days) after the child welfare agency notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest. 5. The child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin. Disagreements over the best interest determination among parents, education decision makers, and other important stakeholders should be handled in the following way: 1. SEAs and LEAs to collaborate with child welfare agencies to develop a dispute resolution process at the local level for parties to address disagreements over the best interest determination decision. 2. Since the best interest determination process will ideally represent input from multiple parties, a clear dispute resolution process may help to clarify a complicated process and enable parents and families to address disagreements about school placement in an orderly manner. 3. The dispute resolution process should be fair to all parties and reached in an expeditious manner. Once the decision is made, a written explanation should be provided to all involved parties. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)).

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

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

The district will ensure all appropriate school personnel are aware of ESSA requirements for educational stability for students identified as Youth in Care through ongoing training, clear procedures, and consistent communication. This includes annual professional learning for administrators, school counselors, social workers, and registrars; dissemination of written guidance and protocols aligned to ESSA; and collaboration with the district's liaison for Youth in Care. Additionally, updates will be embedded into onboarding processes and reinforced through regular administrative communications to ensure consistent understanding and implementation across schools.

\*Required field

## Youth in Care Stability Plan Development

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

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

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

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

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

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

When a student enters foster care or experiences a placement change, the assigned Child Welfare Agency (CWA) worker must promptly notify the student's current school and the district's foster care Point of Contact (POC). A Best Interest Determination (BID) is then initiated to determine whether it is in the student's best interest to remain in the school of origin or enroll in a new school. The BID is a collaborative, child-centered process that includes, at minimum: The CWA caseworker, the district foster care POC, school staff familiar with the student (e.g., administrator, case manager, counselor), the foster parent or caregiver (when appropriate), the student, when developmentally appropriate. Factors considered during the BID include, but are not limited to: The student's attachment to their current school, staff, and peers; continuity of instruction and impact of school disruption; the student's academic, social-emotional, and behavioral needs; safety considerations; the student's preferences (when appropriate); the length of commute and its impact on the student's well-being and participation in school activities; availability of services (e.g., special education, 504 supports, mental health services). While transportation and distance are considered, they must not be the sole determining factors. Following the discussion, the Child Welfare Agency makes the final determination, taking into account all input from the BID team. The decision should be made promptly to minimize educational disruption and must be documented. If it is determined that remaining in the school of origin is in the student's best interest, the district and CWA collaborate to arrange transportation without delay.

Response from the approved prior year Consolidated District Plan.

When a student is placed in foster care or changes residence while in foster care, the CWA (Child Welfare Agency) worker assigned to the student notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care POC for the district is notified and invited to participate in the Best Interest Determination (BID). The CWA worker, foster care POC and other essential members of BID share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from the potential placements to the child's current school in the decision-making process.

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

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

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

- h. Other - describe
- i. Other - describe
- j. Other - describe

### 3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.\*

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

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

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

The CWA agrees to reimburse the LEA for the cost of such transportation. The LEA agrees to pay for the cost of such transportation. The LEA and the local CWA agree to share the cost of such transportation.

Response from the approved prior year Consolidated District Plan.

The CWA agrees to reimburse the LEA for the cost of such transportation. The LEA agrees to pay for the cost of such transportation. The LEA and the local CWA agree to share the cost of such transportation.

### 4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.\*

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

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

In general, the dispute resolution process would include the following: 1. The district/school and DCFS would meet (in person or via phone) to discuss the dispute at hand. 2. The district/school and DCFS would identify a variety of possible transportation solutions for transportation based on the students' needs. 3. After careful consideration about the students' best interests, costs, and determining how transportation will be funded, a joint solution would be reached.

Response from the approved prior year Consolidated District Plan.

In general, the dispute resolution process would include the following: 1. The district/school and DCFS would meet (in person or via phone) to discuss the dispute at hand. 2. The district/school and DCFS would identify a variety of possible transportation solutions for transportation based on the students' needs. 3. After careful consideration about the students' best interests, costs, and determining how transportation will be funded, a joint solution would be reached.

### 5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.\*

**NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.**

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

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

The LEA will work with the SOO and CWA to ensure the foster student is attending the SOO. The School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved. DCFS will have the final word on any/all disputes.

Response from the approved prior year Consolidated District Plan.

The LEA will work with the SOO and CWA to ensure the foster student is attending the SOO. The School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

**6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.\***

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

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

The Transportation Plan for Students in Foster Care will be distributed to key personnel in North Shore School District 112 to ensure the procedures are followed. All staff working with the child will be made aware and provided training.

Response from the approved prior year Consolidated District Plan.

The Transportation Plan for Students in Foster Care will be distributed to key personnel in North Shore School District 112 to ensure the procedures are followed.

\*Required field

## BSP Overview

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<b>Program Name:</b>	EL - Bilingual Service Plan
<b>Purpose:</b>	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
<b>Rules:</b>	<a href="#">23 Ill. Admin. Code, Part 228.50</a>
<b>Contact:</b>	Multilingual Department at 312-814-3850 <a href="mailto:multilingual@isbe.net">multilingual@isbe.net</a>

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**BSP Contact Information**

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451 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

**Provide information below for the Bilingual Director (Administrator overseeing EL Services)**

Last Name\*

Phone\*

First Name\*

Middle  
Initial

Email\*

**EL Program Director Requirements:**

- a. Administrative Endorsement   
AND
- b. ESL/Bilingual Endorsement   
OR
- Eight (8) Hours of Professional Development Related to EL Education

\*Required field

**Attendance Center Enrollment Information**

Instructions

451 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

**Types of Instructional Design Offered in Your District** (Mark all that apply.)

- Dual Language One-Way
- Dual Language Two-Way
- Transitional Bilingual Education Program
- Transitional Program of Instruction

**Staffing Levels in Your District** (Mark all that apply.)

- We have sufficient ESL-certified staff to provide services.
- We have sufficient bilingual-endorsed staff to provide services.
- We do not have sufficient staff and are working to increase the number of bilingual/ESL-endorsed staff to meet district needs.

451 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

**PROFESSIONAL DEVELOPMENT ACTIVITIES**

Professional development activities must be provided to all staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff.

\*The required professional development will be provided.

Yes

No

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

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\*Required field

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**BSP TBE Requirements**Instructions

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451 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

**PROGRAM ENROLLMENT**

Does your district offer a TBE program?

Yes  No 

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30(c)(3).

Yes  No 

Does your district have a full-time TBE Spanish program?

Yes  No 

Does your district use Spanish Language Arts Standards?

Yes  No 

\*Required field

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**TBE Parent Advisory Committee**Instructions

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451 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

**Does your district offer a TBE program?**Yes No **Please check all that apply to the districts Bilingual Parent Advisory Committee (BPAC).**

The district attests that:

- The BPAC meets at least 4 times a year.
- The BPAC minutes, bylaws, and attendance information is maintained by the district.
- The BPAC reviews the bilingual service plan and EL-EBF plan annually.
- The BPAC is composed of a majority of TBE parents.

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

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- By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.

Provide the date on which the District Board approved the Consolidated District Plan.

05/19/2026

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. Coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. Collaborate with the State or local child welfare agency to
  - A. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
  - B. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
    - i. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
    - ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
      - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
      - b. The local educational agency agrees to pay for the cost of such transportation; or
      - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. The eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. In the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools on the U.S. Department of Education website.

- By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

*The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information, and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.*

#### **DEFINITIONS**

Applicant means an individual, entity, or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

#### **LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS**

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

<https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<https://www.ilga.gov/Legislation/ILCS/Articles?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<https://ilga.gov/agencies/JCAR/Sections?PartID=04407000>

#### **NO BINDING OBLIGATION**

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

#### **PROJECT**

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

#### **FUNDING**

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

#### **INVOLUNTARY TERMINATION**

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a

grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

#### **GENERAL CERTIFICATIONS AND ASSURANCES**

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

#### **JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT**

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
  - a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
  - b) Maintain separate accounts and ledgers for the project;
  - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
  - d) Properly post all expenditures made on behalf of the project;
  - e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
  - f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
  - g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
  - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
  - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
  - j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

#### **DRUG-FREE WORKPLACE CERTIFICATION**

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- a) Publishing a statement:
  - i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.

- ii) Specifying the actions that will be taken against employees for violations of such prohibition.
  - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
    - 1) Abide by the terms of the statement; and
    - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
  - b) Establishing a drug-free awareness program to inform employees about:
    - i) The dangers of drug abuse in the workplace;
    - ii) The grantees or contractors policy of maintaining a drug-free workplace;
    - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
    - iv) The penalties that may be imposed upon an employee for drug violations.
  - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
  - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
  - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
  - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
  - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion  
Lower Tier Covered Transactions**

Instructions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

**Before completing this certification, read instructions below.**

**CERTIFICATION**

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

**Instructions for Certification**

1. By checking the box above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms covered transaction, debarred, 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the GSA Government-Wide System for Award Management Exclusions (SAM Exclusions) at: [www.sam.gov](http://www.sam.gov)
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

v.02.17.2026

**Certification Regarding Lobbying**

Instructions

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#)"Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.02.17.2026

**GEPA 442 Assurances**

Instructions

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

**DEFINITIONS**

"APPLICANT" means an individual, entity, or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably. "GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

#### PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v.02.17.2026

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#### Assurances

Instructions

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GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq.), and the Illinois False Claims Act (740 ILCS 175/). The list of certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion; see the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

v.02.17.2026

[Not calling IWAS Web Service](#)

[Leah Kimmelman](#)

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 03/05/2026  
RCDT when agreed to: 34-049-1120-02

**The Consistency Check must be successfully processed before you can submit your application.**

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Application was created on:

3/3/2026

Assurances were agreed to on:

3/5/2026

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator # 1

ISBE Program Administrator # 2

ISBE Program Administrator # 3

ISBE Program Administrator # 4

ISBE Program Administrator # 5

Application History(Read Only)

Instructions

Status Change	UserId	Action Date
Returned for Changes	jmcquali	05-12-2026 12:45 PM
4th Program Review Complete	RLEMUS2	05-12-2026 11:50 AM
3rd Program Review Complete	CheliMThomas5	05-12-2026 9:06 AM
2nd Program Review Complete	rsucic1	05-11-2026 2:45 PM
1st Program Review Complete	nikcombs	05-11-2026 12:30 PM
Submitted to ISBE	kimmelman	05-11-2026 11:15 AM
Returned for Changes	brandiM11	05-01-2026 7:53 AM
4th Program Review Complete	riemus2	04-30-2026 2:51 PM
3rd Program Review Complete	CheliMThomas5	04-29-2026 9:51 AM
2nd Program Review Complete	rsucic1	04-28-2026 2:59 PM
1st Program Review Complete	capricewalters23	04-28-2026 9:32 AM
Submitted to ISBE	kimmelman	04-28-2026 9:10 AM

Expand All

**Consolidated District Plan**

**Page Status**

**Open Page  
for editing**

[Consolidated District Plan](#)

Contact Information		LOCKED	<input type="checkbox"/>
Needs Assessment and Programs		LOCKED	<input type="checkbox"/>
<a href="#">Plan Specifics</a>			
Needs Assessment Impact	LOCKED		<input type="checkbox"/>
Stakeholders	LOCKED		<input type="checkbox"/>
Parent and Family Engagement	OPEN		<input type="checkbox"/>
Private Schools Participation	LOCKED		<input type="checkbox"/>
Preschool Coordination	LOCKED		<input type="checkbox"/>
Student Achievement	LOCKED		<input type="checkbox"/>
College and Career	LOCKED		<input type="checkbox"/>
Professional Development	LOCKED		<input type="checkbox"/>
Safe Learning Environment	LOCKED		<input type="checkbox"/>
<a href="#">Title I Specific Pages</a>			
Title I Specific - Part One	LOCKED		<input type="checkbox"/>
Title I Specific - Part Two	LOCKED		<input type="checkbox"/>
IDEA Specific Requirements		LOCKED	<input type="checkbox"/>
<a href="#">Youth in Care Stability Plan</a>			
Youth in Care Stability Plan Contacts	LOCKED		<input type="checkbox"/>
Best Interest Determination Plan	LOCKED		<input type="checkbox"/>
Youth In Care Transportation Plan	LOCKED		<input type="checkbox"/>
<a href="#">Bilingual Service Plan</a>			
<a href="#">BSP Plan Specifics</a>			
BSP Program Contact	LOCKED		<input type="checkbox"/>
Attendance Center Enrollment Information	LOCKED		<input type="checkbox"/>
BSP Professional Development	LOCKED		<input type="checkbox"/>
BSP TBE Requirements	LOCKED		<input type="checkbox"/>
BSP Parent Advisory Committee	LOCKED		<input type="checkbox"/>
<a href="#">Assurance Pages</a>			
Plan Assurances		FINAL	<input type="checkbox"/>
State Assurances		FINAL	<input type="checkbox"/>
Debarment		FINAL	<input type="checkbox"/>
Lobbying		FINAL	<input type="checkbox"/>
GEPA 442		FINAL	<input type="checkbox"/>
AssurancesText		FINAL	<input type="checkbox"/>

Save





INSPIRE · INNOVATE · ENGAGE

# NORTH SHORE

SCHOOL DISTRICT 112

Date: May 19, 2026  
To: Members of the Board of Education  
Dr. Michael Lubefeld, Superintendent  
From: Ms. Rachel Filippi, Executive Director of Personnel Services  
Subject: Approval of the Final 2025-26 School Calendar for ISBE Submission

Board Policy Alignment: 6:20 School Year Calendar and Day

Disposition: Action

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Each year, prior to the end of the school year, the Illinois State Board of Education requires school boards to approve their final school calendar, which must account for any emergency days used.

This year, our district closed schools on January 23, 2026, due to severe weather, necessitating an extension of the school year by one day to make up for the lost instructional time. The administration is requesting that the Board approve the final 2025-26 school calendar which has been updated to indicate January 23, 2026, as an emergency day and June 5, 2026 as the last day of school.

Recommendation:

Roll call vote to approve the 2025-2026 Final School Calendar, as presented.

**2025-2026 Final Public School Calendar for North Shore SD 112, ROE Admin Approved, as of 5/12/2026**

Codes: X = attendance day; XHI, XHPT, XID, XDS, XHS, XHSW, XHIH, XHPH, XHSH = half attendance day; XH = holiday attendance waiver; FPT, FPTH, WFPT = full day parent teacher conference; FI, WFI, FIH = teacher inservice; PI, TI, TIH = parent/teacher institute; ED = emergency day; XED = proposed emergency day; HOL = holiday; NIA = not in attendance

**Total Days of Attendance:** 178 **Regular Day:** 8:40AM - 3:17PM **Instruct. Day Lgth:**

5 Hrs. 27 Mins.

July 2025							August 2025							September 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	1	2	3	4 HOL	5	6	28	29	30	31	1	2	3	25	26	27	28	29	30	31
7	8	9	10	11	12	13	4	5	6	7	8	9	10	1 HOL	2 X	3 X	4 X	5 X	6	7
14	15	16	17	18	19	20	11	12	13	14	15	16	17	8 X	9 X	10 X	11 X	12 X	13	14
21	22	23	24	25	26	27	18 TI	19 TI	20 TI	21 X	22 X	23	24	15 X	16 X	17 X	18 X	19 X	20	21
28	29	30	31	1	2	3	25 X	26 X	27 X	28 X	29 X	30	31	22 X	23 NIA	24 X	25 X	26 X	27	28
4	5	6	7	8	9	10	1	2	3	4	5	6	7	29 X	30 X	1	2	3	4	5

July Atnd: 0      Accum: 0      Aug Atnd: 7      Accum: 7      Sept Atnd: 20      Accum: 27

October 2025							November 2025							December 2025						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
29	30	1 X	2 NIA	3 X	4	5	27	28	29	30	31	1	2	24	25	26	27	28	29	30
6 X	7 X	8 X	9 X	10 X	11	12	3 X	4 X	5 X	6 X	7 X	8	9	1 X	2 X	3 X	4 X	5 X	6	7
13 TI	14 X	15 X	16 X	17 X	18	19	10 X	11 HOL	12 X	13 X	14 X	15	16	8 X	9 X	10 X	11 X	12 X	13	14
20 X	21 X	22 X	23 X	24 X	25	26	17 X	18 X	19 X	20 X	21 X	22	23	15 X	16 X	17 X	18 X	19 NIA	20	21
27 X	28 X	29 X	30 X	31 X	1	2	24 X	25 FPT	26 NIA	27 HOL	28 NIA	29	30	22 NIA	23 NIA	24 NIA	25 HOL	26 NIA	27	28
3	4	5	6	7	8	9	1	2	3	4	5	6	7	29 NIA	30 NIA	31 NIA	1	2	3	4

Oct Atnd: 21      Accum: 48      Nov Atnd: 16      Accum: 64      Dec Atnd: 14      Accum: 78

January 2026							February 2026							March 2026						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
29	30	31	1 HOL	2 NIA	3	4	26	27	28	29	30	31	1	23	24	25	26	27	28	29
5 X	6 X	7 X	8 X	9 X	10	11	2 X	3 X	4 X	5 X	6 X	7	8	2 X	3 X	4 X	5 X	6 X	7	8
12 X	13 X	14 X	15 X	16 X	17	18	9 X	10 X	11 X	12 X	13 X	14	15	9 X	10 X	11 X	12 X	13 X	14	15
19 HOL	20 X	21 X	22 X	23 ED	24	25	16 NIA	17 X	18 X	19 X	20 X	21	22	16 X	17 X	18 X	19 X	20 FPT	21	22
26 X	27 X	28 X	29 X	30 X	31	1	23 X	24 X	25 X	26 X	27 X	28	1	23 NIA	24 NIA	25 NIA	26 NIA	27 NIA	28	29
2	3	4	5	6	7	8	2	3	4	5	6	7	8	30 X	31 X	1	2	3	4	5

Jan Atnd: 18      Accum: 96      Feb Atnd: 19      Accum: 115      Mar Atnd: 17      Accum: 132

April 2026							May 2026							June 2026						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	31	1 X	2 X	3 NIA	4	5	27	28	29	30	1 X	2	3	25	26	27	28	29	30	31
6 X	7 X	8 X	9 X	10 X	11	12	4 X	5 X	6 X	7 X	8 X	9	10	1 X	2 X	3 X	4 X	5 X	6	7
13 X	14 X	15 X	16 X	17 X	18	19	11 X	12 X	13 X	14 X	15 X	16	17	8	9	10	11	12	13	14
20 X	21 X	22 X	23 X	24 X	25	26	18 X	19 X	20 X	21 X	22 X	23	24	15	16	17	18	19 HOL	20	21
27 X	28 X	29 X	30 X	1	2	3	25 HOL	26 X	27 X	28 X	29 X	30	31	22	23	24	25	26	27	28
4	5	6	7	8	9	10	1	2	3	4	5	6	7	29	30	1	2	3	4	5

Apr Atnd: 21      Accum: 153      May Atnd: 20      Accum: 173      June Atnd: 5      Accum: 178



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# NORTH SHORE

SCHOOL DISTRICT 112

Date: May 19, 2026  
To: Members of the Board of Education  
Dr. Michael Lubefeld, Superintendent  
From: Ms. Rachel Filippi, Executive Director of Personnel Services  
Subject: Approval of 2027-28 School Calendar

Board Policy Alignment: 6:20 School Year Calendar and Day

Disposition: Action

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### **Executive Summary:**

Pursuant to the Collective Bargaining Agreement with the North Shore Education Association (Article 4.1b) and the North Shore Support Staff Association (Article 5.9), the District 112 Calendar Committee, comprised of 11 staff members, met on February 24, 2026, and March 3, 2026, to provide input on the development of the 2027-28 school calendar.

The Board of Education reviewed an initial draft of the 2027-28 calendar at its April 21, 2026, meeting. Since then, the draft was updated to explicitly identify July 4, 2028, as a legal holiday for Independence Day, which is now highlighted in red. This designation will affect 12-month employee schedules and summer school sessions. The finalized 2027-28 calendar is scheduled for formal Board approval at the Regular Board Meeting on May 19, 2026.

### **Recommendation:**

Roll call voted to approve the 2027-28 school calendar, as presented.

# North Shore School District 112 2027-2028 School Calendar

August 2027						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	<del>9</del>	<del>10</del>	<del>11</del>	<del>12</del>	<del>13</del>	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2027						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	<del>6</del>	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	<del>11</del>	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	<del>11</del>	12	13
14	15	16	17	18	19	20
21	22	23	<del>24</del>	<del>25</del>	<del>26</del>	27
28	29	30				

December 2027						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	<del>20</del>	<del>21</del>	<del>22</del>	<del>23</del>	<del>24</del>	25
26	<del>27</del>	<del>28</del>	<del>29</del>	<del>30</del>	<del>31</del>	

January 2028						
Su	M	Tu	W	Th	F	Sa
						1
2	<del>3</del>	4	5	6	7	8
9	10	11	12	13	14	15
16	<del>17</del>	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August	
9-13	New Teacher Orientation
16-18	Institute Day
19	First Day of Student Attendance
19	Early Release Elem 8:40 a.m. - 1:40 p.m. MS 7:55 a.m. - 12:55 p.m.
9 days	

September	
6	Labor Day No Student Attendance
17	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
21 days	

October	
8	Institute Day (No student attendance)
11	No Student Attendance
29	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
19 days	

November	
11	Veteran's Day ( No Student Attendance)
19	Early Release (Records Day 1)
22-23	Parent Teacher Conferences (No Student Attendance)
24-26	Thanksgiving Break (No Student Attendance)
17 days	

December	
16	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
17-3	Winter Break No Student/Teacher Attendance
12 days	

January	
3	Winter Break No Student/Teacher Attendance
4	School Resumes
14	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
17	Martin Luther King Jr. Day (No Student Attendance)
19 days	

February 2028						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	<del>21</del>	22	23	24	25	26
27	28	29				

March 2028						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	<del>27</del>	<del>28</del>	<del>29</del>	<del>30</del>	<del>31</del>	

April 2028						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2028						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	<del>29</del>	30	31			

June 2028						
Su	M	Tu	W	Th	F	Sa
				1	2e	3
4	5e	6e	7e	8e	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2028						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February	
18	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
21	President's Day No Student
20 days	

March	
23	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
23	Conferences 3:15 pm - 8 pm In-Person
24	Conferences 8 am - 12 pm Virtual (No Student Attendance)
27-31	Spring Break
17 days	

April	
3	School Resumes
13	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
14	No Student Attendance
19 days	

May	
26	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
29	Memorial Day (No Student Attendance)
31	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
22 days	

June	
1	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
1	Last Day of School
1-7	Emergency Days
1 day	

July	
4	Independence day

Board of Education  
Adopted  
on:

1st qtr = days | 1st tri = days  
 2nd qtr = days | 2nd tri = days  
 3rd qtr = days | 3rd tri = days  
 4th qtr = days | 4th tri = days  
 176 days

Legend

( First Day of School	) Last Day of School
X Legal Holiday	ER Early Release
☐ Institute Day	/ New Teacher Orientation
= No Student Attendance	PT Conferences
e Emergency Days	

\*November 22nd- In-person conferences: 11:30 a.m.-7:30 p.m.  
 \*November 23th- Virtual Conferences 8:00 a.m- 4:00 p.m.

End of Quarter dates:  
 End of Trimester dates:



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# NORTH SHORE

SCHOOL DISTRICT 112

Date: May 19, 2026

To: Dr. Michael Lubelfeld, Superintendent of Schools  
Members of the Board of Education

From: Jeremy Davis, Assistant Superintendent for Business Services/CSBO

Subject: Approval of 2026-27 Proposal for Student Photography Services - VIP

Policy Alignment: Policy 4:60 Purchases and Contracts

Disposition: Approval

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## Executive Summary:

On March 6, 2026, the district advertised a Request for Proposal (RFP) for Student Photography Services for the 2026-2027 school year through the 2028-2029 school year, as the current agreement with Color Portraits will expire at the end of FY 2026. Proposals were due on April 10, 2026.

Nine vendors submitted proposals to provide Student Photography Services: Barksdale Group, Beige Media, Color Portraits, Inc., HR Imaging Partners Inc., Inter-State Studio, Jostens PIX, Lifetouch, Stuart-Rodgers Photography, and VIP (Visual Image Photo). A team of five evaluators reviewed each proposal based on price, location, experience, and references. Following the evaluation process, VIP (Visual Image Photo) was identified as the preferred vendor. References for VIP were extremely positive. In addition, VIP will provide a \$4,500 signing bonus payable over three years and reimburse schools 20% of sales to be deposited into student activity accounts.

Based on the above, the administration will recommend at the May 19, 2026, Board Meeting that the Board approve a three-year agreement with VIP (Visual Image Photo) to provide Student Photography Services commencing August 1, 2026, through June 30, 2029.

## Recommendation:

Roll call vote to approve agreement with VIP (Visual Impact Photo) for Student Photography Services for a three-year period commencing August 1, 2026, as presented.

**PHOTOGRAPHY AGREEMENT**

**THIS AGREEMENT** is entered into as of the date(s) signed by the parties, by and between the Board of Education of North Shore School District 112, Lake County, Illinois (“**District**”), and Visual Image Photography (“**Contractor**”) (collectively referred hereto as “the parties”).

**W I T N E S S E T H:**

**WHEREAS**, the District requested proposals for the provision of certain photography services (“**Work**”); and

**WHEREAS**, Contractor has submitted a proposal for the provision of the Work (“**Proposal**”); and

**WHEREAS**, District has awarded this Contract to Contractor to provide the Work in accordance with the District’s Request for Proposals (“**RFP**”).

**NOW, THEREFORE**, in consideration of the terms and conditions herein, and other good and valuable consideration, the receipt of which is hereby acknowledged, the parties agree as follows:

1. **Duration of Contract.** The term of the Contract shall be three years beginning August 1, 2026. The term shall include the 2026-2027 school year, the 2027-2028 school year, and the 2028-2029 school year. Thereafter, the parties may renew the Contract by mutual written agreement.
2. **Contract Documents.** The documents comprising the entirety of this Contract are all documents in the RFP and any addenda thereto, Contractor’s Proposal, and this Photography Agreement (“Contract Documents”).
3. **Document Supremacy.** In the event, any term or provision of one Contract Document conflicts with a term or provision of another, the term or provision most beneficial to the District shall prevail.
4. **Compensation.** The Contractor shall provide all services as awarded by District and shall be compensated according to the terms of the RFP and the Proposal.
5. **Complete Understanding.** This Agreement sets forth all of the promises, agreements, conditions, and understandings between the parties relative to the subject matter hereof, and no other promises, agreements, or understandings, whether oral or written, expressed or implied, exist between the parties.
6. **Amendments.** No subsequent alteration, amendment, change, addition, deletion, or modification to this Agreement shall be binding upon the parties hereto unless reduced to writing and duly authorized and signed by each of them.

*Signature Page Follows*

IN WITNESS WHEREOF, the parties have signed this Agreement on the date(s) written below.

**VISUAL IMAGE PHOTOGRAPHY**

**BOARD OF EDUCATION OF  
NORTH SHORE SCHOOL  
DISTRICT NO. 112**

**By:** Myles Hayes

**By:** \_\_\_\_\_

**Its:** VIP Account Manager

**Its:** \_\_\_\_\_

**Dated:** 05/11/206

**Dated:** \_\_\_\_\_

3025567.1



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# NORTH SHORE

SCHOOL DISTRICT 112

Date: May 19, 2026  
To: Dr. Michael Lubelfeld, Superintendent of Schools  
Members of the Board of Education  
From: Jeremy Davis, Assistant Superintendent for Business Services  
Subject: Approval to Renew 2026-27 Ravinia Nursery School Grounds  
Lease Agreement  
Policy Alignment: Policy 4:60 Purchase and Contract  
Disposition: Action

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## Executive Summary:

The District has received a letter from Ravinia Nursery School requesting renewal of their current lease, due to expire on June 30, 2026, for an additional one-year term. All language of the current lease remains the same as follows:

- The lease agreement will be for a one-year term from July 1, 2026, and will be terminated on June 30, 2027.
- Lessee shall notify Lessor by April 1, 2027, if it wishes to renew the lease, and the lease shall not automatically renew.
- Lessee shall pay the Lessor an annual rent of \$400 plus the equivalent of two full-time students' tuition payments in monetary funds. The 2025-26 School Year tuition for two full-time students was \$14,700.

Based on the information above, the administration recommends at the May 19, 2025 Regular Board Meeting that the Board approve a one-year term lease agreement, without executing reversionary rights, for the continued use of District property by Ravinia Nursery School.

## Recommendation:

Roll call vote to approve the lease agreement between Ravinia Nursery School and District 112 from July 1, 2026, through June 30, 2027, as presented.

**AMENDED AND RESTATED RAVINIA NURSERY SCHOOL LEASE**

THIS AMENDED AND RESTATED LEASE (this "Lease") is made and entered into as of this 31<sup>st</sup> day of March, 2026 (the "Effective Date"), by and between BOARD OF EDUCATION OF NORTH SHORE SCHOOL DISTRICT NO. 112, LAKE COUNTY, ILLINOIS ("LESSOR"), RAVINIA NURSERY SCHOOL, an Illinois not-for-profit corporation ("LESSEE").

**WITNESSETH**

**WHEREAS**, LESSOR is the owner of certain real property legally described as:

East 106 feet of the North 165 feet of Lot 39 and all of the North 165 Feet of Lot 40 in vacated Lots 22 to 42, both inclusive, in George F. Nixon & Co.'s Highland Park Acres, a subdivision of the Northeast 1/4 of the Northwest 1/4 of Section 34, Township 43 North, Range 12, East of the Third Principal Meridian according to the plat thereof, recorded October 5, 1926, as Document *No.* 287421 in Book "Q" of Plats, Page 64, in Lake County, Illinois, but not including the building thereon belonging to LESSEE (hereinafter referred to as the "Real Estate" and depicted on Exhibit "A" attached hereto) and excluding the East 25 feet of Lot 40 dedicated for public road purposes and the North 15 feet of Lots 39 and 40;

**WHEREAS**, LESSOR has the authority pursuant to Section 10-22.11 (c) of the *School Code* (105 ILCS 5/10-22.11 (c)) to lease school property to suitable LESSEES for educational purposes and for any other purpose which serves the interests of the community when such property is declared to be temporarily unnecessary or unsuitable or inconvenient for a school or the uses of the LESSOR and when the best interests of the residents of the LESSOR will be enhanced by entering into such Lease;

**WHEREAS**, LESSOR has determined pursuant to Section 10-22.13 of the *School Code* (105 ILCS 5/10-22.13) that the aforementioned property is unnecessary, unsuitable, and inconvenient for school purposes for the foreseeable term of this Lease, and that the best interests of the residents of the LESSOR will be enhanced by entering to such Lease;

**WHEREAS**, LESSEE desires to lease the Real Estate from LESSOR, and LESSOR desires to lease the Real Estate to LESSEE, both for the sole purpose of operating a nursery school;

**WHEREAS**, LESSOR has determined that the use of the Real Estate by LESSEE will not interfere with or impede the normal operations of LESSOR;

**WHEREAS**, the parties further desire to enter into a written lease defining their rights, duties, and liabilities with respect to the Real Estate; and

**NOW, THEREFORE**, in consideration of the mutual covenants and conditions set forth herein, it is agreed by the parties hereto as follows:

1. Incorporation of Preambles. The preambles are hereby incorporated into and made a part of this Lease.

2. Premises. LESSOR hereby leases the aforementioned Real Estate, being situated in the City of Highland Park, Lake County, Illinois, as set forth in Exhibit "A", attached hereto and made a part hereof, to LESSEE for the sole purpose of operating a nursery school (the "Ravinia Nursery School").

3. License. LESSEE shall have an irrevocable license during the term of the Lease to use that portion of the north 15 feet of Lots 39 and 40 excluded from the legal description of the Real Estate described above for the purpose of ingress to and egress from the Ravinia Nursery School and Stratford Road and uses incidental thereto.

4. Term. This Lease shall be for a term of one (1) year, commencing on July 1, 2026 (the "Lease Commencement Date") and terminating on June 30, 2027 (the "Initial Term").

5. Rent. LESSEE shall pay to LESSOR as annual rent for the Real Estate the sum of Four Hundred Dollars (\$400.00) plus the monetary equivalent of two full-time student tuition payments ("Rent"). Rent shall be paid by July 15, 2026, to "North Shore School District No. 112, Lake County, Illinois" at the principal administrative office of LESSOR. If Rent is not received by July 15, 2026, the Rent shall be considered delinquent and interest shall accrue at the rate of 1.5% per month.

6. Condition of Premises. LESSEE acknowledges that the Real Estate is in good repair, and that no representations or warranties as to the condition, repair or habitability of the Real Estate have been made by the LESSOR or LESSOR's agent. LESSEE agrees to return possession of the Real Estate to LESSOR at the time of the termination of this Lease, either at the time of expiration of the term of this Lease or by termination under any other provision of this Lease, in the same condition as the Real Estate is at the time of execution of this Lease unless otherwise expressly permitted in this Lease.

7. Maintenance and Repair. LESSOR shall have no maintenance or repair responsibilities for the Real Estate whatsoever. At its expense, and subject to the provisions below, LESSEE shall be responsible for the maintenance and repair of the Real Estate, including, without limitation, the Ravinia Nursery School and all landscaping. LESSEE shall not commit nor suffer any waste to the Real Estate, reasonable wear and tear excepted. Except as expressly provided herein, no construction on, or alterations or improvements to, the Real Estate shall be made without LESSOR's prior written consent, which consent shall not be unreasonably withheld, conditioned, or delayed. LESSOR and LESSEE agree to establish and follow a clear, commercially reasonable process for obtaining LESSOR approval for renovations, improvements, and building upgrades, including timelines and required documentation, to facilitate LESSEE's ability to make improvements to the Real Estate. LESSEE acknowledges that, if it remains on the Real Estate for an extended term that is later agreed upon by the parties, it may wish to undertake interior renovations and/or classroom expansions (including expansion of the Twos program) in order to remain competitive and current among area preschools. LESSOR agrees to reasonably consider such requests, subject to LESSOR's operational needs, compliance with applicable laws and ordinances and provided such work does not impair the structural integrity of the Real Estate. In the event LESSOR permits work to be performed by LESSEE on the Real Estate, LESSEE shall

indemnify and hold harmless, and, at LESSOR's option, defend LESSOR from and against all claims arising solely from such work, including reasonable attorneys' fees, and shall keep the Real Estate free from any liens arising from such work. LESSEE shall maintain the Real Estate and the Ravinia Nursery School, and perform any construction or alterations thereto, in compliance with applicable laws, ordinances, rules, and regulations. Notwithstanding the foregoing, LESSEE shall have the right, at its sole cost and expense, to perform cosmetic and non-structural work to the building owned by LESSEE—including, without limitation, painting, patching, decorating, replacing finishes, and other similar interior updates—without LESSOR's consent, provided such work complies with applicable laws and does not affect or impair the structural components or building systems of the Real Estate.

8. Changes in Law; ADA and Code-Mandated Upgrades. Notwithstanding anything to the contrary herein, to the extent that any alteration, upgrade, or improvement to the Real Estate is required as a result of (i) changes in applicable laws, codes, or regulations (including without limitation the Americans with Disabilities Act) occurring after the Lease Commencement Date, and (ii) such requirements are not triggered by LESSEE's particular use or specific improvement, the cost of such work shall not be the sole responsibility of LESSEE. In such event, the parties shall equitably allocate the cost of such work, including through rent credits, amortization over the remaining Term, or other mutually agreed offsets. If LESSEE fails to maintain the Real Estate or the Ravinia Nursery School in compliance with applicable laws, ordinances, or regulations, and such failure is not attributable to a change in law subject to the cost-allocation provisions above, LESSOR shall have the right, after reasonable notice and opportunity to cure, to perform such work as is reasonably necessary to bring the Real Estate or the Ravinia Nursery School into compliance. LESSOR shall be entitled to reimbursement for its reasonable out-of-pocket expenses incurred in such work, and LESSEE shall pay such amount within thirty (30) days after receipt of an invoice therefor. Any amount not paid when due shall accrue interest at the rate of one and one-half percent (1.5%) per month.

9. Surrender of Real Estate. By no later than the termination of this Lease, LESSEE may remove any improvements or structures constructed or paid for by LESSEE and any personal property, including trade fixtures, located on the Real Estate, provided that LESSEE repairs any material damage to the Real Estate resulting from such removal. Except as expressly provided herein, LESSOR shall become the owner of any improvements located on the Real Estate without compensation to LESSEE. In the event LESSEE fails to surrender possession of the Real Estate upon termination of this Lease, LESSEE shall pay LESSOR Six Hundred Dollars (\$600.00) per day for each day LESSEE fails to surrender possession, in addition to, and without waiver of, any other rights of, and remedies available to, LESSOR. LESSEE shall further pay all of LESSOR's reasonable attorney's fees, and costs and expenses of litigation in enforcing the terms of this Lease.

10. Use, Sublet and Assignment. The Real Estate shall be used solely for the operation of a private day nursery school in full compliance with applicable state, federal and local laws, ordinances and regulations. LESSEE shall not sublet or assign any of its interest or rights under this Lease, without LESSOR's prior written consent and any purported assignment made without such consent shall be null and void.

11. Taxes and Utilities. LESSEE shall pay any real property taxes, sewer and water taxes or charges and all gas, electricity, telephone, utility and other bills or liens, levied, charged or incurred as a result of LESSEE's use of the Real Estate and use or ownership of any buildings

thereon during the term of this Lease. LESSEE shall also pay any special assessments or drainage district taxes or assessments against the Real Estate. In the event any of the foregoing items are not paid when due, LESSOR shall have the right to pay the same, which amount so paid, shall be due and payable to the LESSOR by the LESSEE on the first (1<sup>st</sup>) day of the month following such payment. Any such amount, or any other amount due under this Lease, unpaid within thirty (30) days of billing by LESSOR shall accrue interest at the rate of one and one-half percent (1.5%) per month.

12. Access. LESSOR shall have free access to and on the Real Estate to determine LESSEE's compliance with this Lease, to perform maintenance or repairs which LESSEE fails to do or to perform work on the Real Estate which LESSOR deems necessary so long as such work does not unreasonably interfere with LESSEE's operation of the Ravinia Nursery School. LESSOR may not perform work on the Ravinia Nursery School unless LESSEE fails to maintain it in compliance with all applicable laws, ordinances and regulations and then only upon ten (10) days written notice to LESSEE except in emergencies.

13. Indemnity, Insurance and Risk of Loss. LESSEE shall indemnify, hold harmless, and, at LESSOR's option, defend LESSOR from and against any and all claims, demands, losses, liabilities, damages, judgments, and expenses (including reasonable attorneys' fees) to the extent arising out of or resulting from the negligence or willful misconduct of LESSEE or its officers, employees, agents, contractors, or invitees in connection with LESSEE's use or occupancy of the Real Estate. Notwithstanding anything to the contrary herein, LESSEE shall have no obligation to indemnify, defend, or hold harmless LESSOR for any claim to the extent caused solely by the gross negligence, willful misconduct, or failure of LESSOR or the District to perform maintenance, repairs, or other obligations under this Lease, or by any condition of the Real Estate for which LESSOR is responsible. LESSEE further agrees to indemnify, hold harmless, and, at LESSOR's option, defend LESSOR from and against any claim alleging discrimination or violation of civil rights to the extent arising out of the acts or omissions of LESSEE in connection with LESSEE's use and operation of the Real Estate, but excluding any such claim arising from LESSOR's policies, directives, acts, or omissions. For purposes of this Section, the term "LESSOR" includes the Board of Education of North Shore School District No. 112 and its board members, officers, employees, and agents, in their official capacities.

LESSEE shall, at all times during the Term, maintain in full force and effect, at its sole cost and expense, commercial general liability insurance, including contractual liability coverage, with limits of not less than Five Million Dollars (\$5,000,000) per occurrence, issued by an insurer reasonably acceptable to LESSOR and covering LESSEE's indemnification obligations under this Lease. If LESSEE performs any construction on the Real Estate, LESSEE shall maintain such additional insurance as is commercially reasonable for such work. LESSOR shall be named as an additional insured on all required policies, but only with respect to claims arising from the acts or omissions of LESSEE. Each policy shall be evidenced by a certificate of insurance providing that such insurance shall not be canceled, modified, or non-renewed without at least thirty (30) days' prior written notice to LESSOR.

LESSEE assumes all risk of loss or damage to the school building and to any personal property of LESSEE or others located on the Real Estate to the extent caused by LESSEE's use or occupancy of the Real Estate. LESSEE shall maintain such property insurance as it deems appropriate for its own protection.

14. Operational Requirements.

A. LESSEE shall not permit the sale, gift or other distribution or consumption of alcoholic beverages on the Real Estate without the prior written consent of LESSOR.

B. LESSEE shall not permit smoking at any time in or about the Real Estate.

C. LESSEE shall have the right to place informational signs on or about the Real Estate; however, LESSOR reserves the right to approve the placement, size and content of exterior signs, and all signage must comply with applicable City of Highland Park regulations.

D. LESSEE shall not use LESSOR's name, or make any references to the Board of Education or District, or District employees, in any advertising, signage, promotional or informational material or other communications without the express, written permission of LESSOR.

15. Payment of Costs. LESSEE shall reimburse LESSOR for all reasonable costs, attorney's fees and expenses incurred by LESSOR in enforcing this Lease.

16. Severability. If any clause, phrase, provision or portion of this Lease or the application thereof to any person or circumstance shall be invalid, or unenforceable under applicable law, such event shall not affect, impair or render invalid or unenforceable the remainder of this Lease nor any other clause, phrase, provision or portion thereof, nor shall it affect the application of any clause, phrase, provision or portion hereof to other persons or circumstances.

17. Amendment. Any amendment to this Lease shall be in writing and signed by both parties.

18. Entire Agreement. This Lease represents the full and complete understanding of the parties. The parties agree that they have not relied on any other oral or written representation in executing this Lease. This Lease expressly revokes and replaces any prior Lease or agreement between the parties for said Real Estate.

19. Waiver. No provision contained herein or breach thereof may be waived except in writing by the party waiving its rights. No delay or omission on the part of LESSOR in exercising its right or remedy hereunder shall operate as a waiver of such right or remedy and no waiver of any right or remedy hereunder on anyone occasion shall be construed as a waiver of any such right or remedy on any other occasion.

20. Nondiscrimination. The LESSEE agrees to fully comply with the requirements of the Illinois Human Rights Act, 775 ILCS 5/1-101 et seq., including, but not limited to, the provision of sexual harassment policies and procedures pursuant to Section 2-105 of the Act. The LESSEE further agrees to comply with all federal equal employment opportunity laws, including, but not limited to, the Americans With Disabilities Act, 42 U.S.C. Section 12101 et seq., and rules and regulations promulgated thereunder to the extent applicable to LESSEE. Furthermore, LESSEE agrees that it is responsible for ensuring that all programs and activities are accessible in accordance with the requirements of the Americans With Disabilities Act and other

nondiscrimination laws, and that LESSEE bears responsibility for any costs to make the Real Estate, any building, structure, programs or facilities comply with such requirements.

21. Successors and Assigns. The rights and obligations hereunder shall be binding upon and shall inure to the benefit of their respective successors and assigns.

22. Governing Law. This Lease and the rights of the parties hereto shall be interpreted and enforced in accordance with the laws of the State of Illinois.

23. Notice. Notices given pursuant to this Lease shall be in writing and given either by actual delivery of the notice to the other party with an affidavit of service executed by the person delivering such notice or by mailing the notice by the United States mail, certified or registered mail, return receipt required, with proper postage, to the following addresses:

To Lessee:

Ravinia Nursery School  
686 Red Oak Lane  
Highland Park, Illinois 60035

with a copy to:

Taft Stettinius & Hollister LLP  
111 E. Wacker Drive, Suite 2600  
Chicago, Illinois 60601  
Attention: David Fletcher  
Email: [dfletcher@taftlaw.com](mailto:dfletcher@taftlaw.com)

To Lessor:

Superintendent  
North Shore School District No. 112  
1936 Green Bay Road  
Highland Park, Illinois 60035-3112

Notice shall be deemed to be received on the date of deposit in the mail provided above and in all other cases on the date of actual receipt.

24. Counterparts: Electronic Signatures. This Lease may be executed in any number of identical counterparts, all of which, when taken together, shall constitute the same instrument. The parties acknowledge and consent to be bound by electronic signatures, including signatures of any required witness. A PDF or other digital copy of this Lease shall be deemed an original for all relevant purposes.

[Signature Page Follows]

IN WITNESS WHEREOF, the parties have executed this Amended and Restated Lease as of the Effective Date.

**LESSOR:**

BOARD OF EDUCATION  
North Shore School District No. 112  
Lake County, Illinois

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

**LESSEE:**

RAVINIA NURSERY SCHOOL  
Lake County, Illinois

By: Susan Lenzini  
Name: Susan Lenzini  
Title: Director



Date: May 19, 2026  
To: Dr. Michael Lubefeld, Superintendent of Schools  
Members of the Board of Education  
From: Jeremy Davis, Assistant Superintendent for Business Services/CSBO  
Subject: Approval of Summer School Breakfast Program  
Policy Alignment: 4:120 - Food Services  
Disposition: Action

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Executive Summary:

The District plans to continue participating in the Seamless Summer Option (SSO) program to provide free breakfast to students (and others 18 years of age or less) during the 2026 summer school held at Northwood Middle School, from June 22 through July 16, 2026 from 8:00 AM - 12:00 PM and Ravinia School, from June 15 through July 16, 2026 from 8:30 AM-12:15 PM. The SSO is a federal program and is cost-neutral to the District. The administration believes that the breakfast program is essential and beneficial for students.

The administration will recommend at the May 19, 2026, Regular Board Meeting that the Board approve to continue the Seamless Summer Option program to provide free breakfast to students during the 2026 summer school program.

Recommendation:

Roll call vote to approve continuing the Seamless Summer Option (SSO) program to provide breakfast to students during the 2026 summer school program. The 2026 summer school program will be held at Northwood from June 22 through July 16, 2026, and at Ravinia School from June 15 through July 16, 2026.



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# NORTH SHORE

SCHOOL DISTRICT 112

Date: May 19, 2026

To: Dr. Michael Lubelfeld, Superintendent of Schools  
Members of the Board of Education

From: Jeremy Davis, Assistant Superintendent for Business Services/CSBO

Subject: Annual Approval of District 112 Transportation Hazard Areas

Policy Alignment: 4:110 Transportation

Disposition: Action

### Executive Summary:

Section 29-3 of the Illinois School Code (105 ILCS 5/29-3) provides that school districts annually review the hazardous vehicular conditions and determine whether or not the hazardous conditions remain unchanged. For transportation purposes, these zones are considered hazardous and require reaffirmation for the 2026-2027 school year. The school designates the Serious Safety Hazard Zones.

The following twenty-seven (27) areas have previously been declared hazardous zones by North Shore School District 112, approved by the State, and remain relevant.

Braeside School	West of Green Bay Road
Braeside School	South Deere Park Subdivision
Edgewood Middle School	Metra Tracks & Lincoln Avenue West, East of Lincoln Place
Edgewood Middle School	Roger Williams Avenue, West of St. Johns Avenue
Edgewood Middle School	West of Green Bay Road, South of Edgewood School
Elm Place School	Metra Tracks & Elm Place, East of First Street (also covering Metra Tracks & Central Avenue, East of First Street)
Elm Place School	Oak Street North of 2743 Oak Street
Elm Place School	Elm Place & Sheridan Road
Elm Place School	Park Avenue & Sheridan Road
Elm Place School	Laurel Avenue & St. Johns Avenue
Indian Trail School	Elm Place & Sheridan Road

Indian Trail School	Park Avenue & Sheridan Road
Indian Trail School	Laurel Avenue & St. Johns Avenue
Indian Trail School	Metra Tracks, West of St. Johns Avenue
Indian Trail School	Oak Street North of 2743 Oak Street
Northwood Middle School	Half-Day Rd, West of Trail Way
Northwood Middle School	Route 41 (Skokie Highway)
Northwood Middle School	Metra Tracks & Highwood Avenue, East of Green Bay Road (Highwood)
Northwood Middle School	Metra Tracks & Washington Avenue, East of Green Bay Road (Highwood) Oak Terrace Sch-Metra Tracks, East of Green Bay
Oak Terrace School	Metra Tracks, East of Green Bay Road
Ravinia School	Metra Tracks, West of St. Johns Avenue
Ravinia School	Lakewood Place & Sheridan Road
Ravinia School	Dean Avenue to Cary Avenue
Sherwood School	Deerfield Road
Wayne Thomas School	Route 41 (Skokie Highway)
Wayne Thomas School	Half-Day Road, West of Trail Way
Wayne Thomas School	Metra Tracks, East of Green Bay Road

At the May 19, 2026, Regular Board Meeting, the administration recommends that the Board approve the continued designation of the hazardous zones listed above.

Recommendation:

Roll call vote to approve the previously state-approved transportation zones listed above as hazardous zones for the purpose of transportation for the 2026-2027 School Year.



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**NORTH SHORE**  
SCHOOL DISTRICT 112

Date: May 19, 2026

To: Dr. Michael Lubelfeld, Superintendent of Schools  
Members of the Board of Education

From: Jeremy Davis, Assistant Superintendent for Business Services/CSBO

Subject: Approval Resolution No. 260519 Designating Interest Earnings in Fiscal Year 2026 as Interest

Policy Alignment: 4:30 Revenues & Investments

Disposition: Action

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Executive Summary:

The Illinois State Board of Education regulations specify that unless a statute or school board resolution provides otherwise, interest earnings on a particular school district fund shall be added to and become part of the principal of that same fund as of June 30 of each fiscal year.

The administration believes that it is in the best interest of the School District to maintain the interest that has been earned during the 2025-2026 fiscal year as distinct from the principal so that such interest is available for statutory transfer to another fund in accordance with Section 10-22.44 of the School Code (105 ILCS 5/10-22.44).

The administration recommends that at the May 19, 2026, Board of Education meeting, the Board approve the attached Resolution No. 260519 Designating Interest Earnings in the Fiscal Year 2026 as Interest.

Recommendation:

Roll call vote to approve Resolution No. 260519 Designating Interest Earnings in the Fiscal Year 2026 as Interest, as presented.

**RESOLUTION NO. 260519  
OF THE  
BOARD OF EDUCATION OF  
NORTH SHORE SCHOOL DISTRICT NO. 112  
DESIGNATING INTEREST EARNINGS IN FISCAL YEAR 2026 AS INTEREST**

**WHEREAS**, by regulation (23 Ill. Administrative Code 100.50(a)(4)), the Illinois State Board of Education specifies that, unless a statute or school board resolution provides otherwise, interest earnings on school district funds shall be added to and become part of principal as of June 30 of each fiscal year;

**WHEREAS**, the Board of Education (“**Board**”) of North Shore School District 112, Lake County, Illinois (“**School District**”) has determined it to be in the best interests of the School District to maintain interest that has been earned during the 2026-2027 fiscal year as distinct from principal so that such interest is available for statutory transfer to another fund in accordance with Section 10-22.44 of the *School Code* (105 ILCS 5/10-22.44) or other applicable laws during subsequent fiscal years; and

**NOW, THEREFORE**, Be It Resolved by the Board of Education of North Shore School District 112, Lake County, Illinois, as follows:

**Section 1**: All interest earned in each fund of this School District during the current fiscal year ending June 30, 2026, is hereby designated to remain classified as interest and not as the principal balance in that fund for the fiscal year beginning July 1, 2026, and is subject to being transferred as interest to the extent permitted by law.

**Section 2**: The School District Treasurer is directed to maintain a record of the total of all interest earnings so designated for each School District fund as of June 30, 2026, and to provide a report of that record to the Board.

**Section 3**: This Resolution shall be in full force and effect immediately upon its adoption.

**ADOPTED** this 19<sup>th</sup> day of May, 2026, by the following roll call vote:

AYES: \_\_\_\_\_

NAYS: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
President, Board of Education

ATTEST: \_\_\_\_\_  
Secretary, Board of Education