Board of Education Business Meeting

Tuesday, May 19, 2026 6:00 PM
D300 Central Office - Anne B Miller Boardroom, 2550 Harnish Drive, Algonquin, IL 60102

1. **Call to Order**

1.1. Roll Call

2. **Closed Session, 6:00pm**

2.1. Motion to go into closed session for the purpose of discussing: 1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body 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 2(c)(2); 3. Litigation 2(c)(11); 4. Student disciplinary cases 2(c)(9); and 5. Security procedures, school building safety and security, and the use of personnel to respond to an actual, a threatened or a reasonably potential danger to the safety of employees, students, staff, the public or public property 2(c)(8).

2.2. Motion to Suspend Closed Session

3. **Reconvene in Open Session (no later than 6:30pm)**

3.1. Roll Call

4. **Pledge of Allegiance, Parkview Elementary School**

5. **Approval of the Agenda**

6. **Moment of Silence**

7. **Recognition**

7.1. State Science Fair & Science Olympiad

7.2. Battle of the Books Champions

7.3. Illinois High School Musical Theatre Awards Nominees

7.4. LEAD Scholarship Recipients

7.5. CTE National Competition Recognition

7.6. Perfect ACT Scores

8. **Public Hearing - ISBE Waiver, Driver's Ed**

9. **Public Participation: Members of the public, especially residents of District 300, are welcome to contribute during public participation. To do so, you must sign up electronically via a computer located in the Central Office lobby between 6:00-6:30pm, or the start of the open meeting; be 18 years old or older or have a parent/legal guardian present with you, give your full name and respectfully state your comments, and you are not permitted to mention the names of specific staff members or students. The Board will not respond in this forum but will thoughtfully consider your statements.**

10. **Superintendent Report**

10.1. Superintendent's Student Advisory Council

10.2. Graduation Highlights

10.3. Together For Tomorrow Update (MFP)

11. **Board Discussion**

11.1. Board Discussion

11.2. Board Committee Reports

12. **Consent Items <$35k**

12.1. Approval of Board Meeting Minutes for April 21, 2026 and May 5, 2026

12.2. Approval of Disposal Report

12.3. Approval of Bills Payable

12.4. Approval of Treasurer's Report

12.5. Approval of Donation Report

12.6. Approval of Out of District Student Travel

12.7. Approval of Consolidated District Plan 2026-2027

12.8. Approval of Outside Legal Counsel, Depositories, & Investment Managers Resolution

12.9. Approval of Algonquin Area Public Library District IGA (Renewal)

12.10. Approval of Facility Rental Agreement 2026-2027

12.11. Approval of Hazardous Routes Resolution

12.12. Approval of Off Cycle Accounts Payable Request

12.13. Approval of Freedom of Information Act Report

13. **Consent Items >$35K**

13.1. Approval of DCHS Additions & Renovations (Bid Package 1)

13.2. Approval of Solar Project Proposal

13.3. Approval of Technology Related Service Contracts

13.4. Approval of Elevator Maintenance Contract

13.5. Approval of Copy Paper Bid (Extension)

13.6. Approval of Education Services Contracts (Renewals)

13.7. Approval of Work-Based Learning Program MOU

14. **Roll Call Action Items**

14.1. Approval of Hearing Program & Lease Agreement (Renewal)

14.2. Approval of ISBE Waiver for Driver's Education Fee

14.3. Approval of Parking Lot Renovation (WCS)

14.4. Approval of DESPA Collective Bargaining Agreement 2026-2029

14.5. Resolution Regarding Uniform Grievance #1

14.6. Resolution Regarding Uniform Grievance #2

15. **Closed Session**

15.1. Motion to go into closed session for the purpose of discussing: 1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body 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 2(c)(2); 3. Litigation 2(c)(11); 4. Student disciplinary cases 2(c)(9); and 5. Security procedures, school building safety and security, and the use of personnel to respond to an actual, a threatened or a reasonably potential danger to the safety of employees, students, staff, the public or public property 2(c)(8).

15.2. Motion to Adjourn Closed Session and return to open session

16. **Reconvene in Open Session**

16.1. Roll Call

17. **Adjournment**

Community Unit School District 300 Monthly
Fixed Asset Disposals
05/01/2026

Date Submitted	Location	Type	Manufacturer / Publisher	Model/Title	Serial #	Tag	Reason for Disposal	Method of Disposal	Funding Source
4/17/2026	JHS	Printer	HP	LaserJet P2015 Series	CNBJP59106	T002756	Broken	Tech Recycle	Local
3/23/2026	DCHS	Laptop	Lenovo	L490	1s20Q6S2NS00PF1TLG9W	T101580	Broken	Tech Recycle	Local
3/23/2026	DCHS	Laptop	Lenovo	L14 Gen2	PF3G8WS4	T116025	Broken	Tech Recycle	Local
3/23/2026	DCHS	Laptop	Lenovo	L14 Gen2	PF3WF26T	T165238	Broken	Tech Recycle	Local
3/23/2026	DCHS	Keyboard	Lenovo	L14NBL-84US	8SSN20W67436C3DG24T1B3K	N/A	Broken	Tech Recycle	Local
3/24/2026	MES	Monitor	Dell	E2011Hc	CN02H2VM641802140FPL	N/A	Broken	Tech Recycle	Local
3/24/2026	MES	Monitor	Dell	E2011Hc	CN02H2VM6418017L08YM	N/A	Broken	Tech Recycle	Local
3/24/2026	MES	Monitor	Dell	E2011Hc	CN02H2VM6418018M0M4M	N/A	Broken	Tech Recycle	Local
3/24/2026	MES	NiMH Battery Charger	Duracell	CEF15NC	N/A	N/A	Broken	Tech Recycle	Local
3/24/2026	MES	AC Power Adapter	Duracell	CEF15ADPUS	N/A	N/A	Broken	Tech Recycle	Local
3/24/2026	MES	Dock	Lenovo	ThinkPad Ultra Docking Station	N/A	N/A	Broken	Tech Recycle	Local
3/24/2026	MES	Dock	Lenovo	ThinkPad Basic Docking Station	N/A	N/A	Broken	Tech Recycle	Local
3/24/2026	MES	Keyboard	Dell	L30U	CN0N242F7357101804GHA01	N/A	Broken	Tech Recycle	Local
3/24/2026	MES	AC Power Adapter	Lenovo	ADL135NCC2A	8SSA10E75849C2TJ17Z0BWC	N/A	Broken	Tech Recycle	Local
3/24/2026	MES	AC Power Adapter	Lenovo	ADLX90NDC2A	11S45N0243Z1ZS9A92M4LG	N/A	Broken	Tech Recycle	Local
3/24/2026	MES	AC/DC Power Adapter (7)	NA	EI-35-0450450D	N/A	N/A	Broken	Tech Recycle	Local
3/25/2026	DCHS	Laptop	Lenovo	L14 Gen2	PF3TVTK2	T165430	Broken	Tech Recycle	Local
4/6/2026	EVES	Document Camera	Aver	U50	4.01022E+12	N/A	Broken	Tech Recycle	Local
4/6/2026	EVES	Document Camera	Aver	U51	4.01022E+12	T61044	Broken	Tech Recycle	Local
4/20/2026	DCHS	AC Power Adapter	Chicony	A20-065N3A	S930401A10C5401L29003067	T190267	Broken	Tech Recycle	Local
4/23/2026	DCHS	Laptop	Lenovo	L14 Gen2	PF3TTPXM	T166451	Broken	Tech Recycle	Local
4/24/2026	DCHS	Laptop	Lenovo	L14 Gen2	PF3W5PRP	T165284	Broken	Tech Recycle	Local
4/24/2026	DCHS	Laptop	Lenovo	L490	1s20Q6S2NS00PF1TLE11	T101712	Broken	Tech Recycle	Local
03/30/2026	DHES	USBC Charger				T234998	Broken	Tech Recycle	Local
03/31/2026	CO	Dock	Lenovo	40B0	ZDTN2VP0	T172509	Broken	Tech Recycle	Local
03/31/2026	CO	Dock Adapter	Lenovo	ADL 135NCC3A	N/A	N/A	Broken	Tech Recycle	Local
03/31/2026	CO	Slide Dock	Lenovo	40AG	M5G00NPV	N/A	Broken	Tech Recycle	Local
03/31/2026	CO	Wireless Keyboard	Logitech	Y-R0042	1503CE0C5548	N/A	Broken	Tech Recycle	Local
03/31/2026	CO	Wireless Keyboard	Logitech	Y-R0042	2026SY0238Z8	N/A	Broken	Tech Recycle	Local
03/31/2026	CO	Laptop	Lenovo	ThinkPad P1 Gen 3	PW00KGSQ	T115092	Broken	Tech Recycle	Local
03/31/2026	CO	Dock Adapter	Lenovo	ADL 135NLC3A	N/A	N/A	Broken	Tech Recycle	Local
03/31/2026	Admin	VGA Cables (40 total)	BlackBox	EVNPS06-0025-MM	N/A	N/A	Obsolete	Tech Recycle	Local
03/31/2026	Admin	Cisco Stacking Cables (30 total)	Cisco	CAB-STACK-3M	N/A	N/A	Obsolete	Tech Recycle	Local
04/01/2026	Admin	VoIP phone	Mitel	5340	AVAGN8830	N/A	Obsolete	Tech Recycle	Local
04/02/2026	Admin	VoIP phone	Mitel	5340	AVAEG6886	N/A	Broken	Tech Recycle	Local
04/02/2026	LWS	Switch	Cisco	WS-C3560X-48P-Sv02	FDO1608K221	T27992	Obsolete	Tech Recycle	Local
04/02/2026	LWS	Switch	Cisco	WS-C3560X-48P-Sv02	FDO1616V0W5	T27991	Obsolete	Tech Recycle	Local
04/02/2026	LWS	Switch	Cisco	WS-C3560X-48P-Sv02	FDO1610V19U	T27994	Obsolete	Tech Recycle	Local
04/02/2026	LWS	Switch	Cisco	WS-C3560X-48P-Sv02	FDO1607V0WD	T27993	Obsolete	Tech Recycle	Local
04/02/2026	LWS	Switch	Cisco	WS-C3560X-48P-Sv02	FDO1522V0ZL	T26925	Obsolete	Tech Recycle	Local
04/09/2026	B&G	iPhone	Apple	SE	N/A	T97750	Obsolete	Tech Recycle	Local
04/09/2026	DCHS	iPhone	Apple	iPhone 8	N/A	T67113	Obsolete	Tech Recycle	Local
04/10/2026	CMS	iPhone	Apple	iPhone 8	N/A	T164097	Obsolete	Tech Recycle	Local
04/14/2026	CO	Docking Station	Lenovo	Universal Thunderbolt 4	ZDTG2CP7	T169238	Broken	Tech Recycle	Local
04/15/2016	Admin	VoIP Phone	Mitel	5340	FSACO3109	N/A	Broken	Tech Recycle	Local
04/15/2016	Admin	VoIP Phone	Mitel	5340	AVAEG7736	N/A	Broken	Tech Recycle	Local
04/23/2026	CMS	Switch Power Supply	Cisco	EDPS-715ABA	DTN1609K104	N/A	Broken	Tech Recycle	Local
04/23/2026	CMS	Switch Power Supply	Cisco	EDPS-715ABA	DTN1609K2F3	N/A	Broken	Tech Recycle	Local
4/6/2026	LITH	Radio	Motorola	CP220d- AAH88QCP9JAN	546TXB2331	114518	Broken	Tech Recycle	Local
4/6/2026	LITH	Radio	Motorola	CP220d- AAH01QDC9JC2AN	752TUFN652	112331	Broken	Tech Recycle	Local
4/6/2026	CMS	1/2 Bass	Schiller	Student	M52947	N/A	Damaged	Refuse	Local
4/6/2026	CMS	1/2 Bass	Kay	M3	57636	N/A	Damaged	Refuse	Local
4/6/2026	CMS	1/2 Bass	NA	N/A	N/A	118523	Damaged	Refuse	Local
4/6/2026	CMS	4/4 Cello	Roth	40	C9-1373	118536	Damaged	Refuse	Local
4/6/2026	CMS	1/4 Bass	Shen	Sb88	2017-9-88	118538	Damaged	Refuse	Local
4/6/2026	CMS	1/4 Bass	KAy	M-3	50241	118548	Damaged	Refuse	Local
4/6/2026	CMS	4/4 Violin	Pfretzchner	301-C	1610	118549	Damaged	Refuse	Local
4/6/2026	CMS	4/4 Cello	Lewis	1915	50544	118551	Damaged	Refuse	Local
4/6/2026	CMS	Viola, 14"	Pfretzchner	105	9k1000	118555	Damaged	Refuse	Local
4/6/2026	CMS	4/4 Violin	Mueller	110f	R7427	118559	Damaged	Refuse	Local
4/6/2026	CMS	4/4 Violin	NA	N/A	NA12	118564	Damaged	Refuse	Local
4/6/2026	CMS	1/2 Violin	Palatino	N/A	N/A	118575	Damaged	Refuse	Local
4/6/2026	CMS	14 empty violin/viola casses	NA	N/A	N/A	N/A	Damaged	Refuse	Local
4/7/2026	GES	702 weeded library books due to condition, relevance, and age.	Multiple	Multiple	Multiple	Multiple	Obsolete	Recycle	Local
4/7/2026	DHES	189 weeded library books	Multiple	Multiple	Multiple	Multiple	Obsolete	Recycle	Local

4/8/2026	HES	timpani	Slingerland Tympani	N/A	N/A	10649	Damaged	Refuse	Local
4/8/2026	HES	timpani	Slingerland Tympani	N/A	N/A	10651	Damaged	Refuse	Local
4/9/2026	LITH	Radio	Motorola	SL300	AAH88QCP9JA2AN	119639	Broken	Tech Recycle	Local
4/9/2026	HHS	780 Weeded Library Books	Multiple	Multiple	Multiple	Multiple	Obsolete	Recycle	Local
4/10/2026	HHS	711 Weeded Curricular Novels	Multiple	Multiple	Multiple	Multiple	Damaged	Recycle	Local
4/10/2026	DCHS	Dance Team uniforms	Varsity Spirit	N/A	N/A	N/A	Damaged	Refuse	Local
4/13/2026	CMS	4/4 Cello	Roth	F611	H7533	112514	Damaged	Refuse	Local
4/13/2026	CMS	3/4 Cello	Roth	40	H9-1683	N/A	Damaged	Refuse	Local
4/13/2026	CMS	3/4 Cello	Lewis	Laurel	1919	118537	Damaged	Refuse	Local
4/13/2026	CMS	2/4 Cello	Shen	Sc150	2008-2-69	118522	Damaged	Refuse	Local
4/13/2026	CMS	3/4 Violin	Mendini	Series 1	100043481	118500	Damaged	Refuse	Local
4/13/2026	CMS	4/4 Cello	Ton-Klar/Lewis	1917	10320	112517	Damaged	Refuse	Local
4/13/2026	CMS	3/4 Cello	Shen	SC150	2008-2-68	108522	Damaged	Refuse	Local
4/13/2026	CMS	3/4 Cello	Shen	Sc100	2002-2-14	N/A	Damaged	Refuse	Local
4/13/2026	CMS	3/4 Cello	Shen	Sc100	2002-2-9	112512	Damaged	Refuse	Local
4/13/2026	WCS	Violin	Herman Beyer	N/A	6024725	117755	Damaged	Refuse	Local
4/16/2026	HHS	Auditorium Lighting	Rama, Strand	RA009142, M12081, 11331	N/A	N/A	Obsolete	Metal Recycle	Local
4/17/2026	DCHS	old uniforms	Varsity	N/A	N/A	N/A	Damaged	Refuse	Local
4/21/2026	PVES	Amplify CKLA Unit 6 Reader Gr. 3	Amplify	978-1-68391-040-4	978-1-68391-040-4	4E+13	Damaged	Refuse	Local
4/22/2026	DMS	37 stackable lounge chairs (plastic with metal frame)	N/A	N/A	N/A	N/A	Obsolete	Metal Recycle	Local
4/22/2026	Admin	Chemins 1, 1A, 1B, 2, 3, 4	Vista Higher Learning	N/A	N/A	N/A	Obsolete	Recycle	Local
4/22/2026	Admin	D'Accord! 1, 2, 3	Vista Higher Learning	N/A	N/A	N/A	Obsolete	Recycle	Local
4/22/2026	Admin	Triangulo Aproado Abriendo Paso	Savaas	N/A	N/A	N/A	Obsolete	Recycle	Local
4/23/2026	PVES	272 weeded library books due to condition,	Multiple	Multiple	Multiple	Multiple	Damaged	Recycle	Local
4/23/2026	DMS	176 weeded damaged Resource novels	Multiple	Multiple	Multiple	Multiple	Damaged	Recycle	Local
4/24/2026	Admin	Moving with Math: Math Foundations- Teacher Guides, Teacher print materials, student print materials	Math Teacher Press	Moving with Math Foundations	Multiple	Multiple	Obsolete	Recycle	Local
4/24/2026	Admin	Into Math: Teacher Guides, Teacher print materials, Student print materials	HMH	Into Math Series	Multiple	Multiple	Obsolete	Recycle	Local

*Supporting documentation available in the Purchasing Department.

Nicole Kennedy

Nicole Kennedy, Director of Purchasing

5/1/2026

Date

Community Unit School District 300

A/P Board Bill Listing for May 19, 2026

For Invoices Processed from 04/23/26 through 05/06/26

Fund		Amount
Educational	$	8,120,563.99
Health Insurance Fund	$	-
Grant Fund	$	104,479.82
Operations & Maintenance	$	603,700.08
Debt Service	$	476.75
Transportation	$	53,440.98
Municipal Retirement Fund	$	9,411.00
Capital Projects	$	3,214.00
Impact Fees		
Tort Immunity Fund		
Total All Funds	$	8,895,286.62

Approved at a meeting of the Board of Education, Community Unit School District No. 300

Date: _____

Signed: _____ _____

President Secretary

AP Check Register

AP Run: 20260519 AP — Post Date: 2026-05-19 — AP Run Type: R **COMMUNITY UNIT SCHOOL DIST 300**

Check Date	Check Number	Payment Type	Name	Check Amount
05/19/2026	00688	Wire Transfer	COMCAST	7,500.00
05/19/2026	00689	Wire Transfer	FLEETMATICS USA LLC	450.55
05/19/2026	00690	Wire Transfer	ILLINOIS MUNICIPAL RET FUND	9,411.00
05/19/2026	00691	Wire Transfer	NORTHERN KANE EDUCATIONAL CORP	2,705,370.20
05/19/2026	00692	Wire Transfer	T-MOBILE USA INC	10,118.81
05/19/2026	10939	Check	1-800MD LLC	720.00
05/19/2026	10940	Check	ADESTA LLC	3,187.87
05/19/2026	10941	Check	ADVENTIST GLENOAKS HOSPITAL	35,054.44
05/19/2026	10942	Check	ALEXANDER LEIGH CTR FOR AUTISM	52,711.00
05/19/2026	10943	Check	ALL LEARNERS NETWORK INC	1,375.00
05/19/2026	10944	Check	ALLENDALE ASSOCIATION	16,790.00
05/19/2026	10945	Check	AMELIO, BRIDGET A	79.68
05/19/2026	10946	Check	AMERICAN OUTFITTERS LTD	2,775.00
05/19/2026	10947	Check	ARACHAS GROUP LLC	28,000.00
05/19/2026	10948	Check	ASSURED HEALTHCARE STAFFING	6,050.20
05/19/2026	10949	Check	AUGSBURG UNIVERSITY	685.00
05/19/2026	10950	Check	B AND H PHOTO-VIDEO	388.77
05/19/2026	10951	Check	BALCAZAR, KATHY A	51.88
05/19/2026	10952	Check	BATTERIES PLUS 1028	196.04
05/19/2026	10953	Check	BAYCOM INC	2,638.40
05/19/2026	10954	Check	BECKERS SCHOOL SUPPLIES	393.12
05/19/2026	10955	Check	BERINGER, ROBERT J	192.15
05/19/2026	10956	Check	BOYS TOWN PRESS	214.00
05/19/2026	10957	Check	BREAKOUT EDU	119.00
05/19/2026	10958	Check	BRISTOL HOSE & FITTING INC	3,309.57
05/19/2026	10959	Check	BSN SPORTS LLC	8,386.29
05/19/2026	10960	Check	BUTCHER ON THE BLOCK	165.50
05/19/2026	10961	Check	C&L RENTAL SALES AND SERVICE	3,530.75
05/19/2026	10962	Check	CAMELOT THERAPEUTIC SCHOOLS LL	76,021.70
05/19/2026	10963	Check	CANCIO, EUGENE G	61.33
05/19/2026	10964	Check	CANTEEN REFRESHMENTS	1,919.16
05/19/2026	10965	Check	CENTER FOR COMPREHENSIVE SERVICES INC	26,800.26
05/19/2026	10966	Check	CENTER FOR SAFE AND RESILIENT SCHOOLS AND WORKPLACES INC	4,631.12

AP Check Register

Check Date	Check Number	Payment Type	Name	Check Amount
05/19/2026	10967	Check	CENTER FOR TEACHING FOR BILITERACY	1,550.00
05/19/2026	10968	Check	CENTURY PRINT AND GRAPHICS	2,004.44
05/19/2026	10969	Check	CHIAPPETTA, MONIKA	458.16
05/19/2026	10970	Check	CHRISTINA D KUJAWA	4,111.48
05/19/2026	10971	Check	CINTAS CORPORATION	19,379.96
05/19/2026	10972	Check	CITICARE SERVICES LLC	1,180.00
05/19/2026	10973	Check	COLLEY ELEVATOR	2,563.00
05/19/2026	10974	Check	COMMUNITY HIGH SCHOOL DISTIRCT 99	3,502.38
05/19/2026	10975	Check	COMMUNITY UNIT SCHOOL DISTRICT 303	1,200.00
05/19/2026	10976	Check	CONSERV FS	917.54
05/19/2026	10977	Check	CONTECH MSI CO	3,332.00
05/19/2026	10978	Check	CREATIVE ENTOURAGE AGENCY	651.92
05/19/2026	10979	Check	CRISIS PREVENTION INSTITUTE	3,099.00
05/19/2026	10980	Check	CROWLEY, SHONDA MARIE	233.34
05/19/2026	10981	Check	CTI/USA INC	2,030.30
05/19/2026	10982	Check	DASHR LLC	2,385.00
05/19/2026	10983	Check	DEERFIELD HIGH SCHOOL	300.00
05/19/2026	10984	Check	DELTA DENTAL PLAN OF ILLINOIS	170,852.30
05/19/2026	10985	Check	DEMCO INC	295.04
05/19/2026	10986	Check	DISCOVERY EDUCATION	1,500.00
05/19/2026	10987	Check	DOMINGUEZ, ARIANIS	60.06
05/19/2026	10988	Check	DOTHAN SECURITY INC	14,610.94
05/19/2026	10989	Check	DUKES BLUES N BBQ LLC	578.50
05/19/2026	10990	Check	ECC BOOKSTORE	15,800.20
05/19/2026	10991	Check	EDS RENTAL AND SALES INC	3,250.00
05/19/2026	10992	Check	EDS RENTAL AND SALES INC	517.50
05/19/2026	10993	Check	EDUCATIONAL PRODUCTS INC	10,094.00
05/19/2026	10994	Check	EHARDT, JEFFREY M	224.14
05/19/2026	10995	Check	FAGEN FRIEDMAN AND FULFROST LLP	36,233.93
05/19/2026	10996	Check	FAMILY SERVICE ASSOCIATION OF GREATER ELGIN AREA	29,299.16
05/19/2026	10997	Check	FERGUSON ENTERPRISES LLC	11,885.01
05/19/2026	10998	Check	FERGUSON ENTERPRISES LLC	6,521.24
05/19/2026	10999	Check	FLINN SCIENTIFIC INC	33.87

AP Check Register

AP Run: 20260519 AP — Post Date: 2026-05-19 — AP Run Type: R **COMMUNITY UNIT SCHOOL DIST 300**

Check Date	Check Number	Payment Type	Name	Check Amount
05/19/2026	11000	Check	GAME ONE	2,058.52
05/19/2026	11001	Check	GERACE, KELLI A	132.62
05/19/2026	11002	Check	GLOBAL INDUSTRIAL EQUIPMENT	278.84
05/19/2026	11003	Check	GOOBER PRINTS LLC	998.00
05/19/2026	11004	Check	GOODEN, JENNIFER L	72.53
05/19/2026	11005	Check	GOPHER SPORT	918.00
05/19/2026	11006	Check	GRANDZIEL, VICTORIA L	27.70
05/19/2026	11007	Check	GREAT MINDS PBC	18,131.65
05/19/2026	11008	Check	GREEN, MATTHEW B	4.35
05/19/2026	11009	Check	GROSS, RICHARD A	114.67
05/19/2026	11010	Check	GUTIERREZ, INEABELLE	106.49
05/19/2026	11011	Check	HAASE, TONYA M	78.34
05/19/2026	11012	Check	HAND2MIND INC	125.74
05/19/2026	11013	Check	HAUSER, BRAYDON C	81.28
05/19/2026	11014	Check	HAWKINS, HEATHER M	23.20
05/19/2026	11015	Check	HENNESSY, PATRICIA L	27.56
05/19/2026	11016	Check	HENRY SCHEIN INC	58.20
05/19/2026	11017	Check	HERNANDEZ, ANGELA C	113.10
05/19/2026	11018	Check	HOBART SERVICE	3,432.61
05/19/2026	11019	Check	HOLIAN INSULATION COMPANY INC	18,399.22
05/19/2026	11020	Check	HOWARD, JEANNE L	47.35
05/19/2026	11021	Check	IL SCHOOL VISUALLY IMPAIRED	886.00
05/19/2026	11022	Check	ILLINOIS SCHOOL SERVICES	2,381.00
05/19/2026	11023	Check	IMPERIAL DADE	169.26
05/19/2026	11024	Check	INFINITY TRANSPORTATION MANAGEMENT LLC	17,618.53
05/19/2026	11025	Check	INSECT LORE	824.57
05/19/2026	11026	Check	J AND D ENTERPRISES	6,999.00
05/19/2026	11027	Check	JAMF SOFTWARE LLC	25.35
05/19/2026	11028	Check	JOHNSON CONTROLS BUILDING SOLUTIONS LLC	8,459.40
05/19/2026	11029	Check	JOHNSON CONTROLS FIRE PROTECTION LP	650.00
05/19/2026	11030	Check	JUSTFOIA INC	1,126.64
05/19/2026	11031	Check	JW PEPPER	914.98
05/19/2026	11032	Check	KANELAND CUSD 302	400.00

AP Check Register

Check Date	Check Number	Payment Type	Name	Check Amount
05/19/2026	11033	Check	KEEN, BETH A	87.79
05/19/2026	11034	Check	KIND, EMILY M	116.00
05/19/2026	11035	Check	KIRHOFERS SPORTS INC	4,740.00
05/19/2026	11036	Check	LEADERSHIP EDGE LLC	1,800.00
05/19/2026	11037	Check	LED RITE LLC	1,942.74
05/19/2026	11038	Check	LERETTE-KAUFFMAN, HEIDI A	141.41
05/19/2026	11039	Check	LINDEN OAKS HOSPITAL	58.16
05/19/2026	11040	Check	LIPPERER, JESSICA L	23.99
05/19/2026	11041	Check	LOPEZ, CARISA	252.52
05/19/2026	11042	Check	LOUIS, SHARON	20.30
05/19/2026	11043	Check	LOYOLA PRESS	874.00
05/19/2026	11044	Check	LOYOLA UNIVERSITY CHICAGO	1,075.00
05/19/2026	11045	Check	M AND A PRECISION TRUCK REPAIR	46.00
05/19/2026	11046	Check	MARBLESOFT	193.86
05/19/2026	11047	Check	MARSH & MCLENNAN AGENCY LLC	14,000.00
05/19/2026	11048	Check	MASCORRO, DOMINIQUE R	87.06
05/19/2026	11049	Check	MATTER HACKERS INC	617.27
05/19/2026	11050	Check	MCGRAW HILL LLC	8,207.47
05/19/2026	11051	Check	MENARDS	1,272.94
05/19/2026	11052	Check	MF ATHLETIC CO INC	124.50
05/19/2026	11053	Check	MICKLE, JONATHAN W	431.70
05/19/2026	11054	Check	MOBILE MINI	1,253.42
05/19/2026	11055	Check	NAVARRO, MARIA S	302.29
05/19/2026	11056	Check	NEFF COMPANY	156.55
05/19/2026	11057	Check	NEUCO INC	574.03
05/19/2026	11058	Check	NIEVES, MARIA L	119.68
05/19/2026	11059	Check	NORTH AMERICAN CORPORATION	30,659.62
05/19/2026	11060	Check	NORTHWESTERN ILLINOIS ASSOCIAT	257,321.50
05/19/2026	11061	Check	NUMERACY CONSULTANTS LLC	4,950.00
05/19/2026	11062	Check	OGDEN, KEVIN	1,320.00
05/19/2026	11063	Check	OLVERA, MANDY M	79.75
05/19/2026	11064	Check	ORIENTAL TRADING CO.	721.91
05/19/2026	11065	Check	PADDOCK PUBLICATIONS	529.00

AP Check Register

Check Date	Check Number	Payment Type	Name	Check Amount
05/19/2026	11066	Check	PAHCS II	278,284.00
05/19/2026	11067	Check	PALATINE HIGH SCHOOL	405.00
05/19/2026	11068	Check	PAULY'S CUSTOM APPAREL COMPANY	1,321.00
05/19/2026	11069	Check	PEARSON ASSESSMENTS	173.10
05/19/2026	11070	Check	PEERLESS NETWORK	715.83
05/19/2026	11071	Check	PETERSEN FUELS INC.	50.95
05/19/2026	11072	Check	PIONEER RANDUSTRIAL	688.34
05/19/2026	11073	Check	PLAINFIELD SCHOOL DISTRICT 202	3,250.00
05/19/2026	11074	Check	POPE TECH CORPORATION	1,401.65
05/19/2026	11075	Check	PORTER PIPE AND SUPPLY CO	1,452.85
05/19/2026	11076	Check	PRINT LOOP	3,593.00
05/19/2026	11077	Check	PRO-ED	94.60
05/19/2026	11078	Check	PROJECT LEAD THE WAY INC	2,446.50
05/19/2026	11079	Check	RAKOWSKI, ANDY T	23.20
05/19/2026	11080	Check	REALLY GOOD STUFF INC	16.56
05/19/2026	11081	Check	RED WING BUSINESS ADVANTAGE AC	184.49
05/19/2026	11082	Check	REINKE INTERIOR SUPPLY CO INC	1,748.70
05/19/2026	11083	Check	RENZI & ASSOCIATES	6,250.00
05/19/2026	11084	Check	RESTAURANT SUPPLY LLC	9,900.00
05/19/2026	11085	Check	RIVERA, LUIS R	72.93
05/19/2026	11086	Check	RIVERSIDE ASSESSMENTS LLC	298.96
05/19/2026	11087	Check	ROCHESTER 100 INC	630.00
05/19/2026	11088	Check	RODRIGUEZ, AMI M	34.12
05/19/2026	11089	Check	ROMAN, HILDA E	15.23
05/19/2026	11090	Check	RUIZ, PATRICIA L	87.00
05/19/2026	11091	Check	RUSSO POWER EQUIPMENT	189.00
05/19/2026	11092	Check	SARGENTS EQUIPMENT & REPAIR SERVICES INC	923.33
05/19/2026	11093	Check	SCHNEIDER ELECTRIC BUILDINGS	1,180.00
05/19/2026	11094	Check	SCHOLASTIC INC	4,012.80
05/19/2026	11095	Check	SCHOLASTIC INC	105.96
05/19/2026	11096	Check	SCHOLASTIC INC	1,007.01
05/19/2026	11097	Check	SCHOOL HEALTH CORPORATION	1,741.07
05/19/2026	11098	Check	SECURITY 20/20 INC	822.20

AP Check Register

AP Run: 20260519 AP — Post Date: 2026-05-19 — AP Run Type: R **COMMUNITY UNIT SCHOOL DIST 300**

Check Date	Check Number	Payment Type	Name	Check Amount
05/19/2026	11099	Check	SERVICEWEAR APPAREL INC	8,994.50
05/19/2026	11100	Check	SEVEN HILLS NEW HAMPSHIRE INC	51,622.29
05/19/2026	11101	Check	SITEONE LANDSCAPE SUPPLY LLC	2,824.37
05/19/2026	11102	Check	SLAVICH, LAURA D	7.99
05/19/2026	11103	Check	SPIRO, NICHOLAS M	139.44
05/19/2026	11104	Check	STA-KLEEN INC	80.00
05/19/2026	11105	Check	STAPLES	425.29
05/19/2026	11106	Check	STAR AUTISM HOLDINGS LLC	5,900.00
05/19/2026	11107	Check	STEINER ELECTRIC CO.	718.39
05/19/2026	11108	Check	STENSTROM PETROLEUM SERVICES G	1,258.10
05/19/2026	11109	Check	STRATTON, DIANE M	26.99
05/19/2026	11110	Check	SWEETWATER SOUND INC	900.23
05/19/2026	11111	Check	T S LIVINGSTON INC	1,725.00
05/19/2026	11112	Check	THE RESPONSIVE MAILROOM INC	52.76
05/19/2026	11113	Check	THOMPSON ELEVATOR INSPECTION	300.00
05/19/2026	11114	Check	TLK MARKETING & SPORTS	3,660.75
05/19/2026	11115	Check	TOMS PRODUCTIONS LLC	1,721.50
05/19/2026	11116	Check	TOWN AND COUNTRY GARDENS INC	142.99
05/19/2026	11117	Check	TRANE COMPANY	21,969.64
05/19/2026	11118	Check	TROY, JENNIFER E	67.26
05/19/2026	11119	Check	ULINE SHIPPING SUPPLY	21,830.45
05/19/2026	11120	Check	ULRICH, KARL H	73.95
05/19/2026	11121	Check	VALDES LLC	1,477.00
05/19/2026	11122	Check	VENTRIS LEARNING LLC	1,204.00
05/19/2026	11123	Check	VILLAGE OF CARPENTERSVILLE	16,260.55
05/19/2026	11124	Check	VILLAGE OF LAKE IN THE HILLS	336.00
05/19/2026	11125	Check	VILLAGE OF LAKE IN THE HILLS	320.75
05/19/2026	11126	Check	VISION SERVICE PLAN	26,028.47
05/19/2026	11127	Check	VS ATHLETICS	1,899.50
05/19/2026	11128	Check	VT SERVICES INC	150.00
05/19/2026	11129	Check	WAREHOUSE DIRECT INC	2,328.19
05/19/2026	11130	Check	WASHINGTON, RACQUEL W	174.00
05/19/2026	11131	Check	WEATHERGUARD ROOFING COMPANY	1,115.52

AP Check Register

Check Date	Check Number	Payment Type	Name	Check Amount
05/19/2026	11132	Check	WEST A THOMSON REUTERS BUSINES	1,303.85
05/19/2026	11133	Check	WEST SIDE ELECTRIC SUPPLY INC.	650.41
05/19/2026	11134	Check	WESTERN PSYCHOLOGICAL SERVICES	649.00
05/19/2026	11135	Check	WHITEYS TOWING	350.00
05/19/2026	11136	Check	WINDSTAR LINES INC	6,068.00
05/19/2026	11137	Check	WIPEBOOK CORP	2,706.09
05/19/2026	11138	Check	WOOD, KATIE L	78.48
05/19/2026	11139	Check	ZYER, JILL E	112.31
05/19/2026	9000001575	ACH	AMAZON CAPITAL SERVICES INC	9,416.41
05/19/2026	9000001576	ACH	ANDERSON LOCK COMPANY LTD	3,764.80
05/19/2026	9000001577	ACH	APPLE COMPUTER INC	4,039.00
05/19/2026	9000001578	ACH	ARBITERSPORTS	10,000.00
05/19/2026	9000001579	ACH	AUGUST, JAMES C, II	49.09
05/19/2026	9000001580	ACH	B&B NETWORKS INC	7,374.55
05/19/2026	9000001581	ACH	BADGER SPORTING GOODS CO., INC	495.00
05/19/2026	9000001582	ACH	BERUMEN, JULIE	183.29
05/19/2026	9000001583	ACH	BLICK ART MATERIALS LLC	33.51
05/19/2026	9000001584	ACH	BLUE CROSS	3,824,188.51
05/19/2026	9000001585	ACH	BRODERICK, SANDRA L	53.03
05/19/2026	9000001586	ACH	CASSANDRA STRINGS	1,996.16
05/19/2026	9000001587	ACH	CDW-G	73,295.59
05/19/2026	9000001588	ACH	CONSTELLATION NEW ENERGY	13,943.20
05/19/2026	9000001589	ACH	DEWBERRY ARCHITECTS INC	3,849.00
05/19/2026	9000001590	ACH	DONS WORLD OF SPORTS	374.40
05/19/2026	9000001591	ACH	EDUSTAFF LLC	348,606.64
05/19/2026	9000001592	ACH	ENRIQUEZ, FLOR	230.06
05/19/2026	9000001593	ACH	ENTERPRISE FM TRUST	29,562.82
05/19/2026	9000001594	ACH	FASTSIGNS OF CARPENTERSVILLE	219.77
05/19/2026	9000001595	ACH	FLOLO CORPORATION	2,897.11
05/19/2026	9000001596	ACH	FOLLETT CONTENT SOLUTIONS LLC	4,379.66
05/19/2026	9000001597	ACH	FREEMAN, PATRICIA L	92.82
05/19/2026	9000001598	ACH	GECAN, MATTHEW ALEXANDER	111.23
05/19/2026	9000001599	ACH	GRAINGER	26,483.30

AP Check Register

Check Date	Check Number	Payment Type	Name	Check Amount
05/19/2026	9000001600	ACH	JDK SERVICES	33,600.00
05/19/2026	9000001601	ACH	KLEIN THORPE & JENKINS LTD	4,856.88
05/19/2026	9000001602	ACH	KRAUSE, GARY A	61.09
05/19/2026	9000001603	ACH	MANPOWER	6,059.48
05/19/2026	9000001604	ACH	MOTLEY, JOSHUA S	200.32
05/19/2026	9000001605	ACH	MURNANE PAPER COMPANY	17,894.00
05/19/2026	9000001606	ACH	ORGANIC LIFE LLC	2,453.00
05/19/2026	9000001607	ACH	ROBERTS JR., KEVIN A	127.44
05/19/2026	9000001608	ACH	RODRIGUEZ, BRANDON M	200.29
05/19/2026	9000001609	ACH	RON JONES ELECTRIC INC	3,003.65
05/19/2026	9000001610	ACH	ROSALES, RICKY R	176.72
05/19/2026	9000001611	ACH	SANCHEZ, ADRIAN	231.85
05/19/2026	9000001612	ACH	SCHOOL SPECIALTY, LLC	22,513.52
05/19/2026	9000001613	ACH	SOLUTION TREE	3,587.40
05/19/2026	9000001614	ACH	SPEECH KIDZ LLC	37,785.00
05/19/2026	9000001615	ACH	STEPPING STONES GROUP LLC	16,410.50
05/19/2026	9000001616	ACH	VOYA FINANCIAL	41,696.78
05/19/2026	9000001617	ACH	WARDS NATURAL SCIENCE EST IN	8.76
05/19/2026	9000001618	ACH	WEST MUSIC COMPANY	530.20
			Total:	**8,847,546.58**

20260519 AP Summary

Type	Count	Amount
Regular Checks:	201	1,557,660.19
ACH Checks:	44	4,557,035.83
Wire Transfers:	5	2,732,850.56
Epayables:	0	0.00
Total:	**250**	**8,847,546.58**

Fund	Total
10 - EDUCATION FUND	8,089,573.80
14 - GRANT FUND	104,119.82
20 - OPERATIONS & MAINTENANCE FUND	587,786.98
40 - TRANSPORTATION FUND	53,440.98
50 - MUNICIPAL RETIREMENT FUND	9,411.00
60 - SITE & CONSTRUCTION FUND	3,214.00
	8,847,546.58

AP Check Register

AP Run: 20260515 AP OFFCYCLE — Post Date: 2026-05-15 — AP Run Type: R **COMMUNITY UNIT SCHOOL DIST 300**

Check Date	Check Number	Payment Type	Name	Check Amount
05/15/2026	9000001574	ACH	CHERRY, CHRISTOPHER C	3,228.28
			Total:	**3,228.28**

20260515 AP OFFCYCLE Summary

Type	Count	Amount
Regular Checks:	0	0.00
ACH Checks:	1	3,228.28
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**3,228.28**

Fund	Total
10 - EDUCATION FUND	3,228.28
	3,228.28

AP Check Register

AP Run: 20260507 AP OFFCYCLE — Post Date: 2026-05-07 — AP Run Type: R **COMMUNITY UNIT SCHOOL DIST 300**

Check Date	Check Number	Payment Type	Name	Check Amount
05/07/2026	00687	Wire Transfer	AMALGAMATED BANK OF CHICAGO	476.75
05/07/2026	10923	Check	BLUETRITON BRANDS INC	6,348.76
05/07/2026	10924	Check	IDPH - VISION & HEARING	360.00
05/07/2026	10925	Check	SARGENTS EQUIPMENT & REPAIR SERVICES INC	4,819.50
05/07/2026	10926	Check	VILLAGE OF ALGONQUIN	9,664.48
			Total:	**21,669.49**

20260507 AP OFFCYCLE Summary

Type	Count	Amount
Regular Checks:	4	21,192.74
ACH Checks:	0	0.00
Wire Transfers:	1	476.75
Epayables:	0	0.00
Total:	**5**	**21,669.49**

AP Check Register

Fund	Total
10 - EDUCATION FUND	6,348.76
14 - GRANT FUND	360.00
20 - OPERATIONS & MAINTENANCE FUND	14,483.98
30 - BOND & INTEREST FUND	476.75
	21,669.49

AP Check Register

AP Run: 05072026 AP OFFCYCLE — Post Date: 2026-05-07 — AP Run Type: R **COMMUNITY UNIT SCHOOL DIST 300**

Check Date	Check Number	Payment Type	Name	Check Amount
05/07/2026	10927	Check	VILLAGE OF ALGONQUIN	1,429.12
			Total:	**1,429.12**

05072026 AP OFFCYCLE Summary

Type	Count	Amount
Regular Checks:	1	1,429.12
ACH Checks:	0	0.00
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**1**	**1,429.12**

Fund	Total
20 - OPERATIONS & MAINTENANCE FUND	1,429.12
	1,429.12

AP Check Register

AP Run: 20260430 AP OFFCYCLE — Post Date: 2026-04-30 — AP Run Type: R **COMMUNITY UNIT SCHOOL DIST 300**

Check Date	Check Number	Payment Type	Name	Check Amount
04/30/2026	10918	Check	READ TO THEM	2,967.30
04/30/2026	10919	Check	SWEETWATER SOUND INC	612.85
04/30/2026	9000001572	ACH	FOREST PRINTING COMPANY	16,442.26
			Total:	**20,022.41**

20260430 AP OFFCYCLE Summary

Type	Count	Amount
Regular Checks:	2	3,580.15
ACH Checks:	1	16,442.26
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**3**	**20,022.41**

Fund	Total
10 - EDUCATION FUND	20,022.41
	20,022.41

AP Check Register

AP Run: 20260430 AP OFFCYCLE-2 — Post Date: 2026-04-30 — AP Run Type: R **COMMUNITY UNIT SCHOOL DIST 300**

Check Date	Check Number	Payment Type	Name	Check Amount
04/30/2026	10920	Check	KONA ICE OF MCHENRY COUNTY	1,112.50
04/30/2026	9000001573	ACH	PITNEY BOWES	278.24
			Total:	**1,390.74**

20260430 AP OFFCYCLE-2 Summary

Type	Count	Amount
Regular Checks:	1	1,112.50
ACH Checks:	1	278.24
Wire Transfers:	0	0.00
Epayables:	0	0.00
Total:	**2**	**1,390.74**

Fund	Total
10 - EDUCATION FUND	1,390.74
	1,390.74

Your board package includes the March 2026 Treasurer and Financial Report. Report highlights are as follows:

Treasurer Report
As of March 31, 2026, the District had $158,431,667.64 of cash on hand. The Fund Balance by fund was:

Operating Funds*	$ 99,927,294.09
Debt Service Fund	$ 1,172,114.59
Capital Projects Fund	$ 45,873,420.35
Fund Balance	**$ 146,972,829.03**
Total Cash Balance	**$ 158,431,667.64**

Financial Report Analysis-All Funds
Expenditures- If the District were to spend their dollars evenly each month, costs through March should be 75% of total spending. Listed below is a summary of cash expenditures as a percentage of total spending by fund.

Fund	% of Budget	Comment
Education	68.59%	This fund is on trend. Teacher and para salaries start in late August, as the previous year's wages were accrued in June 2025.
Operations & Maintenance	77.78%	This fund saw an increase in non-discretionary spending mostly in purchased services and supplies/equipment.
Debt Service	94.20%	The bond & interest fund is used to pay our debt payments made in December and June.
Transportation	71.51%	This fund is on trend.
IMRF/Social Security	68.53%	This fund is on trend. Teacher and para salaries start in late August, as the previous year's wages were accrued in June 2025.
Capital Projects	17.26%	This fund is used to pay for our capital projects which generally occur during the summer.
Tort	67.86%	The tort fund is used to pay our insurance premiums. These premiums are paid in July. The remaining budget will be used towards implementing a risk management plan.

Revenues- The district has received 57.64% of its budgeted revenue compared to 58.37% prior YTD.

Financial Reporting Analysis- Operating Funds
Operating Fund Revenue Summary by Source- 58.17% compared to 59.12% prior YTD.
- Local Revenues are on-trend at 49.82%;
- State Revenues are on-trend at 70.14%;
- Federal Revenues are on-trend at 106.91% and are in line with federal grant expenditures.

Operating Fund Expenditure Summary by Object- 69.49% compared to 66.36% prior YTD.
- Salaries are at 66.89%;
- Benefits are at 69.52%;
- Purchase Services are at 81.70%;
- Supplies/Materials are at 56.14%;
- Capital Outlay is at 29.99%;
- Other/Tuition are at 66.04%;
- Non-capitalized equipment is at 71.30%.

Monthly Notes:
- Short-term interest rates have decreased slightly from 3.578% in February to 3.548% in March. Total interest for the year is $5,302,379.49 or 77.4% of the budget.
- Financials now represent the July 1, 2025 beginning fund balances per the fiscal year 2024-2025 audit.

*Operating Funds consist of the Education, Operations & Maintenance, Transportation, IMRF/Social Security, Working Cash, and Tort Funds.

COMMUNITY UNIT SCHOOL DISTRICT NO 300
FINANCIAL REPORT NO. 9
March 31, 2026
May 5, 2026

	ED FUND	O&M FUND	DEBT SVC FUND	TRANS FUND	IMRF FUND	CAPITAL PROJ FUND	WORKING CASH FUND	TORT FUND	TOTAL
FUND BALANCE February 28, 2026	$ 50,063,199	$ 7,470,524	$ 971,167	$ 10,169,672	$ 4,135,408	$ 47,206,429	$ 46,106,069	$ 533,473	$ 166,655,941
RECEIPTS	$ 12,992,878	$ 508,503	$ 203,898	$ 138,562	$ 53,987	$ 173,554	$ 72,470	$ 22,868	$ 14,166,721
DISBURSEMENTS	$ (24,161,112)	$ (2,768,539)	$ (2,950)	$ (4,796,413)	$ (614,257)	$ (1,506,563)	$ -	$ -	$ (33,849,833)
FUND BALANCE March 31, 2026	$ 38,894,965.48	$ 5,210,488.08	$ 1,172,114.59	$ 5,511,821.40	$ 3,575,138.81	$ 45,873,420.35	$ 46,178,538.98	$ 556,341.34	$ 146,972,829.03 *
CASH BALANCE March 31, 2026									$ 158,431,667.64
INVESTMENT INCOME YEAR TO DATE	$ 2,106,891	$ 583,288	$ 360,719	$ 329,851	$ 95,252	$ 907,649	$ 894,460	$ 24,269	$ 5,302,379.49

***The Fund Balance is lower than the Cash Balance due to uncashed/outstanding checks and obligations**

TREASURER'S REPORT FOR THE MONTH OF March 2026

INVESTMENTS AT COST:		$158,431,667.64
(See attached schedule for investment detail)		
MONTHLY PAYROLL:		
Educational Fund	$ 14,685,253.28	
O&M Fund	$ 752,370.42	
Transportation Fund	$ 65,154.43	$ 15,502,778.13
PAYROLL RELATED EXPENDITURES:		
(Not reflected in A/P Bill Listing)		
Educational and Transportation Funds;		
Teachers, Retirement System	$ 1,323,997.58	
Total Teachers, Retirement System		$ 1,323,997.58
Illinois Municipal Retirement Fund		
IMRF	$ 213,328.05	
FICA	$ 190,829.46	
Medicare	$ 210,099.08	
Total IMRF/FICA/Medicare Fund		$ 614,256.59
Total Payroll and Related Expenditures		$ 17,441,032.30

COMMUNITY UNIT SCHOOL DISTRICT #300
Financial Report 9
March 31, 2026
By Fund, By Object

All Funds	FY26 Budget	FY26 Mar Actual	FY26 YTD Actual	% of FY26 YTD Budget
Local	282,438,964	2,977,548	142,248,035	50.36%
State	105,246,319	8,572,113	72,420,344	68.81%
Federal	17,848,347	2,617,060	19,081,156	106.91%
Other Source	-	-	-	
Total Revenues	405,533,630	14,166,721	233,749,535	57.64%
Salaries	188,618,799	15,502,778	126,160,915	66.89%
Benefits	63,481,237	5,094,645	44,135,087	69.52%
Purchased Services	70,152,950	9,310,685	57,276,701	81.65%
Supplies/Materials	16,475,986	1,272,474	9,250,099	56.14%
Capital Outlay	32,366,010	1,508,493	5,945,634	18.37%
Other	41,686,194	1,060,088	35,323,746	84.74%
Non-Capitalized Equipment	4,698,624	100,671	3,350,069	71.30%
Total Expenditures	417,479,800	33,849,833	281,442,252	67.41%
Revenues Over Disbursements	(11,946,170)	(19,683,112)	(47,692,717)	
Other Financing Sources/Uses	(10,400,000)	-	-	
Fund Balance Transfer	10,400,000	-	-	
Net Change to Fund Balance	(11,946,170)	(19,683,112)	(47,692,717)	

Operating Funds	FY26 Budget	FY26 Mar Actual	FY26 YTD Actual	% of FY26 YTD Budget
Local	252,319,569	2,600,096	125,709,497	49.82%
State	103,246,319	8,572,113	72,420,344	70.14%
Federal	17,848,347	2,617,060	19,081,156	106.91%
Other Sources	-	-	-	
Total Revenues	373,414,235	13,789,269	217,210,996	58.17%
Salaries	188,618,799	15,502,778	126,160,915	66.89%
Benefits	63,481,237	5,094,645	44,135,087	69.52%
Purchased Services	70,092,950	9,307,735	57,268,009	81.70%
Supplies/Materials	16,475,986	1,272,474	9,250,099	56.14%
Capital Outlay	2,766,010	1,930	829,429	29.99%
Other/Tuition	14,009,655	1,060,088	9,252,307	66.04%
Non-Capitalized Equipment	4,698,624	100,671	3,350,069	71.30%
Total Expenditures	360,143,261	32,340,320	250,245,915	69.49%
Revenues Over Disbursements	13,270,974	(18,551,051)	(33,034,919)	
Other Financing Sources/Uses	(10,400,000)	-	-	
Fund Balance Transfer	-	-	-	
Net Change to Fund Balance	2,870,974	(18,551,051)	(33,034,919)	

COMMUNITY UNIT SCHOOL DISTRICT #300
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By Fund, By Object

	FY26	FY26	FY26	% of FY26
Fund 1-Educational	Budget	Mar Actual	YTD Actual	YTD Budget
Local	185,617,783	1,803,705	89,550,932	48.24%
State	90,317,415	8,572,113	67,287,680	74.50%
Federal	17,848,347	2,617,060	19,081,156	106.91%
Other Sources	-	-	-	
Total Revenues	293,783,545	12,992,878	175,919,768	59.88%
Salaries	178,849,641	14,685,253	118,911,263	66.49%
Benefits	53,676,957	4,322,645	37,384,280	69.65%
Purchased Services	38,509,335	3,725,399	33,266,872	86.39%
Supplies/Materials	8,729,622	301,406	3,155,567	36.15%
Capital Outlay	175,933	25	696,502	395.89%
Other/Tuition	12,608,655	1,060,013	7,146,440	56.68%
Non-Capitalized Equipment	4,323,236	66,371	3,068,702	70.98%
Total Expenditures	296,873,379	24,161,112	203,629,626	68.59%
Revenues Over Disbursements	48,558	(11,168,234)	(27,709,858)	
Other Financing Sources/Uses	-	-	-	
Fund Balance Transfer	-	-	-	
Net Change to Fund Balance	48,558	(11,168,234)	(27,709,858)	
Fund 2-Operations & Maintenance				
Local	40,910,705	508,503	22,189,575	54.24%
State	-	-	-	
Other Sources	-	-	-	
Total Revenues	40,910,705	508,503	22,189,575	54.24%
Salaries	9,509,755	752,370	6,717,048	70.63%
Benefits	1,951,760	154,676	1,369,992	70.19%
Purchased Services	6,478,505	972,757	5,842,030	90.18%
Supplies/Materials	6,338,424	854,360	5,160,842	81.42%
Capital Outlay	1,682,576	-	93,872	5.58%
Other	1,401,000	75	2,105,768	150.30%
Non-Capitalized Equipment	371,677	34,300	281,366	75.70%
Total Expenditures	27,733,697	2,768,539	21,570,919	77.78%
Revenues Over Disbursements	13,177,008	(2,260,036)	618,656	
Other Financing Sources/Uses	(10,400,000)			
Net Change to Fund Balance	2,777,008	(2,260,036)	618,656	

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By Fund, By Object

	FY26	FY26	FY26	% of FY26
Fund 3-Debt Service	Budget	Mar Actual	YTD Actual	YTD Budget
Local	25,837,061	203,898	12,892,449	49.90%
Other Sources	-	-	-	0.00%
Total Revenues	25,837,061	203,898	12,892,449	49.90%
Purchased Services	10,000	2,950	8,693	86.93%
Other	27,676,539	-	26,071,439	94.20%
Total Expenditures	27,686,539	2,950	26,080,131	94.20%
Revenues Over Disbursements	(1,849,478)	200,948	(13,187,682)	
Other Financing Sources/Uses	2,500,000	-	-	
Net Change to Fund Balance	650,522	200,948	(13,187,682)	
Fund 4-Transportation				
Local	14,409,943	138,562	7,577,034	52.58%
State	12,928,904	-	5,132,663	39.70%
Other Sources	-	-	-	
Total Revenues	25,662,476	138,562	12,709,697	49.53%
Salaries	259,403	65,154	532,604	205.32%
Benefits	56,063	3,067	37,591	67.05%
Purchased Services	21,423,337	4,609,578	15,660,818	73.10%
Supplies/Materials	1,407,940	116,708	933,689	66.32%
Capital Outlay	907,501	1,905	39,054	4.30%
Other	-	-	100	100.00%
Non-Capitalized Equipment	3,711	-	-	0.00%
Total Expenditures	24,057,955	4,796,413	17,203,856	71.51%
Revenues Over Disbursements	1,604,521	(4,657,851)	(4,494,159)	
Other Financing Sources/Uses	-	-	-	
Net Change to Fund Balance	1,604,521	(4,657,851)	(4,494,159)	
Fund 5-IMRF/Social Security				
Local	6,168,754	53,987	3,749,191	60.78%
Total Revenues	6,168,754	53,987	3,749,191	60.78%
Benefits	7,796,457	614,257	5,343,224	68.53%
Total Expenditures	7,796,457	614,257	5,343,224	68.53%
Revenues Over Disbursements	(1,627,703)	(560,269)	(1,594,033)	
Other Financing Sources/Uses	-	-	-	
Net Change to Fund Balance	(1,627,703)	(560,269)	(1,594,033)	

COMMUNITY UNIT SCHOOL DISTRICT #300
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March 31, 2026
By Fund, By Object

Fund 6-Capital Projects	FY26 Budget	FY26 Mar Actual	FY26 YTD Actual	% of FY26 YTD Budget
Local	4,282,334	173,554	3,646,090	85.14%
State	2,000,000	-	-	0.00%
Federal	-	-	-	0.00%
Total Revenues	6,282,334	173,554	3,646,090	58.04%
Salaries	-	-	-	
Benefits	-	-	-	
Purchased Services	50,000	-	-	0.00%
Supplies/Materials	-	-	-	
Capital Outlay	29,600,000	1,506,563	5,116,206	17.28%
Other	-	-	-	
Total Expenditures	29,650,000	1,506,563	5,116,206	17.26%
Revenues Over Disbursements	(11,974,356)	(1,333,009)	(1,470,116)	
Other Financing Sources/Uses	-	-	-	
Fund Balance Transfer	7,900,000	-	-	
Net Change to Fund Balance	(4,074,356)	(1,333,009)	(1,470,116)	
Fund 7-Working Cash				
Local	2,296,099	72,470	1,220,625	53.16%
Total Revenues	2,296,099	72,470	1,220,625	53.16%
Total Expenditures	-	-	-	0.00%
Revenues Over Disbursements	2,296,099	72,470	1,220,625	
Other Financing Sources/Uses	-	-	-	
Net Change to Fund Balance	2,296,099	72,470	1,220,625	
Fund 8-Tort				
Local	2,916,285	22,868	1,422,140	48.77%
Total Revenues	2,916,285	22,868	1,422,140	48.77%
Purchase Services	3,681,773	-	2,498,290	67.86%
Total Expenditures	3,681,773	-	2,498,290	67.86%
Revenues Over Disbursements	(765,488)	22,868	(1,076,150)	
Other Financing Sources/Uses	-	-	-	
Net Change to Fund Balance	(765,488)	22,868	(1,076,150)	

COMMUNITY UNIT SCHOOL DISTRICT #300

Summary of Fiscal Year Investment Activity-All Funds

Depository or Instrument	Type	#	Bank Year	Date Purchased	Date of Maturity	Term (Days)	Rate (%)	Par/Face	Principal Invested	Earnings to Maturity	Principal Invested @ 03/31/26
OPERTATING FUND INVESTMENTS											
PONCE BANK	SDA				3/31/2026		3.500%	455	455	-	455
NEXBANK, SSB-ICS	SDA				3/31/2026		3.483%	28,952	28,952	-	28,952
Bank of China 1285997-1	SDA				3/31/2026		3.660%	10,160,033	10,160,033	-	10,160,033
Bank of China 1285906-1	SDA				3/31/2026		3.660%	41,872	41,872	-	41,872
Congressional Bank	SDA				3/31/2026		3.533%	537	537	-	537
Western Alliance Bank, CA	CD		365	3/5/2025	8/5/2025	153	4.120%	5,086,351	5,000,000	-	0.00
First National Bank, ME	CD		365	8/19/2024	8/19/2025	365	4.544%	249,859	239,000	-	0.00
Preferred Bank, NY	CD		365	8/19/2024	8/19/2025	365	4.636%	249,871	238,800	-	0.00
TREASURY BILL, 912797QM2	SEC		365	5/29/2025	9/2/2025	96	4.171%	7,582,000	7,499,710		0.00
OMB Bank, MO	DCD		365	5/27/2025	9/4/2025	100	4.200%	249,943	247,100		0.00
ISDLAF TERM SERIES	TS		365	6/20/2025	9/18/2025	90	4.250%	15,864,527	15,700,000		0.00
ISDLAF TERM SERIES	TS		365	6/20/2025	10/14/2025	116	4.205%	21,888,661	21,600,000		0.00
ISDLAF TERM SERIES	TS		365	8/21/2025	11/19/2025	90	4.080%	4,040,242	4,000,000		0.00
ISDLAF TERM SERIES	TS		365	9/18/2025	12/3/2025	76	4.057%	4,745,398	4,705,649		0.00
Amarillo National Bank, TX	CDR		365	9/4/2025	12/4/2025	91	4.267%	249,467	246,841		0.00
BOKF, National Association, OK	CDR		365	9/4/2025	12/4/2025	91	4.267%	249,467	246,841		0.00
Dakota Heritage Bank of North Dakota, ND	CDR		365	9/4/2025	12/4/2025	91	4.267%	249,467	246,841		0.00
First Fed Community Bank of Bucyrus, OH	CDR		365	9/4/2025	12/4/2025	91	4.267%	249,467	246,841		0.00
Georgia Banking Company, GA	CDR		365	9/4/2025	12/4/2025	91	4.267%	249,467	246,841		0.00
Heritage Bank of Commerce, CA	CDR		365	9/4/2025	12/4/2025	91	4.267%	249,467	246,841		0.00
High Plains Bank, CO	CDR		365	9/4/2025	12/4/2025	91	4.267%	249,467	246,841		0.00
Modern Bank, National Association, NY	CDR		365	9/4/2025	12/4/2025	91	4.267%	249,467	246,841		0.00
Northwest Bank, IA	CDR		365	9/4/2025	12/4/2025	91	4.267%	249,467	246,841		0.00
Peoples Bank, OH	CDR		365	9/4/2025	12/4/2025	91	4.267%	249,467	246,841		0.00
Provident Bank, NJ	CDR		365	9/4/2025	12/4/2025	91	4.267%	249,467	246,841		0.00
St. Louis Bank, MO	CDR		365	9/4/2025	12/4/2025	91	4.267%	249,467	246,841		0.00
TexasBank, TX	CDR		365	9/4/2025	12/4/2025	91	4.267%	249,467	246,841		0.00
The Upstate National Bank, NY	CDR		365	9/4/2025	12/4/2025	91	4.267%	249,467	246,841		0.00
American Bank, National Association, TX	CDR		365	9/4/2025	12/4/2025	91	4.267%	185,896	183,939		0.00
Centreville Bank, RI	CDR		365	9/4/2025	12/4/2025	91	4.267%	138,152	136,697		0.00
FirsTier Bank, NE	CDR		365	9/4/2025	12/4/2025	91	4.267%	108,288	107,148		0.00
Gulf Capital Bank, TX	CDR		365	9/4/2025	12/4/2025	91	4.267%	77,877	77,058		0.00
Fortress Bank, IL	CDR		365	9/4/2025	12/4/2025	91	4.267%	39,798	39,379		0.00
Western Alliance Bank, CA	CD		365	12/6/2024	12/5/2025	364	4.282%	1,064,912	1,021,300	-	0.00

ServisFirst Bank, FL	CD	365	12/6/2024	12/8/2025	367	4.393%	249,870	239,300	-	0.00
First State Bank of DeQueen, AR	CD	365	12/6/2024	12/8/2025	367	4.345%	249,840	239,400	-	0.00
ISDLAF TERM SERIES	TS	365	9/12/2025	12/9/2025	88	3.900%	3,835,730	3,800,000		0.00
ISDLAF TERM SERIES	TS	365	9/18/2025	12/10/2025	83	3.947%	9,992,379	9,903,487		0.00
TREASURY BILL, 912797SE8	SEC	365	9/12/2025	1/6/2026	116	3.850%	7,591,000	7,499,251		0.00
TREASURY BILL, 912797SF5	SEC	365	9/16/2025	1/13/2026	119	4.030%	16,150,000	15,949,807		0.00
US TREASURY N/B, 9128286A3	SEC	365	8/19/2025	1/31/2026	165	4.030%	4,019,000	3,994,038		0.00
ISDLAF TERM SERIES	TS	365	11/5/2025	2/4/2026	91	3.944%	5,600,135	5,545,607		0.00
Access Bank, NE	CDR	365	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
American Bank, MT	CDR	365	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Bank of Charles Town, WV	CDR	365	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Better Banks, IL	CDR	365	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Blue Grass Savings Bank, IA	CDR	365	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Bruning Bank, NE	CDR	365	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
CTBC Bank Corp, CA	CDR	365	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
CUSB Bank, IA	CDR	365	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Capital Bank, TX	CDR	365	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Capitol Bank, WI	CDR	365	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Central Bank, TX	CDR	365	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Central National Bank, KS	CDR	365	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Chemung Canal Trust Company, NY	CDR	365	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
ChoiceOne Bank, MI	CDR	365	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Citizens Bank, TN	CDR	366	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Crossroads Bank, IN	CDR	367	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Drake Bank, MN	CDR	368	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Dream First Bank, N.A., KS	CDR	369	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
First Central State Bank, IA	CDR	370	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
First Citizens Community Bank, PA	CDR	371	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
First National Bank, TX	CDR	372	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
FirstBank, CO	CDR	373	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Gold Coast Bank, IL	CDR	374	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Grand River Bank, MI	CDR	375	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Harford Bank, MD	CDR	376	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Heartland Bank and Trust Company, IL	CDR	377	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Highland Bank, MN	CDR	378	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Independence Bank, MT	CDR	379	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Jonestown Bank & Trust Company, IL	CDR	380	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Legacy Bank, KS	CDR	381	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Meadows Bank, NV	CDR	382	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Northwest Bank, ID	CDR	383	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
OMB Bank, MO	CDR	384	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00
Paragon Bank, TN	CDR	385	11/6/2025	2/5/2026	91	3.974%	249,287	246,841		0.00

SNB Bank, National Association, OK	CDR	386	11/6/2025	2/5/2026	91	3.974%	249,287	246,841	0.00
Servbank, N.A., IL	CDR	387	11/6/2025	2/5/2026	91	3.974%	249,287	246,841	0.00
Southwest Heritage Bank, AZ	CDR	388	11/6/2025	2/5/2026	91	3.974%	249,287	246,841	0.00
TBK Bank, SSB, TX	CDR	389	11/6/2025	2/5/2026	91	3.974%	249,287	246,841	0.00
The Bank of Elk River, MN	CDR	390	11/6/2025	2/5/2026	91	3.974%	249,287	246,841	0.00
The Citizens Bank of Winfield, AL	CDR	391	11/6/2025	2/5/2026	91	3.974%	249,287	246,841	0.00
The Fahey Banking Company, OH	CDR	392	11/6/2025	2/5/2026	91	3.974%	249,287	246,841	0.00
WCF Financial Bank, IA	CDR	393	11/6/2025	2/5/2026	91	3.974%	249,287	246,841	0.00
Waukon State Bank, IA	CDR	394	11/6/2025	2/5/2026	91	3.974%	249,287	246,841	0.00
Whitaker Bank, KY	CDR	395	11/6/2025	2/5/2026	91	3.974%	249,287	246,841	0.00
b1BANK, LA	CDR	396	11/6/2025	2/5/2026	91	3.974%	249,287	246,841	0.00
Edison National Bank, FL	CDR	397	11/6/2025	2/5/2026	91	3.974%	223,313	221,123	0.00
The Bennington State Bank, KS	CDR	398	11/6/2025	2/5/2026	91	3.974%	143,606	142,197	0.00
Union Savings & Loan Association, IN	CDR	399	11/6/2025	2/5/2026	91	3.974%	126,413	125,173	0.00
Centreville Bank, RI	CDR	400	11/6/2025	2/5/2026	91	3.974%	111,235	110,144	0.00
Sabine State Bank and Trust Company, LA	CDR	401	11/6/2025	2/5/2026	91	3.974%	102,443	101,438	0.00
First Federal Bank & Trust, WY	CDR	402	11/6/2025	2/5/2026	91	3.974%	67,652	66,988	0.00
American Bank, National Association, TX	CDR	403	11/6/2025	2/5/2026	91	3.974%	63,526	62,903	0.00
Lumbee Guaranty Bank, NC	CDR	404	11/6/2025	2/5/2026	91	3.974%	55,710	55,163	0.00
Landmark Bank, LA	CDR	405	11/6/2025	2/5/2026	91	3.974%	7,079	7,010	0.00
ISDLAF TERM SERIES	TS	365	6/20/2025	2/17/2026	242	4.100%	14,996,897	14,600,000	0.00
Wilson Bank and Trust, TN	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
Arlo Bank, MO	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
Arvest Bank, AR	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
Bank of Utah, UT	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
Banterra Bank, IL	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
Cornerstone Capital Bank, SSB, TX	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
Crown Bank, MN	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
D. L. Evans Bank, ID	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
Dayspring Bank, NE	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
East West Bank, CA	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
Exchange Bank, NE	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
First Bank of the Lake, MO	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
First Liberty Bank, OK	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
First State Bank of St. Charles, MO	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
First Texas National Bank, TX	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
Forward Bank, WI	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
Franklin Savings Bank, ME	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
Landmark National Bank, KS	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
Mabrey Bank, OK	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
Meridian Bank, PA	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00
Ohio State Bank, OH	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175	0.00

One Community Bank, WI	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175		0.00
Security Bank, OK	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175		0.00
Southern First Bank, SC	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175		0.00
Trinity Bank, N.A., TX	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175		0.00
Waumandee State Bank, WI	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175		0.00
West Gate Bank, NE	CDR	365	9/4/2025	3/5/2026	182	4.086%	249,149	244,175		0.00
Grand Savings Bank, OK	CDR	365	9/4/2025	3/5/2026	182	4.086%	233,727	229,061		0.00
Security First Bank, NE	CDR	365	9/4/2025	3/5/2026	182	4.086%	209,751	205,563		0.00
Relyance Bank, AR	CDR	365	9/4/2025	3/5/2026	182	4.086%	160,627	157,419		0.00
Liberty National Bank, IA	CDR	365	9/4/2025	3/5/2026	182	4.086%	129,665	127,076		0.00
Isabella Bank, MI	CDR	365	9/4/2025	3/5/2026	182	4.086%	57,811	56,657		0.00
BCBank, Inc, WV	CDR	365	9/4/2025	3/5/2026	182	4.086%	19,952	19,554		0.00
First Bethany Bank & Trust, OK	CDR	365	9/4/2025	3/5/2026	182	4.086%	12,202	11,959		0.00
First National Bank, ME	CDR	365	9/11/2025	3/5/2026	175	3.765%	249,932	245,400		0.00
Preferred Bank, NY	CDR	365	9/11/2025	3/5/2026	175	3.815%	249,932	245,300		0.00
WASHINGTON FEDERAL, 938828HJ2	DTC	365	6/26/2025	3/26/2026	273	4.119%	242,000	242,318		0.00
BANK OF AMERICA NA, 06051XXQ0	DTC	365	6/27/2025	3/27/2026	273	4.169%	242,000	242,318		0.00
MERRICK BANK, 59013LBJ2	DTC	365	6/30/2025	3/30/2026	273	4.168%	249,000	249,333		0.00
ISDLAF TERM SERIES	TS	365	6/13/2025	4/1/2026	292	4.060%	7,227,360	7,000,000		7,000,000.00
Oklahoma Capital Bank	CD	365	9/11/2025	4/1/2026	202	3.735%	249,860	244,800		244,800.00
ISDLAF TERM SERIES	TS	365	9/12/2025	4/1/2026	201	3.700%	6,377,345	6,250,000		6,250,000.00
Bank of China, NY	CD	365	10/29/2025	4/1/2026	154	4.111%	249,758	245,500		245,500.00
CAPITAL COMMUNITY BANK, 14005LBV0	DTC	365	6/13/2025	4/13/2026	304	4.042%	249,000	249,220		249,219.89
ISDLAF TERM SERIES	TS	365	6/20/2025	4/14/2026	298	4.050%	11,570,336	11,200,000		11,200,000.00
CedarStone Bank, TN	CD	365	6/20/2025	4/15/2026	299	4.163%	249,943	241,700	8,243.21	241,700.00
Customers Bank, NY	CD	365	5/21/2025	4/21/2026	335	4.010%	5,184,019	5,000,000	184,019.00	5,000,000.00
CUMBERLAND FED BANK FSB, 23062KKH4	DTC	365	6/23/2025	4/23/2026	304	4.040%	241,000	241,311		241,310.70
Western Alliance Bank, CA	CD	365	6/9/2025	4/29/2026	324	4.050%	249,871	241,200	8,671.31	241,200.00
Winchester Savings Bank, MA	CD	365	6/9/2025	4/29/2026	324	4.040%	249,850	241,200	8,649.90	241,200.00
Schertz Bank & Trust, TX	CD	365	6/9/2025	4/29/2026	324	4.040%	249,850	241,200	8,649.90	241,200.00
Customers Bank, NY	CD	365	6/9/2025	4/29/2026	324	4.050%	249,871	241,200	8,671.31	241,200.00
Dundee Bank, NE	CD	365	6/9/2025	4/29/2026	324	4.040%	249,850	241,200	8,649.90	241,200.00
United Fidelity Bank, fsb, IN	CDR	365	1/29/2026	4/30/2026	91	3.621%	249,070	246,841	2,228.40	246,841.38
American Bank and Trust Co., OK	CDR	365	1/29/2026	4/30/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
American Federal Bank, ND	CDR	365	1/29/2026	4/30/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Bank of Colorado, CO	CDR	365	1/29/2026	4/30/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Cathay Bank, CA	CDR	365	1/29/2026	4/30/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Great Southern Bank, MO	CDR	365	1/29/2026	4/30/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Greene County Commercial Bank, NY	CDR	365	1/29/2026	4/30/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Heritage Bank of Commerce, CA	CDR	365	1/29/2026	4/30/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
HomeBank, MO	CDR	365	1/29/2026	4/30/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Metropolitan Commercial Bank, NY	CDR	365	1/29/2026	4/30/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32

Millennium Bank, IL	CDR	365	1/29/2026	4/30/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Signature Bank of Arkansas, AR	CDR	365	1/29/2026	4/30/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
St. Louis Bank, MO	CDR	365	1/29/2026	4/30/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
The Bank of Holly Springs, MS	CDR	365	1/29/2026	4/30/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
M C Bank & Trust , TX	CDR	365	1/29/2026	4/30/2026	91	3.621%	237,796	235,668	2,127.54	235,668.39
American National Bank & Trust, TX	CDR	365	1/29/2026	4/30/2026	91	3.621%	209,407	207,534	1,873.55	207,533.78
Habib American Bank, NY	CDR	365	1/29/2026	4/30/2026	91	3.621%	101,931	101,019	911.97	101,019.29
ISDLAF TERM SERIES	TS	365	9/12/2025	5/1/2026	231	3.650%	13,146,835	12,850,000		12,850,000.00
FirstBank Puerto Rico, PR	CD	365	5/5/2025	5/5/2026	365	3.870%	249,911	240,600	9,311.22	240,600.00
State Bank of Texas, TX	CD	365	5/5/2025	5/5/2026	365	3.943%	249,774	240,300	9,473.83	240,300.00
Sentry Bank, CO	CD	365	5/5/2025	5/5/2026	365	3.923%	249,830	240,400	9,429.67	240,400.00
Solera National Bank, CO	CD	365	5/5/2025	5/5/2026	365	3.987%	249,777	240,200	9,576.77	240,200.00
Gbank, NV	CD	365	5/5/2025	5/5/2026	365	3.917%	249,816	240,400	9,416.47	240,400.00
Priority Bank, AR	CD	365	5/5/2025	5/5/2026	365	3.865%	249,899	240,600	9,299.19	240,600.00
Premier Bank, IA	CD	365	5/5/2025	5/5/2026	365	3.871%	249,912	240,600	9,312.42	240,600.00
First State Bank and Trust Company, Inc., MO	CD	365	5/5/2025	5/5/2026	365	3.893%	249,758	240,400	9,357.57	240,400.00
KS StateBank, KS	CD	365	5/5/2025	5/5/2026	365	4.000%	249,912	240,300	9,612.00	240,300.00
NorthEast Community Bank, NY	CD	365	5/27/2025	5/27/2026	365	3.969%	249,734	240,200	9,533.54	240,200.00
UNITY BANK, 91330AHR1	DTC	365	6/13/2025	5/13/2026	334	4.040%	240,000	240,339		240,338.86
Mission National Bank, CA	CD	365	9/11/2025	5/13/2026	244	3.743%	249,899	243,800		243,800.00
FirstBank Southwest, GA	CD	365	9/11/2025	5/13/2026	244	3.793%	249,879	243,700		243,700.00
Third Coast Bank, TX	CD	365	9/11/2025	5/13/2026	244	3.742%	249,899	243,800		243,800.00
MapleMark Bank, TX	CD	365	9/11/2025	5/13/2026	244	3.734%	249,885	243,800		243,800.00
BOM Bank, LA	CD	365	9/11/2025	5/13/2026	244	4.103%	249,870	243,200		243,200.00
West View Savings Bank	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.40
AmeriState Bank, OK	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
Bendena State Bank, KS	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
Capitol Bank, WI	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
Centier Bank, IN	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
Chemung Canal Trust Company, NY	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
ChoiceOne Bank, MI	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
Community National Bank & Trust, KS	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
Dream First Bank, N.A., KS	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
First National Bank of Oklahoma, OK	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
Flagstar Bank, N.A., NY	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
Garfield County Bank, MT	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
Merchants and Farmers Bank, AR	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
Minnwest Bank, MN	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
Modern Bank, National Association, NY	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
Northwest Bank, ID	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
Oakstar Bank, MO	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32
TriState Bank Capital Bank, PA	CDR	365	2/12/2026	5/14/2026	91	3.621%	249,070	246,841		246,841.32

First State Bank, TX	CDR	365	2/12/2026	5/14/2026	91	3.621%	233,739	231,648		231,647.65
Habib American Bank, NY	CDR	365	2/12/2026	5/14/2026	91	3.621%	147,138	145,822		145,822.04
Park State Bank, MN	CDR	365	2/12/2026	5/14/2026	91	3.621%	101,042	100,138		100,138.47
Stearns Bank N.A., MN	CDR	365	2/12/2026	5/14/2026	91	3.621%	40,301	39,940		39,940.46
American National Bank & Trust, TX	CDR	365	2/12/2026	5/14/2026	91	3.621%	39,662	39,308		39,307.54
COMMUNITY STATE BANK, 20405KBB9	DTC	365	6/17/2025	5/15/2026	332	4.040%	249,000	249,244		249,244.21
Consumers Credit Union, IL	CD	365	5/27/2025	5/27/2026	365	4.081%	249,897	240,100	9,797.27	240,100.00
KeySavings Bank, WI	CD	365	5/27/2025	5/27/2026	365	4.038%	249,898	240,200	9,698.47	240,200.00
RiverBank, AR	CD	365	5/27/2025	5/27/2026	365	4.036%	249,894	240,200	9,694.47	240,200.00
First Bank, NJ	CD	365	5/27/2025	5/27/2026	365	4.030%	249,881	240,200	9,680.79	240,200.00
First Federal Savings and Loan Assoc, MS	CD	365	6/9/2025	5/27/2026	352	4.043%	249,876	240,500	9,376.43	240,500.00
NexBank, TX	CD	365	6/9/2025	5/27/2026	352	4.143%	249,796	240,200	9,595.89	240,200.00
The First State Bank of Healy, KS	CD	365	6/9/2025	5/27/2026	352	4.043%	249,772	240,400	9,372.04	240,400.00
Cornerstone Bank, NE	CD	365	6/9/2025	5/27/2026	352	4.041%	249,769	240,400	9,368.57	240,400.00
Home Savings Bank, UT	CD	365	6/9/2025	5/27/2026	352	4.043%	249,876	240,500	9,375.94	240,500.00
Crystal Lake Bank and Trust Company, National As	CD	365	6/17/2025	5/27/2026	344	4.030%	13,234,262	12,750,000	484,262.47	12,750,000.00
Wyoming Community Bank, WY	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.37	246,841.49
American Bank, MT	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
American National Bank, NE	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
American Plus Bank, N.A., CA	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
BNC National Bank, AZ	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Bank of Belleville, IL	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Bank of Western Oklahoma, OK	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Bankers Bank, WI	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
BlueHarbor Bank, NC	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
CUSB Bank, IA	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Chelsea State Bank, MI	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Chicksaw Community Bank, OK	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Civista Bank, OH	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Clear Fork Bank, National Association, TX	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Commercial Bank of California, CA	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
First National Bank & Trust Co., OK	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
First National Bank of Central Texas, TX	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
First Northern Bank of Dixon, CA	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
First Western Bank Trust, CO	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Georgia Banking Company, GA	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Gold Coast Bank, IL	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Harford Bank, MD	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Jonestown Bank & Trust Company,PA	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Kleberg Bank, N.A., TX	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Liberty National Bank, OK	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Malvern Bank, IA	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32

Mid Penn Bank, PA	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Newburyport Five Cents Savings Bank, MA	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
OMB Bank, MO	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Panhandle First Bank, OK	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Prism Bank, OK	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Prosperity Bank, TX	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
RNB State Bank, WY	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Sanibel Captiva Community Bank, FL	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Springs Valley Bank & Trust Company, IN	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
The Bank of Glen Burnie, MD	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
The Fahey Banking Company, OH	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
The First Bank and Trust Company, VA	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
The First National Bank of Granbury, TX	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
The Malvern National Bank, AR	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
The Savings Bank, OH	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
Tri Counties Bank, CA	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
United Bank, VA	CDR	365	2/26/2026	5/28/2026	91	3.621%	249,070	246,841	2,228.41	246,841.32
The Western State Bank, KS	CDR	365	2/26/2026	5/28/2026	91	3.621%	241,203	239,045	2,158.03	239,045.18
BankNorth, ND	CDR	365	2/26/2026	5/28/2026	91	3.621%	231,755	229,681	2,073.49	229,681.32
Better Banks, IL	CDR	365	2/26/2026	5/28/2026	91	3.621%	230,070	228,011	2,058.42	228,011.26
First National Bank of Pennsylvania, PA	CDR	365	2/26/2026	5/28/2026	91	3.621%	220,709	218,735	1,974.67	218,734.67
Sabine State Bank and Trust Company, LA	CDR	365	2/26/2026	5/28/2026	91	3.621%	203,248	201,430	1,818.45	201,430.00
Great Plains National Bank, OK	CDR	365	2/26/2026	5/28/2026	91	3.621%	92,193	91,368	824.84	91,367.99
SNB Bank, National Association, OK	CDR	365	2/26/2026	5/28/2026	91	3.621%	65,678	65,090	587.61	65,090.00
EverBank, FL	CDR	365	2/26/2026	5/28/2026	91	3.621%	61,131	60,584	546.93	60,583.77
Lake Central Bank, MN	CDR	365	2/26/2026	5/28/2026	91	3.621%	52,347	51,879	468.35	51,878.88
Bank Hapoalim B.M., NY	CD	365	12/6/2024	5/29/2026	539	4.160%	249,861	235,400	14,460.91	235,400.00
Androscoggin Savings Bank, ME	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.53	244,174.87
F&C Bank, MO	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.53	244,174.87
First National Community Bank, WI	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.53	244,174.87
Franklin Bank & Trust Company, KY	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.53	244,174.87
Guaranty State Bank and Trust Co, KS	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.53	244,174.87
Gulf Coast Business Bank, FL	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.53	244,174.87
Henderson State Bank, NE	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.53	244,174.87
Provident Bank, NJ	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.53	244,174.87
Southwestern National Bank, TX	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.53	244,174.87
Sunrise Banks, SD	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.53	244,174.87
THE SEILING STATE BANK, OK	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.53	244,174.87
TexasBank, TX	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.53	244,174.87
The Bank of the West, OK	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.53	244,174.87
The Farmers & Merchants Bank, WI	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.53	244,174.87
Vision Bank, OK	CDR	365	12/4/2025	6/4/2026	182	3.841%	248,851	244,175	4,676.54	244,174.81

Great Plains National Bank, OK	CDR	365	12/4/2025	6/4/2026	182	3.841%	155,605	152,680	2,924.19	152,680.34
Centreville Bank, RI	CDR	365	12/4/2025	6/4/2026	182	3.841%	136,443	133,878	2,564.09	133,878.46
Security First Bank, NE	CDR	365	12/4/2025	6/4/2026	182	3.841%	39,351	38,612	739.51	38,611.81
First State Bank, TX	CDR	365	12/4/2025	6/4/2026	182	3.841%	12,440	12,206	233.78	12,206.40
PCSB Bank, 69324MBG9	DTC	365	12/11/2024	6/11/2026	547	4.154%	249,000	249,166		249,166.14
OPTUM BANK INC, 68405VCT4	DTC	365	12/11/2024	6/11/2026	547	4.120%	244,000	244,281		244,280.89
AVB Bank, OK	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
American Pride Bank, GA	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
Anderson Brothers Bank, SC	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
BOKF, National Association, OK	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
Citizens Bank & Tr Co, NE	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
Citizens Bank of Kansas, KS	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
City Natl Bank of Sulphur Springs, TX	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
Cornerstone Bank, MA	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
EntreBank, MN	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
First Arkansas Bank and Trust, AR	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
First Carolina Bank, NC	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
Glenwood State Bank, MN	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
HNB National Bank, MO	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
Hebron Savings Bank, MD	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
Homeland Federal Savings Bank, LA	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
Metairie Bank & Trust Company, LA	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
Mid-America Bank, KS	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
Points West Community Bank, CO	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
SpiritBank, OK	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
Texas Traditions Bank, TX	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
United Bank of Union, MO	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
Waterfall Bank, FL	CDR	365	12/11/2025	6/11/2026	182	3.841%	247,829	243,172	4,657.33	243,172.09
City First Bank, N.A., DC	CDR	365	12/11/2025	6/11/2026	182	3.841%	234,544	230,136	4,407.65	230,136.07
Local Bank, OK	CDR	365	12/11/2025	6/11/2026	182	3.841%	185,861	182,369	3,492.79	182,368.60
Westfield Bank, MA	CDR	365	12/11/2025	6/11/2026	182	3.841%	96,103	94,297	1,805.92	94,297.47
Reylance Bank, AR	CDR	365	12/11/2025	6/11/2026	182	3.841%	87,395	85,753	1,642.37	85,752.52
Outdoor Bank, KS	CDR	365	12/11/2025	6/11/2026	182	3.841%	58,764	57,659	1,104.31	57,659.36
UNITED REPUBLIC BK OMAHA, 909242BX6	DTC	365	12/13/2024	6/15/2026	549	4.111%	249,000	249,323		249,322.70
First Pryority Bank, OK	CD	365	1/9/2025	7/1/2026	538	4.248%	249,901	235,100	14,800.67	235,100.00
First Internet Bank of Indiana, IN	CD	365	1/9/2025	7/1/2026	538	4.003%	249,907	235,900	14,006.51	235,900.00
First Capital Bank, SC	CD	365	1/9/2025	7/1/2026	538	4.143%	249,879	235,500	14,379.47	235,500.00
US TREASURY N/B, 912828Y95	SEC	365	7/15/2021	7/31/2026	1842	0.700%	1,874,000	1,982,926		1,982,926.25
US TREASURY N/B, 91282CCP4	SEC	365	2/5/2025	7/31/2026	541	4.070%	2,103,000	1,999,739		1,999,739.41
American Commericial Bank & Trust, Nat Assoc	CD	365	3/5/2025	8/27/2026	540	4.093%	249,759	235,500	14,258.72	235,500.00
Affinity Bank, Nat Assoc, GA	CD	365	3/5/2025	8/27/2026	540	3.961%	249,724	235,900	13,824.31	235,900.00
Enterprise Bank, NE	CD	365	3/5/2025	8/27/2026	540	3.853%	249,768	236,300	13,468.13	236,300.00

US TREASURY N/B, 91282CDG3	SEC	365	2/5/2025	10/31/2026	633	4.070%	2,095,000	1,992,951		1,992,950.59
COLUMBIA BK/FAIR LAWN NJ, 19724FAE1	DTC	365	5/30/2025	11/30/2026	549	3.930%	249,000	249,436		249,435.71
FIRST BUSINESS BANK, 31938Q3W3	DTC	365	6/6/2025	12/7/2026	549	3.954%	244,000	244,515		244,515.28
FRONTIER BANK, SD 35909FBA1	DTC	365	6/11/2025	12/11/2026	548	3.903%	249,000	249,532		249,532.08
CFG Bank, MD	CD	365	2/6/2026	2/5/2027	364	3.664%	249,909	241,100	8,808.93	241,100.00
T Bank, National Association, TX	CD	365	2/6/2026	2/5/2027	364	3.619%	249,906	241,200	8,705.78	241,200.00
ServisFirst Bank, FL	CD	365	2/6/2026	2/5/2027	364	3.623%	249,916	241,200	8,715.74	241,200.00
CIBM Bank, WI	CD	365	5/5/2025	5/5/2027	730	3.681%	249,939	232,800	17,139.07	232,800.00
Cross River Bank, NJ	CD	365	5/5/2025	5/5/2027	730	3.670%	249,888	232,800	17,087.52	232,800.00
Financial Federal Bank, TN	CD	365	5/5/2025	5/5/2027	730	3.670%	249,888	232,800	17,087.52	232,800.00
Truxton Trust Company, TN	CD	365	5/5/2025	5/5/2027	730	3.726%	249,610	232,300	17,310.42	232,300.00
TOYOTA FINANCIAL SGS BK, 89235MRY9	DTC	365	5/8/2025	5/10/2027	732	3.855%	245,000	245,679		245,679.34
GARRETT STATE BANK, 366526BM2	DTC	365	5/8/2025	5/10/2027	732	3.704%	249,000	249,702		249,702.11
BMW BANK NORTH AMERICA, 05612LEU2	DTC	365	5/9/2025	5/10/2027	731	3.805%	245,000	245,679		245,678.85
VERSABANK USA NA, 92512KAF0	DTC	365	5/12/2025	5/12/2027	730	3.755%	245,000	245,678		245,678.10
TAB BANK INC, 89388CKC1	DTC	365	5/12/2025	5/12/2027	730	3.804%	249,000	249,698		249,697.71
CELTIC BANK, 15118RW37	DTC	365	5/20/2025	5/20/2027	730	3.754%	249,000	249,698		249,698.33
Baxter Credit Union, IL	CD	365	5/27/2025	5/27/2027	730	3.844%	249,944	232,100	17,843.90	232,100.00
Luana Savings Bank, IA	CD	365	5/27/2025	5/27/2027	730	3.900%	249,880	231,800	18,080.40	231,800.00
1ST FINANCIAL BANK USA, 32022RZM2	DTC	365	6/6/2025	6/7/2027	731	3.840%	249,000	249,767		249,766.80
STRYV BNK/WICHITA, KS, 86368LAU2	DTC	365	6/20/2025	6/17/2027	727	3.905%	249,000	249,691		249,690.80
PMA/ISDLAF Liquid #10254-101	Short term trust deposit	365		as needed	n/a	3.548%		1,454,743	-	1,454,743.36
PMA/ISDLAF Max #10254-101	Short term trust deposit	365		as needed	n/a	3.560%		9,158,865	-	9,158,864.53
PMA/ISDLAF LTD #10254-101	LTD Account	365	1/19/2021	3/31/2026				28,815,000	-	28,815,000.00
PMA/ISDLAF Liquid #10254-104	Short term trust deposit	365		as needed	n/a	3.548%		3,671,763	-	3,671,762.81
PMA/ISDLAF Max #10254-104	Short term trust deposit	365		as needed	n/a	3.560%		4		4.37
Total Operating Investments with PMA										161,300,497
									Outstanding Items	(3,353,485)
									Bond & Interest Fund Transfers	(6,051,944)
									Capital Fund Cash Balance	-
TOTAL OPERATING FUNDS AS OF				31-Mar-26						151,895,069
TOTAL DEBT SERVICE FUND INVESTMENTS AS OF (see page 5 for details):				31-Mar-26						6,536,599
TOTAL CAPITAL FUND INVESTMENTS AS OF				31-Mar-26						
TOTAL FUNDS INVESTED (Including Bond & Interest Fund)				31-Mar-26						**$ 158,431,668**

March 31, 2026

COMMUNITY UNIT SCHOOL DISTRICT #300

Summary of Fiscal Year Investment Activity-Bond and Interest Fund

Depository or Instrument	Type	#	Bank Year	Date Purchased	Date of Maturity	Term (Days)	Rate (%)	Par/Face	Principal Invested	Earnings to Maturity	Principal Invested @ 03/31/26
DEBT SERVICE FUND INVESTMENTS											
NEXBANK, SSB-ICS, TX	SDA		365	3/31/2026			3.483%	305	305	-	305
BANK OF CHINA, NY	SDA		365	3/31/2026			3.660%	42,493	42,493	-	42,493
PMA 1994 Escrow Fund; #10254-103-Liquid	Short term trust deposit		365		as needed	n/a	3.548%		438,167	-	438,167
PMA 1994 Escrow Fund; #10254-103-Max	Short term trust deposit		365		as needed	n/a	3.560%		3,690	-	3,690
Total Debt Service Investments with PMA									484,655		484,655
TOTAL DEBT SERVICE FUNDS INVESTMENTS AS OF:					31-Mar-26				484,655		484,655

Outstanding Items	
Operating Fund Transfers	6,051,944
Cash Balance Per General Ledger	6,536,599

Tran Date	Vendor	Amount USD	Purpose
3/3/2026	HOBBY LOBBY	-5.49	Staff
3/4/2026	HOME DEPOT	277.59	B&G
3/4/2026	JEWEL FOOD STORE #135	17.97	Staff
3/4/2026	JEWEL FOOD STORE #135	134.97	Staff
3/4/2026	HOME DEPOT	49.9	B&G
3/4/2026	MENARDS	19.08	B&G
3/4/2026	JEWEL FOOD STORE #135	129.86	Staff
3/4/2026	TRANE COMPANY	31.65	B&G
3/4/2026	MENARDS	35.81	B&G
3/4/2026	MENARDS	35.87	B&G
3/4/2026	HOME DEPOT	5.24	B&G
3/4/2026	HOME DEPOT	37.28	B&G
3/4/2026	MARRIOTT MADISON WEST	176.12	Staff
3/4/2026	JEWEL FOOD STORE #135	26.99	Staff
3/4/2026	BMO HARRIS BANK	183.57	Staff
3/4/2026	HOME DEPOT	123.74	B&G
3/4/2026	HOME DEPOT	35.94	B&G
3/5/2026	RANDALL ROADHOUSE	72.68	Staff
3/5/2026	BMO HARRIS BANK	4.15	Staff
3/5/2026	BMO HARRIS BANK	10.03	Staff
3/5/2026	Lea French Street	16.5	Staff
3/5/2026	WALMART COMMUNITY	88.96	Staff
3/5/2026	SAMS CLUB	32.96	Staff
3/5/2026	BMO HARRIS BANK	301.77	Staff
3/5/2026	COPY EXPRESS INC	1648.02	Student
3/5/2026	Jimmy Johns - 0466 - M	16.88	Staff
3/5/2026	UPS	134.43	Staff
3/5/2026	BATTERIES PLUS 1028	351.9	Staff
3/5/2026	WALMART COMMUNITY	108.6	Staff
3/5/2026	FEDEX KINKO'S	114.77	Staff
3/5/2026	WALMART COMMUNITY	14.48	Staff
3/5/2026	WALMART COMMUNITY	85.68	Staff
3/5/2026	BMO HARRIS BANK	179.93	Staff
3/5/2026	GUSTAVE A LARSON COMPANY	43.71	B&G
3/5/2026	WALMART COMMUNITY	17.38	Staff
3/5/2026	WALMART COMMUNITY	133.77	Staff
3/6/2026	EL FUEGO TACOS & BURRITOS	550	Staff
3/6/2026	BMO HARRIS BANK	60	Staff
3/5/2026	BMO HARRIS BANK	38	Staff
3/5/2026	FIRE BAR & GRILL	19.98	Staff
3/5/2026	HOME DEPOT	97	B&G
3/5/2026	FIRE BAR & GRILL	22.48	Staff
3/5/2026	HOME DEPOT	183.52	B&G
3/5/2026	HOME DEPOT	16.18	B&G
3/5/2026	HOME DEPOT	236	B&G
3/5/2026	HOME DEPOT	2029.31	B&G

3/5/2026	FIRE BAR & GRILL	21	Staff
3/6/2026	WALMART COMMUNITY	43.26	Staff
3/6/2026	BATTERIES PLUS 1028	55.9	Staff
3/6/2026	ELGIN KEY AND LOCK CO	15.45	B&G
3/6/2026	BMO HARRIS BANK	4.15	Staff
3/6/2026	BMO HARRIS BANK	8.69	Staff
3/6/2026	BMO HARRIS BANK	17.82	Staff
3/6/2026	RADISSON HOTEL - LA JOLLA	548.02	Staff
3/6/2026	JERSEY MIKES SUBS	91.3	Staff
3/6/2026	JERSEY MIKES SUBS	91.73	Staff
3/6/2026	JEWEL FOOD STORE #135	15.98	Staff
3/6/2026	PAYPAL	214.96	Student
3/6/2026	PANERA BREAD COMPANY	89.92	Staff
3/6/2026	WALMART COMMUNITY	88.22	Staff
3/6/2026	HOME DEPOT	18.56	B&G
3/6/2026	MENARDS	95.41	B&G
3/6/2026	OFFICEMAX - A BOISE COMPANY	54.06	Staff
3/6/2026	Kane Cty Roe	150	Staff
3/6/2026	BMO HARRIS BANK	325	Staff
3/6/2026	Zenni Optical, Inc.	24.17	Student
3/6/2026	WALMART COMMUNITY	262	Staff
3/6/2026	WALMART COMMUNITY	19.94	Staff
3/6/2026	TAYLOR STREET PIZZA	358.81	Staff
3/6/2026	WALMART COMMUNITY	188.02	Staff
3/6/2026	TAYLOR STREET PIZZA	27.98	Staff
3/6/2026	WALGREENS	26.94	Staff
3/7/2026	BMO HARRIS BANK	614.65	Staff
3/7/2026	BMO HARRIS BANK	614.65	Staff
3/7/2026	LOU MALNATIS PIZZA	138.89	Staff
3/7/2026	WALMART COMMUNITY	193.55	Staff
3/8/2026	WALMART COMMUNITY	39.38	Staff
3/8/2026	HOME DEPOT	439.86	B&G
3/9/2026	WALMART COMMUNITY	186.59	Staff
3/9/2026	WALMART COMMUNITY	79.52	Staff
3/9/2026	BMO HARRIS BANK	72	Staff
3/9/2026	Openai Chatgpt Subscr	20	Staff
3/9/2026	WALMART COMMUNITY	27.58	Staff
3/9/2026	TAYLOR STREET PIZZA	97.43	Staff
3/9/2026	BMO HARRIS BANK	19.95	Staff
3/9/2026	BMO HARRIS BANK	40	Staff
3/9/2026	BMO HARRIS BANK	40	Staff
3/9/2026	BMO HARRIS BANK	40	Staff
3/9/2026	BMO HARRIS BANK	40	Staff
3/9/2026	BMO HARRIS BANK	40	Staff
3/9/2026	BMO HARRIS BANK	40	Staff
3/9/2026	BMO HARRIS BANK	80	Staff
3/9/2026	WALMART COMMUNITY	47.67	Staff

3/9/2026	UPS	16.97	Staff
3/9/2026	WALMART COMMUNITY	37.68	Staff
3/9/2026	PARTS TOWN LLC	218.87	B&G
3/9/2026	GRAINGER	274.15	B&G
3/9/2026	Meijer # 206	15.98	Staff
3/9/2026	WALMART COMMUNITY	25.97	Staff
3/9/2026	FERGUSON ENTERPRISES INC	26.1	B&G
3/9/2026	WALMART COMMUNITY	23.52	Staff
3/9/2026	Meijer # 206	16.32	Staff
3/9/2026	WALMART COMMUNITY	43.53	Staff
3/9/2026	Meijer # 206	26.55	Staff
3/9/2026	WALMART COMMUNITY	171.46	Staff
3/9/2026	WALMART COMMUNITY	46.92	Staff
3/9/2026	JEWEL FOOD STORE #135	169.97	Staff
3/9/2026	HOME DEPOT	149	B&G
3/9/2026	HOME DEPOT	119.28	B&G
3/9/2026	TRANE COMPANY	186.21	B&G
3/10/2026	SAMS CLUB	47.44	Staff
3/10/2026	SAMS CLUB	146.92	Staff
3/10/2026	BMO HARRIS BANK	133.5	Staff
3/10/2026	TARGET GREATLAND	42.54	Student
3/10/2026	WALMART COMMUNITY	13.94	Staff
3/10/2026	TARGET GREATLAND	81.89	Student
3/10/2026	ROSATIS PIZZA	517.5	Staff
3/10/2026	STEINER ELECTRIC CO.	384.1	B&G
3/10/2026	BMO HARRIS BANK	138.48	Staff
3/10/2026	GUSTAVE A LARSON COMPANY	59.62	B&G
3/10/2026	WALMART COMMUNITY	138.15	Staff
3/10/2026	Dunkin #350035 Q35	44.97	Staff
3/10/2026	Meijer # 206	31.29	Staff
3/10/2026	WALMART COMMUNITY	40.68	Staff
3/10/2026	WALMART COMMUNITY	38.09	Staff
3/10/2026	TARGET GREATLAND	5.98	Student
3/10/2026	BMO HARRIS BANK	763.71	Staff
3/10/2026	Adobe Inc.	29.99	Staff
3/11/2026	BMO HARRIS BANK	4237.2	Staff
3/11/2026	BMO HARRIS BANK	5864.42	Staff
3/10/2026	HOME DEPOT	101.4	B&G
3/10/2026	JEWEL FOOD STORE #135	31.96	Staff
3/10/2026	MENARDS	248.88	B&G
3/10/2026	HOME DEPOT	10.43	B&G
3/10/2026	HOME DEPOT	36.98	B&G
3/10/2026	HOME DEPOT	500	B&G
3/10/2026	HOME DEPOT	217.12	B&G
3/10/2026	HOME DEPOT	42.93	B&G
3/10/2026	Portillos Algonquin84o	651.97	Staff
3/11/2026	BMO HARRIS BANK	375	Staff

3/11/2026	WALMART COMMUNITY	114.62	Staff
3/11/2026	WALMART COMMUNITY	96.56	Staff
3/11/2026	WALGREENS	30.5	Staff
3/11/2026	TARGET GREATLAND	20	Student
3/11/2026	BMO HARRIS BANK	54.44	Staff
3/11/2026	TAYLOR STREET PIZZA	83.44	Staff
3/11/2026	WALMART COMMUNITY	88.6	Staff
3/11/2026	WALMART COMMUNITY	71.7	Staff
3/11/2026	EINSTEIN BROS - ONLINE C	59.97	Staff
3/11/2026	WALMART COMMUNITY	30.68	Staff
3/11/2026	BMO HARRIS BANK	149.9	Staff
3/11/2026	WALMART COMMUNITY	45.4	Staff
3/11/2026	BMO HARRIS BANK	200	Staff
3/11/2026	WALMART COMMUNITY	386.9	Staff
3/11/2026	EUROPEAN SPORTS	43.88	Student
3/11/2026	SAMS CLUB	32.96	Staff
3/11/2026	BMO HARRIS BANK	20.09	Staff
3/11/2026	BMO HARRIS BANK	21.72	Staff
3/11/2026	Spothero	122.67	Staff
3/12/2026	Uber	14.96	Staff
3/11/2026	HOME DEPOT	49.18	B&G
3/11/2026	BMO HARRIS BANK	23.9	Staff
3/11/2026	MENARDS	19.99	B&G
3/11/2026	MENARDS	52.84	B&G
3/11/2026	BOTTS WELDING & TRUCK SVC INC	517.42	B&G
3/11/2026	MENARDS	35.48	B&G
3/11/2026	HOME DEPOT	69.31	B&G
3/12/2026	RANDALL ROADHOUSE	126.53	Staff
3/12/2026	BMO HARRIS BANK	30.84	Staff
3/12/2026	WALMART COMMUNITY	23.82	Staff
3/12/2026	WALMART COMMUNITY	138.95	Staff
3/12/2026	BMO HARRIS BANK	13.35	Staff
3/12/2026	BMO HARRIS BANK	35.38	Staff
3/12/2026	BMO HARRIS BANK	460.26	Staff
3/12/2026	Dunkin #350035 Q35	47.97	Staff
3/12/2026	Meijer # 206	16.57	Staff
3/12/2026	WALMART COMMUNITY	79.46	Staff
3/12/2026	BMO HARRIS BANK	49	Staff
3/12/2026	Iassw Conference	115.5	Staff
3/12/2026	Sullivan's Food Market	118.93	Staff
3/12/2026	WALMART COMMUNITY	138.85	Staff
3/12/2026	BMO HARRIS BANK	238.57	Staff
3/12/2026	WALMART COMMUNITY	36.29	Staff
3/12/2026	WALMART COMMUNITY	233.11	Staff
3/13/2026	NOTHING BUNDT CAKES	396.37	Staff
3/12/2026	BMO HARRIS BANK	35	Staff
3/12/2026	JEWEL FOOD STORE #135	116.93	Staff

3/12/2026	BMO HARRIS BANK	17.81	Staff
3/12/2026	Antigua Mexican Grill	833	Staff
3/12/2026	HOME DEPOT	16.32	B&G
3/12/2026	HOME DEPOT	133	B&G
3/12/2026	HOME DEPOT	110.57	B&G
3/12/2026	HOME DEPOT	106.92	B&G
3/12/2026	TRANE COMPANY	59.96	B&G
3/12/2026	HOME DEPOT	20.97	B&G
3/12/2026	HOME DEPOT	89.89	B&G
3/13/2026	SAMS CLUB	22.87	Staff
3/13/2026	WALMART COMMUNITY	55.43	Staff
3/13/2026	BMO HARRIS BANK	4.86	Staff
3/13/2026	BMO HARRIS BANK	20.64	Staff
3/13/2026	BMO HARRIS BANK	23.9	Staff
3/13/2026	UPS	68.38	Staff
3/13/2026	BMO HARRIS BANK	175.97	Staff
3/13/2026	JEWEL FOOD STORE #135	161.58	Staff
3/13/2026	FERGUSON ENTERPRISES INC	166.7	B&G
3/13/2026	WALMART COMMUNITY	-2.86	Staff
3/13/2026	WALMART COMMUNITY	119.94	Staff
3/13/2026	PANERA BREAD COMPANY	605.86	Staff
3/13/2026	Meijer # 206	7	Staff
3/13/2026	JEWEL FOOD STORE #135	32.97	Staff
3/13/2026	BMO HARRIS BANK	4.71	Staff
3/13/2026	Uber	5	Staff
3/13/2026	Uber	21.97	Staff
3/13/2026	BMO HARRIS BANK	33.79	Staff
3/13/2026	BMO HARRIS BANK	339.19	Staff
3/13/2026	BMO HARRIS BANK	210	Staff
3/13/2026	MENARDS	22.99	B&G
3/13/2026	HOBBY LOBBY	65.38	Staff
3/13/2026	EUROPEAN SPORTS	52.5	Student
3/13/2026	HOME DEPOT	25.48	B&G
3/13/2026	HOME DEPOT	179.6	B&G
3/13/2026	TAYLOR STREET PIZZA	13.99	Staff
3/13/2026	BMO HARRIS BANK	82.8	Staff
3/13/2026	WALMART COMMUNITY	215.2	Staff
3/14/2026	BMO HARRIS BANK	22.32	Staff
3/14/2026	WALMART COMMUNITY	50.43	Staff
3/14/2026	HOME DEPOT	174.94	B&G
3/14/2026	BMO HARRIS BANK	29.82	Staff
3/14/2026	BMO HARRIS BANK	473.8	Staff
3/14/2026	PANERA BREAD COMPANY	56.16	Staff
3/14/2026	BMO HARRIS BANK	306.44	Staff
3/14/2026	BMO HARRIS BANK	306.44	Staff
3/14/2026	BMO HARRIS BANK	1229.44	Staff
3/14/2026	BMO HARRIS BANK	1229.44	Staff

3/14/2026	BMO HARRIS BANK	1229.44	Staff
3/14/2026	Uber	2	Staff
3/14/2026	Uber	12.97	Staff
3/14/2026	Uber	15.98	Staff
3/14/2026	Uber	17.98	Staff
3/14/2026	BMO HARRIS BANK	101.92	Staff
3/14/2026	BMO HARRIS BANK	214.86	Staff
3/14/2026	Portillos Hot Dogs #22	11.16	Staff
3/14/2026	Portillos Hot Dogs #22	16.25	Staff
3/14/2026	Portillos Hot Dogs #22	23.42	Staff
3/14/2026	Portillos Hot Dogs #22	92.36	Staff
3/14/2026	PANERA BREAD COMPANY	85.31	Staff
3/14/2026	WALMART COMMUNITY	73.98	Staff
3/14/2026	BMO HARRIS BANK	50.84	Staff
3/14/2026	WALMART COMMUNITY	84.47	Staff
3/14/2026	BMO HARRIS BANK	90	Staff
3/14/2026	BMO HARRIS BANK	27	Staff
3/15/2026	BMO HARRIS BANK	50.85	Staff
3/15/2026	WALMART COMMUNITY	27.57	Staff
3/15/2026	Midway Airport Parking	129	Staff
3/15/2026	WALMART COMMUNITY	48.73	Staff
3/15/2026	WALMART COMMUNITY	181.7	Staff
3/15/2026	Uber	3	Staff
3/15/2026	Uber	28.98	Staff
3/15/2026	BMO HARRIS BANK	987.09	Staff
3/15/2026	WALMART COMMUNITY	59.82	Staff
3/15/2026	WALMART COMMUNITY	13.97	Staff
3/15/2026	Uber	1	Staff
3/15/2026	BMO HARRIS BANK	34.42	Staff
3/16/2026	BMO HARRIS BANK	71	Staff
3/15/2026	BMO HARRIS BANK	16.29	Staff
3/15/2026	BMO HARRIS BANK	35	Staff
3/15/2026	BMO HARRIS BANK	808.35	Staff
3/15/2026	HOME DEPOT	217.74	B&G
3/15/2026	BMO HARRIS BANK	1077.8	Staff
3/15/2026	HOME DEPOT	37.9	B&G
3/15/2026	BMO HARRIS BANK	21.08	Staff
3/16/2026	BMO HARRIS BANK	4.49	Staff
3/16/2026	BMO HARRIS BANK	7.42	Staff
3/16/2026	BMO HARRIS BANK	24.8	Staff
3/16/2026	WALMART COMMUNITY	283.32	Staff
3/16/2026	TARGET GREATLAND	57	Student
3/16/2026	WALMART COMMUNITY	119.88	Staff
3/16/2026	PARTS TOWN LLC	224.7	B&G
3/16/2026	Spi Directv Service	169.97	B&G
3/16/2026	BATTERIES PLUS 1028	521.68	Staff
3/16/2026	Meijer # 206	33.74	Staff

3/16/2026	BMO HARRIS BANK	35	Staff
3/16/2026	WALMART COMMUNITY	403.58	Staff
3/16/2026	Meijer # 206	33.56	Staff
3/16/2026	WALMART COMMUNITY	88.58	Staff
3/16/2026	TARGET GREATLAND	97.63	Student
3/16/2026	Five Below 716	282	Staff
3/16/2026	WALMART COMMUNITY	10.54	Staff
3/16/2026	WALMART COMMUNITY	6.94	Staff
3/16/2026	WALMART COMMUNITY	207.02	Staff
3/16/2026	BMO HARRIS BANK	12.99	Staff
3/16/2026	AUNTIE ANNES	21.21	Staff
3/16/2026	Uber	22.43	Staff
3/16/2026	Blue Sky Parking	29	Staff
3/16/2026	Uber	38.93	Staff
3/17/2026	PARTS TOWN LLC	102.8	B&G
3/17/2026	ULINE SHIPPING SUPPLY	1986	Staff
3/16/2026	JEWEL FOOD STORE #135	25.94	Staff
3/16/2026	BMO HARRIS BANK	269.45	Staff
3/16/2026	HOME DEPOT	49.72	B&G
3/16/2026	BMO HARRIS BANK	22.84	Staff
3/17/2026	WALMART COMMUNITY	48.36	Staff
3/17/2026	BMO HARRIS BANK	49.8	Staff
3/17/2026	WALMART COMMUNITY	13.88	Staff
3/17/2026	WALMART COMMUNITY	11.7	Staff
3/17/2026	PARTS TOWN LLC	294.45	B&G
3/17/2026	WALMART COMMUNITY	30.68	Staff
3/17/2026	BMO HARRIS BANK	61.5	Staff
3/17/2026	Little Caesars	29.95	Staff
3/17/2026	Crumbl Cookies	211.6	Staff
3/17/2026	WALMART COMMUNITY	68.87	Staff
3/17/2026	BATTERIES PLUS 1028	92.16	Staff
3/17/2026	WALMART COMMUNITY	14.06	Staff
3/17/2026	WALMART COMMUNITY	21.6	Staff
3/17/2026	HOME DEPOT	33.76	B&G
3/17/2026	MENARDS	124.28	B&G
3/17/2026	Government Finance Office	750	Staff
3/17/2026	JEWEL FOOD STORE #135	93.93	Staff
3/17/2026	TRANE COMPANY	154.47	B&G
3/17/2026	MENARDS	258.65	B&G
3/17/2026	BMO HARRIS BANK	46.54	Staff
3/17/2026	JEWEL FOOD STORE #135	105.93	Staff
3/17/2026	GORDON FOOD SERVICE INC	96.69	Staff
3/17/2026	JEWEL FOOD STORE #135	23.97	Staff
3/17/2026	HOBBY LOBBY	26.9	Staff
3/17/2026	HOME DEPOT	136.29	B&G
3/17/2026	CRYSTAL LAKE PARK DISTRICT	180	Staff
3/18/2026	BMO HARRIS BANK	41.95	Staff

3/18/2026	BMO HARRIS BANK	291.65	Staff
3/18/2026	BMO HARRIS BANK	1217.37	Staff
3/18/2026	WALMART COMMUNITY	183.01	Staff
3/18/2026	DOMINO'S PIZZA	38.45	Staff
3/18/2026	WALMART COMMUNITY	28.76	Staff
3/18/2026	Dunkin #350035 Q35	191.92	Staff
3/18/2026	WALMART COMMUNITY	56.2	Staff
3/18/2026	BMO HARRIS BANK	100	Staff
3/18/2026	WALMART COMMUNITY	40.37	Staff
3/18/2026	RANDALL ROADHOUSE	30.57	Staff
3/18/2026	RANDALL ROADHOUSE	44.56	Staff
3/18/2026	TARGET GREATLAND	65.49	Student
3/18/2026	Meijer # 206	29.2	Staff
3/18/2026	WALMART COMMUNITY	47.36	Staff
3/18/2026	Michaels Stores 4802	22.8	Student
3/18/2026	WALMART COMMUNITY	76.28	Staff
3/18/2026	TARGET GREATLAND	150	Student
3/18/2026	TARGET GREATLAND	418.56	Student
3/18/2026	TARGET GREATLAND	450	Student
3/18/2026	WALMART COMMUNITY	198.56	Staff
3/18/2026	BMO HARRIS BANK	24	Staff
3/18/2026	McAlisters Deli 10134	28.07	Staff
3/18/2026	MENARDS	19.49	B&G
3/18/2026	BATTERIES PLUS 1028	918	Staff
3/18/2026	HOME DEPOT	95.76	B&G
3/18/2026	HOME DEPOT	32.96	B&G
3/18/2026	Renishaw Inc	1461	Staff
3/18/2026	RANDALL ROADHOUSE	454.08	Staff
3/18/2026	HOME DEPOT	69	B&G
3/18/2026	GUSTAVE A LARSON COMPANY	625.86	B&G
3/19/2026	SOLUTION TREE	99.9	Staff
3/19/2026	Little Caesars	62	Staff
3/19/2026	Meijer # 206	43.13	Staff
3/19/2026	Sports Info	108	Staff
3/19/2026	Meijer # 206	57.98	Staff
3/19/2026	FERGUSON ENTERPRISES INC	100.74	B&G
3/19/2026	Wm F Meyer Co Elgin	145.79	Staff
3/19/2026	BMO HARRIS BANK	91.7	Staff
3/19/2026	WALMART COMMUNITY	120.77	Staff
3/19/2026	WALMART COMMUNITY	87.5	Staff
3/19/2026	WALMART COMMUNITY	55.2	Staff
3/19/2026	TARGET GREATLAND	5.98	Student
3/19/2026	Meijer # 206	31.14	Staff
3/19/2026	TARGET GREATLAND	379	Student
3/19/2026	HOME DEPOT	265.5	B&G
3/19/2026	MENARDS	9.96	B&G
3/19/2026	MENARDS	110.76	B&G

3/19/2026	JEWEL FOOD STORE #135	28.98	Staff
3/19/2026	HOBBY LOBBY	5.37	Staff
3/19/2026	MENARDS	39.95	B&G
3/19/2026	McAlisters Deli 10134	113.98	Staff
3/19/2026	HOME DEPOT	29.94	B&G
3/19/2026	HOME DEPOT	14.86	B&G
3/19/2026	HOME DEPOT	117.86	B&G
3/19/2026	JEWEL FOOD STORE #135	169.35	Staff
3/20/2026	SAMS CLUB	80.52	Staff
3/20/2026	SAMS CLUB	105.61	Staff
3/20/2026	Little Caesars	71.88	Staff
3/20/2026	BMO HARRIS BANK	81	Staff
3/20/2026	STEINER ELECTRIC CO.	-11.74	B&G
3/20/2026	STEINER ELECTRIC CO.	161.38	B&G
3/20/2026	HOME DEPOT	132.47	B&G
3/20/2026	HOME DEPOT	149	B&G
3/20/2026	GUSTAVE A LARSON COMPANY	281.42	B&G
3/20/2026	TAYLOR STREET PIZZA	103.21	Staff
3/20/2026	WALMART COMMUNITY	36.56	Staff
3/20/2026	WALMART COMMUNITY	39.96	Staff
3/20/2026	WALMART COMMUNITY	65.54	Staff
3/20/2026	BMO HARRIS BANK	30	Staff
3/20/2026	BMO HARRIS BANK	50	Staff
3/20/2026	BMO HARRIS BANK	273.59	Staff
3/20/2026	WALMART COMMUNITY	76.67	Staff
3/20/2026	JEWEL FOOD STORE #135	39.95	Staff
3/20/2026	PLATT HILL NURSERY INC	5.99	Staff
3/20/2026	WALMART COMMUNITY	10.98	Staff
3/20/2026	WALMART COMMUNITY	8.6	Staff
3/21/2026	HOME DEPOT	33.36	B&G
3/21/2026	ELGIN COMMUNITY COLLEGE	86	Staff
3/21/2026	HOME DEPOT	213.49	B&G
3/21/2026	HOLIDAY INN EXPRESS	1552.5	Staff
3/21/2026	BMO HARRIS BANK	70	Staff
3/21/2026	BMO HARRIS BANK	70	Staff
3/21/2026	BMO HARRIS BANK	333.56	Staff
3/21/2026	BMO HARRIS BANK	333.71	Staff
3/21/2026	HOBBY LOBBY	15.27	Staff
3/22/2026	DOLLAR TREE	19.5	Staff
3/22/2026	WALMART COMMUNITY	53.47	Staff
3/22/2026	WALMART COMMUNITY	29.88	Staff
3/22/2026	BMO HARRIS BANK	154.98	Staff
3/22/2026	WALMART COMMUNITY	99.98	Staff
3/22/2026	WALMART COMMUNITY	58.22	Staff
3/22/2026	SAMS CLUB	46.92	Staff
3/22/2026	WALMART COMMUNITY	109.61	Staff
3/22/2026	WALMART COMMUNITY	89.73	Staff

3/22/2026	Meijer # 206	26.18	Staff
3/22/2026	WALMART COMMUNITY	179.05	Staff
3/21/2026	BMO HARRIS BANK	100	Staff
3/23/2026	WALMART COMMUNITY	395.05	Staff
3/23/2026	WALMART COMMUNITY	294.44	Staff
3/23/2026	BMO HARRIS BANK	488.85	Staff
3/23/2026	NAPA HAMPSHIRE	304.99	Staff
3/23/2026	WALMART COMMUNITY	196.95	Staff
3/23/2026	NAMETAGCOUNTRY.COM	338.65	Staff
3/23/2026	WALMART COMMUNITY	15.36	Staff
3/23/2026	FERGUSON ENTERPRISES INC	217.82	B&G
3/23/2026	BMO HARRIS BANK	676.1	Staff
3/23/2026	BMO HARRIS BANK	45.98	Staff
3/23/2026	BEST BUY FOR BUSINESS	123.97	Staff
3/23/2026	WALMART COMMUNITY	23.38	Staff
3/23/2026	TAYLOR STREET PIZZA	84.45	Staff
3/23/2026	WALMART COMMUNITY	12.68	Staff
3/23/2026	PICKLE HAUS	50	Staff
3/23/2026	Dicks Sporting Goods	150	Student
3/23/2026	WALMART COMMUNITY	300	Staff
3/23/2026	WALMART COMMUNITY	60.38	Staff
3/23/2026	HOME DEPOT	105.34	B&G
3/23/2026	HOBBY LOBBY	106.46	Staff
3/23/2026	MENARDS	120.76	B&G
3/23/2026	HOME DEPOT	231.54	B&G
3/23/2026	TRANE COMPANY	58.62	B&G
3/23/2026	HOME DEPOT	8.88	B&G
3/23/2026	HOME DEPOT	19.94	B&G
3/23/2026	BMO HARRIS BANK	57.99	Staff
3/24/2026	WALMART COMMUNITY	51.49	Staff
3/24/2026	WALMART COMMUNITY	167.86	Staff
3/24/2026	Paralegal Assoc	85	Staff
3/24/2026	LOU MALNATIS PIZZA	128.92	Staff
3/24/2026	WALMART COMMUNITY	241.22	Staff
3/24/2026	WALMART COMMUNITY	67.85	Staff
3/24/2026	WALMART COMMUNITY	44.27	Staff
3/24/2026	WALMART COMMUNITY	96.72	Staff
3/24/2026	BMO HARRIS BANK	699	Staff
3/24/2026	Uwm Parking	400	Staff
3/24/2026	BMO HARRIS BANK	927	Staff
3/24/2026	WALGREENS	138.33	Staff
3/24/2026	Meijer # 206	34.59	Staff
3/24/2026	Meijer # 206	134.7	Staff
3/24/2026	Meijer # 206	12.27	Staff
3/24/2026	Michaels Stores 4802	75.95	Student
3/24/2026	WALMART COMMUNITY	420	Staff
3/24/2026	ELGIN KEY AND LOCK CO	49.93	B&G

3/24/2026	Meijer # 206	90.78	Staff
3/24/2026	Portillos Algonquin84o	25	Staff
3/24/2026	WALMART COMMUNITY	134.8	Staff
3/23/2026	HOBBY LOBBY	-11.91	Staff
3/24/2026	HOME DEPOT	139.81	B&G
3/24/2026	BMO HARRIS BANK	5.98	Staff
3/24/2026	GORDON FOOD SERVICE INC	12.99	Staff
3/24/2026	BMO HARRIS BANK	42.96	Staff
3/24/2026	HOME DEPOT	93.07	B&G
3/24/2026	HOME DEPOT	7.68	B&G
3/25/2026	Aa Coins And Pins	315	Student
3/25/2026	WALMART COMMUNITY	133.34	Staff
3/25/2026	WALMART COMMUNITY	4.94	Staff
3/25/2026	WALMART COMMUNITY	32.55	Staff
3/25/2026	BATTERIES PLUS	72.95	Staff
3/25/2026	WALMART COMMUNITY	18.16	Staff
3/25/2026	TARGET GREATLAND	78.9	Student
3/25/2026	TARGET GREATLAND	78.9	Student
3/25/2026	TARGET GREATLAND	78.9	Student
3/25/2026	TARGET GREATLAND	78.9	Student
3/25/2026	BMO HARRIS BANK	520.15	Staff
3/25/2026	WALMART COMMUNITY	75.3	Staff
3/25/2026	BMO HARRIS BANK	1030	Staff
3/25/2026	BMO HARRIS BANK	1089.13	Staff
3/25/2026	BMO HARRIS BANK	1500	Staff
3/25/2026	Meijer # 206	23.75	Staff
3/25/2026	WALMART COMMUNITY	18.78	Staff
3/25/2026	WALMART COMMUNITY	32.24	Staff
3/25/2026	COUNTRY DONUTS	737.5	Staff
3/25/2026	WALMART COMMUNITY	208.78	Staff
3/25/2026	WALMART COMMUNITY	108.25	Staff
3/25/2026	BMO HARRIS BANK	249.8	Staff
3/25/2026	BMO HARRIS BANK	249.8	Staff
3/25/2026	BMO HARRIS BANK	249.8	Staff
3/25/2026	Franks Freshway Mar	148.82	Staff
3/25/2026	Red Robin No 343	152.9	Staff
3/25/2026	WALMART COMMUNITY	41.31	Staff
3/26/2026	COMCAST	7500	Board Aprroved
3/25/2026	BATTERIES PLUS 1028	34.48	Staff
3/25/2026	HOME DEPOT	155.74	B&G
3/25/2026	BMO HARRIS BANK	240	Staff
3/25/2026	HOME DEPOT	60.05	B&G
3/25/2026	HOME DEPOT	216.67	B&G
3/25/2026	MENARDS	176.97	B&G
3/26/2026	TAYLOR STREET PIZZA	169.38	Staff
3/26/2026	UNITED STATES POSTAL SERVICE	156	Staff
3/26/2026	RUSSO POWER EQUIPMENT	179.94	B&G

3/26/2026	Aa Coins And Pins	294	Student
3/26/2026	BMO HARRIS BANK	100	Staff
3/26/2026	WALMART COMMUNITY	85.81	Staff
3/26/2026	BMO HARRIS BANK	130.22	Staff
3/26/2026	BMO HARRIS BANK	215.62	Staff
3/26/2026	TARGET GREATLAND	245.52	Student
3/26/2026	Meijer # 206	23.91	Staff
3/26/2026	WALMART COMMUNITY	70.53	Staff
3/26/2026	Meijer # 206	90.67	Staff
3/26/2026	WALMART COMMUNITY	34.85	Staff
3/26/2026	WALMART COMMUNITY	211.38	Staff
3/26/2026	WALMART COMMUNITY	49.51	Staff
3/26/2026	BATTERIES PLUS 1028	242.95	Staff
3/26/2026	TARGET GREATLAND	23.96	Student
3/27/2026	Personalization Mall	201.95	Student
3/25/2026	ROSATIS PIZZA	410.04	Staff
3/26/2026	MENARDS	46.53	B&G
3/26/2026	HOME DEPOT	96.85	B&G
3/26/2026	Caseys Pizza 6907	71.97	Staff
3/26/2026	HOME DEPOT	225.39	B&G
3/26/2026	TAYLOR STREET PIZZA	75.45	Staff
3/26/2026	HOME DEPOT	83.33	B&G
3/26/2026	HOME DEPOT	53.48	B&G
3/26/2026	Wingstop 1391	31.28	Staff
3/27/2026	MENARDS	57.4	B&G
3/27/2026	HOME DEPOT	77.35	B&G
3/27/2026	WALMART COMMUNITY	26.44	Staff
3/27/2026	DOMINO'S PIZZA	283.84	Staff
3/27/2026	HOME DEPOT	282.76	B&G
3/27/2026	Jimmy Johns - 0466 - M	390.97	Staff
3/27/2026	BMO HARRIS BANK	275	Staff
3/27/2026	Dunkin #350035 Q35	95.94	Staff
3/27/2026	TROPICAL SMOOTHIE CAFE	447.04	Staff
3/27/2026	HOME DEPOT	474.34	B&G
3/27/2026	WALMART COMMUNITY	91.78	Staff
3/27/2026	WALMART COMMUNITY	171.05	Staff
3/27/2026	HOME DEPOT	42.23	B&G
3/27/2026	FERGUSON ENTERPRISES INC	254.28	B&G
3/27/2026	BMO HARRIS BANK	98	Staff
3/27/2026	JEWEL FOOD STORE #135	49.91	Staff
3/27/2026	WALMART COMMUNITY	31.3	Staff
3/27/2026	Little Caesars	107.82	Staff
3/27/2026	TROPICAL SMOOTHIE CAFE	300	Staff
3/27/2026	WALMART COMMUNITY	92.5	Staff
3/27/2026	LIBERTY LANES	430.56	Student
3/27/2026	SHERWIN WILLIAMS	201.16	Staff
3/27/2026	USA CLEAN	949.9	Staff

3/27/2026	BMO HARRIS BANK	264.15	Staff
3/27/2026	HOBBY LOBBY	22.97	Staff
3/27/2026	BMO HARRIS BANK	286.3	Staff
3/28/2026	HOME DEPOT	161.66	B&G
3/28/2026	WALMART COMMUNITY	87.22	Staff
3/28/2026	McDonalds F13651	42.41	Staff
3/28/2026	McDonalds F13651	59.52	Staff
3/28/2026	PANERA BREAD COMPANY	113.01	Staff
3/28/2026	WALGREENS	3.37	Staff
3/28/2026	WALGREENS	6.73	Staff
3/29/2026	BMO HARRIS BANK	210.15	Staff
3/29/2026	CULVERS	316.41	Staff
3/29/2026	Garibaldis Pizza	450	Student
3/29/2026	SHERWIN WILLIAMS	256.58	Staff
3/30/2026	BMO HARRIS BANK	1000	Staff
3/29/2026	HOME DEPOT	115.25	B&G
3/30/2026	WALMART COMMUNITY	322.95	Staff
3/30/2026	BMO HARRIS BANK	409.51	Staff
3/30/2026	SITEONE LANDSCAPE SUPPLY LLC	112.13	B&G
3/30/2026	GAMECHANGER MEDIA LLC	99.99	Staff
3/30/2026	BMO HARRIS BANK	553.9	Staff
3/30/2026	WALMART COMMUNITY	-173.91	Staff
3/30/2026	BMO HARRIS BANK	25	Staff
3/30/2026	Road Ranger	40	Staff
3/30/2026	Road Ranger	40	Staff
3/30/2026	EINSTEIN BROS - ONLINE C	67.76	Staff
3/30/2026	BMO HARRIS BANK	75	Staff
3/30/2026	McDonalds F13651	181.89	Staff
3/30/2026	Jimmy Johns - 0466 - M	293.49	Staff
3/30/2026	WALMART COMMUNITY	43.68	Staff
3/30/2026	TENNIS WAREHOUSE	322.95	Student
3/30/2026	MENARDS	359.36	B&G
3/30/2026	HOME DEPOT	266.01	B&G
3/30/2026	HOME DEPOT	6.28	B&G
3/30/2026	HOME DEPOT	61.92	B&G
3/30/2026	BMO HARRIS BANK	333.98	Staff
3/30/2026	BMO HARRIS BANK	383.8	Staff
3/30/2026	MENARDS	109.49	B&G
3/30/2026	HOME DEPOT	309.43	B&G
3/30/2026	HOME DEPOT	160.08	B&G
3/30/2026	MENARDS	125.47	B&G
3/30/2026	BMO HARRIS BANK	104.49	Staff
3/30/2026	HOME DEPOT	11.98	B&G
3/30/2026	HOME DEPOT	41.94	B&G
3/30/2026	MENARDS	310.22	B&G
3/31/2026	ILLINOIS PRINCIPALS ASSOCIATIO	449	Staff
3/31/2026	EDS RENTAL AND SALES INC	20.32	B&G

3/31/2026	ELGIN KEY AND LOCK CO	36.05	B&G
3/31/2026	BMO HARRIS BANK	249.77	Staff
3/31/2026	BMO HARRIS BANK	260	Staff
3/31/2026	GUSTAVE A LARSON COMPANY	179.6	B&G
3/31/2026	UNITED STATES POSTAL SERVICE	62.4	Staff
3/31/2026	BMO HARRIS BANK	99	Staff
3/31/2026	EDS RENTAL AND SALES INC	74.08	B&G
3/31/2026	BMO HARRIS BANK	341.37	Staff
3/31/2026	CULVERS	388.96	Staff
3/31/2026	Buffalo Wild Wngs 0742	720.58	Student
1/21/2026	BMO HARRIS BANK	-614.39	Staff
3/31/2026	HOME DEPOT	104.94	B&G
3/31/2026	MENARDS	269.4	B&G
3/31/2026	HOME DEPOT	52.87	B&G
3/31/2026	HOME DEPOT	209.77	B&G
3/31/2026	HOME DEPOT	163.53	B&G
3/31/2026	HOME DEPOT	122.31	B&G
3/31/2026	HOME DEPOT	101.77	B&G
3/31/2026	HOME DEPOT	312.99	B&G
3/31/2026	HOME DEPOT	175.05	B&G
4/1/2026	EDS RENTAL AND SALES INC	20.32	B&G
4/1/2026	WALMART COMMUNITY	54.35	Staff
4/1/2026	McDonalds F13651	7.59	Staff
4/1/2026	BMO HARRIS BANK	554.95	Staff
4/1/2026	FIRE BAR & GRILL	26.97	Staff
4/1/2026	FERGUSON ENTERPRISES INC	423.7	B&G
4/1/2026	BMO HARRIS BANK	32.98	Staff
4/1/2026	WALMART COMMUNITY	79.99	Staff
4/1/2026	EDS RENTAL AND SALES INC	-34.5	B&G
4/1/2026	EDS RENTAL AND SALES INC	34.5	B&G
4/1/2026	EDS RENTAL AND SALES INC	126.5	B&G
4/1/2026	Road Ranger	40	Staff
4/1/2026	Road Ranger	60	Staff
4/1/2026	BMO HARRIS BANK	577.74	Staff
4/1/2026	FIRE BAR & GRILL	26.97	Staff
4/1/2026	JC LICHT	85.73	B&G
4/1/2026	HOME DEPOT	31.88	B&G
4/1/2026	MENARDS	87.68	B&G
4/1/2026	HOME DEPOT	40.6	B&G
4/1/2026	BMO HARRIS BANK	799	Staff
4/1/2026	Hucks Food & Fuel S	50	Staff
4/1/2026	Hucks Food & Fuel S	80	Staff
4/1/2026	MENARDS	183.78	B&G
4/1/2026	MENARDS	306.41	B&G
4/1/2026	HOME DEPOT	469.43	B&G
4/1/2026	MENARDS	41.81	B&G
4/1/2026	HOME DEPOT	185.23	B&G

4/1/2026	BMO HARRIS BANK	2763.72	Staff
4/2/2026	Wally's	235.52	Staff
4/2/2026	WALMART COMMUNITY	124.96	Staff
4/2/2026	BMO HARRIS BANK	108	Staff
4/2/2026	Morettis Pizza Pub	200	Staff
4/2/2026	BMO HARRIS BANK	316.75	Staff
4/2/2026	McAlisters Deli 10134	387.59	Staff
4/2/2026	BMO HARRIS BANK	688	Staff
4/2/2026	BMO HARRIS BANK	109.44	Staff
4/2/2026	UNITED STATES POSTAL SERVICE	115.52	Staff
4/2/2026	BMO HARRIS BANK	129	Staff
4/2/2026	Sleep Inn	243.48	Staff
4/2/2026	Sleep Inn	243.48	Staff
4/2/2026	Sleep Inn	243.48	Staff
4/2/2026	Sleep Inn	243.48	Staff
4/2/2026	Sleep Inn	243.48	Staff
4/2/2026	Sleep Inn	243.48	Staff
4/2/2026	WALMART COMMUNITY	362.23	Staff
4/2/2026	Tractor Supply # 131	119.98	B&G
4/3/2026	PARTS TOWN LLC	65.95	B&G

ACTIVITY ACCOUNT SUMMARY
FOR MONTH OF: March, 2026

	Month to Date			Year To Date			
	Month End Receipts	Month End Disbursements	Month End Activity	July 1, 2025 Beginning Book Balance	Year to Date Receipts	Year to Date Disbursements	Year to Date Book Balance
School							
Algonquin Lakes ES	$ 6,794.43	$ 5,212.43	$ 1,582.00	$ 12,594	$ 13,257	$ 9,424	$ 16,426
Algonquin M.S.	$ 2,490.59	$ 5,237.88	$ (2,747.29)	$ 16,150	$ 29,675	$ 35,310	$ 10,516
Big Timber E.S	$ 6,519.93	$ 628.34	$ 5,891.59	$ 13,665	$ 15,139	$ 9,022	$ 19,782
Carpentersville M.S.	$ 237.25	$ 2,143.30	$ (1,906.05)	$ 38,753	$ 20,784	$ 17,269	$ 42,268
DeLacey	$ 20.67		$ 20.67	$ 4,160	$ 6,115	$ 3,404	$ 6,871
Dundee-Crown H.S.	$ 35,086.67	$ 12,077.28	$ 23,009.39	$ 346,339	$ 236,447	$ 346,539	$ 236,247
Dundee Highlands	$ 1,090.83	$ 1,318.28	$ (227.45)	$ 4,194	$ 2,904	$ 2,284	$ 4,814
Dundee M.S.	$ 2,309.50	$ 12,308.71	$ (9,999.21)	$ 162,018	$ 67,460	$ 83,808	$ 145,670
Eastview ES	$ 1,509.93	$ -	$ 1,509.93	$ 2,569	$ 2,971	$ 2,141	$ 3,399
Gary D Wright ES	$ 2,848.73	$ 1,800.00	$ 1,048.73	$ 8,282	$ 23,748	$ 21,100	$ 10,930
Gilberts ES	$ 397.60	$ 812.20	$ (414.60)	$ 5,971	$ 9,694	$ 9,606	$ 6,058
Golfview ES	$ 12.91	$ 1,117.00	$ (1,104.09)	$ 3,372	$ 3,196	$ 3,277	$ 3,291
Hampshire ES	$ 2,693.89	$ 2,022.39	$ 671.50	$ 3,533	$ 16,856	$ 13,651	$ 6,738
Hampshire H.S.	$ 25,954.90	$ 43,773.32	$ (17,818.42)	$ 376,043	$ 314,592	$ 236,712	$ 453,923
Hampshire M.S.	$ 4,223.38	$ 9,292.71	$ (5,069.33)	$ 82,672	$ 58,336	$ 69,033	$ 71,975
H.D. Jacobs H.S.	$ 39,197.08	$ 84,983.52	$ (45,786.44)	$ 315,640	$ 295,682	$ 306,942	$ 304,380
Lake In The Hills ES	$ 247.59	$ -	$ 247.59	$ 7,605	$ 6,359	$ 8,766	$ 5,198
Lakewood ES	$ 3,225.09	$ 2,149.57	$ 1,075.52	$ 17,198	$ 21,278	$ 13,855	$ 24,621
Liberty ES	$ 19.53	$ -	$ 19.53	$ 9,004	$ 8,443	$ 10,961	$ 6,486
Lincoln Prairie ES	$ 4,668.28	$ 1,029.36	$ 3,638.92	$ 11,280	$ 12,084	$ 4,044	$ 19,320
Meadowdale ES	$ 7.39	$ 1,272.76	$ (1,265.37)	$ 2,031	$ 12,624	$ 13,235	$ 1,420
Neubert ES	$ 11.47	$ -	$ 11.47	$ 4,096	$ 875	$ 1,165	$ 3,806
Parkview ES	$ 36.63	$ -	$ 36.63	$ 8,524	$ 5,732	$ 2,079	$ 12,177
Perry ES	$ 857.60	$ 802.35	$ 55.25	$ 9,362	$ 5,531	$ 3,818	$ 11,075
Sleepy Hollow ES	$ 9.61	$ 396.00	$ (386.39)	$ 3,540	$ 99	$ 824	$ 2,815
Westfield ES/MS	$ 5,290.83	$ 8,234.84	$ (2,944.01)	$ 56,574	$ 57,965	$ 56,495	$ 58,044
Total	$ 145,762.31	$ 196,612.24	$ (50,849.93)	$ 1,525,169	$ 1,247,848	$ 1,284,765	$ 1,488,252

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 4/22/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	14,844.77	6,794.43	5,212.43		16,426.77
Total Cash Accounts	14,844.77	6,794.43	5,212.43	0.00	16,426.77
Other Accounts					
200M-00-00 Special Ed	115.25	6.00			121.25
2032-00-00 Class of 2032	337.16				337.16
2033-00-00 Class of 2033	718.62		573.06		145.56
2034-00-00 Class of 2034	735.24	315.00	183.64	236.25	1,102.85
2035-00-00 Class of 2035	52.93	24.00	200.00		(123.07)
2036-00-00 Class of 2036	0.44				0.44
2038-00-00 Class of 2038	58.06				58.06
2090-10-00 Acting Club	51.46				51.46
2410-00-00 Culinary Kids 2/3	80.57				80.57
2415-10-00 Science Club	10.31				10.31
2420-10-00 Board Game Club	464.00	374.00			838.00
2590-10-00 Lady Lions Running Club	3,187.08	92.00			3,279.08
2590-20-00 Boys Running Club	1,366.08	1,714.00			3,080.08
4100-10-10 Fitness Club	130.05				130.05
4200-10-00 Birthday Books	615.00	30.00			645.00
4200-20-00 Book Fair	1,247.69	4,157.39	4,255.73		1,149.35
4210-00-00 Holiday Creations	135.85				135.85
4300-00-00 Yearbook	777.51	20.00			797.51
5100-00-00 General Fund	289.70				289.70
5500-10-00 ALES Grant Awards	18.19				18.19
5700-00-00 Social Committee	245.00				245.00
6000-00-00 Interest Income	2,587.89	62.04			2,649.93
6000-30-00 Field Trip Reserve	1,620.69			(236.25)	1,384.44
Total Other Accounts	14,844.77	6,794.43	5,212.43	0.00	16,426.77

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	13,263.73	2,490.59	5,237.88		10,516.44
Total Cash Accounts	13,263.73	2,490.59	5,237.88	0.00	10,516.44
Other Accounts					
2000-10-00 Student Council	585.05	35.00			620.05
2030-00-00 Class of 2030	377.58				377.58
2031-00-00 Class of 2031	34.86				34.86
2032-00-00 Class of 2032	0.04				0.04
2110-10-00 Band	269.84				269.84
2140-10-00 Chorus	54.58				54.58
2150-30-00 Musical	4,853.20	2,175.00	4,648.17		2,380.03
2151-10-00 Music Club	391.94		140.00		251.94
2220-10-00 Art Club	122.06				122.06
2230-10-00 Beta Club	1,675.06				1,675.06
2240-00-00 Baking Club	0.16				0.16
2250-00-00 Chess Club	0.10				0.10
2391-10-00 AVID	1,045.57	240.00			1,285.57
2430-10-00 Special Ed Community Trips	5.50				5.50
2590-40-00 Read-a-Thon	373.79				373.79
3020-00-00 Wrestling	462.89		140.00		322.89
3100-20-00 Volleyball	54.15				54.15
3110-10-00 Cross Country	184.25				184.25
3210-00-00 Boys Basketball	20.87				20.87
3210-10-00 Girls Basketball	123.14				123.14
3230-10-00 Track and Field	114.16				114.16
3250-20-10 Poms/Dance	191.96				191.96
3350-20-10 Cheerleading	71.28				71.28
4100-10-00 PBIS	102.91				102.91
4100-30-00 General	17.91				17.91
4300-30-00 Staff Account	19.11				19.11
5110-20-00 MB Jazz Ensembles	878.62		309.71		568.91
5200-00-00 Physical Education Fund	74.50				74.50
6000-20-00 Field Trip Reserve	709.00				709.00
6000-30-00 Interest Income	449.65	40.59			490.24
Total Other Accounts	13,263.73	2,490.59	5,237.88	0.00	10,516.44

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 BMOHarris Checking Account	13,891.31	6,519.93	628.34		19,782.90
Total Cash Accounts	13,891.31	6,519.93	628.34	0.00	19,782.90
Other Accounts					
2034-00-00 Class of 2034	460.00	790.00			1,250.00
2035-00-00 Class of 2035	0.00	1,034.00			1,034.00
2036-00-00 Class of 2036	448.47	1,787.00	539.00	270.00	1,966.47
2037-00-00 Class of 2037	424.66	935.00			1,359.66
2038-00-00 Class of 2038	19.00	1,001.00		(123.91)	896.09
3010-00-00 Yearbook	1,157.00				1,157.00
3100-20-00 Math and Reading Night	1,236.00				1,236.00
3200-10-00 Running Club	554.05				554.05
4100-30-00 General	180.04	10.00		123.91	313.95
4200-10-00 Field Trip Donaton	3,441.10	913.00			4,354.10
5100-10-00 PBIS	390.00				390.00
5100-10-10 Staff Sunshine Account	1,233.45		89.34		1,144.11
6000-00-00 Interest Income	1,157.54	49.93			1,207.47
6000-30-00 Field Trip Reserve	3,190.00			(270.00)	2,920.00
Total Other Accounts	13,891.31	6,519.93	628.34	0.00	19,782.90

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	44,174.25	237.25	2,143.30		42,268.20
Total Cash Accounts	44,174.25	237.25	2,143.30	0.00	42,268.20
Other Accounts					
2000-10-00 Student Council	5,117.39	66.00	250.00		4,933.39
2030-00-00 Class of 2030	117.00				117.00
2031-00-00 Class of 2031	913.06				913.06
2032-00-00 Class of 2032	1,089.68				1,089.68
2105-00-00 Man in Demand/Dare to be Rare	447.56				447.56
2110-10-00 Music	739.12				739.12
2110-20-00 MB Jazz	420.00				420.00
2120-10-00 Drama	3,558.76		1,893.30		1,665.46
2140-10-00 Chorus	846.04				846.04
2221-10-00 Art Club	10.00				10.00
2230-10-00 Beta Club	848.94				848.94
2235-10-00 Chess Club	127.80				127.80
2481-10-00 Yearbook	2,379.06				2,379.06
2590-40-00 Relay for Life	2.00				2.00
2670-20-00 Book Fair	13.14				13.14
3250-20-10 Poms	2,540.39				2,540.39
3350-20-10 Cheerleading	3,713.50				3,713.50
4101-30-00 AVID	10,865.67				10,865.67
4210-20-00 General	4,793.79	39.00			4,832.79
4300-30-00 Sunshine	1,032.14				1,032.14
6000-00-00 Interest	1,099.21	132.25			1,231.46
6000-30-00 Field Trip Reserve	3,500.00				3,500.00
Total Other Accounts	44,174.25	237.25	2,143.30	0.00	42,268.20

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris Cash Account	6,850.48	20.67			6,871.15
Total Cash Accounts	6,850.48	20.67	0.00	0.00	6,871.15
Other Accounts					
4100-00-00 Student Memorial Fundraiser	85.80				85.80
4700-00-00 Pyramid Model Committee	1,466.29				1,466.29
5100-00-00 General Student Activities	291.29				291.29
5200-00-00 PBIS	1,791.25				1.791.25
6000-00-00 Interest Income	715.85	20.67			736.52
6000-30-00 Field Trip Reserve	2,500.00				2,500.00
Total Other Accounts	6,850.48	20.67	0.00	0.00	6,871.15

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	213,237.58	35,086.67	12,077.28		236,246.97
Total Cash Accounts	213,237.58	35,086.67	12,077.28	0.00	236,246.97
Other Accounts					
1000-10-10 Banking Corrections	(529.00)	325.00			(204.00)
2000-10-00 Student Council	318.87		1,500.00	4,000.00	2,818.87
2095-10-00 Animation Club	98.78				98.78
2110-10-00 Instrumental Music	376.62				376.62
2120-10-00 Drama Club	4,363.93				4,363.93
2120-20-00 Musical Account	17,413.33	15,540.00	1,925.00		31,028.33
2120-30-00 Fall Play	18,973.73				18,973.73
2140-10-00 Choral Music	(589.89)				(589.89)
2145-50-00 Orchestra	15,291.36				15,291.36
2223-20-00 Charger Pride-Staff	2,311.81				2,311.81
2230-10-00 Beta Club	2,435.68				2,435.68
2235-10-00 SAFE	1,394.44				1,394.44
2260-10-00 Industrial Ed Club	353.86				353.86
2263-10-00 Rotary Interact	1,341.90	310.00			1,651.90
2280-20-00 Environmental Club	1,755.58				1,755.58
2282-10-00 GirlUp	1,362.34				1,362.34
2310-10-00 World Language (French) Club	2,740.62				2,740.62
2340-10-00 Science Olympiad	(51.97)				(51.97)
2370-10-00 FACS Club	1,157.00				1,157.00
2375-10-00 Literary Arts Magazine	3,059.15	140.00			3,199.15
2385-10-00 Poetry Club-Souls Spill Ink	1,588.58				1,588.58
2390-10-00 National Honor Society	1,806.05	500.00	385.00		1,921.05
2390-20-00 Illinois Music Honors Society	1,667.21				1,667.21
2391-10-00 AVID	72.58				72.58
2392-00-00 PSI Alpha	301.32				301.32
2408-10-00 GSA/LGBT Support Group	949.70				949.70
2439-10-00 Peer Mentors	298.30				298.30
2450-10-00 Debate Team	176.64				176.64
2590-40-00 Relay for Life	688.95				688.95
2591-10-00 Fight the Stigma	756.25				756.25
2592-10-00 Minority Leadership	804.52				804.52
2595-10-00 HOSA	221.22				221.22
2618-10-10 Operation Click	1,743.85				1,743.85
2700-10-20 Work Program/Buttons/Store	950.33				950.33
3100-20-20 Baseball	1,300.77	1,207.00	422.00		2,085.77
3150-20-10 Softball	3,243.11	5,120.00			8,363.11
3200-20-10 Girls Basketball	7,730.89				7,730.89
3200-20-20 Boys Basketball	8,601.11				8,601.11
3210-20-10 Girls Bowling	1,289.25				1,289.25
3250-00-00 Dance Team (Poms)	6,817.00	472.00			7,289.00
3300-20-10 Girls Soccer	496.02	2,040.00	415.00		2,121.02
3300-20-20 Boys Soccer	4,099.95				4,099.95
3350-20-10 Cheerleading	26,115.38	3,345.00	2,769.65		26,690.73
3400-20-10 Girls Tennis	1,411.86				1,411.86
3400-20-20 Boys Tennis	1,107.32		815.00		292.32
3450-20-10 Girls Swimming	1,564.48				1,564.48
3500-20-10 Girls Track	4,097.19		2,925.63		1,171.56
3500-20-20 Boys Track	591.97	300.00			891.97
3600-20-10 Girls Golf	2,903.26				2,903.26

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
3600-20-20 Boys Golf	3,172.69				3,172.69
3650-20-10 Boys Lacrosse	1,647.10	3,684.50	920.00		4,411.60
3700-20-10 Football	5,566.77	1,425.00			6,991.77
3750-20-10 Flag Football	3,354.60				3,354.60
3800-20-00 Cross Country	484.98				484.98
3850-20-00 Wrestling	3,550.54				3,550.54
3900-20-00 Volleyball	2,285.89				2,285.89
4000-10-00 Sr. Class Gift	5,242.96				5,242.96
4100-30-00 General	20,496.34			(4,000.00)	16,496.34
4300-20-00 Sunshine Club/Staff Pride	1,054.61				1,054.61
4700-30-00 Scholarships	4,685.67				4,685.67
4750-10-00 Testing Prep	1,318.00				1,318.00
6000-00-00 Interest Income	2,671.21	678.17			3,349.38
6000-30-00 Field Trip Reserve	733.02				733.02
Total Other Accounts	213,237.58	35,086.67	12,077.28	0.00	236,246.97

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	5,041.12	1,090.83	1,318.28		4,813.67
Total Cash Accounts	5,041.12	1,090.83	1,318.28	0.00	4,813.67
Other Accounts					
2033-10-00 Class of 2033 Field Trips	270.32				270.32
2034-10-00 Class of 2034 Field Trips	196.12	782.00	432.50	143.00	688.62
2036-00-00 Class of 2036	15.80				15.80
2036-10-00 Class of 2036 Field Trips	677.50		480.78		196.72
2037-10-00 Class of 2037 Field Trips	35.10	292.00	405.00	132.00	54.10
4100-30-00 General Fund	614.62				614.62
4200-10-00 Service Club	1,404.46				1,404.46
6000-00-00 Interest Income	353.20	16.83			370.03
6000-30-00 Field Trip Reserve	1,474.00			(275.00)	1,199.00
Total Other Accounts	5,041.12	1,090.83	1,318.28	0.00	4,813.67

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	155,669.23	2,309.50	12,308.71		145,670.02
Total Cash Accounts	155,669.23	2,309.50	12,308.71	0.00	145,670.02
Other Accounts					
2000-10-00 Cardunal Council (Student)	3,784.66		111.76		3,672.90
2030-10-00 Class of 2030-A	937.89				937.89
2030-20-00 Class of 2030-B	937.88				937.88
2031-10-00 Class of 2031-A	236.48				236.48
2031-20-00 Class of 2031-B	236.49				236.49
2032-00-00 Class of 2032-A	365.39				365.39
20TG-00-00 Universal Team (PBIS)	3,173.65				3,173.65
20TY-00-00 Secondary Team	163.83				163.83
2110-10-00 Band	6,277.05	998.00	6,311.33		963.72
2130-10-00 Music Department	8,027.67				8,027.67
2140-10-00 Chorus/Vocal	7,361.09		1,858.35		5,502.74
2150-30-00 Musical/Ensembles	21,068.14		1,582.23		19,485.91
2155-10-00 Orchestra	15,022.15				15,022.15
2220-10-00 Art Club	6,006.15				6,006.15
2230-10-00 Beta Club	3,637.24				3,637.24
2380-10-00 Targeted Intervention Team	13.53				13.53
2391-10-00 AVID	6,182.19	153.00	1,745.39		4,589.80
2425-10-00 Exploratory/Spanish	446.34				446.34
2431-10-00 Life Program (SPED)	47.52				47.52
2432-10-00 Snack (skills) Program	260.92		112.10		148.82
2435-10-00 S.O.A.R.	111.55				111.55
2436-10-00 SWANS	23.22				23.22
2481-10-00 Yearbook Club	205.12				205.12
2530-10-00 Chess Club	326.91				326.91
2560-30-00 Book Club	6.15				6.15
2565-00-00 Bracelet Club	370.00				370.00
2566-10-00 Garden Club	226.04				226.04
2570-30-00 IMC	598.17				598.17
2590-10-00 Lions	16.11				16.11
2615-10-00 Midnight Mile	23,039.44				23,039.44
2619-10-00 Cardunal Care	3,259.29				3,259.29
2620-10-00 Scrapbook	102.00				102.00
2625-10-00 Schoolpalooza	827.91				827.91
2630-10-00 Ski Club	3,980.00				3,980.00
2631-10-00 Washington D.C. Trip	143.27				143.27
2635-10-00 Snowflake	1,331.31				1,331.31
2655-10-00 Battle of the Books	5.30				5.30
2665-10-00 Spelling Bee	21.34				21.34
2670-10-00 Robotics	1,306.65	500.00			1,806.65
2675-00-00 STEM	65.35				65.35
3000-20-00 Athletics (DEL:2yr 15/16)	135.00				135.00
3010-00-00 Ultimate Club	352.24				352.24
3207-20-10 Girls Basketball - 7th	207.16		27.88		179.28
3207-20-20 Boys Basketball - 7th	0.62				0.62
3208-20-20 Boy's Basketball - 8th	110.27				110.27
3250-20-10 Poms	0.40				0.40
3253-20-10 Intramural Basketball	82.06				82.06
3254-20-00 Intramural Poms	121.95				121.95
3255-20-10 Intramural Wrestling	161.26				161.26

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
3350-20-10 Cheerleading	31.80				31.80
3400-10-00 Color Guard	212.49				212.49
3500-20-10 Track Team	96.18				96.18
3600-10-00 Flag Football	813.59				813.59
3800-20-00 Cross Country	86.51				86.51
3800-20-10 Marathon Club - 6th Gr.CC Only	16.00				16.00
3840-10-00 Wiffle Ball	315.54				315.54
3850-20-00 Wrestling	2,103.11	192.34			2,295.45
3900-20-00 Volleyball	137.55				137.55
4100-30-00 General	7,459.76		559.67		6,900.09
4110-10-00 Outdoor Club	1,214.03				1,214.03
4210-00-00 Fall Play	11,573.58				11,573.58
4220-00-00 Street Ensemble	143.19				143.19
4230-00-00 Buddy Club	114.14				114.14
4300-30-00 Faculty (Social) Fund	136.00				136.00
4400-30-00 Fitness Club (PE)	4,162.76				4,162.76
4500-30-00 Flower Fund	393.03				393.03
6000-00-00 Interest Income	2,949.62	466.16			3,415.78
6000-30-00 Field Trip Reserve	2,388.00				2,388.00
Total Other Accounts	155,669.23	2,309.50	12,308.71	0.00	145,670.02

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	1,888.67	1,509.93			3,398.60
Total Cash Accounts	1,888.67	1,509.93	0.00	0.00	3,398.60
Other Accounts					
2029-00-00 Class of 2029	59.55				59.55
2032-00-00 Class of 2032	64.09				64.09
2034-00-00 Class of 2034	(66.04)				(66.04)
2035-00-00 Class of 2035	(506.00)				(506.00)
2036-00-00 Class of 2036	727.58				727.58
2037-00-00 Class of 2037	(30.42)				(30.42)
2100-10-10 Julie Voss Class-Inactive	0.10				0.10
2100-20-10 LEAP Program	15.00				15.00
4100-30-00 General	555.03				555.03
5010-00-00 Library Books (Birthday Club)	232.59				232.59
6000-00-00 Interest Income	491.19	9.93			501.12
6000-30-00 Field Trip Reserve	346.00	1,500.00			1,846.00
Total Other Accounts	1,888.67	1,509.93	0.00	0.00	3,398.60

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	9,880.97	2,848.73	1,800.00		10,929.70
Total Cash Accounts	9,880.97	2,848.73	1,800.00	0.00	10,929.70
Other Accounts					
2033-00-00 Class of 2033	150.16				150.16
2034-00-00 Class of 2034	2,220.68				2,220.68
2035-00-00 Class of 2035	1,267.88				1,267.88
2036-00-00 Class of 2036	208.16	1,014.00		442.00	1,664.16
2037-00-00 Class of 2037	924.09				924.09
2038-00-00 Class of 2038	500.00				500.00
2140-10-10 Chorus	713.55				713.55
2215-10-10 Yearbook - Elem	726.00				726.00
2499-20-00 Apparel Store	0.11				0.11
2590-30-00 Girls on the Run	5.00				5.00
4100-30-00 General	63.48	1,800.00	1,800.00		63.48
4300-20-00 Staff Wear	75.00				75.00
5010-10-00 PBIS	1,343.65				1,343.65
6000-00-00 Interest Income	455.21	34.73			489.94
6000-30-00 Field Trip Reserve	1,228.00			(442.00)	786.00
Total Other Accounts	9,880.97	2,848.73	1,800.00	0.00	10,929.70

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	6,473.46	397.60	812.20		6,058.86
Total Cash Accounts	6,473.46	397.60	812.20	0.00	6,058.86
Other Accounts					
2000-20-00 LIFE Program	2,858.87			420.00	3,278.87
2032-00-00 Class of 2032	(378.75)				(378.75)
2033-00-00 Class of 2033	(841.95)				(841.95)
2034-00-00 Class of 2034	(2,224.97)			2,050.00	(174.97)
2035-00-00 Class of 2035	88.93		362.20	72.00	(201.27)
2036-00-00 Class of 2036	(118.60)				(118.60)
2037-00-00 Class of 2037	(384.90)	373.50	450.00	81.00	(380.40)
2276-10-00 Field Trips	27.02				27.02
2277-10-00 Field Days	595.68				595.68
2590-40-00 Relay for Life	2,865.53				2,865.53
4100-30-00 General	514.10				514.10
5000-10-00 Staff Social Account	(38.30)				(38.30)
6000-00-00 Interest Income	1,010.80	24.10			1,034.90
6000-30-00 Field Trip Reserve	2,500.00			(2,623.00)	(123.00)
Total Other Accounts	6,473.46	397.60	812.20	0.00	6,058.86

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	4,395.21	12.91	1,117.00		3,291.12
Total Cash Accounts	4,395.21	12.91	1,117.00	0.00	3,291.12
Other Accounts					
2151-10-20 Summer Music Camp	268.29				268.29
2590-40-00 Relay for Life	144.00				144.00
4100-30-00 General	574.49				574.49
4210-00-00 Scholastic Book Fair-Fall	3.59				3.59
4220-00-00 Scholastic Book Fair-Spring	427.62				427.62
4270-00-00 PBIS	202.10				202.10
5000-10-10 Staff Spirit Wear	154.33				154.33
6000-00-00 Interest Income	370.79	12.91			383.70
6000-30-00 Field Trip Reserve	2,250.00		1,117.00		1,133.00
Total Other Accounts	4,395.21	12.91	1,117.00	0.00	3,291.12

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris Bank Checking	6,066.42	2,693.89	2,022.39		6,737.92
Total Cash Accounts	6,066.42	2,693.89	2,022.39	0.00	6,737.92
Other Accounts					
2033-00-00 Class of 2033	981.00	657.00	276.84		1,361.16
2034-00-00 Class of 2034	69.86				69.86
2035-00-00 Class of 2035	148.66	2,016.00	1,185.00		979.66
2036-00-00 Class of 2036	1,653.00		553.00		1,100.00
2037-00-00 Class of 2037	23.00				23.00
2140-20-00 Chorus	10.55				10.55
2270-10-00 Environmental Science	183.67		7.55		176.12
2618-40-00 Donations	497.08				497.08
4100-30-00 General	117.51				117.51
5100-00-00 Scholastic Book Fair	436.65				436.65
5110-00-00 Yearbook	292.00				292.00
5200-00-00 Sunshine Staff Account	1,166.53				1,166.53
6000-00-00 Interest Income	360.91	20.89			381.80
6000-30-00 Field Trip Reserve	126.00				126.00
Total Other Accounts	6,066.42	2,693.89	2,022.39	0.00	6,737.92

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	471,742.03	25,954.90	43,773.32		453,923.61
Total Cash Accounts	471,742.03	25,954.90	43,773.32	0.00	453,923.61
Other Accounts					
2000-10-00 Student Council	2,107.22				2,107.22
2014-10-00 Homecoming	33,548.93		500.00		33,048.93
2015-10-10 Class of 2015 Statue Maintenan	69.26				69.26
2026-00-00 Class of 2026	9,616.85		189.98		9,426.87
2027-00-00 Class of 2027	10,568.93				10,568.93
2028-00-00 Class of 2028	2,442.31				2,442.31
2029-00-00 Class of 2029	3,866.50				3,866.50
2110-10-00 Band	492.56				492.56
2112-00-00 Tri M (Modern Music Masters)	2,168.37				2,168.37
2140-10-00 Chorus	7,076.99		4,936.00		2,140.99
2150-30-00 Musical	7,855.85				7,855.85
2151-10-00 Music Student Tour Account	3,019.84				3,019.84
2155-10-00 Orchestra	454.38				454.38
2156-10-00 Prom - Junior Class	29,952.16		9,100.00		20,852.16
2220-10-00 Art Club	1,322.59	100.00	98.70		1,323.89
2222-10-00 ABC Business Club	1,475.92				1,475.92
2223-00-00 ASL Club	498.45				498.45
2225-10-00 Black Student Alliance	7,428.92				7,428.92
2225-20-00 Hispanic Youth Alliance	627.98				627.98
2230-10-00 Debate Team	482.74				482.74
2240-10-00 Drama Club	11,866.61	2,774.00	10,246.37		4,394.24
2250-10-10 GSA Club	96.25				96.25
2260-10-00 Industrial Arts	2,591.92				2,591.92
2265-10-00 Environmental Club/Med Careers	1,168.82				1,168.82
2276-10-00 Field Trips	52.46				52.46
2280-10-00 Fishing Club	522.19				522.19
2310-10-00 AAPI Club	741.72				741.72
2320-10-00 German Club	456.94				456.94
2330-10-00 Foreign Language	180.71				180.71
2330-20-00 French Club	412.00				412.00
2340-10-00 Spanish Club	240.07				240.07
2350-10-00 Language Arts Field Trips	808.00				808.00
2370-10-00 Peer Mentoring	236.70				236.70
2390-10-00 National Honor Society	12,446.92		475.13		11,971.79
2390-20-00 Robotics	100.91				100.91
2391-10-00 AVID	20,236.58				20,236.58
2393-10-00 PBIS	1,487.06				1,487.06
2410-00-00 Math Team	461.00				461.00
2480-10-00 Yearbook	98.16				98.16
2499-30-00 School Store	823.97				823.97
2618-10-10 Operation Click	1,064.80				1,064.80
2620-00-00 Female Empowerment	382.13	600.00			982.13
2644-10-00 Co-Op	3,188.41				3,188.41
2647-10-00 FACS	294.94				294.94
2655-00-00 Literary Magazine	551.73	42.00			593.73
2670-10-00 Scholastic Bowl	194.09				194.09
2671-00-00 Science	1,780.38				1,780.38
2671-10-00 Science-Six Flags GreatAmerica	0.01		4,193.28		(4,193.27)
2680-10-00 Marketing Class	181.65				181.65

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
2685-00-00 Target Edu	211.77				211.77
2686-00-00 Woodshop	140.00				140.00
2690-00-00 WHIPS TV	58.00				58.00
2710-10-00 Activity Directors	1,191.83		94.07		1,097.76
3100-10-00 Athletic Development	1,321.54				1,321.54
3100-20-20 Baseball	13,055.01	3,855.00			16,910.01
3150-20-10 Softball	7,155.06				7,155.06
3200-20-10 Girls Basketball	8,890.74		5,364.13		3,526.61
3200-20-20 Boys Basketball	4,117.15	502.53	2,051.10		2,568.58
3250-20-10 Poms	12,056.80	60.00	3,138.65		8,978.15
3300-20-10 Girls Soccer	8,338.99				8,338.99
3300-20-20 Boys Soccer	890.70				890.70
3350-20-10 Cheerleading	18,106.29	290.00	1,891.56		16,504.73
3400-20-10 Girls Tennis	2,349.40		1,494.35		855.05
3400-20-20 Boys Tennis	4,885.87				4,885.87
3500-20-10 Girls Track & Field	7,078.21				7,078.21
3500-20-20 Boys Track	6,427.59				6,427.59
3600-20-10 Boys Golf	7,947.67				7,947.67
3600-20-20 Girls Golf	3,440.49				3,440.49
3610-10-00 Boys Lacrosse	1,862.93	16,194.00			18,056.93
3610-20-00 Girls LaCrosse	3,556.31	123.41			3,679.72
3700-20-10 Football	23,471.50				23,471.50
3700-30-10 Powder Puff	3,528.25				3,528.25
3700-40-10 Flag Football	6,258.68				6,258.68
3800-10-00 Whip Squad	133.36				133.36
3800-20-00 Boys and Girls Cross Country	1,421.36				1,421.36
3850-20-00 Wrestling	7,305.16				7,305.16
3900-20-00 Volleyball	9,758.83				9,758.83
3900-20-10 Volleyball Club	118.00				118.00
3990-10-00 Gatorade Fundraiser	642.87				642.87
4000-30-00 General	17,584.80				17,584.80
4100-00-00 FVC Leadership	981.48				981.48
4150-00-00 Teacher Grants	22.50				22.50
4210-10-00 Rachel's Challenge	20.00				20.00
4220-00-00 D300 Speaks	219.52				219.52
4300-20-00 Sunshine	92.70				92.70
4300-30-00 Spiritwear	3.03				3.03
4300-40-00 PE-Active	1.00				1.00
4700-10-00 2017 Gene Haas Scholarship	531.79				531.79
4700-10-10 2018 Gene Haas Scholarship	1,558.50				1,558.50
4700-10-20 2019 Gene Haas Scholarship	7,021.00				7,021.00
4700-10-30 2020 Gene Haas Scholarship	12,000.00				12,000.00
4700-10-50 2024 GENE HAAS SCHOLARSHIP	20,000.00				20,000.00
4700-30-00 Scholarship & Blood Drive	2,040.00				2,040.00
4700-40-00 Drama Club Scholarship	0.50				0.50
4800-00-00 Guidance	642.52				642.52
6000-00-00 Interest	52,420.45	1,413.96			53,834.41
6000-30-00 Field Trip Reserve	3,138.00				3,138.00
Total Other Accounts	471,742.03	25,954.90	43,773.32	0.00	453,923.61

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	77,043.95	4,223.38	9,292.71		71,974.62
Total Cash Accounts	77,043.95	4,223.38	9,292.71	0.00	71,974.62
Other Accounts					
1000-10-00 Banking Corrections	59.78				59.78
2001-10-00 Student Council - MS	503.09	750.00	800.00		453.09
2030-00-00 Class of 2030	4,002.55				4,002.55
2031-00-00 Class of 2031	3,717.28		750.00		2,967.28
2032-00-00 Class of 2032	5,169.65	100.00	650.00		4,619.65
2111-00-00 Music Field Trip Account	3,966.67				3,966.67
2114-10-00 Band - MS	1,465.88				1,465.88
2120-10-00 Drama Club	15,545.99		282.00		15,263.99
2140-10-00 Chorus	2,853.29				2,853.29
2155-10-00 MS Orchestra	1,140.79				1,140.79
2210-00-00 Cafe 10A	708.09				708.09
2225-10-00 Arts & Craft Club	62.80				62.80
2230-10-00 Beta Club	5,837.56				5,837.56
2391-10-00 AVID	14,619.30		2,989.41		11,629.89
2400-00-00 PBIS	1,279.32		475.00		804.32
2560-20-00 Book Fair	91.95				91.95
2631-10-29 Washington DC 8th Grade	3,215.85		2,385.00		830.85
2631-10-30 Washington DC 7th Grade	2,620.12	3,141.00		(2,270.00)	3,491.12
2631-10-31 Washington DC 6th Grade	0.00			2,270.00	2,270.00
2667-00-00 MS Sports	283.69				283.69
2669-00-00 MS Yearbook	923.00		(75.00)		998.00
4100-30-00 General	6,176.07		1,036.30		5,139.77
4200-10-10 MS PE	213.09				213.09
6000-00-00 Interest	1,776.14	232.38			2,008.52
6000-30-00 Field Trip Reserve	812.00				812.00
Total Other Accounts	77,043.95	4,223.38	9,292.71	0.00	71,974.62

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	350,167.17	39,197.08	84,983.52		304,380.73
Total Cash Accounts	350,167.17	39,197.08	84,983.52	0.00	304,380.73
Other Accounts					
1000-10-10 Banking Corrections	(26.50)		0.40		(26.90)
2000-10-00 Student Council	40,776.10		5,561.94		35,214.16
2022-00-00 Class of 2022	64.85				64.85
2024-00-00 Class of 2024	2,074.58				2,074.58
2026-00-00 Class of 2026	9,674.30	370.00	13.96		10,030.34
2027-00-00 Class of 2027	1,461.91				1,461.91
2028-00-00 Class of 2028	674.70				674.70
2029-00-00 Class of 2029	979.52	11.61			991.13
2110-00-10 Prom	25,492.00	99.97	10,000.00		15,591.97
2110-10-00 Band	9,414.56		6,300.85		3,113.71
2120-10-00 Drama Club	1,188.34		232.11		956.23
2140-10-00 Choral	5,016.65		198.68		4,817.97
2150-30-00 Musical	26,304.68	1,575.00	6,558.00		21,321.68
2151-10-00 Tri-M	659.00				659.00
2151-10-10 Music Industry Club- MIC	822.65				822.65
2152-10-00 24hr Musical	2,234.42				2,234.42
2153-10-00 Spring/Fall Play	489.19		225.61		263.58
2155-10-00 Orchestra	1,504.27	2,894.40	2,525.00		1,873.67
2210-10-00 Activist Club	85.88				85.88
2220-10-00 Art Club	1,731.11				1,731.11
2230-00-00 Black Allegiance Club	(1.75)	520.70			518.95
2245-10-00 Women's Empowerment Club	195.93				195.93
2253-10-00 Conservation	624.72				624.72
2258-10-00 Engineering Club	161.85				161.85
2259-10-00 Film Production	236.85				236.85
2263-10-00 Interact Club	5,042.21		16.12		5,026.09
2276-10-00 Field Trips	534.59				534.59
2281-10-00 Gold Rush	1,151.42				1,151.42
2310-10-00 French Club	200.36				200.36
2320-10-00 German Club	282.64				282.64
2330-10-00 Spanish Club	138.05				138.05
2330-20-00 World Language Department	287.37				287.37
2340-10-10 Key Club	1,291.98	40.00			1,331.98
2370-10-00 FCCLA	79.42				79.42
2390-10-00 National Honor Society	9,745.60		1,665.00		8,080.60
2391-10-00 AVID	5,764.53	481.50			6,246.03
2393-10-00 PBIS	884.95				884.95
2400-10-00 Peer Mediation/SADD	102.95				102.95
2405-10-00 Debate Team	3,461.43		60.00		3,401.43
2406-10-00 DJ (Entertainment) Club	392.06		79.99		312.07
2408-10-00 GSA (Gay Straight Alliannce)	547.86				547.86
2409-10-00 Hispanic Youth Alliance	276.97				276.97
2409-20-00 AAPIA-Asian Amer Pac Islander	43.52				43.52
2409-30-00 South Asian Student Alliance	203.50				203.50
2410-10-00 Knitting Club	20.00				20.00
2415-10-00 Science Club	339.43				339.43
2420-10-00 Science Olympiad	1,345.24				1,345.24
2425-10-00 Girls Into Stem	100.00				100.00
2430-10-00 Academic Challenge	25.00				25.00

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
2590-40-00 Relay for Life	122.51				122.51
2618-30-00 Green Eagles	2,841.70		23.98		2,817.72
2618-30-10 High School Against Cancer	25.35				25.35
3000-10-00 Special Olympics	4,403.36				4,403.36
3001-00-00 Student Act/Ath Council	1,547.89				1,547.89
3100-20-20 Baseball	15,974.97		2,404.01		13,570.96
3150-20-10 Softball	3,903.47		2,480.00		1,423.47
3200-20-10 Girls Basketball	2,575.42		718.00		1,857.42
3200-20-20 Boys Basketball	4,490.90		2,250.27		2,240.63
3210-20-10 Bowling	2,287.27		50.00		2,237.27
3250-20-10 Dance Team	7,565.55		3,650.46		3,915.09
3275-00-00 Math Team	798.27				798.27
3300-20-10 Girls Soccer	6,308.29				6,308.29
3300-20-20 Boys Soccer	11,443.71		98.64		11,345.07
3350-20-10 Cheerleaders	1,327.31				1,327.31
3400-20-10 Girls Tennis	3,887.31				3,887.31
3400-20-20 Boys Tennis	4,936.08				4,936.08
3450-20-10 Girls Swimming	50.00				50.00
3450-20-20 Boys Swimming	2,145.21		586.60		1,558.61
3500-20-10 Girls Track & Field	5,721.80	170.00			5,891.80
3500-20-20 Boys Track	7,687.68		2,295.00		5,392.68
3600-20-10 Girls Golf	423.91		230.93		192.98
3600-20-20 Boys Golf	6,696.78				6,696.78
3650-20-10 Boys Lacrosse	8,832.81				8,832.81
3700-20-10 Football	3,714.18	4,425.50			8,139.68
3750-20-10 Flag Football	8,403.18				8,403.18
3800-20-00 Cross Country	4,661.69		2,413.77		2,247.92
3850-20-00 Wrestling	10,217.57		6,307.00		3,910.57
3900-20-00 Volleyball	13,890.73		448.50		13,442.23
4100-30-00 General	251.18	27,588.70	27,588.70		251.18
4110-10-00 Eagle Minds Matter	1,029.39				1,029.39
4200-10-00 Eagle's Wings Food Pantry	7,564.94				7,564.94
4300-30-10 Eagle Pride Advisory Committee	83.64				83.64
6000-00-00 Interest	26,737.23	1,019.70			27,756.93
6000-30-00 Field Trip Reserve	3,515.00				3,515.00
Total Other Accounts	350,167.17	39,197.08	84,983.52	0.00	304,380.73

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	4,950.41	247.59			5,198.00
Total Cash Accounts	4,950.41	247.59	0.00	0.00	5,198.00
Other Accounts					
2034-00-00 Class of 2034	248.77				248.77
2631-10-00 Field Trip Grant Funds	94.47				94.47
3020-10-00 Leopards Chorus Club	1,897.67				1,897.67
3030-20-00 ILMEA	80.00				80.00
4100-30-00 General	2,526.50	232.67			2,759.17
5010-00-10 Jump Rope for Heart	50.00				50.00
5020-00-00 Ned Show / Yo-yo	1,184.00				1,184.00
5100-00-00 Leopards Holiday Giving	71.36				71.36
6000-00-00 Interest Income	1,519.12	14.92			1,534.04
6000-30-00 Field Trip Reserve	(2,721.48)				(2,721.48)
Total Other Accounts	4,950.41	247.59	0.00	0.00	5,198.00

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	23,545.12	3,225.09	2,149.57		24,620.64
Total Cash Accounts	23,545.12	3,225.09	2,149.57	0.00	24,620.64
Other Accounts					
2001-10-10 PBIS (Student Council)	2,543.16	2,201.00			4,744.16
2033-00-00 Class of 2033	2,017.28				2,017.28
2034-00-00 Class of 2034	1,930.90				1,930.90
2035-00-00 Class of 2035	1,850.90				1,850.90
2036-00-00 Class of 2036	1,624.48				1,624.48
2037-00-00 Class of 2037	1,356.99				1,356.99
2038-00-00 Class of 2038	962.40	1.75	133.57		830.58
2110-10-00 Band	16.70				16.70
2120-00-00 Book Fair	2,427.79				2,427.79
2151-10-00 Music Club	551.19	550.00	550.00		551.19
2230-10-00 Beta Club	42.46				42.46
2540-20-00 Cultural Committee	285.60				285.60
2618-30-00 Families in Need	104.41				104.41
2657-00-00 Family Night-Math Night	1,349.95				1,349.95
2657-10-00 Family Night-Reading Night	1,986.98				1,986.98
4100-30-00 General	919.52	400.00	400.00		919.52
4300-30-00 Sunshine Fund	0.66				0.66
6000-00-00 Interest Income	1,794.67	72.34			1,867.01
6000-30-00 Field Trip Reserve	1,779.08		1,066.00		713.08
Total Other Accounts	23,545.12	3,225.09	2,149.57	0.00	24,620.64

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	6,465.50	19.53			6,485.03
Total Cash Accounts	6,465.50	19.53	0.00	0.00	6,485.03
Other Accounts					
2033-00-00 Class of 2033	(19.00)				(19.00)
2034-00-00 Class of 2034	692.79				692.79
2035-00-00 Class of 2035	105.00				105.00
2100-10-00 Dual Language Activities	80.00				80.00
2276-10-00 Field Trips	100.97				100.97
2410-00-00 Bookfair	(15.13)				(15.13)
2482-10-00 Yearbook	279.98				279.98
2590-40-00 Relay for Life	65.50				65.50
4100-30-00 General	75.20				75.20
4200-00-00 Liberty Chorus	1,855.70				1,855.70
4300-20-00 Kids Heart Challenge	1,200.00				1,200.00
4400-00-00 Reach for the Stars	946.48				946.48
5000-10-00 Student Assistance Account	725.98				725.98
6000-00-00 Interest Income	561.92	19.53			581.45
6000-30-00 Field Trip Reserve	(189.89)				(189.89)
Total Other Accounts	6,465.50	19.53	0.00	0.00	6,485.03

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	15,680.51	4,668.28	1,029.36		19,319.43
Total Cash Accounts	15,680.51	4,668.28	1,029.36	0.00	19,319.43
Other Accounts					
2033-00-00 Class of 2033	3,316.01	530.00	479.36		3,366.65
2034-00-00 Class of 2034	703.50				703.50
2035-00-00 Class of 2035	55.66	720.00	550.00	396.00	621.66
2036-00-00 Class of 2036	67.36				67.36
2037-00-00 Class of 2037	276.54				276.54
2210-00-00 Animal Shelter Fundraiser	0.50				0.50
2510-00-00 Scholastic Book Fair/Follett	90.02				90.02
3100-00-00 Yearbook	3,734.36	3,366.00			7,100.36
4100-30-00 General	2,464.88				2,464.88
4300-10-00 Staff Spiritwear	1,314.71				1,314.71
4300-20-00 Sunshine	1,180.37				1,180.37
6000-00-00 Interest Income	799.02	52.28			851.30
6000-30-00 Field Trip Reserve	1,677.58			(396.00)	1,281.58
Total Other Accounts	15,680.51	4,668.28	1,029.36	0.00	19,319.43

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	2,685.97	7.39	1,272.76		1,420.60
Total Cash Accounts	2,685.97	7.39	1,272.76	0.00	1,420.60
Other Accounts					
2590-30-00 Girls on the Run	69.01				69.01
4100-30-00 General	97.18				97.18
4250-30-00 Staff Spirit Wear	6.48				6.48
4300-30-00 Social Fund	298.70		60.76		237.94
4400-10-00 Scholastic Book Fair	106.20				106.20
5000-10-00 Yearbook	179.47				179.47
6000-00-00 Interest Income	469.93	7.39			477.32
6000-30-00 Field Trip Reserve	1,459.00		1,212.00		247.00
Total Other Accounts	2,685.97	7.39	1,272.76	0.00	1,420.60

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	3,794.81	11.47			3,806.28
Total Cash Accounts	3,794.81	11.47	0.00	0.00	3,806.28
Other Accounts					
2031-00-00 Class of 2031-Inactive	245.90				245.90
2032-00-00 Class of 2032	(245.90)				(245.90)
2033-00-00 Class of 2033	106.16				106.16
2034-00-00 Class of 2034	165.36				165.36
2035-00-00 Class of 2035	14.19				14.19
4100-30-00 General	1,025.31				1,025.31
6000-00-00 Interest Income	579.29	11.47			590.76
6000-30-00 Field Trip Reserve	1,904.50				1,904.50
Total Other Accounts	3,794.81	11.47	0.00	0.00	3,806.28

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	12,141.23	36.63			12,177.86
Total Cash Accounts	12,141.23	36.63	0.00	0.00	12,177.86
Other Accounts					
2035-00-00 Class of 2035	16.00				16.00
2036-00-00 Class of 2036	100.00				100.00
2590-40-00 Relay for Life	1,248.02				1,248.02
4100-00-00 PBIS	1,871.12				1,871.12
4150-00-00 Math Night	108.00				108.00
4300-00-00 General Fund	3,397.26				3,397.26
5010-00-00 School Fundraisers	1,592.54				1,592.54
5030-10-00 School Store-Inactive	269.06				269.06
5500-00-00 Staff Social Account-Inactive	1.36				1.36
6000-00-00 Interest Income	1,308.87	36.63			1,345.50
6000-30-00 Field Trip Reserve	2,229.00				2,229.00
Total Other Accounts	12,141.23	36.63	0.00	0.00	12,177.86

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	11,020.29	857.60	802.35		11,075.54
Total Cash Accounts	11,020.29	857.60	802.35	0.00	11,075.54
Other Accounts					
2029-00-00 Class of 2029	0.45				0.45
2030-00-00 Class of 2030	20.00				20.00
2031-00-00 Class of 2031	111.00				111.00
2032-00-00 Class of 2032	88.00				88.00
2033-00-00 Class of 2033	146.76				146.76
2034-00-00 Class of 2034	764.03				764.03
2035-00-00 Class of 2035	(116.89)				(116.89)
2036-00-00 Class of 2036	2.32				2.32
2037-00-00 Class of 2037	190.01				190.01
2038-00-00 Class of 2038	614.07				614.07
3200-00-00 Media Center	96.42	822.36	802.35		116.43
3300-10-00 Student Council	568.09				568.09
3300-20-00 Perry Fundraising	2,654.35				2,654.35
3500-10-00 Donations	1,600.00				1,600.00
4100-30-00 General	381.71				381.71
4200-00-00 Perry Teacher Social Account	226.32				226.32
6000-00-00 Interest Income	1,627.55	35.24			1,662.79
6000-30-00 Field Trip Reserve	2,046.10				2,046.10
Total Other Accounts	11,020.29	857.60	802.35	0.00	11,075.54

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	3,201.16	9.61	396.00		2,814.77
Total Cash Accounts	3,201.16	9.61	396.00	0.00	2,814.77
Other Accounts					
2033-00-00 Class of 2033	381.96				381.96
2034-00-00 Class of 2034	299.91				299.91
2035-00-00 Class of 2035	99.97				99.97
2036-00-00 Class of 2036	0.00		396.00		(396.00)
2037-00-00 Class of 2037	(65.49)				(65.49)
2560-30-00 Library - Birthday Books	0.08				0.08
4100-30-00 General	15.97				15.97
6000-00-00 Interest Income	629.76	9.61			639.37
6000-10-00 Bank Corrections	5.00				5.00
6000-30-00 Field Trip Reserve	1,834.00				1,834.00
Total Other Accounts	3,201.16	9.61	396.00	0.00	2,814.77

ACCOUNT ANALYSIS REPORT - SUMMARY

Date Range: 3/1/2026 through 3/31/2026

Account Range: ALL

ACCOUNT # AND DESCRIPTION	BEG BALANCE	INCOME	EXPENSE	TRANSFERS	BALANCE
Cash Accounts					
1000-00-10 Harris - Checking	60,988.10	5,290.83	8,234.84		58,044.09
Total Cash Accounts	60,988.10	5,290.83	8,234.84	0.00	58,044.09
Other Accounts					
2000-10-00 Student Council	5,311.33	249.00	1,029.82	400.00	4,930.51
2030-00-00 Class of 2030-A	294.79				294.79
2030-10-00 Class of 2030-B	294.78				294.78
2031-10-00 Class of 2031-A	563.33				563.33
2031-20-00 Class of 2031-B	563.32				563.32
2032-00-00 Class of 2032	2,005.58				2,005.58
2033-00-00 Class of 2033	83.34				83.34
2034-00-00 Class of 2034	359.98				359.98
2035-00-00 Class of 2035	10.05				10.05
2036-00-00 Class of 2036	17.58				17.58
2112-00-00 Band - Middle School	1,548.00		60.00		1,488.00
2115-00-00 Music - Elementary	582.07				582.07
2150-30-00 Musicals	3,150.21	4,567.55	2,372.22		5,345.54
2151-10-00 Music Dept.	1,168.20	34.00			1,202.20
2220-10-00 Art Club	85.79				85.79
2230-10-00 Beta Club	4,929.59			(400.00)	4,529.59
2340-10-00 Spelling Bee	46.03	150.00			196.03
2391-10-00 AVID	7,049.47		3,688.10		3,361.37
2392-10-00 HANDS Club	0.06				0.06
2392-20-00 Pawsitivity Pack	1,065.83				1,065.83
2393-10-00 PBIS Middle School	271.61	93.00			364.61
2393-20-00 PBIS Elementary	1,985.34				1,985.34
2395-10-00 Family Engagement Nights	173.00				173.00
2481-10-00 Yearbook - MS	7,371.42				7,371.42
2482-10-00 Yearbook - ELE	626.94				626.94
2560-30-00 Birthday Book Club	3.74				3.74
2560-40-00 Library-Book Fair	6,572.36				6,572.36
2590-10-00 Boys Basketball Lions Club	0.66				0.66
2590-20-00 Girls Basketball Lions Club	36.92				36.92
2640-30-00 Science Fair	164.46				164.46
2660-00-00 Math Club	24.86				24.86
2668-00-00 Track	10.68				10.68
3250-20-10 Poms	25.82				25.82
3350-20-10 Cheerleading	960.44				960.44
3830-00-00 Basketball - Girls	0.04				0.04
3840-00-00 Basketball - Boys	635.04				635.04
3850-20-00 Wrestling	142.55				142.55
3860-20-00 Cross Country	78.20				78.20
3900-20-00 Volleyball	0.50				0.50
4100-30-00 General	4,653.39		1,039.00	1,800.00	5,414.39
4105-30-00 Student Assistance Account	1,403.37				1,403.37
4400-30-00 PE - MS	74.52				74.52
4401-30-00 PE - Elementary	243.09				243.09
5500-10-00 Bank Correction	150.00				150.00
6000-00-00 Interest Income	2,894.82	197.28	45.70	(1,800.00)	1,246.40
6000-30-00 Field Trip Reserve	3,355.00				3,355.00
Total Other Accounts	60,988.10	5,290.83	8,234.84	0.00	58,044.09

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: **May 5, 2026**

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Jeffrey Ehardt,
Executive Director of Finance

Presented at the following Board Meetings	Date
Board Operations Committee	5/5/2026
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

SUBJECT: **Donation Report - May 2026**

Background
Per Board Policy 8:80/8:90, the Donation Report is attached for your review and approval.

Donations Received May 2026

- Lamp Construction has donated the following items:
  - (3) Nintendo Switch Consoles - estimated value of $1,497.00
    - These will be awarded to high school students who successfully complete the Summer READ300 challenge; (1) console per high school (DCHS, JHS, & HHS). Upon completion of the students' Summer READ300 reading program (per their local library's criteria), students will automatically be entered into a drawing to potentially win one of the consoles.

Recommendation
The administration recommends approving the donations as presented.

Fiscal Impact
None

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: May 5, 2026

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Kellie Mainolfi, Assistant Superintendent

SUBJECT: Out of District Student Travel

Presented at the following Board Meetings	Date
Board Operations Committee	
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

Background

Per Board Policy 6:240, Board approval is required when student travel is to a state not contiguous with Illinois or outside the continental U.S. Each trip authorization shall be based on the written rationale of the travel's educational value and the safety and welfare of the students involved.

Administrative Recommendation

The administration recommends approval of the request as presented for student travel as follows:

- Jacobs High School - Music Department, New York, New York, March 30 - April 4, 2027

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: May 19, 2026

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Joseph Sieczkowski, Executive Director of College & Career Readiness

Presented at the following Board Meetings	Date
Board Operations Committee	
BOE 1st Reading	5/19/2026
BOE 2nd Reading	5/19/2026

SUBJECT: Out of District Student Travel - CTE SkillsUSA

Background

Per Board Policy 6:240, Board approval is required when student travel is to a state not contiguous with Illinois or outside the continental U.S. Each trip authorization shall be based on the written rationale of the travel's educational value and the safety and welfare of the students involved.

This year, Hampshire High School proudly participated in the Illinois SkillsUSA State Leadership Conference—one of the largest Career and Technical Student Organizations (CTSOs) in the nation, with nearly half a million students and educators involved nationwide.

Among approximately 2,000 student competitors in Illinois, Hampshire High School achieved the following outstanding results:

- 3rd Place
  - Job Skill Demonstration
- 2nd Place
  - CNC 3-Axis Milling Programmer
  - Mechatronics
  - Robotics and Automation Technology
  - Technical Drafting
  - CNC 2-Axis Turning Programmer
- 1st Place
  - Computer Programming
  - Robotics and Automation Technology
  - Welding Fabrication

As a result, all first place teams and students are invited to represent Illinois at the SkillsUSA National Leadership Conference and Championships in Atlanta, Georgia which will occur on June 1-5, 2026.

Second place teams/students are only invited if the first place team/student declines to attend. Seven students and one administrator will attend this prestigious national event.

Administrative Recommendation

The administration recommends approval of the request as presented for student travel as follows:

- Hampshire High School - SkillsUSA National Qualifying Students/Teams, Atlanta, Georgia, June 1-5, 2026.

Fiscal Impact

The total estimated trip cost is $19,382 to be paid through the District CTE budget.

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: May 19, 2026

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Joseph Sieczkowski, Executive Director of College & Career Readiness

Presented at the following Board Meetings	Date
Board Operations Committee	
BOE 1st Reading	5/19/2026
BOE 2nd Reading	5/19/2026

SUBJECT: Out of District Student Travel - CTE Certiport National Competition

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Background

Per Board Policy 6:240, Board approval is required when student travel is to a state not contiguous with Illinois or outside the continental U.S. Each trip authorization shall be based on the written rationale of the travel's educational value and the safety and welfare of the students involved.

For the past three years, CUSD 300 has partnered with Certiport, a Pearson-owned company, to offer students the opportunity to earn professional software certifications. These industry-recognized certifications are uniquely endorsed by the software developers themselves, as they are developed in collaboration with the respective companies.

In our Career and Technical Education (CTE) courses, students can pursue two levels of certification—"User" and "Professional"—in a variety of software programs, including AutoDesk AutoCAD, AutoDesk Inventor, AutoDesk Fusion 360, Unity, Adobe Photoshop, Adobe Illustrator, SWIFT, Microsoft Office Specialist (MOS), and others.

Each year, Certiport hosts the Microsoft Office Specialist U.S. National Championship, where students with the highest qualifying scores from each state are invited to compete. We are proud to announce that a student from Hampshire High School has been named the Illinois State Champion for Microsoft Office Word 2019 and has been invited to represent our district and Illinois at the 2026 National Championship, to be held on June 15-17, 2026.

One student and one staff member will attend this prestigious national event.

Administrative Recommendation

The administration recommends approval of the request as presented for student travel as follows:

- Hampshire High School - CTE (Business Education - Microsoft Office Specialist Word) Competition, Dallas, Texas, June 15-17, 2026

Fiscal Impact

The total estimated trip cost is $3,472 to be paid through the District CTE budget.

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: **May 5, 2026**

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Dr. Michael Trevillion, Director of Federal Programs
Dr. Frank Williams, CFO

Presented at the following Board Meetings	Date
Board Operations Committee	5/5/2026
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

SUBJECT: **Fiscal Year 2027 (FY27) Consolidated District Plan**

Background

The Consolidated District Plan (CDP) is a federally required document for Local Education Agencies (LEAs) that receive funding through programs such as Title I, Title II, Title III, Title IV, IDEA, and Preschool grants. The CDP must be reviewed and approved annually by the Board of Education when substantive revisions are made; however, the district elects to review and approve the plan annually regardless of whether changes have occurred.

The FY27 Consolidated District Plan, presented below, was developed and refined through collaboration among district administrators. The plan outlines how federal program funds will be strategically utilized at both the district and school levels to support student achievement, ensure compliance with federal requirements, and advance district priorities.

Beginning with the 2024–2025 planning cycle, the Bilingual Service Plan was incorporated as a required component of the Consolidated District Plan, further strengthening the district's commitment to supporting multilingual learners.

Administrative Recommendation

The administration recommends that the Board approve the Consolidated District Plan for federal grants for the 2026-2027 school year.

Fiscal Impact

Board approval of the CDP is required for the district to access approximately $17–$20 million annually in federal and state grant funding; without approval, the district cannot apply for or receive these funds.

DISTRICT 300

FY27 CONSOLIDATED DISTRICT PLAN (CDP)

Strategic use of federal/state funds to improve outcomes, close gaps, and ensure equitable access.

PURPOSE & REQUIREMENT

The Consolidated District Plan (CDP) is a state- and federally required plan that outlines how District 300 will utilize federal and state funds to improve student outcomes, close achievement gaps, and ensure equitable access to high-quality instruction. Board approval is required to maintain eligibility for funding.

FUNDING OVERVIEW

D300 receives approximately $17M–$20M annually through federal and state grant programs, including:

- Title I (Basic & School Improvement)
- Title II (Professional Learning)
- Title III (Multilingual & Immigrant Programs)
- Title IV (Student Support & Enrichment)
- IDEA (Special Education & Early Childhood)

STRATEGIC PRIORITIES

- Strengthen Tier 1 core instruction
- Expand targeted interventions (Tier 2 & 3)
- Support multilingual learners & special populations
- Enhance educator effectiveness through coaching & professional learning
- Promote safe, inclusive, and supportive learning environments

FAMILY & COMMUNITY ENGAGEMENT

- Bilingual Parent Advisory Committee (BPAC)
- Special Education Parent Network
- Community partnerships (e.g., Rosecrance, Aunt Martha's)
- Expanded outreach, communication, and engagement opportunities

KEY NEEDS ASSESSMENT FINDINGS

ACADEMIC ACHIEVEMENT

- Increase early literacy and math proficiency (K–3)
- Strengthen standards-aligned core instruction
- Close gaps for ELs, students with disabilities, and low-income students

SOCIAL-EMOTIONAL & BEHAVIORAL SUPPORTS

- Expand SEL systems and mental health supports
- Increase student sense of belonging and safety

MULTILINGUAL & IMMIGRANT SUPPORTS

- Expand culturally responsive instruction
- Strengthen language acquisition and family engagement

COLLEGE & CAREER READINESS

- Improve transitions (Grades 8–12)
- Expand career pathways, dual credit, and SchooLinks implementation

PROFESSIONAL LEARNING

- Increase job-embedded coaching and PLC effectiveness
- Align PD to data and instructional priorities

MAJOR INVESTMENTS & ACTIONS

- **Instruction & Intervention:** Coaches, PLCs, 95% Reading, Math Kickstart, after-school & Summer Scholars
- **School Improvement (Title I-1003):** Targeted supports at identified schools (e.g., CMS)
- **Multilingual Programming:** Dual Language expansion, targeted ELD, AVID Excel, newcomer supports
- **Student Support & Safety:** SEL systems, restorative practices, mental health services
- **Special Education (IDEA):** Inclusive practices, assistive technology, staff training in IEP compliance and behavioral supports

EQUITY & ACCESS COMMITMENTS

- Ensure equitable access to effective, experienced, and certified educators
- Eliminate disparities in discipline, achievement, and access
- Provide translation, interpretation, and family supports
- Expand inclusive practices across all student groups

EXPECTED OUTCOMES

- Improved student achievement across all subgroups
- Reduced achievement and opportunity gaps
- Increased graduation, college, and career readiness
- Stronger school climate, engagement, and attendance
- Increased alignment of resources to student needs

BOARD ACTION

Approval of the FY27 Consolidated District Plan is required to:

- Maintain eligibility for federal and state funding
- Ensure continued support for district programs and services

All students. All day. Whatever it takes. ★ Empowerment • Excellence • Community

D300 FY27 Consolidated District Plan

Overview

The Consolidated District Plan (CDP) serves as the foundational planning document required by the Illinois State Board of Education (ISBE) for all federal grant programs. The CDP outlines how District 300 will utilize federal funds to improve student outcomes, close achievement gaps, and ensure equitable access to high-quality instruction for all students.

The FY2027 CDP reflects a comprehensive, data-driven needs assessment and incorporates input from district leadership, educators, families, and community partners. The plan aligns with District 300's strategic priorities, emphasizing:

- Strengthening Tier 1 core instruction
- Expanding targeted interventions
- Supporting multilingual learners and special populations
- Enhancing educator effectiveness
- Promoting safe, inclusive learning environments

Included Programs

- Title I, Part A - Improving Basic Programs
- Title I, Part A, Part 1003 - School Improvement
- 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
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool

Contact Information

Contact Information for Person Completing This Form

Michael Trevillion, Ph.D. (847) 551- 8442 michael.trevillion@d300.org

General Education Provisions Act (GEPA) Section 427

***Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs:**
Community Unit School District 300 (CUSD 300) ensures equitable access to and participation in all federally funded programs in accordance with GEPA, Section 427, by proactively identifying and removing barriers that may limit participation for students, educators, and beneficiaries with special needs. Programs are designed to be inclusive and accessible for all learners, including students with disabilities, English Learners, and economically disadvantaged students, with supports such as accommodations, assistive technology, language services, and differentiated instruction provided to ensure meaningful participation. Staff receive ongoing training to implement equitable practices and ensure alignment with IEPs, Section 504 Plans, and language development needs. CUSD 300 does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, creed, marital or veteran status, and uses federal funds to eliminate barriers and ensure equitable opportunities for all students and stakeholders.

Needs Assessment and Programs

***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.**
Community Unit School District 300 ensures the alignment of federal resources-including Title I, II, III, IV, and IDEA-with state and local funding through a comprehensive integration within the district's Strategic Plan-including Goal 1: Develop the Whole Child; Goal 2: Ensure Individual Student Growth and Achievement; Goal 3:Develop and Retain Great Staff; Goal 4: Engage All Stakeholders; and Goal 5: Use District Resources Equitably and Efficiently. This strategic alignment guarantees that all expenditures support a coherent instructional vision, reinforce district goals, and promote equitable access to high-quality education.

For example, Title I funds are directed toward expanding preschool and early learning opportunities, as well as prioritizing foundational literacy development. These efforts are strengthened through Title IA set aside funding, partnerships with local organizations, and through the use of state early childhood grants. Title I also supports interventions during and outside the school day, such as targeted literacy and math support for students in underperforming subgroups.

Title II and IDEA funds support ongoing professional development focused on inclusive practices, co-teaching, and differentiation. These resources are also used to reinforce professional learning on the Instructional Clarity Framework, which drives consistent, rigorous, and student-centered instruction across the district. Additionally, these funds provide coaching and collaborative planning time that are protected under our collective bargaining agreement, reinforcing a systemwide commitment to educator growth and student success.

Title III funds are used to expand supports for multilingual learners, including professional development for staff, parent engagement activities, and the purchase of supplemental resources to support language acquisition. These investments are strategically aligned with the work of the English Language and World Languages Department to ensure that English learners are progressing academically while developing language proficiency.

Title IV funds are used to strengthen social-emotional learning (SEL) systems, culturally responsive practices and effective use of technology. These include implementation of universal SEL screeners, tiered mental health supports, restorative practices, and the integration of student voice into school decision-making.

The district's organizational structure supports effective resource alignment. The departments responsible for each grant are-Education Services (IDEA, CEIS, Preschool); Curriculum & Instruction (Title I, II, IV); English Language (Title III), and Professional Development (Title II). These leaders collaborate regularly with our Superintendent Cabinet and Director of Federal Programs and Grants to identify student and staff needs, evaluate resource impact, and ensure that expenditures across funding sources are coordinated, complementary, and student-centered.

As part of the district's continuous improvement work, and based on root cause analyses, additional supports have been allocated to networks with high rates of emotional disability referrals. This includes providing instructional coaches, behavior specialists, counselors, and training for teachers and staff on functional behavioral assessments (FBAs) and behavior intervention plans (BIPs). These efforts are supported by federal and local funds to ensure that students are appropriately supported before consideration for special education services.
The district also enhances instructional delivery through federal grants by providing extended learning opportunities before, during, and after school. These include intervention programs, summer learning academies, and tutoring initiatives-all aligned to rigorous academic standards and student learning goals. Supplemental instructional materials, digital tools, and technology resources are purchased using federal and local funds to support student learning and access, including accommodations for students with IEPs and English learners.

IDEA Flow-through and CEIS funds are used to provide specialized staff such as paraprofessionals and related service providers to support IEP implementation. Funds are also used for assistive technology, professional development, and instructional supplies that ensure access to grade-level curriculum and promote inclusive practices across settings. The district has expanded access to assistive technology for all students, providing tools and training that enhance self-advocacy, independence, and academic achievement.

Title I, Title II, and Title III are also used to provide needs-based professional development. While all staff receive PD through district resources, these grant funds allow for targeted training that addresses the specific needs of schools and student groups, including specialized coaching for teachers of multilingual learners and students with disabilities.

To promote strong family-school partnerships, the district employs family engagement liaisons and early learning coaches who work directly with families, particularly those of English learners and early childhood students. Title III ISEP Immigrant funds, if awarded, will be used to provide bilingual materials and parent workshops to support academic engagement and linguistic development in both English and native languages.

All funding decisions are informed by district wide data analysis, needs assessments, and stakeholder input. Through integrated planning, consistent collaboration among departments, and a shared commitment to equity, School District D300 ensures that federal funds extend and elevate the work of state and local initiatives to meet the needs of every learner.

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

CUSD 300 conducted a comprehensive needs assessment to identify system wide priorities for academic improvement, student well-being, staff development, and resource allocation. This assessment integrated multiple data sources and stakeholder input, and is closely aligned with the district's Strategic Plan and instructional framework. Data were disaggregated across subgroups-including English learners, students with disabilities, and low-income students-to identify inequities and guide responsive planning.

Academic Needs

Analysis of student performance data from state assessments (e.g., IAR, SAT, ACCESS, DLM-AA), district benchmarks, and formative classroom data indicated the need for:

*Stronger foundational literacy and numeracy in the early grades (K-3).
*Increased student proficiency in ELA and Math across all subgroups.
*Strengthened alignment of instruction to academic standards and curricular frameworks.
*Targeted interventions to support English learners and students with IEPs in achieving grade-level expectations.

These findings were consistent across multiple schools and grade bands, and emphasized the importance of Tier 1 instructional improvement and Tier 2/3 intervention access.

Social-Emotional Learning (SEL) and Behavioral Supports

Through SEL screener data, student surveys, behavior referrals, and stakeholder feedback, the district identified the need to:

*Expand Tier 1 SEL supports districtwide using a universal screener.

*Increase capacity for behavior intervention and mental health services, particularly in schools with high student mobility and trauma exposure.
*Train staff on trauma-informed practices, functional behavior assessments, and behavior intervention plans.
*Increase the number of students who feel a strong sense of belonging and safety in school environments.

There has been an increase in the overall number of student discipline incidents, and over-identification of emotional disabilities among certain student populations, further supporting the need for proactive, inclusive behavioral support systems.

Special Education and Early Intervention
A root cause analysis related to disproportionate identification for emotional disabilities revealed system gaps in pre-referral intervention, particularly at the primary grade levels. Needs identified include:

*Greater use of evidence-based behavioral interventions before special education referral.
*Strengthened MTSS structures for early academic and SEL needs.
*Access to coaching support for Kindergarten and early learner classrooms.
*Additional professional learning for general and special education staff on inclusive practices and disability awareness.

English Language, Multilingual Learner, and Equity Needs
Analysis of ACCESS data, language proficiency trends, and program evaluations for English learners and immigrant students identified the need to:

*Expand culturally and linguistically responsive teaching practices.
*Increase parent engagement opportunities in multiple languages.
*Strengthen dual language and newcomer supports.
*Provide targeted instructional materials and translation services to support family-school partnerships.

Equity audits and input from bilingual parent groups confirmed that multilingual families often face barriers to accessing academic and community resources,

necessitating continued investment in engagement liaisons and culturally responsive outreach.

College, Career, and Postsecondary Readiness
Data from postsecondary planning, work-based learning participation, and student input surveys revealed:

*Gaps in early awareness and access to college and career pathways, especially for students from underserved communities.
*The need for more structured transition supports between grades 8-9 and 11-12.
*Inconsistent implementation of student-led conferences and personalized learning plans aligned to the Portrait of a Graduate competencies.

Professional Learning and Workforce Development
Districtwide surveys identified the need for:

*More job-embedded professional learning aligned to district priorities.
*Ongoing development in culturally responsive instruction, formative assessment, and differentiation.
*Increased time for teacher collaboration and planning.
*Coaching support to help teachers implement rigorous, standards-based instruction effectively and equitably.

Stakeholder Voice and Engagement
Stakeholder engagement was a cornerstone of the needs assessment process. The district gathered input through:

*Family and staff surveys.
*Student focus groups.
*Site-based decision-making committees (SIP and SD).
*Equity-focused advisory groups.
*Town halls and bilingual parent leadership committees.

Across these groups, consistent themes emerged, including the desire for:

*Stronger partnerships between schools and families.

*Clear communication of academic expectations.
*More culturally affirming environments and materials.
*Expanded out-of-school learning and enrichment opportunities.

Organizational and Resource Alignment Needs
Internal reviews and cross-department planning sessions highlighted the importance of aligning grant-funded initiatives with strategic priorities. Department leads from Specialized Student Services (IDEA), English Learning (Title III), Curriculum & Instruction (Title I, II, IV), and Professional Development (Title II) collaborate regularly to coordinate services and ensure coherence across funding streams. This collaboration has improved the district's ability to:

*Match resources to identified student and staff needs.
*Ensure continuity between general education, special education, and multilingual programs.
*Leverage community partnerships to expand access to academic, SEL, and postsecondary supports.

The results of needs assessments have directly shaped the priorities outlined in the district's Strategic Plan and Consolidated District Plan. These findings ensure that federal, state, and local resources are strategically aligned to close opportunity gaps, accelerate learning, support staff, and promote equitable student outcomes across D300's diverse learning community.

Plan Specifics

Needs Assessment Impact:

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

- ☑ School and/or district report card(s)
- ☑ Five Essentials Survey
- ☑ Student achievement data (disaggregated by student groups)
- ☑ Professional development plan(s)

☑ Illinois Quality Framework and Supporting Rubric

***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.**

1. **Title I-A Improving Basic Programs**
   An analysis of the Illinois District Report Card, disaggregated student achievement data, and the Illinois Quality Framework indicates that, while the district has demonstrated areas of progress, persistent achievement gaps remain among low-income students, minority student groups, and English Learners. These data underscore the need for a systemic, instruction-focused approach to improving outcomes for all learners.

   To address these disparities at their source, the district's FY27 strategy prioritizes the delivery of high-quality, Tier 1 core instruction for all students. Ensuring that core instruction is rigorous, standards-aligned, and consistently implemented across classrooms will reduce instructional variability and expand equitable access to grade-level content. To support high-fidelity implementation, the district will deploy Instructional Coaches to provide job-embedded, side-by-side coaching focused on evidence-based Tier 1 practices, including scaffolding, clearly defined learning targets, and frequent checks for understanding.

   Recognizing that some students require additional time and support to master Tier 1 content, the district will continue to implement targeted after-school programming and Summer Scholars initiatives. These extended learning opportunities are designed to reinforce core instruction, accelerate learning, and mitigate academic regression among identified student groups. All supplemental programming will be tightly aligned to the Tier 1 curriculum to ensure coherence between the school day and intervention supports.

   In addition, Family School Liaisons will strengthen the connection between school and home by equipping families with the tools and resources necessary to support student learning. These efforts will be further supported through the strategic procurement of supplemental instructional materials and supplies, as well as a comprehensive professional learning plan for teachers and school leaders that emphasizes data-driven

decision-making and continuous improvement of core instructional practices.

Collectively, these strategies are designed to improve academic outcomes, close achievement gaps, and ensure equitable access to high-quality instruction for all students.

2. **Title I-A School Improvement**
   Carpentersville Middle School (CMS)
   Following a comprehensive needs assessment utilizing the Illinois District Report Card, disaggregated student achievement data, and the Illinois Quality Framework, Carpentersville Middle School (CMS) has identified critical gaps in academic proficiency and student attendance that require a focused, fidelity-driven improvement strategy for FY27.

   Current performance levels indicate significant need, with proficiency rates at 20.2% in English Language Arts and 8% in Mathematics. In response, CMS has established a measurable improvement goal of increasing grade-level standards attainment by at least 3% annually, targeting a cumulative increase of 12% by the end of the 2026-2027 school year. This goal will be driven by the implementation of high-quality, high-fidelity Tier 1 core instruction across all content areas.

   To ensure consistent and effective implementation, an Instructional Review Team will utilize a structured monitoring tool to assess the fidelity of key instructional practices, including explicit vocabulary and word-attack strategies, standards-aligned curriculum delivery, and rigorous student engagement. Title I-A 1003 funds will support the continued use of targeted, evidence-based curricular resources, including Corrective Reading and supplemental mathematics interventions, while strengthening Professional Learning Communities (PLCs). PLCs will be restructured to function as data-driven teams focused on the development of common formative assessments, real-time analysis of student work, and instructional responsiveness to ensure equitable access to grade-level content.

In addition to academic performance, CMS has identified chronic absenteeism as a significant barrier to student success. With a baseline chronic absenteeism rate of 31%, and current improvement to 23.2% (2025), the school has set a goal to reduce chronic absenteeism to 19% by 2027. To achieve this, CMS will implement a comprehensive, data-driven attendance framework that includes bi-weekly attendance team meetings, a structured attendance support curriculum, and targeted interventions such as Check-In/Check-Out (CICO) and Social/Academic Instructional Groups (SAIG). These efforts are designed to increase student engagement, strengthen relationships, and address underlying barriers to consistent attendance.

To further support sustainable improvement, the district will provide a continuum of professional learning focused on horizontal and vertical articulation, as well as specialized training in inclusive practices to better serve students with disabilities across instructional settings. Core instructional improvements will be reinforced through aligned before- and after-school programming that extends learning time and directly supports Tier 1 instructional priorities, ensuring that additional supports are coherent, targeted, and impactful rather than fragmented.

Lakewood, Perry, Parkview, and Meadowdale Elementary Schools
Based on a comprehensive analysis of longitudinal achievement data and subgroup performance trends, these schools will implement a targeted improvement framework for the 2026-2027 school year focused on eliminating persistent performance gaps, with a particular emphasis on improving outcomes for students with disabilities.

A central component of this strategy is a robust, evidence-based professional learning plan designed to build staff capacity in foundational literacy and numeracy instruction tailored to the needs of students with disabilities. Educators will be supported in implementing high-impact instructional practices within both specialized small-group settings and the least restrictive environment, ensuring access to grade-level standards while providing appropriate scaffolds.

To support this work, Title I-A 1003 funds will be used to implement evidence-based instructional programs, including SRA/Corrective Reading, 95 Percent Group literacy resources, and Math Kickstart. These programs will provide structured, high-intensity interventions aligned to student needs and grounded in research-based practices.

Extended learning opportunities will further support student success through strategically designed before- and after-school programs that prioritize students requiring the most intensive academic support. These programs will be tightly aligned to core instruction and focused on reinforcing foundational reading and mathematics skills to accelerate learning.

Through this multi-tiered, evidence-based approach, the schools aim to build sustainable systems of instructional excellence, strengthen inclusive practices, and significantly improve academic outcomes for historically underserved student groups.

3. **Title II-A**

Alignment and Integration

In District 300, professional learning is intentionally designed to be data-driven, continuous, and aligned to both educator needs and student outcomes. A comprehensive analysis of student performance data, stakeholder feedback, and district priorities indicates the need for a coherent, systemwide approach to strengthening instructional practice and leadership capacity.

To ensure maximum impact, professional development (PD) initiatives are systematically aligned to multiple data sources, including longitudinal student achievement data, new hire and PD feedback surveys, and district needs assessment results. These efforts are further grounded in the District 300 Strategic Plan and reinforced through collaborative structures such as Professional Learning Communities (PLCs), ensuring that professional learning remains relevant, targeted, and responsive to identified needs.

Comprehensive Delivery Model

District 300 provides high-quality, ongoing professional learning opportunities for all teachers and instructional leaders, consistent with the intent of Title II, Part A to increase educator effectiveness and improve student achievement. The district's comprehensive delivery model ensures that professional learning is sustained, job-embedded, and coherent across all levels:

*Districtwide Initiatives: Institute Days and Late Start sessions are strategically designed to focus on priority instructional goals and districtwide improvement targets.

*Job-Embedded Coaching: Instructional coaching cycles and mentoring programs provide differentiated, ongoing support for both novice and experienced educators, strengthening classroom practice through real-time feedback and modeling.

*Comprehensive Coursework: "District 300 University" and leadership development pathways offer extended learning opportunities that support continuous professional growth beyond the contractual day.

*Personalized Learning: Professional learning is delivered through flexible formats, including in-person, blended, and asynchronous online modules, allowing staff to engage in learning aligned to their individual needs.

*External Professional Growth: The district supports educator participation in professional organizations and conferences, enabling staff to bring research-based and nationally recognized best practices back to District 300.

2026-2027 Strategic Focus Areas

To maintain alignment and coherence across all professional learning efforts, the district has identified the following priority focus areas for the 2026-2027 school year:

*Leadership and Culture: Implementation of Leader in Me practices to strengthen school culture, leadership capacity, and student ownership of learning

*Collaboration: Deepening the effectiveness of Professional Learning Communities (PLCs) to support data-driven instruction and collective responsibility

*Student Engagement: Elevating student voice and fostering meaningful engagement within classrooms and the broader school community
*Safety and Well-Being: Strengthening comprehensive staff and student safety protocols to support positive and secure learning environments
*Instructional Excellence: Advancing the use of evidence-based instructional strategies, supported by universal coaching, to improve academic outcomes for all students

By aligning professional development to clearly defined priorities and integrating multiple delivery methods, District 300 ensures a unified and sustainable approach to instructional improvement. These efforts are designed to build educator capacity, promote continuous improvement, and ultimately increase student achievement across all schools and student groups.

4. **Title III LIEP**

Based on a comprehensive analysis of student achievement data, District 300 has strengthened systemic supports for multilingual learners, including students with interrupted or limited formal education (SLIFE). While progress has been observed, data indicate the continued need to enhance language acquisition, access to grade-level content, and long-term academic outcomes for English Learners (ELs).

In response, the district has implemented a cohesive, research-based approach that integrates targeted English language development, culturally and linguistically responsive instructional practices, and expanded access to native language supports. These efforts are designed to ensure that multilingual learners can meaningfully engage in rigorous, standards-aligned instruction while simultaneously developing English proficiency.

To support long-term English Learners, the district has expanded programs such as AVID Excel at Carpentersville Middle School across grades 6-8. This program provides structured academic language development, organizational skill-building, and college readiness supports, contributing to improved student engagement and achievement.

Across all grade levels, supplemental instructional materials are utilized to support comprehension of core content through strategic native language

supports while promoting English language acquisition. In addition, the district has enhanced communication systems to strengthen family engagement by increasing access to interpretation, translation, and culturally responsive outreach, ensuring that multilingual families are active partners in their children's education.

The district continues to refine and expand its multilingual programming through ongoing analysis of student performance data. This includes strengthening three dual language academies that provide a coherent, K-12 biliteracy pathway designed to promote bilingualism, biliteracy, and cross-cultural competence while supporting high levels of academic achievement.

For students not enrolled in dual language programs, the district provides daily, targeted English language development services delivered five days per week. These services are designed to accelerate language acquisition and ensure equitable access to grade-level content across all subject areas.

Continuous improvement efforts are informed by multiple data sources, including student achievement outcomes, professional development feedback, classroom observations, and instructional coaching data. This comprehensive approach supports the identification of educator needs and promotes a collaborative, districtwide commitment to integrating language development across all content areas.

Collectively, these strategies are designed to increase English language proficiency, improve academic achievement, and ensure equitable access to high-quality instruction for all multilingual learners.

5. **Title III ISEP**
   The district's needs assessment for the Immigrant Education Program reflects a growing and increasingly diverse population of newcomer students arriving from a wide range of countries and educational backgrounds. Analysis of student data and stakeholder input indicates a continued need to strengthen systems that support English language acquisition, academic integration, and social-emotional well-being-particularly at the secondary level, where academic language demands are more rigorous and prior educational experiences may be inconsistent or interrupted.

Newly arrived students require targeted support to develop both foundational and academic English proficiency while simultaneously accessing grade-level content. This need is further compounded for students with limited or interrupted formal education. Additionally, families consistently express a strong desire to develop their own English language skills in order to effectively communicate with schools, navigate educational systems, and support their children's academic success.

School personnel have identified a need for sustained, high-quality professional learning focused on effective instructional strategies for newcomer and immigrant students. This includes culturally and linguistically responsive practices, scaffolding techniques, and approaches that support both academic achievement and social integration.

While the district has strategically deployed bilingual staff-particularly Spanish-speaking personnel-to support communication and engagement, the increasing linguistic diversity of the student population necessitates expanded language access services. This includes enhanced interpretation and translation supports across multiple languages to ensure equitable access for all families.

Families also require structured support in navigating the U.S. educational system. The presence of a consistent, trusted point of contact within schools has emerged as a critical factor in promoting student success. This is especially important for unaccompanied youth at the secondary level, who benefit from stable relationships with designated staff members who can provide ongoing academic guidance, advocacy, and social-emotional support.

In addition, families have identified a need for increased access to community-based resources, including physical and mental health services, food and clothing assistance, transportation, and adult education opportunities. Coordinated, school-based efforts to connect families with these resources are essential to removing barriers to student engagement and ensuring readiness to learn.

Ongoing analysis of student outcomes, program participation, and stakeholder feedback will continue to inform the district's efforts to refine and expand services under Title III, Part A - Immigrant Education Program.

Collectively, these strategies are designed to promote equitable access, accelerate language development, strengthen family engagement, and support the academic success of immigrant and newcomer students.

6. **Title IV Student Support & Academic Enrichment**
   A comprehensive review of student performance data, stakeholder feedback, and district program evaluations identified three primary areas of need: (1) expanded access to well-rounded educational opportunities, (2) strengthened systems to support safe and healthy students, and (3) more effective and equitable use of technology to enhance teaching and learning. These findings reflect the need to increase student engagement, reduce barriers to participation, and provide all students with access to high-quality, relevant learning experiences.

   To address these needs, the district has established the following program goals:

   Well-Rounded Education Goal: Increase student access to rigorous, engaging, and career-connected learning opportunities that promote college and career readiness. This includes expanding participation in CTE programs, enrichment experiences, music education, and instructional supports that strengthen academic engagement and skill development.

   Safe and Healthy Students Goal: Improve student well-being, sense of belonging, and school engagement by strengthening health education, promoting safe practices, and implementing systems that address attendance, inclusion, and student connectedness, with targeted supports for English Learners and other identified student groups.

   Effective Use of Technology Goal: Ensure all students have equitable access to technology that enhances learning, supports accessibility, and promotes engagement, including tools that expand hands-on learning, provide access to digital resources, and ensure compliance with accessibility standards.

   These program goals are supported by strategically aligned activities, including expanded enrichment opportunities, targeted wellness initiatives, professional learning for staff, and technology investments designed to

increase access and improve instructional effectiveness. Collectively, these efforts are intended to improve student engagement, support positive school environments, and increase access to high-quality educational experiences for all students.

7. **IDEA Part B - Flow Through**

District 300 utilized a comprehensive needs assessment as a central component of the LEA planning process to identify priorities and guide the strategic allocation of IDEA grant-funded programs. Based on the March 2026 needs assessment, the district continues to prioritize early intervening supports to improve both academic achievement and behavioral outcomes for students in grades K-12, with a particular emphasis on students with disabilities and other identified needs.

Across IDEA-funded programs, consistent needs were identified in the areas of social-emotional learning and behavioral health, including increasing student needs related to anxiety, depression, DMDD, and ADHD. In response, the district will focus on strengthening staff capacity to implement evidence-based interventions, including executive functioning strategies, de-escalation techniques (e.g., CPI training), functional behavior assessments (FBA), behavior intervention plans (BIP), and trauma-informed practices. Targeted professional development will also be provided to nursing staff to support student health and behavioral needs within school settings.

A continued districtwide priority is to strengthen instructional practices and improve outcomes for students with disabilities within the least restrictive environment (LRE). This includes expanding instructional coaching, professional development, and access to resources that support inclusion in general education settings. Staff feedback indicates a need for ongoing training in differentiation, assistive technology, and student engagement strategies to better meet the needs of diverse learners.

Professional development for IEP teams remains a key focus, with an emphasis on improving the quality, consistency, and compliance of IEP development and team decision-making. Ongoing training will be delivered through a combination of online modules (e.g., Schoology) and in-person

learning opportunities to ensure alignment with legal requirements and best practices.

Instructional improvement efforts will continue to align with state standards, with a focus on strengthening literacy and mathematics outcomes. The district will continue refining curriculum aligned to the Science of Reading and enhancing mathematics instruction through alignment with general education standards, supported by appropriate accommodations and services. The adoption of updated curricula in both general and special education will further support access and achievement for all learners.

Overall, IDEA program goals are aligned with the district's strategic priorities, including improving instructional quality, advancing equity and access, and supporting students' social-emotional well-being and behavioral success. The district will continue to use staff feedback and student performance data to refine professional development, instructional supports, and compliance practices to ensure continuous improvement and positive student outcomes.

8. **IDEA Part B - Preschool**

   Approximately 9% of preschool staff participated in the district's needs assessment survey, reflecting a slight increase from the previous year. Responses closely aligned with identified needs across K-12 programming, indicating consistent priorities for improvement within early childhood services.

   Needs assessment data indicate that preschool programming requires continued targeted support in addressing the social-emotional and behavioral needs of young learners. Key areas of focus include supporting students experiencing challenges related to anxiety, depression, and DMDD, as well as strengthening staff capacity in emotional regulation strategies and early behavioral interventions. Staff also identified the need for ongoing professional development in functional behavior assessments (FBA) and the development and implementation of behavior intervention plans (BIP) to effectively support student success in early learning environments.

Additional needs include continued training on legal requirements and best practices related to IEP and Section 504 plan development, with particular attention to Illinois regulations regarding restraint and timeout procedures. Ensuring staff understanding of compliance expectations remains a priority to support safe, appropriate, and legally sound early childhood programming.

Expanding inclusive practices within preschool settings is another key district priority. Professional development will focus on equipping staff with evidence-based instructional strategies that support inclusion and allow students with diverse needs to access the curriculum in the least restrictive environment.

To further strengthen programming, the district engaged in a DMGroup program review to assess current practices and identify opportunities for continuous improvement at the early childhood level. Findings from this review will inform program enhancements, professional development planning, and instructional supports to ensure high-quality services.

Overall, IDEA Preschool program goals align with the district's broader strategic priorities, including improving instructional quality, supporting social-emotional development, ensuring compliance with state and federal requirements, and expanding inclusive opportunities for all early learners.

Stakeholders:

***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.**
Teachers, Principals, Other School Leaders, Specialized Instructional Support, Parents, Parent Liaisons, Title I Director, Title II Director, Bilingual Director, Title IV Director, Special Education Administrators, Community Members, Guidance Staff, Business Representatives, Homeless Liaison.

***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.

The development of this plan was informed by a comprehensive and collaborative stakeholder engagement process designed to align district priorities with both quantitative data and community-informed perspectives. The LEA conducted a multi-layered needs assessment that integrated academic, behavioral, and attendance data reviewed during bi-annual principal meetings, ensuring that school-level trends and challenges were clearly identified and addressed.

In addition to quantitative data analysis, the district actively engaged key stakeholder groups through structured feedback opportunities. The Superintendent's Executive Cabinet provided ongoing input regarding district priorities, resource allocation, and program alignment, while the Bilingual Parent Advisory Committee (BPAC) contributed critical perspectives related to multilingual learners, family engagement, and equitable access to services. Feedback from these groups directly informed the refinement of programmatic priorities, particularly in the areas of student support, family engagement, and instructional access.

The district also collaborates regularly with a network of community partners, including Rosecrance, Aunt Martha's, and local law enforcement agencies, through monthly coordination meetings. These partnerships support the alignment of school-based services with broader community resources, ensuring that identified student and family needs-particularly those related to mental health, wellness, and safety-are addressed in a cohesive and responsive manner.

Stakeholder input from Fall 2024 family engagement data further informed the development of this plan by highlighting the need for increased communication, access to resources, and supports that address the whole child. As a result, the final plan reflects a coordinated strategy that integrates academic supports, social-emotional resources, and family engagement efforts.

Documentation of stakeholder engagement, including meeting agendas, sign-in sheets, feedback summaries, and consultation records, is maintained by the district and will be made available upon request during monitoring.

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

District 300 utilizes a comprehensive and inclusive approach to ensure that parents and family members are meaningfully involved in the development of LEA plans, including the Title I Parent and Family Engagement Policy. The district intentionally engages diverse stakeholder groups to ensure that planning processes reflect the needs, perspectives, and experiences of all families.

Parents and family members are actively consulted through established structures such as the Bilingual Parent Advisory Committee (BPAC) and the Special Education Parent Network, which provide ongoing opportunities for families to share input related to multilingual learners, students with disabilities, and other diverse populations. Feedback gathered through these groups directly informs the development of district plans, policies, and programming to ensure responsiveness to community needs.

In addition, the district facilitates formal Title I planning meetings that provide families with opportunities to review, discuss, and contribute to the development of school and district-level plans, including the Parent and Family Engagement Policy. These meetings are supported by accessible communication practices, including interpretation and translation services, to ensure equitable participation.

To further expand engagement, the district utilizes multiple communication platforms, including outreach led by Parent Liaisons through social media and other digital channels, to gather input and share information with families who may not be able to attend in-person meetings. This multi-modal approach ensures that feedback is collected from a broad and representative cross-section of the community.

Through these coordinated efforts, District 300 ensures that LEA plans and related activities are not only compliant with federal requirements, but are also reflective of the voices of families and aligned to the needs of its diverse student population.

***Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies**

that will be implemented for effective English learner and immigrant parent family engagement, as applicable.

District 300 implements a comprehensive set of strategies and activities to ensure meaningful, ongoing parent and family engagement in accordance with Title I requirements, while also addressing the unique needs of English learner and immigrant families.

At the district and school levels, Title I parent and family engagement requirements are met through annual Title I meetings, family engagement events, and ongoing opportunities for input into school improvement plans and the Title I Parent and Family Engagement Policy. Schools provide regular communication regarding student progress, academic expectations, and available supports, ensuring that families are informed and actively involved in their child's education.

The district's Special Education Department strengthens family engagement through its partnership with the Special Education Parent Network, which includes a dedicated Parent Liaison to support families in navigating the Individualized Education Program (IEP) process. This partnership facilitates quarterly meetings focused on key topics such as conflict resolution, mental health, executive functioning, and transition planning. Parent feedback is systematically collected through surveys and used to refine supports and services.

To effectively engage English learner and immigrant families, the district leverages the Bilingual Parent Advisory Committee (BPAC), which serves as a critical structure for communication, collaboration, and advocacy. BPAC supports family engagement through meetings, workshops, and events that address both academic and social needs, including cultural celebrations, school registration assistance, and guidance on navigating the U.S. education system. Interpretation and translation services are provided to ensure equitable access to information and participation.

Additional outreach efforts are supported by Parent Liaisons and district staff through multiple communication channels, including in-person events, digital platforms, and community-based partnerships. These strategies are designed to reduce barriers to participation, build trust, and empower families as active partners in their child's education.

Through these coordinated activities, District 300 fosters strong partnerships with families, promotes inclusive engagement across diverse populations, and ensures that parent and family voices are integrated into district and school-level decision-making processes.

Parent and Family Engagement:

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 LEA's Consolidated District Plan, establish the LEA's 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.**

***Upload a PDF of the District's Parent and Family Engagement Policy.**

- ☑ *Uploaded to CDP- CUSD 300 Policy 6:170 Title I Programs*

Private School Participation:

Will Private Schools participate in the Program?
(●) Yes ( ) No

LEA has informed Private Schools of the Title II/Title IV transfer.
(●) Yes ( ) No ( ) N/A

Nonpublic School Consultation Form
Nonpublic School Participation List Form
Upload Instructions for Private/Nonpublic School Forms

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St. Margaret Mary Catholic School	☐	( ) Yes (●) No Number of Low-Income Student(s): 20	(●) Yes ( ) No Total Enrollment Number Student(s): 200	(●) Yes ( ) No Total Enrollment Number Student(s): 200	Choose File No file chosen Delete File: ☐ FY26_27 ST.MARGARET MARY CONSULTATION FORM.pdf
St. Charles Borromeo School	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	(●) Yes ( ) No Total Enrollment Number Student(s): 119	(●) Yes ( ) No Total Enrollment Number Student(s): 119	Choose File No file chosen Delete File: ☐ FY26_27 ST CHARLES BORMEO CONSULTATION FORM.pdf
St. Catherine of Siena School	☐	(●) Yes ( ) No Number of Low-Income Student(s): 7	(●) Yes ( ) No Total Enrollment Number Student(s): 240	(●) Yes ( ) No Total Enrollment Number Student(s): 240	Choose File No file chosen Delete File: ☐ FY26_27 ST. CATHERINE SIENA CONSULTATION FORM.pdf
St. Anne Catholic School	☐	(●) Yes ( ) No Number of Low-Income Student(s): 6	( ) Yes (●) No Total Enrollment Number Student(s):	( ) Yes (●) No Total Enrollment Number Student(s):	Choose File No file chosen Delete File: ☐ FY26_27 ST ANNE CONSULTATION FORM.pdf
Immanuel Lutheran School	☐	(●) Yes ( ) No Number of Low-Income Student(s): 8	(●) Yes ( ) No Total Enrollment Number Student(s): 162	(●) Yes ( ) No Total Enrollment Number Student(s): 162	Choose File No file chosen Delete File: ☐ FY26.27 IMMANUEL LUTHERAN CONSULTATION FORM.pdf

Preschool Coordination:

***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.**

District 300 ensures strong coordination, integration, and support of early childhood services through a comprehensive birth-to-five system that includes the

Birth to Three Home Visiting Program, Preschool for All (PFA), Preschool for All Expansion (PFA-E), and preschool special education programming. These programs are intentionally aligned to provide cohesive services to children and families through shared expectations, coordinated supports, and ongoing communication.

The Birth to Three Home Visiting Program serves as an entry point for many families, supporting parent-child interactions, developmental awareness, and school readiness. Parent educators work directly with families to build foundational skills, connect them to community resources, and assist in navigating Early Intervention services. This early engagement supports a smooth and intentional transition into district preschool programs.

At the preschool level, classrooms are designed to integrate general education and special education services to ensure that all students, including those with identified disabilities, receive appropriate supports in the least restrictive environment. General education teachers, special education staff, and related service providers collaborate closely with families to implement Individualized Education Programs (IEPs) with fidelity. Ongoing progress monitoring is supported through regular IEP reviews, professional learning communities, and continuous data analysis to ensure alignment to each child's developmental and academic needs.

District 300 has established comprehensive transition practices to support children and families as they move from preschool to kindergarten. This includes coordination of services to ensure that IEP goals, supports, and accommodations are clearly communicated to receiving schools prior to the transition. In the spring, preschool teachers conduct conferences with families of kindergarten-bound students to discuss readiness, expectations, and individualized supports, ensuring families are informed and prepared for the transition process.

Student data, including developmental assessments and Multi-Tiered System of Supports (MTSS) interventions, are shared with receiving elementary schools through the district's data platform. This allows school administrators and kindergarten teachers to access comprehensive student information in advance, supporting intentional classroom placement, service planning, and differentiated instruction from the start of the school year.

As a unit school district, District 300 benefits from a seamless preschool-to-elementary pathway, with the majority of preschool students transitioning directly into district elementary schools. This continuity, combined with strong data systems and cross-program collaboration, allows the district to monitor student progress longitudinally, refine instructional practices, and ensure that all students are supported in achieving academic and social-emotional success.

Student Achievement:

***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).**

District 300 provides a comprehensive, well-rounded instructional program grounded in a Professional Learning Community (PLC) framework that emphasizes equitable access, inclusive practices, and high levels of learning for all students. The district's program is designed to ensure that all learners-including multilingual students and students with diverse needs-are able to engage meaningfully with rigorous, grade-level content.

The curriculum is vertically aligned from PreK through Grade 12 and is closely aligned to the Illinois State Learning Standards and national benchmarks. While the program offers a broad-based educational experience across all content areas, the district maintains a strategic focus on literacy and mathematics as foundational drivers of overall academic success and postsecondary readiness. Instructional programs are designed to promote critical thinking, problem-solving, and real-world application of knowledge across disciplines.

To meet the academic and language needs of multilingual learners, District 300 integrates explicit language development across all content areas. Instruction emphasizes the development of reading, writing, listening, and speaking skills, with a particular focus on academic vocabulary and discourse. Teachers implement evidence-based scaffolding strategies-including visual supports, sentence frames, and structured academic conversations-to ensure that students can access and engage with grade-level content. Lessons are intentionally designed to include both

content and language objectives, ensuring that language acquisition occurs simultaneously with content learning.

The development and implementation of instructional programs are driven by a structured cycle of collaboration and continuous improvement. Collaborative teams of educators engage in ongoing PLC processes centered on key questions related to student learning: what students need to know, how learning will be assessed, and how instruction will be adjusted to support students who need additional support or enrichment. These teams analyze standards to identify essential learning targets and the associated language demands required for student success.

Ongoing analysis of student performance data is central to program refinement. This includes the use of academic achievement data as well as English language proficiency data to inform targeted instruction and resource allocation. Instructional practices are continuously adjusted based on data to ensure responsiveness to student needs.

Implementation is supported by a comprehensive professional learning system that builds educator capacity to deliver high-quality, standards-aligned instruction and effectively integrate language development across all classrooms. Additionally, strong partnerships with families support student learning by reinforcing academic expectations and promoting student success beyond the classroom.

Through this aligned, data-driven, and inclusive approach, District 300 ensures that all students have access to a well-rounded instructional program that prepares them for academic achievement and postsecondary success.

***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.**

District 300 utilizes a comprehensive, data-driven process grounded in a Multi-Tiered System of Supports (MTSS) framework to identify students at risk of academic failure. This system ensures that students across all subgroups-including low-income students, English Learners (ELs), students with disabilities, and

students identified as neglected or delinquent-are identified early and provided with targeted, appropriate supports based on objective and multiple data measures.

The district employs a universal screening process using the i-Ready Diagnostic in reading and mathematics, administered at multiple points throughout the year. These data are analyzed in conjunction with additional sources, including classroom performance, formative and summative assessments, attendance records, behavior data, and student history, to develop a comprehensive profile of each student's academic needs.

Students are identified as at risk based on clearly defined criteria within the district's MTSS framework. Students performing significantly below grade-level expectations-typically two or more grade levels below based on diagnostic scale scores and identified skill deficits-are considered for Tier 3 intensive intervention. Students demonstrating performance below proficiency but closer to grade-level expectations are identified for Tier 2 targeted supports within the core instructional setting. Skill-level diagnostics further allow staff to identify specific areas of need, such as phonics, fluency, comprehension, or mathematical reasoning, ensuring precise intervention placement.

At the primary level, early identification is prioritized through proactive supports in kindergarten, where interventionists provide push-in, small-group instruction to address foundational literacy and numeracy skills. This early intervention model allows for immediate identification of at-risk patterns and timely support within the general education setting. In grades one through five, students are grouped by specific skill needs and may receive targeted interventions through a combination of push-in and pull-out models, while maintaining full access to Tier 1 core instruction.

At the secondary level (grades 6-12), identification criteria continue to focus on ensuring students remain on track for academic success and graduation. Students identified as at risk may be scheduled into intervention courses aligned to their areas of need, in addition to receiving grade-level core instruction. This structure ensures that supports are embedded within the school day and are consistently delivered.

For English Learners, identification incorporates both academic and language proficiency measures. In addition to i-Ready diagnostics and classroom performance data, the district utilizes ACCESS for ELLs scores and other language development indicators to identify students at risk. EL students are identified when they demonstrate gaps in content knowledge and/or limited progress in English language acquisition. Interventions include targeted small-group instruction, scaffolded supports, and integrated language development across content areas, delivered through push-in, pull-out, or course-based models depending on student need and grade level.

Students with disabilities are identified through the Individualized Education Program (IEP) process, which includes multiple measures of academic performance, functional needs, and progress toward goals. MTSS data is used in conjunction with special education evaluations to ensure appropriate identification and service delivery. For students identified as neglected or delinquent, the district collaborates with appropriate agencies and utilizes available academic, attendance, and behavioral data to ensure timely identification and access to supports.

Ongoing progress monitoring is a critical component of the identification process. Students receiving Tier 2 and Tier 3 supports are regularly assessed against specific learning goals, allowing teams to evaluate effectiveness and adjust interventions as needed. This continuous cycle of data analysis and instructional response ensures that identification remains dynamic and responsive, ultimately supporting all students in progressing toward grade-level proficiency.

***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.**
District 300 provides additional and supplemental educational assistance through a comprehensive Multi-Tiered System of Supports (MTSS) designed to ensure that all students-including English Learners and immigrant students-receive the targeted support necessary to meet challenging state academic and language standards.

Supplemental supports are provided in addition to, and do not replace, high-quality Tier 1 core instruction.

At Tier 1, all students receive standards-aligned instruction that incorporates differentiated strategies to support diverse learning needs. For English Learners, this includes integrated language development across content areas, with intentional scaffolding such as visual supports, structured academic discourse, explicit vocabulary instruction, and the use of culturally and linguistically responsive practices to ensure access to grade-level content.

At Tier 2, students identified through data analysis as needing additional support receive targeted, small-group instruction during designated intervention periods. Instruction is based on specific academic and language needs and is informed by ongoing formative assessment data. For English Learners and immigrant students, Tier 2 supports emphasize both content mastery and language development, including focused instruction in reading, writing, listening, and speaking aligned to academic standards.

At Tier 3, students with the most significant needs receive intensive, individualized interventions. These supports may include additional instructional time, specialized programming, and direct support from interventionists, English Learner specialists, or other trained staff. Interventions are highly targeted and designed to accelerate both academic achievement and English language acquisition.

At the secondary level, the district ensures consistency and equitable access by offering a common set of English Learner support courses across all high schools. These courses provide structured language development and academic support embedded within the school day. In addition, specialized newcomer programming supports immigrant students as they build foundational English skills, acclimate to the U.S. educational system, and develop the academic language necessary for success in core content areas.

Across all grade levels, student progress is continuously monitored using multiple data sources, including academic assessments and English language proficiency measures. Instructional supports are adjusted based on student performance to ensure responsiveness to individual needs.

Through this layered system of support, District 300 ensures that all students-particularly English Learners and immigrant students-receive the supplemental instructional assistance necessary to access grade-level content, develop language proficiency, and achieve academic success.

***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.**

District 300 implements a comprehensive set of instructional and supplemental strategies to strengthen academic and language programs and improve overall school conditions for student learning. These efforts are designed to ensure that all students-particularly English Learners and immigrant students-have equitable access to high-quality instruction, supportive learning environments, and the resources necessary to achieve academic success.

Title III funds are used to enhance language instruction programs through supplemental supports that build both English proficiency and access to grade-level academic content. Bilingual paraeducators and English as a Second Language (ESL) teachers collaborate to provide targeted push-in and small-group instruction aligned to classroom learning objectives. These supports are coordinated to reinforce language development while maintaining students' engagement in core instruction.

Student needs are identified and monitored using multiple data sources, including ACCESS for ELLs scores and local assessment data. This data-driven approach ensures that instruction is responsive to individual language proficiency levels and academic needs, allowing for targeted support and ongoing progress monitoring.

Instruction across content areas emphasizes the intentional integration of content and language objectives. Teachers implement evidence-based strategies such as visual supports, sentence frames, and structured academic discourse to support students at varying levels of English proficiency. These practices promote both

language acquisition and content mastery, ensuring that English Learners can fully participate in rigorous, standards-aligned instruction.

To strengthen implementation, instructional coaches work collaboratively with teachers to build capacity in effective, research-based practices that support language development across all classrooms. This job-embedded professional learning enhances instructional consistency and contributes to improved classroom conditions for student learning.

In addition, Title III funds support family engagement initiatives, including parent workshops and Bilingual Parent Advisory Committee (BPAC) activities, which are designed to increase family understanding of the educational system and strengthen partnerships between home and school. These efforts help create a cohesive system of support that reinforces student learning both in and out of the classroom.

Through these coordinated instructional and supplemental strategies, District 300 strengthens academic and language programs, improves learning conditions, and ensures that English Learners and immigrant students are supported in achieving both language proficiency and academic success.

***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.**

District 300 implements a systematic, data-driven process to identify and address any disparities in access to effective, experienced, and appropriately certified teachers, particularly for low-income and minority students. The district conducts regular reviews of staffing data, including teacher experience levels, certification status, and course assignments, to ensure equitable distribution of qualified educators across all schools and student populations.

As part of this process, the district closely monitors staffing in Title I schools and programs serving English Learners to ensure that students are supported by appropriately certified teachers, including those with bilingual and ESL endorsements. When disparities or gaps are identified, the district takes targeted action through strategic staffing decisions, including reassignment of qualified

personnel and focused recruitment efforts. These efforts include the use of Visiting International Teacher programs (e.g., partnerships with Spain and Puerto Rico) to ensure access to highly qualified bilingual educators.

To address instances where students may be served by inexperienced or out-of-field teachers, District 300 provides comprehensive, job-embedded support systems to strengthen instructional capacity. Instructional coaches work directly with teachers through modeling, co-teaching, and gradual release of responsibility to build effective instructional practices. In addition, Professional Learning Communities (PLCs) provide structured opportunities for teachers to collaborate, analyze student data, share effective strategies, and collectively respond to student needs.

The district also utilizes ongoing monitoring and continuous improvement practices to evaluate the effectiveness of these efforts. Data related to teacher qualifications, student outcomes, and instructional practices are regularly reviewed to ensure that all students-regardless of background-have equitable access to high-quality instruction.

Through this coordinated approach, District 300 works to eliminate disparities in educator access and ensures that low-income and minority students are not disproportionately taught by ineffective, inexperienced, or out-of-field teachers.

***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.**
District 300 supports the development of effective school library programs through a comprehensive framework focused on equitable access, professional oversight, and the intentional integration of digital literacy skills to improve student achievement. In alignment with Board Policy 6:230, school library media programs are designed to function as active instructional hubs that extend classroom learning, promote inquiry, and foster a lifelong interest in reading and research.

Each school library provides a well-organized, diverse collection of print and digital resources that are aligned to curriculum and accessible to students of all abilities. These resources support the development of critical thinking, research skills, and digital literacy competencies necessary for success in academic and real-world contexts. Library programs are intentionally structured to support both

independent exploration and guided learning experiences tied to classroom instruction.

To ensure program quality and relevance, the district allocates targeted funding for library materials, technology, and digital resources based on student and school needs. Qualified library professionals, in accordance with state requirements, provide leadership and oversight for the selection, organization, and evaluation of resources, as well as the coordination of library services. These professionals collaborate with school staff to ensure that library programs remain current, responsive, and aligned to instructional priorities.

Digital literacy is embedded throughout library programming, with students receiving both direct instruction and supported access to technology tools that enhance research, media evaluation, and information synthesis. Library staff work in partnership with classroom teachers to integrate digital literacy into content-area instruction, ensuring that students develop the skills necessary to navigate and utilize digital resources effectively.

Library collections and services are intentionally inclusive and culturally responsive, incorporating multilingual materials and resources that support language development and equitable access to content. Collaboration between library staff and instructional teams ensures that English Learners receive targeted support in developing both academic language and digital literacy skills.

Through these coordinated efforts, District 300 ensures that school library programs serve as essential components of the instructional program, supporting student achievement and preparing all learners with the digital literacy skills needed for success in an increasingly complex, technology-driven world.

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

District 300 identifies and serves gifted and talented students through a comprehensive, equitable process grounded in objective criteria and aligned with the Illinois Accelerated Placement Act. The district is committed to ensuring that all students are appropriately challenged based on demonstrated readiness and ability, and that access to advanced learning opportunities is available to all students

regardless of race, ethnicity, gender, disability status, English language proficiency, or socioeconomic background.

The identification process begins with a formal referral submitted by a parent/guardian or school staff member to the building principal. Upon receipt of consent, the district conducts a timely evaluation-typically within 30 calendar days-using multiple objective measures. For currently enrolled students, evaluations are generally conducted in the spring to support implementation of placement decisions in the following school year. For students newly enrolling in the district, evaluations may occur upon entry to allow for timely instructional placement.

Placement decisions are made collaboratively by a multidisciplinary team that may include the building principal, classroom teacher, school psychologist and/or social worker, and district-level staff. Parents/guardians are integral members of the decision-making process. This team reviews a comprehensive set of data to ensure that placement decisions reflect each student's academic readiness and developmental needs.

The district utilizes multiple objective criteria in the evaluation process. These include state assessment results, local benchmark assessments such as i-Ready, classroom performance data, and additional measures as appropriate. When whole-grade acceleration is being considered, cognitive assessments such as the Cognitive Abilities Test (CogAT) may be used to evaluate reasoning abilities across verbal and nonverbal domains. The district ensures that all assessments are accessible and appropriate, including the provision of accommodations for students with disabilities and supports for English Learners.

Based on evaluation outcomes, District 300 provides a range of services and pathways to meet the needs of advanced learners. These may include early entrance to kindergarten or first grade, subject-area acceleration, and full-grade acceleration when appropriate. Instructional decisions are individualized to ensure alignment with each student's readiness and to promote sustained academic growth.

At the secondary level, the district complies with the automatic acceleration provisions of the Illinois Accelerated Placement Act. Students who meet or exceed proficiency on state assessments are automatically placed into the next most rigorous course sequence. This practice ensures equitable access to advanced coursework and helps remove barriers that may have historically limited participation. Parents/guardians retain the right to opt out if an alternative placement better aligns with the student's goals.

Through this structured, data-driven, and equitable approach, District 300 ensures that gifted and talented students are identified using objective criteria and provided with appropriately challenging learning opportunities that support their continued academic success.

College and Career:

***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: Coordination with institutions of higher education, employers, and other local partners and increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.**

Community Unit School District 300 (D300) facilitates effective student transitions from middle school to high school and from high school to postsecondary education and the workforce through a comprehensive system of aligned academic programming, structured career exploration, and strategic partnerships with higher education institutions, employers, and community organizations.

D300 implements a districtwide college and career readiness framework aligned to the Illinois Postsecondary and Career Expectations (PaCE) framework for grades 6–12. This framework is operationalized through SchooLinks, a college and career readiness platform that provides students with tools for career exploration, postsecondary planning, and progress monitoring. SchooLinks is accessible to all students and staff and is embedded across multiple courses to ensure consistent implementation and support for individualized student planning.

At the middle school level, students begin the transition process through structured exposure to career pathways and postsecondary options. Through courses such as AVID and College and Career Exploration, students engage in interest inventories, goal setting, and early academic and postsecondary planning. These efforts are further supported by annual career days and a Pathway and Career Fair for eighth-grade students and their families, providing opportunities to explore high school programs of study and future career options.

At the high school level, transition supports are expanded and intentionally deepened through the integration of SchooLinks within AVID, Career and Technical Education (CTE), Personal Development, and College 101 courses. Additional PaCE-aligned activities are embedded throughout the school day, including in core academic classes and during adjusted schedules dedicated to postsecondary planning or standardized testing. Students engage in a comprehensive range of experiences to support their postsecondary planning, such as college and career fairs, FAFSA completion workshops, application support events, and interactions with postsecondary representatives. To ensure coherence and access, the district employs a dedicated College and Career Counselor who coordinates these efforts and provides individualized guidance aligned to each student's interests, skills, and goals.

D300 maintains strong partnerships with institutions of higher education, particularly through its collaboration with Elgin Community College (ECC), to expand access to early college opportunities. Juniors and seniors may participate in both part-time and full-time dual credit programs, earning college credit while enrolled in high school. These opportunities include general education coursework as well as Career and Technical Education pathways leading to industry-recognized credentials in high-demand fields such as HVAC, Certified Nursing Assistant (CNA), and welding.

The district has significantly expanded access to dual credit coursework offered on high school campuses, with many courses taught by qualified D300 instructors who meet credentialing requirements to serve as adjunct faculty. These offerings are aligned with D300's College and Career Pathway Endorsements, of which the district currently offers multiple ISBE-approved programs. The district will continue to expand and refine these pathways through ongoing program development and targeted professional learning for staff.

In addition to higher education partnerships, D300 collaborates with local employers and community organizations to provide students with real-world learning experiences. These include career presentations, classroom visits, mentorship opportunities, internships, and participation in career-focused events. Students also have access to specialized training programs, such as partnerships with institutions like the ABC School of Cosmetology, allowing them to pursue industry credentials while completing high school.

Through this coordinated approach—combining academic planning, career exploration, dual credit opportunities, and strong partnerships—District 300 ensures that all students are supported through key educational transitions and are equipped with the knowledge, skills, and experiences necessary for success in postsecondary education and the workforce.

***Describe the district's support for programs that coordinate and integrate the following: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential 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.**

D300 provides comprehensive Career and Technical Education CTE programming across all three high schools, including coursework in business, family and consumer sciences, and industrial technology. These programs are intentionally designed to integrate academic and technical content with the Illinois State Board of Education ISBE Essential Employability Skills through coordinated instructional strategies that promote the development of competencies aligned to high demand industries. District curriculum teams collaborate to develop and refine curriculum frameworks that ensure alignment, rigor, and relevance across all CTE pathways.

In addition to classroom instruction, D300 offers a range of high quality work based learning opportunities, including internships, cooperative education programs, and cooperative work experience placements. The district partners with the Alignment Collaborative and the Regional Education for Employment EFE system to provide internship opportunities during both the academic year and summer months. These experiences enable students to engage directly with industry professionals, apply their learning in authentic settings, and develop critical career readiness

skills. Students who successfully complete these experiences earn academic credit toward graduation and or receive paid experiences, as aligned with ISBE College and Career Pathway Endorsements, reinforcing the connection between academic achievement and career preparation.

D300 actively collaborates with local businesses, Chambers of Commerce, and community organizations to expand and sustain these opportunities, ensuring students have equitable access to meaningful, career connected learning experiences. These partnerships provide students with in depth exposure to workplace expectations, professional environments, and industry specific skills.

To support early career awareness and exploration, D300 offers middle school exploratory courses aligned to the National Career Clusters Framework. These experiences help students identify areas of interest and make meaningful connections between their academic learning and future career pathways.

All CTE and career pathway programs are accessible to all D300 students and are supported by dedicated staff who ensure equitable access, coordination, and alignment across the district college and career readiness system.

Professional Development- Highly Prepared and Effective Teachers and School Leaders:

***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. **Title IA:** District 300 will utilize Title I, Part A funds to support professional development activities designed to strengthen educator capacity to serve low-income and at-risk student populations and to improve academic outcomes in reading and mathematics. These efforts are aligned to evidence-based practices and the district's commitment to closing persistent achievement gaps.

   District and school leaders will participate in professional learning opportunities such as the ESEA National Conference and the Illinois Association of Title I Directors Conference. These conferences provide

access to current research, federal guidance, and effective strategies for supporting Title I students, including those experiencing economic disadvantage and other risk factors.

A key focus of these professional development activities will be the implementation of evidence-based instructional practices and systems that support Dual Language and English Learners. Participants will deepen their understanding of effective interventions, program design, and compliance requirements under ESEA, and will apply this learning to strengthen districtwide systems of support.

Knowledge gained through these opportunities will be shared with district and school staff through structured follow-up, including leadership team meetings, professional learning sessions, and integration into existing instructional frameworks. Through these efforts, District 300 will ensure that professional development is sustained, collaborative, and directly connected to improving instruction and student achievement.

2. **Title I-A- 1003:** District 300 will utilize Title I-A (1003) School Improvement funds to provide targeted, evidence-based professional development designed to accelerate academic recovery and address identified achievement gaps, particularly for students with the greatest needs.

   Special education educators will participate in intensive training focused on the implementation of the updated SRA/Corrective Reading program to strengthen instructional practices and ensure the delivery of high-quality, research-based interventions. This professional learning is designed to build staff capacity to provide specialized, data-driven instruction that meets the unique learning needs of students requiring intensive support.

   In addition, instructional staff across participating schools will engage in comprehensive professional development aligned to the implementation of the 95 Percent Group literacy resources and Math Kickstart programming. These evidence-based frameworks emphasize the development of foundational literacy and numeracy skills and support both Tier 1 core instruction and targeted interventions.

Professional development will focus on effective program implementation, data analysis, and progress monitoring to ensure fidelity and maximize student outcomes. Ongoing support will be provided through coaching, collaboration, and professional learning communities to sustain implementation and promote continuous improvement.

Through these coordinated efforts, District 300 will strengthen instructional capacity, improve the effectiveness of academic interventions, and support increased student achievement in reading and mathematics.

3. **Title II-A:** For the 2026-2027 school year, District 300 will utilize Title II, Part A funds to strengthen teacher and leader effectiveness, improve instructional quality, and support retention through a comprehensive, job-embedded professional learning system aligned to district priorities.

   A key focus is the retention and development of effective educators through a structured mentoring program. Experienced teachers will serve as mentors to first-year teachers, providing guidance, instructional support, and ongoing feedback to build capacity and improve instructional practice. This initiative supports novice teacher success and promotes long-term retention.

   The district will also support large-scale professional learning opportunities, including the Summer Symposium, where certified staff engage in voluntary professional development focused on strengthening Professional Learning Communities (PLCs), instructional best practices, and leadership development initiatives such as Leader in Me. In addition, a PLC Summit will provide dedicated time for teachers and administrators to collaboratively develop SMART goals, analyze data, and engage in action planning aligned to student achievement outcomes.

   To ensure high-quality implementation of the PLC framework, District 300 has partnered with Solution Tree to provide ongoing, expert-led training for teachers, principals, and administrators. This work is supported by job-embedded collaboration, substitute coverage to enable participation during the school day, and access to digital platforms such as Frontline

Professional Development and Quantum Learning, which facilitate tracking, delivery, and personalization of professional learning.

Leadership development is also prioritized through support for principals and district administrators to attend professional conferences, including the Illinois Principals Association (IPA) Annual Conference, and through professional organization memberships (e.g., IPA, IASA). These opportunities provide access to current research, evidence-based practices, and networking that strengthen instructional leadership, school culture, and equitable practices, while also supporting administrator retention.

In addition, District 300 will ensure equitable services for non-public schools by allocating funds to support participation in high-quality, secular professional development aligned to ESSA requirements and focused on improving teacher effectiveness and student achievement.

Through these coordinated efforts, Title II-A funds will support a comprehensive professional learning system that builds educator capacity, strengthens instructional practice, promotes leadership development, and ultimately improves student outcomes across the district.

4. **Title III - LIEP:** District 300 will utilize Title III funds to provide targeted professional development designed to strengthen instructional practices for English Learners across all grade levels. These professional learning opportunities will focus on building educator capacity to effectively deliver language instruction and support access to grade-level content.

   Staff will participate in conferences, workshops, and job-embedded instructional coaching aligned to research-based dual language and ESL best practices. These opportunities will emphasize strategies such as integrating content and language objectives, scaffolding instruction, promoting academic discourse, and supporting language development across all content areas.

   In addition, the district will provide after-school professional development specifically focused on dual language instruction to support teachers in

implementing effective bilingual instructional models and strengthening biliteracy outcomes for students.

Ongoing coaching and collaboration will reinforce professional learning, ensuring consistent implementation of strategies and continuous improvement in instructional practices. Through these efforts, District 300 will enhance educator effectiveness and improve academic and language outcomes for English Learners.

5. **Title III- ISEP:** District 300 will utilize Title III - Immigrant Education Program (ISEP) funds to provide targeted professional development that strengthens educator capacity to effectively serve immigrant and multilingual students, including newcomers.

   Professional learning opportunities will include conferences, workshops, and job-embedded coaching focused on culturally and linguistically responsive practices, newcomer program supports, and strategies to address the academic and social-emotional needs of immigrant students. Training will emphasize scaffolding techniques, building background knowledge, supporting students with interrupted or limited formal education, and fostering inclusive classroom environments.

   These professional development activities will also support educators in understanding the unique experiences of immigrant students and in implementing practices that promote engagement, belonging, and access to grade-level content.

   Ongoing coaching and collaborative learning opportunities will ensure sustained implementation and continuous improvement. Through these efforts, District 300 will strengthen instructional practices and improve outcomes for immigrant and multilingual students.

6. **Title IV-A:** District 300 will utilize Title IV-A funds to support targeted professional development that strengthens instructional practices, promotes student well-being, and enhances the effective use of technology in alignment with identified district needs. These professional learning

opportunities are designed to increase educator capacity to deliver a well-rounded education, support safe and healthy learning environments, and integrate technology in meaningful and equitable ways.

Professional development activities will include districtwide and site-based learning opportunities focused on evidence-based instructional strategies, including improving assessment practices, student-centered coaching models, and the integration of academic supports for diverse learners, including English Learners. Staff will also engage in professional learning related to emerging instructional practices, such as the effective and responsible use of artificial intelligence (AI) in education, as well as access to ongoing learning platforms that support continuous professional growth.

To support safe and healthy students, professional development will be provided in areas such as student engagement, inclusive practices, and strategies that promote student well-being, belonging, and positive school climate. This includes training aligned to initiatives that support attendance, peer mentoring, and student leadership development, ensuring that staff are equipped to create supportive and responsive learning environments.

In the area of effective use of technology, professional learning will focus on integrating technology tools to enhance instruction, expand access to digital resources, and ensure compliance with accessibility standards. Staff will receive training on the use of instructional technology tools and platforms that support student engagement, digital literacy, and equitable access to learning for all students.

These professional development activities will be delivered through a combination of in-person sessions, workshops, conferences, and ongoing learning opportunities, ensuring sustained and job-embedded support. Through these coordinated efforts, District 300 will strengthen educator effectiveness and improve student outcomes across all Title IV-A focus areas.

7. **IDEA Part B Flow:** Professional development funded through IDEA Part B Flow-Through and Coordinated Early Intervening Services (CEIS) is directly aligned to staff input and the comprehensive needs assessment conducted in

March 2026. District 300 utilizes multiple data sources, including staff surveys, student performance data, compliance reviews, and program evaluations, to determine targeted professional learning priorities .

IDEA-funded professional development will focus on strengthening staff capacity to support students with disabilities, particularly in the areas of social-emotional and behavioral needs, executive functioning, differentiated instruction, and the development of high-quality, legally compliant IEPs. Training will include evidence-based practices such as trauma-informed care, restorative practices, Positive Behavioral Interventions and Supports (PBIS), Crisis Prevention Institute (CPI) strategies, and functional behavior assessment and intervention planning (FBA/BIP). These efforts are designed to address increasing student needs related to anxiety, depression, ADHD, and behavioral regulation.

The district will also support staff participation in specialized conferences and trainings (e.g., ISHA, IASP, IAASE, CEC, and LRP) to provide access to current research, compliance updates, and best practices aligned to IDEA requirements. Additional professional learning will focus on improving instructional practices through implementation of evidence-based curricula and strategies, including SRA, Barton Reading and Spelling, STARS, Zones of Regulation, and alignment to new mathematics curriculum initiatives. Substitute coverage will be provided, as needed, to support staff participation in training, collaboration, and instructional coaching.

A strong emphasis will be placed on compliance and legal requirements, including training on developing legally defensible IEPs, strengthening IEP components, and ensuring adherence to federal and state regulations. These efforts ensure high-quality service delivery and alignment with FAPE and least restrictive environment (LRE) requirements.

CEIS-funded professional development will further strengthen general education capacity to support students who require additional academic and behavioral supports. Training will include PBIS coaching, restorative practices, classroom management frameworks, social-emotional learning strategies, and BCBA-supported interventions. These efforts are designed to improve early intervention practices, reduce unnecessary referrals to special education, and support diverse learners within the general education setting.

Through this comprehensive, data-driven approach, District 300 ensures that professional development activities improve instructional quality, strengthen compliance, and enhance outcomes for students with disabilities.

8. **IDEA Part B Preschool:** Professional development funded through IDEA Part B Preschool is grounded in staff feedback and the district's comprehensive needs assessment. The March 2026 needs assessment identified key priorities related to social-emotional development, early childhood behavior supports, family engagement, differentiated instruction, and compliance with early childhood IEP requirements. IDEA Preschool funds are strategically allocated to address these areas and strengthen early childhood special education programming for children ages 3–5.

   Professional Conferences and Specialized Training
   IDEA Preschool funds will support staff participation in conferences and specialized trainings aligned to early childhood roles and responsibilities, including the Illinois Speech-Language-Hearing Association (ISHA), Illinois Association of School Psychologists (IASP), Illinois Alliance of Administrators of Special Education (IAASE), the Council for Exceptional Children (CEC), and the LRP Special Education Conference, as well as vision and hearing trainings. These opportunities provide access to current research, compliance guidance, and evidence-based practices related to early intervention, communication development, and preschool service delivery.

   Social-Emotional and Behavioral Supports
   Based on identified needs, professional learning will focus on developmentally appropriate behavioral and social-emotional practices, including trauma-informed approaches, restorative practices adapted for early childhood, Positive Behavioral Interventions and Supports (PBIS) for preschool settings, Love and Logic strategies, Strengthening Families, and early childhood de-escalation and co-regulation techniques. These efforts strengthen staff capacity to support young learners with developmental delays and emerging behavioral needs in both inclusive and specialized environments.

   Compliance and IEP Development
   To ensure alignment with IDEA Preschool requirements, funds will support training on early childhood IEP development, including writing

developmentally appropriate and legally defensible IEPs, transition planning from Early Intervention to preschool, and adherence to federal and state regulations. Professional speakers, legal experts, and substitute coverage will support staff participation in compliance-focused training and collaborative planning.

Instructional Practice Improvement
Professional development will also focus on strengthening instructional practices aligned to early childhood development. This includes training and coaching in the implementation of the GOLD curriculum and assessment practices, STARS curriculum, Zones of Regulation (adapted for preschool learners), and Professional Learning Communities (PLCs) focused on early childhood data and outcomes. Substitute coverage will allow staff to observe model classrooms, engage in mentoring, and participate in collaborative planning to ensure high-fidelity implementation.

Summary
District 300's IDEA Preschool professional development plan is data-driven and responsive to identified needs. Funds are used to strengthen social-emotional and behavioral supports, improve instructional practices, ensure compliance with IDEA requirements, and enhance collaboration among early childhood staff. All activities are designed to improve outcomes for preschool students with disabilities and ensure access to a free appropriate public education (FAPE) in the least restrictive environment (LRE).

Safe Learning Environment:

***Describe the process through which the district will: reduce incidences of bullying and harassment, reduce the overuse of discipline practices that remove students from the classroom, reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of students as defined below.**

- **each major racial and ethnic group**
- **economically disadvantaged students as compared to students who are not economically disadvantaged**

- **children with disabilities as compared to children without disabilities**
- **English proficiency status**
- **gender; and**
- **migrant status**

District 300 maintains a strong commitment to student health, safety, and well-being through a comprehensive, data-driven approach to reducing bullying and harassment, minimizing the use of exclusionary discipline practices, and eliminating aversive behavioral interventions that may compromise student safety. These efforts are implemented within a Multi-Tiered System of Supports (MTSS) framework and are continuously monitored to ensure equitable outcomes across all student subgroups.

To reduce incidences of bullying and harassment, the district provides developmentally appropriate instruction at all grade levels through social-emotional learning (SEL) curricula and targeted prevention programming. These efforts are reinforced through guest speakers and school-based initiatives that promote positive behavior, empathy, and respectful interactions. Students are explicitly taught reporting procedures, including access to anonymous reporting tools, to ensure that concerns can be raised safely and addressed promptly.

To reduce the overuse of discipline practices that remove students from the classroom, District 300 conducts regular reviews of discipline data. This data is disaggregated by race/ethnicity, socioeconomic status, disability status, English learner status, gender, and migrant status to identify and address any disproportionate patterns. District and school leaders use these data to inform decision-making and implement targeted supports. All administrators participate in ongoing professional learning, including quarterly training focused on reducing exclusionary discipline and promoting equitable practices. Staff are trained in Restorative Practices, which emphasize relationship-building, accountability, and conflict resolution, allowing students to remain engaged in the learning environment whenever possible.

To eliminate the use of aversive behavioral interventions, the district provides comprehensive training for both certificated and non-certificated staff in evidence-based approaches such as Crisis Prevention, Love and Logic, and

Restorative Practices. These strategies prioritize de-escalation, student dignity, and positive behavior support. In addition, the district is expanding professional development to include trauma-informed practices and culturally responsive approaches to ensure that behavioral supports are sensitive to the diverse backgrounds and experiences of all students.

Through ongoing monitoring, professional learning, and data-informed decision-making, District 300 ensures that school environments are safe, inclusive, and supportive, and that disciplinary practices are equitable and promote student engagement and success across all student groups.

***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.**

District 300 provides a comprehensive continuum of services to support the enrollment, attendance, and academic success of children and youth experiencing homelessness, in full alignment with the McKinney-Vento Homeless Assistance Act. The district reserves Title I, Part A funds, as required under ESEA Section 1113(c)(3)(A), to provide services for homeless children and youth, including those not attending Title I schools. These reserved funds are used in coordination with other district and community resources to remove barriers and ensure equitable access to education.

The district prioritizes the immediate identification and enrollment of homeless students, including unaccompanied youth, by implementing procedures that eliminate delays due to missing documentation. The McKinney-Vento liaison collaborates closely with registrars, family liaisons, social workers, and school staff to facilitate rapid enrollment and assist families in obtaining necessary records.

To promote school stability and consistent attendance, District 300 uses Title I set-aside funds, as appropriate, to support transportation services that allow students to remain in their school of origin when it is in their best interest. Transportation is also coordinated to ensure access to school-related programs and activities.

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The district addresses students' basic needs by providing essential supplies at no cost to families. Title I reserved funds may be used, as allowable, to provide items such as backpacks, school supplies, hygiene products, clothing, and other necessities that support student participation in school.

In addition to basic needs, District 300 provides academic and enrichment supports funded in part through Title I set-aside resources. These supports include access to after-school tutoring, extended learning opportunities, and supplemental instructional assistance to help students maintain academic progress despite mobility and other challenges. Unaccompanied youth receive targeted support and advocacy to ensure continued engagement in school and progress toward graduation.

The district also coordinates with community agencies to connect families with medical, dental, mental health, housing, and food resources. Title I funds are used, as appropriate, to supplement these efforts by addressing educational barriers that directly impact student success.

Through the intentional reservation and use of Title I, Part A funds, and in coordination with McKinney-Vento requirements, District 300 ensures that students experiencing homelessness receive equitable access to educational services and the supports necessary to succeed academically and socially.

Title I Specific Pages:

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0002 - DUNDEE-CROWN HIGH SCHOOL	◉	○	○	○	05/19/2026
0003 - HAMPSHIRE HIGH SCHOOL	○	○	◉	○	05/19/2026
0004 - HARRY D JACOBS HIGH SCHOOL	○	○	◉	○	05/19/2026
1001 - CARPENTERSVILLE MIDDLE SCHOOL	◉	○	○	○	05/19/2026
1004 - ALGONQUIN MIDDLE SCHOOL	○	○	◉	○	05/19/2026
1005 - DUNDEE MIDDLE SCHOOL	○	○	◉	○	05/19/2026
1008 - HAMPSHIRE MIDDLE SCHOOL	○	○	◉	○	05/19/2026
2001 - ALGONQUIN LAKES ELEM SCH	○	○	◉	○	05/19/2026
2002 - LIBERTY ELEMENTARY SCHOOL	○	○	◉	○	05/19/2026
2003 - LINCOLN PRAIRIE ELEM SCHOOL	○	○	◉	○	05/19/2026
2009 - DUNDEE HIGHLANDS ELEM SCHOOL	○	○	◉	○	05/19/2026
2010 - EASTVIEW ELEM SCHOOL	○	○	◉	○	05/19/2026
2012 - GOLFVIEW ELEM SCHOOL	◉	○	○	○	05/19/2026
2013 - HAMPSHIRE ELEM SCHOOL	○	○	◉	○	05/19/2026
2015 - LAKE IN THE HILLS ELEM SCHOOL	◉	○	○	○	05/19/2026
2016 - MEADOWDALE ELEM SCHOOL	◉	○	○	○	05/19/2026
2018 - PARKVIEW ELEMENTARY SCHOOL	◉	○	○	○	05/19/2026
2019 - SLEEPY HOLLOW ELEM SCHOOL	○	○	◉	○	05/19/2026
201C - Cambridge Lakes Charter School	○	○	◉	○	05/19/2026
2020 - KENNETH E NEUBERT ELEM SCHOOL	○	○	◉	○	05/19/2026
2021 - PERRY ELEMENTARY SCHOOL	◉	○	○	○	05/19/2026
2022 - LAKEWOOD SCHOOL	◉	○	○	○	05/19/2026
2023 - WESTFIELD COMMUNITY SCHOOL	○	○	◉	○	05/19/2026
2025 - GARY D WRIGHT ELEM SCH	○	○	◉	○	05/19/2026
2026 - GILBERTS ELEM SCH	○	○	◉	○	05/19/2026
2027 - BIG TIMBER ELEMENTARY SCHOOL	○	○	◉	○	05/19/2026
3001 - DELACEY FAMILY EDUC CTR	○	○	◉	○	05/19/2026
3002 - OAK RIDGE SCHOOL	◉	○	○	○	05/19/2026
3003 - DREAM ACADEMY	○	○	○	◉	05/19/2026

***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).**
District 300 will support schools identified for comprehensive or targeted support under Section 1111(d) through a coordinated, data-driven system aligned to each School Improvement Plan (SIP). Title I, Part A, Section 1003 funds will be used to implement evidence-based strategies, strengthen instructional capacity, and improve student outcomes at Carpentersville Middle School, Lakewood Elementary, Perry Elementary, Parkview Elementary, and Meadowdale Elementary.

For FY27, the district will prioritize the implementation of foundational literacy and numeracy programs, including 95 Percent Reading and Math Kickstart, supported by ongoing professional development and instructional coaching to ensure high-fidelity implementation. Elementary schools will also strengthen the use of SRA (Science Research Associates) to provide targeted, intensive interventions for students with the greatest needs, including students with disabilities.

A comprehensive data system will support continuous progress monitoring, enabling staff to analyze student performance, adjust instruction, and allocate resources effectively. Extended learning opportunities, including before- and after-school programs, will provide additional academic support aligned to core instruction.

Family engagement will be strengthened through school-based events, including Family Engagement Nights, to build understanding of instructional programs and support student learning at home.

Through these aligned strategies, District 300 will support identified schools in closing achievement gaps and improving outcomes for all students.

***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.**

For the 2026-2027 school year, Lakewood, Golfview, Meadowdale, Parkview, Perry, Lake in the Hills, Oak Ridge, Dundee-Crown High School, and Carpentersville Middle School will operate schoolwide programs in accordance with ESEA Section 1114. These programs are designed to improve overall academic achievement and close persistent achievement gaps among all student subgroups, particularly low-income students and those most at risk of academic failure.

The district's primary goal is to ensure equitable access to high-quality instruction and to accelerate student growth in literacy and mathematics. To achieve this, schools will implement a Professional Learning Community (PLC) framework as the core driver of instructional improvement. Through this process, educators engage in ongoing collaboration focused on identifying essential standards, analyzing student data, and responding to student learning needs.

Key components of the schoolwide model include:

*Collaborative Planning: Staff engage in backward design and standards alignment during summer SIP planning and throughout the school year.
*Data-Driven Decision Making: Schools conduct regular data cycles and Results Retreats to monitor student progress and adjust instruction.
*Professional Development: Ongoing learning focuses on evidence-based instructional strategies to strengthen Tier 1 core instruction.
*Targeted Interventions: Students receive additional support through evidence-based programs such as 95 Percent Reading, Math Kickstart, LLI, and Barton, delivered through small-group instruction and supported by instructional coaching.
*Extended Learning Opportunities: Before- and after-school programs, as well as summer programming, provide additional academic and enrichment supports aligned to student needs.

Family engagement is a critical component of the district's approach. Family School Liaisons (FSLs) support communication between home and school, facilitate family engagement events, and connect families with resources to reduce barriers to student participation and attendance.

District 300 also ensures that students residing in local institutions or community day programs, including those identified as neglected or delinquent, have equitable access to educational services. The district collaborates with appropriate agencies and providers to support enrollment, attendance, and academic progress, ensuring that services are aligned to student needs and consistent with Title I requirements.

Through this comprehensive, schoolwide approach, District 300 ensures that all students receive the academic support necessary to meet challenging state standards and achieve long-term success.

IDEA Specific Requirements:

***How was the comprehensive needs assessment information used for planning grant activities?**
District 300 utilized its comprehensive needs assessment as the foundation for planning IDEA-funded activities and determining priority areas for resource allocation. Data from the March 2026 needs assessment-including program reviews, staff feedback, student performance data, compliance monitoring, and stakeholder input-were analyzed through the LEA planning process to identify targeted areas for improvement. These identified needs directly inform professional development, instructional supports, staffing decisions, and compliance activities funded through IDEA.

Social-Emotional and Behavioral Supports
The needs assessment identified increasing student needs related to anxiety, depression, DMDD, ADHD, and emotional regulation. In response, IDEA funds will support professional development in functional behavior assessment (FBA) and behavior intervention plan (BIP) development, de-escalation strategies (including CPI training), trauma-informed practices, executive functioning supports, and evidence-based behavioral frameworks such as Love and Logic and BCBA-supported interventions. Coaching and consultation will further support implementation within general education settings.

Instructional Supports and Closing Achievement Gaps
Data indicated a need to strengthen core and specially designed instruction, particularly in literacy and mathematics, to address achievement gaps. IDEA-funded activities will include professional development aligned to ELA standards and the Science of Reading, training on effective use of instructional strategies and manipulatives within the new mathematics curriculum, differentiation strategies, assistive technology integration, and instructional materials that support inclusive practices and functional programming.

IEP Team Effectiveness and Compliance
Ongoing monitoring identified the need to strengthen IEP development and team practices. IDEA funds will support training on data-based decision-making, effective team collaboration, and development of legally compliant and instructionally aligned IEPs. Compliance training will be delivered through online modules (e.g., Schoology) and in-person sessions, along with ongoing legal updates to ensure alignment with federal and state requirements.

Support for Inclusive Practices
Staff identified a continued need for support in implementing inclusive practices within general education environments. IDEA funds will support instructional coaching, collaborative planning, and access to inclusive classroom resources to ensure students with disabilities can access the general education curriculum in the least restrictive environment.

Early Childhood (Preschool)
Needs assessment findings and program review data identified priorities for IDEA Preschool programming, including professional development in compliance, curriculum implementation, emotional regulation strategies, trauma-informed practices, and classroom management. Efforts will also focus on expanding inclusive opportunities and strengthening collaboration through the Early Childhood Collaborative Council.

Staffing and Recruitment
The district continues to experience challenges in recruiting and retaining qualified special education staff. IDEA funds may support contracted services for hard-to-fill

positions, targeted recruitment efforts, and professional development to strengthen staff capacity and retention.

All IDEA-funded activities are aligned with the district's strategic priorities related to instructional quality, equity and access, and social-emotional well-being. Through this data-driven approach, District 300 ensures that IDEA funds are strategically allocated to address identified needs, improve student outcomes, maintain compliance, and strengthen inclusive practices across Pre-K through grade 12.

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

IDEA grant funds will support a comprehensive system of professional learning, instructional improvement, student supports, and related services aligned to the district's Strategic Plan and informed by the annual needs assessment. All funded activities are designed to strengthen academic achievement, enhance social-emotional and behavioral supports, ensure compliance with special education requirements, and increase equitable access to high-quality instruction and services for students with disabilities.

Professional development will focus on building staff capacity to meet the academic, social-emotional, behavioral, and transition needs of students with disabilities. Training opportunities will include conferences, workshops, webinars, professional learning communities (PLCs), and online coursework. Priority areas include evidence-based instructional practices in English Language Arts and mathematics, co-teaching models, assistive technology integration, executive functioning strategies, related services supports, and specialized literacy interventions.

To address increasing social-emotional and behavioral needs, IDEA funds will support training and resources in evidence-based practices such as trauma-informed care, Crisis Prevention Institute (CPI) strategies, Positive Behavioral Interventions and Supports (PBIS), Social Thinking, Zones of Regulation, and Love and Logic. Additional resources will support sensory tools and the development of sensory-regulation spaces to better meet student needs.

Funds will also support transition and vocational programming to promote successful postsecondary outcomes for students through age 22. This includes professional development focused on transition planning, community partnerships, and employment readiness.

Additional training will address legal compliance and procedural requirements related to IEP development and implementation, as well as diversity, equity, and inclusion practices, disability awareness, behavior management, and multidisciplinary collaboration. Staff will participate in state and national conferences and specialized training in areas such as autism, assistive technology, communication disorders, school psychology, social work, and vision and hearing services to strengthen expertise across disciplines.

IDEA funds will also support substitute coverage to enable staff participation in professional learning, as well as extended school year (ESY) planning and staffing. To address staffing shortages, the district will prioritize recruitment and retention of highly qualified and diverse personnel. When necessary, the district will contract with qualified providers, including occupational therapists (OT), physical therapists (PT), and Board Certified Behavior Analysts (BCBA), to ensure continuity of services.

Through these coordinated efforts, IDEA-funded activities will improve instructional quality, strengthen staff capacity, expand access to specialized supports, and ensure that students with disabilities receive high-quality services that promote academic success, social-emotional development, and positive postsecondary outcomes.

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

The overall scope and nature of IDEA-funded services in District 300 remain largely consistent with the prior fiscal year, with continued emphasis on improving instructional practices and addressing the diverse academic, social-emotional, and behavioral needs of students with disabilities. However, several targeted enhancements have been implemented to strengthen service delivery and align with emerging needs and updated requirements.

The district will continue to prioritize building staff capacity to support students' social-emotional well-being through targeted professional development in

emotional regulation, executive functioning, classroom management, and evidence-based behavioral supports. Ongoing training will include Crisis Prevention Institute (CPI) strategies, BCBA-supported functional assessment and behavior intervention planning (FBA/BIP), restorative practices, trauma-informed approaches, and diversity, equity, and inclusion. These efforts align with current Illinois State Board of Education (ISBE) guidance regarding the use of isolation and restraint, ensuring safe, supportive learning environments and regulatory compliance.

A continued focus on IEP compliance and quality remains a priority. The district will strengthen practices related to IEP development, timelines, data-based decision-making, and documentation to ensure alignment with ISBE Indicator monitoring and to support meaningful, legally compliant Individualized Education Programs.

In response to legislative changes extending eligibility for special education services through the end of the school year in which a student turns 22, the district will expand transition and vocational programming. This includes enhancing community partnerships, increasing work-based learning opportunities, and strengthening individualized transition planning to support postsecondary outcomes in employment, education, and independent living.

The district will also expand family engagement efforts by increasing access to translation and interpretation services, including the translation of IEP documents into families' native languages, to ensure meaningful participation in the special education process.

Additionally, for the upcoming fiscal year, District 300 will implement a new mathematics curriculum, including specialized materials designed to meet the needs of students with disabilities, while continuing to refine and enhance specialized literacy resources. Professional development and instructional coaching will support effective implementation and differentiation to ensure access to grade-level standards and improved academic outcomes.

*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 following hyperlink: https://www.isbe.net/Pages/Special-Education-Programs.aspx

D300 FY27 Consolidated District Plan

District 300 utilizes IDEA Flow-Through and IDEA Preschool funds to support performance on applicable State Performance Plan (SPP) indicators through targeted academic, behavioral, compliance, and transition-focused services.

Academic Achievement (SPP Indicators 3, 5, and 17 – Assessment and Performance):
IDEA funds support access to grade-level standards in reading, mathematics, and writing through specialized instruction, evidence-based curricula, and aligned instructional supports. These efforts ensure students with disabilities can access and demonstrate proficiency on state assessments, including IAR, DLM, and SAT, with appropriate accommodations and supports to improve academic outcomes.

Social-Emotional and Behavioral Supports (SPP Indicators 4 and 5 – Discipline and Educational Environment):
Funds are used to implement evidence-based behavioral and social-emotional supports, including Positive Behavioral Interventions and Supports (PBIS), executive functioning strategies, and sensory supports. These services are designed to reduce disciplinary removals, improve student engagement, and increase access to instruction in the least restrictive environment.

Transition Planning (SPP Indicator 13 – Secondary Transition):
IDEA funds strengthen transition planning for students age 14 and older through vocational programming, community-based instruction, and collaboration with postsecondary partners. These efforts ensure compliant, individualized transition plans that support successful postsecondary outcomes.

Compliance and Professional Development (SPP Indicators 11, 12, and 13 – Child Find, Timely Evaluations, and Transition Compliance):
A portion of IDEA funds supports ongoing professional development to ensure compliance with IDEA requirements, including timely evaluations, high-quality IEP development, and implementation of procedural safeguards. Training is aligned to improve staff capacity and maintain compliance with state and federal regulations.

Personnel and Service Delivery:
IDEA funds support staffing in critical shortage areas, including speech-language pathology, school psychology, Board Certified Behavior Analyst (BCBA) services, and occupational and physical therapy. These positions are essential to ensuring timely evaluations, appropriate service delivery, and effective IEP implementation.

Extended School Year (ESY):
Funds are used to provide ESY services, materials, and staffing for eligible students to prevent regression and support maintenance of critical skills during extended breaks.

Early Intervening Services (CEIS):
CEIS funds are utilized to provide early academic and behavioral interventions for students identified as at risk. These services support improved outcomes and reduce unnecessary referrals to special education.

Proportionate Share:
The district allocates proportionate share funds to provide equitable services for parentally placed private school students, based on timely and meaningful consultation conducted in accordance with IDEA requirements.

Through these aligned strategies, District 300 ensures IDEA funds directly support improved performance on SPP indicators, compliance with federal and state requirements, and positive outcomes for students with disabilities.

Youth In Care Stability Plan:

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.

1. Best Interest Determination Plan

***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.**

In accordance with Illinois law and the federal Every Student Succeeds Act (ESSA) foster care provisions, the LEA Point of Contact (LEA-POC), DCFS case manager, LEA Director of Transportation, designated school staff, and foster parents (when available) will collaborate to determine transportation arrangements that are in the student's best interest.

The team reviews relevant student information, including social-emotional history, behavioral needs, attendance patterns, and academic performance, to ensure school stability and continuity of services.

When developing transportation procedures for a student in foster care, the following factors will be considered:
*Student safety
*Duration of the transportation arrangement
*Timing of the placement change
*Type and availability of transportation options
*Traffic patterns and commute time
*Flexibility of the school schedule
*Impact of extracurricular activities on transportation
*Student maturity and behavioral capacity

Transportation decisions will prioritize maintaining the student's school of origin when determined to be in the child's best interest, consistent with state and federal requirements.

***Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.**
District 300 ensures that all decisions regarding students with disabilities are guided by best practices and full compliance with federal and Illinois laws, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

For students eligible under IDEA, the district provides a Free Appropriate Public Education (FAPE) through a comprehensive system of supports and services. This includes:

*Timely identification, evaluation, and re-evaluation procedures in accordance with Illinois timelines and requirements;
*Development and implementation of Individualized Education Programs (IEPs) that are reasonably calculated to enable students to make appropriate progress in light of their individual circumstances;
*Consideration and implementation of Least Restrictive Environment (LRE) requirements;
*Provision of related services, supplementary aids and services, and program modifications necessary to ensure access to and progress in the general education curriculum;
*Adherence to procedural safeguards, including meaningful parent participation, prior written notice, and access to dispute resolution options;
*Transition planning aligned to Illinois requirements to support postsecondary readiness.

For students served under Section 504, the district ensures:

*Nondiscrimination and equitable access to all educational programs and activities;
*Identification and evaluation procedures based on multiple data sources;
*Development and implementation of Section 504 Plans outlining appropriate accommodations and supports necessary to provide FAPE;
*Ongoing monitoring and periodic review of eligibility and accommodations;
*Implementation of procedural safeguards, including parent notification, access to records, and participation in decision-making processes.

In the implementation of activities funded through the Consolidated Grant, District 300 ensures that students with disabilities have equitable access to all programs and services. All grant-funded initiatives are reviewed to ensure alignment with IEPs and Section 504 Plans, accessibility of instructional materials, appropriate accommodations and modifications, and the removal of barriers to participation.

All decisions and practices are guided by applicable federal and state statutes, regulations, and guidance, ensuring compliance, equity, and meaningful educational benefit for students with disabilities.

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

District 300 ensures that all best interest determinations and educational stability decisions for students identified as Youth in Care who are also English Learners (ELs) are made in full compliance with federal and state requirements, including the Every Student Succeeds Act (ESSA), Title III, and applicable civil rights laws. Special consideration is given to both educational stability and language development needs to ensure equitable access to instruction and services.

When determining a student's best interest, the district considers the availability and continuity of English Learner services, including access to qualified ESL/bilingual staff, language instruction programs, and supports aligned to the student's English language proficiency level. Maintaining placement in the school of origin is prioritized when it ensures continuity of both academic instruction and language development services.

The district ensures that EL students in care receive appropriate language instruction educational programs (LIEP), including daily targeted English language development and access to grade-level content through scaffolded, evidence-based instructional strategies. For students enrolled in dual language programs or specialized supports such as AVID Excel, continuity of these programs is considered as part of the stability determination.

Communication with families and caregivers is conducted in a language they can understand, consistent with Title III and civil rights requirements. The district provides interpretation and translation services to ensure meaningful participation in educational decision-making, including best interest determinations and placement discussions.

District 300 also collaborates closely with the Illinois Department of Children and Family Services (DCFS) to ensure that caseworkers and caregivers are informed of the student's language needs and available supports. Professional development is provided to staff to ensure awareness of the unique needs of EL students in care, including culturally responsive practices and strategies for supporting students with interrupted or limited formal education (SLIFE).

Through these coordinated efforts, District 300 ensures that English Learners in foster care receive equitable access to educational opportunities, continuity of language development services, and supports necessary for academic success while maintaining compliance with all applicable legal requirements.

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

In the event of a disagreement among educational decision-makers, including the Local Education Agency (LEA), Department of Children and Family Services (DCFS), parents or educational surrogate parents, foster caregivers, or other relevant stakeholders, District 300 will follow Illinois law and federal requirements under the Every Student Succeeds Act (ESSA) and the Illinois School Code to ensure educational stability and protect the student's best interests.

During the dispute resolution process, the student will remain enrolled in the school of origin, and transportation services will continue without interruption until the matter is resolved. This ensures compliance with educational stability provisions and minimizes disruption to the student's learning environment.

The district will implement the following dispute resolution process:

Initial Review: The LEA Point of Contact (POC), in collaboration with the Director of Transportation, will convene with the DCFS case manager and relevant stakeholders to review all factors considered in the best interest determination, including safety, permanency, educational needs, and overall student well-being. Every effort will be made to reach a consensus at this level.

Escalation: If a resolution is not achieved, the LEA POC will elevate the concern to the Regional Office of Education (ROE) Superintendent and the DCFS Deputy of Education and Transition Services for further review and mediation in accordance with state guidance and interagency procedures.

Final Determination: If consensus remains unresolved, DCFS will make the final determination consistent with its statutory authority under Illinois law.

Throughout the process, District 300 will maintain thorough documentation of all communications and decisions. At all times, the district will prioritize the student's educational stability, continuity of services, and overall best interest.

***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.**
District 300 ensures that all appropriate school personnel are informed of and trained on the requirements of the Every Student Succeeds Act (ESSA) related to educational stability for students identified as Youth in Care. Oversight of implementation is led by the district's McKinney-Vento and Foster Care Point of Contact (POC), in collaboration with district administration, to ensure full compliance with federal and Illinois law.

The district provides annual training to key staff, including administrators, school counselors, social workers, registrars, special education personnel, transportation staff, and other relevant stakeholders. Training topics include:

*ESSA educational stability requirements;
*Immediate enrollment procedures;
*School of origin rights and best interest determinations;
*Transportation procedures and cost-sharing expectations;
*Collaboration protocols with the Illinois Department of Children and Family Services (DCFS);
*Confidentiality and appropriate data-sharing practices.

Professional learning is delivered through a combination of districtwide professional development, building-level meetings, online modules, and onboarding processes for new staff. The district maintains updated written procedures and guidance documents to ensure consistent implementation across all schools.

District 300 also prioritizes ongoing communication between the Foster Care POC and DCFS caseworkers to ensure timely notification of students entering care or experiencing placement changes. This coordination supports prompt best interest determinations and transportation arrangements, minimizing disruption to students' educational experiences.

Policies and procedures are reviewed annually to ensure alignment with ESSA and guidance from the Illinois State Board of Education (ISBE). The district maintains documentation of training, attendance, and procedural updates to demonstrate compliance during monitoring.

Through structured professional development, clear procedural guidance, and strong interagency collaboration, District 300 ensures that all appropriate personnel understand and effectively implement ESSA's educational stability requirements for Youth in Care.

2. Youth in Care Transportation Plan

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

District 300's Local Education Agency Point of Contact (LEA-POC) collaborates with the Illinois Department of Children and Family Services (DCFS) and relevant stakeholders to determine how transportation will be provided to students in foster care, ensuring educational stability and continued attendance in the school of origin when it is in the student's best interest.

Upon notification of a foster care placement or placement change, the LEA-POC initiates a timely consultation process that includes the DCFS case manager, building principal or designee, appropriate school personnel, the Director of Transportation (or designee), and the foster parent or caregiver, when available. This team conducts a best interest determination and coordinates the transportation plan necessary to support school stability.

The LEA-POC and Director of Transportation work collaboratively to identify the most appropriate, feasible, and cost-effective transportation option while minimizing disruption to the student's educational experience. Transportation decisions are individualized and responsive to each student's unique circumstances.

In determining how transportation will be provided, the district considers multiple factors, including:

*Student safety and well-being;
*Anticipated duration of the transportation need;
*Daily travel time and overall commute length;
*Timing and nature of the placement change;
*Availability of transportation options (e.g., district bus routes, specialized transportation, or contracted services);
*Traffic patterns and geographic considerations;
*Flexibility within the student's academic schedule;
*Participation in extracurricular activities;
*The student's age, maturity, and behavioral needs.

When transportation is required to maintain the school of origin, services are implemented promptly and continue without interruption, including during any dispute resolution process. District 300 collaborates with DCFS to address any additional transportation costs in accordance with federal and state requirements.

Through this structured and collaborative process, District 300 ensures compliance with ESSA and Illinois guidance while prioritizing student safety, stability, and uninterrupted access to education.

***Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.**
When developing an individualized transportation plan for a student in foster care, District 300 considers and coordinates all available funding sources to ensure timely, safe, and appropriate transportation in accordance with federal and Illinois law. All decisions are guided by the student's unique circumstances, best interest determination, safety, and need for educational stability.

The district reviews the availability and allowability of multiple funding sources, including Title I, Part A funds (as permitted under the Elementary and Secondary Education Act), local district funds, State Special Education transportation funds (for eligible students), Individuals with Disabilities Education Act (IDEA) funds (for students with IEPs), and cost-sharing or reimbursement options through the Illinois Department of Children and Family Services (DCFS). All funding decisions are made in compliance with applicable fiscal requirements, including supplement-not-supplant provisions and allowable use guidelines.

The Local Education Agency Point of Contact (LEA-POC), in collaboration with the Director of Transportation, business office personnel, and the DCFS case manager, coordinates funding responsibilities and determines the most appropriate and cost-effective transportation solution. When applicable, cost-sharing agreements between the district and DCFS are utilized to support transportation expenses while maintaining the student in the school of origin when it is in the student's best interest.

All funding options are evaluated concurrently to ensure there is no delay in the implementation of transportation services. District 300 prioritizes uninterrupted transportation during the coordination process, ensuring compliance with ESSA requirements and alignment with Illinois law regarding educational stability for students in foster care.

***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.**
In the event that District 300 and the Department of Children and Family Services (DCFS) are unable to reach agreement regarding the provision of transportation for a student in foster care, the district will ensure that the student remains enrolled in the school of origin and that transportation services continue without interruption while the dispute is being resolved, in accordance with federal and Illinois requirements for educational stability.

The dispute resolution process begins with a collaborative review involving the Local Education Agency Point of Contact (LEA-POC), the Director of Transportation, and the DCFS case manager. This team will examine all relevant factors, including the student's best interest determination, safety considerations, available transportation options, and cost-sharing responsibilities. The goal is to reach a timely, mutually agreeable solution that prioritizes the student's educational continuity and well-being.

If resolution is not achieved at this level, the LEA-POC will escalate the matter to district administration and coordinate a joint review with the Kane County Regional Office of Education (ROE) Assistant Superintendent and the DCFS Deputy of Education and Transition Services. Additional stakeholders may be included, as

appropriate, to support problem-solving and resolution. All communication, proposed solutions, and decision-making steps will be thoroughly documented throughout the process.

District 300 will work in good faith with DCFS and regional partners to resolve disputes promptly and in alignment with the Every Student Succeeds Act (ESSA), Illinois School Code, and joint ISBE/DCFS guidance. At all times, the student's safety, educational stability, and best interest will remain the central focus of all decisions.

***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.**
During any dispute regarding a student's best interest determination or transportation arrangements, District 300 will ensure that the student remains enrolled in and continues attending the school of origin without interruption. In accordance with the Every Student Succeeds Act (ESSA) and guidance from the Illinois State Board of Education (ISBE), the district will provide or arrange for adequate and appropriate transportation while the dispute is being resolved.

Transportation services will be implemented immediately and maintained without delay, disruption, or changes to the student's daily schedule until a final resolution is reached. The district will coordinate with the Department of Children and Family Services (DCFS), caregivers, and other relevant stakeholders to ensure continuity of services and minimize educational disruption.

All transportation provided during the dispute period will prioritize the student's safety, well-being, and educational needs. This process ensures uninterrupted access to instruction and maintains full compliance with federal and state requirements for educational stability for students in foster care.

***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.**
District 300 ensures that all appropriate school personnel are informed of the foster care transportation plan process and understand how to initiate services when needed. Written procedures outlining the transportation process are

distributed to relevant district and building-level staff, including administrators, registrars, school counselors, social workers, and transportation personnel.

To reinforce understanding and ensure consistent implementation, the process is reviewed during building-level and administrative meetings, with clear expectations for staff roles and responsibilities. In addition, the transportation plan procedures are incorporated into the district's annual "Youth in Care" training, which is required for registrars and administrators and available to all staff who support students in foster care.

If any staff member becomes aware that a student may be eligible for foster care transportation services, they are required to immediately notify the building principal of the school of origin and the district's Local Education Agency Point of Contact (LEA-POC) for students in care. Upon notification, the district's established transportation plan process is initiated without delay to ensure timely service delivery, compliance with federal and state requirements, and the preservation of the student's educational stability.

Through clear communication, ongoing training, and defined procedures, District 300 ensures that all staff are prepared to promptly identify eligible students and activate transportation supports as needed.

Bilingual Service Plan:

Purpose: The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.

BSP Plan Specifics:

*Attendance Center Enrollment Information

5214 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.

BSP 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

BSP TBE Requirements

***Program Enrollment** (Checks indicate "Yes")

- ☑ Yes Does your district offer a TBE Program?
- ☑ Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30(c)(3).

- ☑ Does your district have a full-time TBE Spanish program?
- ☑ Does your district use Spanish Language Arts Standards?

BSP Parent Advisory Committee

***TBE Parent Advisory Committee** (Checks indicate “Yes”)

- ☑ Does your district offer a TBE program?

***Please check all that apply to the district’s 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.

DISTRICT 300

FY27 CONSOLIDATED DISTRICT PLAN

Dr. Michael Trevillion, Director of Federal Programs
Dr. Frank Williams, Chief Financial Officer

DISTRICT 300

What is a Consolidated District Plan?

Comprehensive Alignment

A single plan aligned to federal, state, and local priorities.

Legal Requirement

Required by the Every Student Succeeds Act (ESSA).

Strategic Document

Not a grant application, but a strategy document.

Collaborative Process

Involves collaboration across departments and stakeholder input.

Collaborative Effort

DISTRICT 300



Key Directors

- Director of Federal Programs
- Director of Professional Development
- Director of EL and World Languages
- Director of Learning & Development
- Executive Director of College and Career
- Executive Director of Early Childhood

Executive Leadership

- Executive Director of School Improvement and Accountability
- Assistant Superintendents of Curriculum & Instruction
- Assistant Superintendents of Schools
- Chief Financial Officer
- Chief of Staff & Student Development

DISTRICT 300

Included Programs

Title I-A
Low Income

Title IA- 1003
School Improvement

Title II-A
High-Quality Educators

Title III-A
Language Instruction & Immigrant Ed

Title IV-A
Student Support and Enrichment

IDEA Part B
Flow-Through and Preschool

DISTRICT 300

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 300

Needs Assessment Highlights

Tier 1 Instruction
Inconsistent rigor across classrooms
Goal: Strengthen core instruction.

Diverse Learners
Need stronger EL & SPED supports
Goal: Increase inclusion and access.

Achievement Gaps
Persistent gaps across student groups
Goal: Increase annual growth.

College & Career Readiness
Inconsistent access to pathways
Goal: Ensure all students have plans.

Student Well-Being
Rising social-emotional needs
Goal: Expand SEL supports.

DISTRICT 300

Aligned Strategies

FOCUS AREAS

GOAL 1: DEVELOP THE WHOLE CHILD

Provide engaging and inclusive educational experiences that empower and equip all students to discover, innovate, and succeed now and in the future.

GOAL 2: ENSURE INDIVIDUAL STUDENT GROWTH & ACHIEVEMENT

Ensure all students have the ability to access coursework that aligns with their individual strengths, interests, and needs.

GOAL 3: DEVELOP & RETAIN GREAT STAFF

Ensure staff have the resources, professional development, and opportunities needed to perform at their highest ability.

GOAL 4: ENGAGE ALL STAKEHOLDERS

Ensure all parents, guardians, students, staff members, community members, and taxpayers have a voice in guiding our decision-making.

GOAL 5: USE DISTRICT RESOURCES EQUITABLY & EFFICIENTLY

Ensure every student receives sufficient resources to have the same opportunity to succeed.

DISTRICT 300

Aligned Strategies

Title I

Early learning, literacy specialists, professional learning, intervention supports.

Title II

Instructional coaching model, ongoing job-embedded learning, PLC Summit, Summer Symposium.

Title III

Multilingual materials, teacher training, Bilingual/ESL support, family engagement.

Title IV

Social-emotional learning, college/career planning, technology, elevating student voice.

IDEA

Early intervening services, supplemental curriculum, equipment, assistive technology, professional learning.

DISTRICT 300

Thank you!

Questions?

DISTRICT 300

FY27 CONSOLIDATED DISTRICT PLAN

Dr. Michael Trevillion, Director of Federal Programs
Dr. Frank Williams, Chief Financial Officer

DISTRICT 300

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DISTRICT 300

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Student Well-Being
Rising social-emotional needs
Goal: Expand SEL supports

DISTRICT 300

Collaborative Effort

Director of Federal Programs

Director of Professional Development

Director of EL and World Languages

Director of Learning & Development

Executive Director of College and Career

Executive Director of Early Childhood

Executive Director of School Improvement and Accountability

Assistant Superintendents of Curriculum & Instruction

Assistant Superintendents of Schools

Chief Financial Officer

Chief of Staff & Student Development

DISTRICT 300

Thank you!

Questions?

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: **May 5, 2026**

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Dr. Frank Williams,
Chief Financial Officer
Colleen O'Keefe, Chief Legal Counsel

Presented at the following Board Meetings	Date
Board Operations Committee	5/5/2026
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

SUBJECT: **Resolutions for Depositories, Investment Managers, & Outside Legal Counsel**

Depositories & Investments

Background

Pursuant to Board Policy 4:30, the Board of Education is required to annually review and approve the list of authorized depositories for district funds. The policy also requires that each institution provide annual financial statements to the district; these documents are attached for review.

The following institutions are recommended for continued approval:

- **Amalgamated Bank of Chicago** – Serves as the district's bond paying agent, responsible for the distribution of principal and interest on outstanding debt.
- **BMO Bank, N.A.** – Serves as the district's primary depository for all revenues and disbursements.
- **Illinois School District Liquid Asset Fund (ISDLAF)** – Utilized by the district for short-term investments.
- **PMA Financial Network, Inc.** – Serves as the district's financial advisor, managing both short- and long-term investments and assisting with cash flow modeling.

The administration also recommends the addition of the following institution:

- **Fifth Third Securities, Inc.** – Inclusion of this institution will expand the district's investment options and provide greater flexibility to pursue higher rates of return while remaining within Board-approved investment parameters.

Recommendation

The Administration recommends that the Board approve the Resolution to Designate Banks of Depository for School Funds as presented.

Outside Legal Services

Background

Per Board Policy 2:160 of the Community Unit School District 300 Board of Education Policy states that the Board of Education will annually designate the attorneys and/or Law Firms that will provide outside legal counsel services for the district.

Recommendation

The Administration recommends that the Board approve the presented Resolution to Designate Outside Legal Counsel.

COMMUNITY UNIT SCHOOL DISTRICT 300
RESOLUTION TO DESIGNATE BANK DEPOSITORIES AND INVESTMENT MANAGER FOR SCHOOL DISTRICT FUNDS

WHEREAS, Section 4:30 of the Community Unit School District 300 Board of Education Policy states that the Board of Education will annually designate the banks of depository and investment manager for schools' funds,

NOW, THEREFORE, BE IT HEREBY RESOLVED that during the 2026-2027 fiscal year,

Amalgamated Bank of Chicago
One West Monroe Street
Chicago, IL 60603

BMO Bank N.A.
320 South Canal Street
Chicago, IL 60606

Fifth Third Securities, Inc
222 South Riverside Plaza
Chicago, IL 60606

ISDLAF
27545 Diehl Road, Suite 100
Warrenville, IL 60555

PTMA Financial Network, Inc
27545 Diehl Road, Suite 100
Warrenville, IL 60555

be designated as banks of depository or investment managers for the school district funds.

A motion was made by _____, and seconded by _____ that the foregoing resolution is adopted. Upon this motion being put to a vote, the board members of Community Unit School District 300 voted as follows:

AYES:

NAYS:

ABSENT:

Board of Education
Community Unit School District 300, County of Kane, McHenry, Cook, and DeKalb Counties, Illinois

By: Attested:

President, Board of Education Board Secretary

COMMUNITY UNIT SCHOOL DISTRICT 300
RESOLUTION TO DESIGNATE OUTSIDE LEGAL SERVICES

WHEREAS, Section 2:160 of the Community Unit School District 300 Board of Education Policy states that the Board of Education will annually designate the attorneys and or law firms that will provide outside legal counsel services for the district,

NOW, THEREFORE, BE IT HEREBY RESOLVED that during the 2026-2027 fiscal year,

Franczek, P.C.
300 South Wacker Drive, Ste. 3400
Chicago, IL 60606

Klein, Thorpe, and Jenkins Ltd
250 Parkway Drive, Ste. 330
Lincolnshire IL 60069

Fagen, Friedman & Fulfrost (F3 Law)
1801 S. Meyers Road, Ste. 120
Oakbrook Terrace, IL 60181

Robbins Schwartz
55 W Monroe Street, Ste. 800
Chicago, IL 60603

be designated as outside legal counsel for the district.

A motion was made by _____ and seconded by _____ that the foregoing resolution is adopted. Upon this motion being put to a vote, the board members of Community Unit School District 300 voted as follows:

AYES:

NAYS:

ABSENT:

Board of Education
Community Unit School District 300, County of Kane, McHenry, Cook, and DeKalb Counties, Illinois

By:	Attested:
President, Board of Education	Board Secretary

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: **May 5, 2026**

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: John Hummel,
Chief Technology Officer

Presented at the following Board Meetings	Date
Board Operations Committee	5/5/2026
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

SUBJECT: **Algonquin Area Public Library District Intergovernmental Agreement**

Background

D300 entered into an agreement with the Algonquin Area Public Library District (AAPLD) in 2011 to provide AAPLD with access to D300's network infrastructure. This agreement connects the AAPLD's Harnish and Eastgate public library buildings through the D300 network. This original agreement was extended in 2016, 2019, 2022, and 2025. The AAPLD would like to continue this agreement and has requested an extension through 2029 using the previous IGA's language. The agreement outlines the lease rate for the services, connection limits, and service expectations. The contract specifies that AAPLD will pay the District $1,322 per year and is consistent with the original agreement.

Administrative Recommendation

The Administration recommends extending the IGA with AAPLD through 2029.

Fiscal Impact

$1,322 per year in revenue

EXTENSION OF
INTERGOVERNMENTAL AGREEMENT BY AND BETWEEN
ALGONQUIN AREA PUBLIC LIBRARY DISTRICT AND
COMMUNITY UNIT SCHOOL DISTRICT 300
FOR FIBER-OPTIC NETWORK ACCESS

Subject: Intergovernmental Agreement for Fiber Optic Network Access

1. The undersigned are parties to an Intergovernmental Agreement (IGA) executed in 2016 (copy attached) whereby the parties agreed to link Library facilities through the School District's fiber optic network.

2. The term of the IGA was three (3) years and was extended in 2019 and 2022 for three (3) years each and in 2025 for one (1) year.

3. The parties wish to extend the terms of the IGA.

4. The parties agree to extend the term of the IGA on the same bases stated in the IGA with a term of three (3) years effective on June 1, 2026 and ending on May 31, 2029.

ALGONQUIN AREA PUBLIC LIBRARY DISTRICT

Sara Murray
Signature

__Sara Murray_____
Printed Name

__Executive Director_____
Title

__April 22, 2026_____
Date

COMMUNITY UNIT SCHOOL DISTRICT 300

_____
Signature

Dr. Frank Williams
Printed Name

Chief Financial Officer
Title

_____
Date

INTERGOVERNMENTAL AGREEMENT BY AND BETWEEN ALGONQUIN AREA PUBLIC LIBRARY DISTRICT AND COMMUNITY UNIT SCHOOL DISTRICT 300 FOR FIBER OPTIC NETWORK ACCESS

THIS INTERGOVERNMENTAL AGREEMENT (hereinafter, the "Agreement") is made between Algonquin Area Public Library District (hereinafter, the "Library"), and the Board of Education of Community Unit School District No. 300, Kane, McHenry, Cook, and DeKalb Counties, Illinois, (hereinafter, the "District"), dated as of the effective date set forth in Section 10 of this Agreement (the "Effective Date") and is for the purpose of linking Library facilities together through the District's network (hereinafter, the "Network").

WITNESSETH:

WHEREAS, the parties are units of local government, as provided in the 1970 Illinois Constitution (Article VII); and

WHEREAS, the 1970 Illinois Constitution (Article VII, Section 10) and the Illinois Intergovernmental Cooperation Act, 5 ILCS 220/1, provide authority for intergovernmental cooperation between the Library and the District; and

WHEREAS, the Library desires to connect to the Network and use a portion of the available bandwidth, and

WHEREAS, it is in the best interests of both the Library and the District to enter into this Intergovernmental Agreement;

NOW, THEREFORE, in consideration of the mutual agreements contained in this Intergovernmental Agreement, the Library and the District agree as follows:

1. **SCOPE OF AGREEMENT.**

   a. The District hereby agrees to connect the following two Library locations to the District's network via a segregated data tunnel to:
      a. Location 1: 2600 Harnish Drive Algonquin, IL 60102
      b. Location 2: 115 Eastgate Drive Algonquin, IL 60102

   b. This connection shall utilize the existing fiber infrastructure installed between the Library's locations and the District's Network.

   c. This connection shall be rate limited at 200Mb/sec full duplex.

d. The District hereby agrees to lease this connection to the Library at a rate of $1,322.00/year. The Library shall make one annual payment during each year of this Agreement upon the execution of the Agreement and each anniversary of the Effective Date of the Agreement.

e. Planned maintenance periods that will impact this connection shall be communicated by the District to the Library no less than five days prior to the maintenance period.

f. Unplanned outages of the connection shall be communicated by the District to the Library upon discovery of the outage.

2. **MAINTENANCE OF LIBRARY FACILITIES.** The Library agrees to assume all costs related to the repair, maintenance, reinforcement, and preservation of the fiber optic cable from the Harnish Dr. and Eastgate Dr. facilities up to but not including the Network Handholes.

3. **TERM OF AGREEMENT.** The Library hereby agrees that this Agreement shall be effective for three years commencing on the Effective Date and terminating on the last day before the third annual anniversary of the Effective Date, unless otherwise terminated as provided hereinafter.

4. **ASSIGNMENT.** Neither the District nor the Library shall have the right to assign its interests in this Agreement.

5. **GOVERNING LAW.** This Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Illinois without regard to conflict of law principles. Jurisdiction and venue for all disputes hereunder shall be the Circuit Court located in McHenry County, Illinois, or the federal district court for the Northern District of Illinois.

6. **NOTICES.** All notices required or permitted to be given under this Agreement shall be in writing, sent to the addresses below, and shall be delivered (1) personally, (2) by a reputable overnight courier, or (3) by certified mail, return receipt requested, and deposited in the U.S. Mail, postage prepaid. Unless otherwise expressly provided in this Agreement, notices shall be deemed received upon the earlier of (a) actual receipt; (b) one business day after deposit with an overnight courier as evidenced by a receipt of deposit; or (c) three business days following deposit in the U.S. mail, as evidenced by a return receipt:

Library:
Algonquin Area Public Library District
Attn: Library Director
2600 Harnish Drive
Algonquin, IL 60102

District:
Community Unit School District 300
Attn: Director of Technology
2550 Harnish Drive
Algonquin, IL 60102

7. **APPLICABILITY AND SEVERABILITY.** If any provision of this Agreement should be found illegal, invalid, or void, said provision shall be considered severable. The

remaining provisions shall not be impaired and the Agreement shall be interpreted to the extent possible to give effect to the parties' intent.

8. **AUTHORIZED REPRESENTATIVES.** The officers of the District executing this Agreement warrant that they have been lawfully authorized to execute this Agreement on behalf of the District. The officers of the Library hereby warrant that they have been lawfully authorized to execute this Agreement on behalf of the Library.

9. **AMENDMENT.** No amendment or modification to this Agreement shall be effective unless and until the amendment or modification is in writing and signed by all parties to this Agreement.

10. **EFFECTIVE DATE.** This Agreement shall be deemed dated and become effective on the date the last of the parties signs as set forth below the signature of their duly authorized representatives.

IN WITNESS WHEREOF, this Intergovernmental Agreement has been executed by the duly authorized representatives of the Parties as set forth below, as of the date set forth below:

Algonquin Area Public Library District:	Board of Education of Community Unit School District No. 300:
By: Stephen D. Zero	By: [signature]
Title: Executive Director	Title: Vice President
Date: May 20, 2016	Date: 4-26-16

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: **May 5, 2026**

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Jonathan Mickle,
Director of Facilities

Presented at the following Board Meetings	Date
Board Operations Committee	5/5/2026
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

SUBJECT: **Facility Rental Rates 2026-2027**

Background

Each year, the District conducts a comprehensive review of its Facility Rental Agreement to update language, assess the availability of rental spaces, and set fees for the upcoming school year. This process reflects our commitment to fairness and affordability for the community we serve by ensuring that our offerings remain regionally competitive.

As part of this review, we examined the rental rates and available spaces in eight neighboring school districts. The findings indicate that the spaces the district offers are comparable to those in surrounding districts. Notably, this year, only a few raised certain rates, with all of these changes remaining in line with the district's prices. Any proposed changes to our rental agreement are carefully reviewed and approved by representatives from the District's insurance providers.

School districts included in the rental rate comparison are the following:

- BPS 101 (Batavia)
- District 303 (St. Charles)
- District 304 (Geneva)
- District 301 (Burlington)
- District 47 (Crystal Lake)
- District 155 (Crystal Lake)
- District 158 (Huntley)
- U46 (Elgin)

Recommendation

The administration recommends approving the 2026-2027 Facility Rental Agreement with the following.

- Maintain all current rates from the 2025-2026 school year for the Facility Rental Agreement.

Fiscal Impact

There are no changes to the facility rental fees.

DISTRICT 300

FACILITY RENTAL PROGRAM

Program Guide 2026-2027

It is the intention of the School Board of Community Unit School District 300 to provide the School District facilities to external community groups and organizations for the benefit of the community and the schools.

FACILITY RENTAL PROCEDURE

All groups wishing to utilize facilities in D300 should visit the District web page for information on the facility rental policy and procedures.

Any questions regarding the rental program should be directed to the appropriate building. To alleviate interruption of regularly scheduled school activities, no dates will be confirmed until final approval has been given by both the building principal or designee and the District Office. Upon final approval, a confirmation email will be sent to the group. The approval process can take up to 10 business days.

RENTAL GROUP CATEGORIES

Rental groups are divided into 5 group categories depending on their affiliation with the school district. Rental group categories will pay an amount based on affiliation. Below are the categories and the types of fees that could be incurred for those groups.

Facility Rental Groups				
User Group 1	**User Group 2**	**User Group 3**	**User Group 4**	**User Group 5**
School Based Activities	School Partnerships	Governmental & Community Agencies	Youth Athletic	Private Interest or Non-Government
Priority 1 Scheduling	**Priority 2 Scheduling**	**Priority 3 Scheduling**	**Priority 4 Scheduling**	**Priority 5 Scheduling**
User Group 1 includes organization that serve the students, parents, and teachers of D300. These organizations exclusively include PTO's, Athletic Boosters, Music Boosters, Boys & Girls Club, Girl & Boy Scouts of America, Girls on the Run, Municipalities, Voter Precincts and Public Hearings.	User Group 2 includes organization that have signed agreements with the district such that result in a contribution to the school site, such as groups having a valid Improvement/In-kind/reciprocity agreement with D300.	User Group 3 includes recognized governmental and community agencies which provide programs for students and parents and are tax supported organizations. These groups include but are not limited to city and county parks and recreation programs, professional development, state sponsored professional training, neighborhood watch, homeowners associations, D300 school alumni organizations and grant funded partnerships which provide before and after-school tutoring or enrichment programs for D300 Students	User Group 4 includes non-governmental youth athletics whose enrollment is comprised of 75% of D300 students. In order to obtain this classification, verification of student participation may be required (student name and school attended).	User Group 5 includes those citizens, associations, clubs or other organizations who wish to use school facilities for commercial, for profit or nonprofit purposes. Organizations include but are not limited to: Recreation, Education, Political, Economic, Artistic, Adult Athletics or non-D300 student athletics and faith or spiritual activities. Also included are youth athletic groups whose enrollment is less than 75% D300 students or residents.
Fees	**Fees**	**Fees**	**Fees**	**Fees**
Salary/Benefit Cost	Salary/Benefit Cost	Salary/Benefit Cost	Salary/Benefit Cost	Salary/Benefit Cost
Security & Damage Deposit	Security & Damage Deposit	Security & Damage Deposit	Security & Damage Deposit	Security & Damage Deposit
	Equipment Use Fees	Equipment Use Fees	Equipment Use Fees	Equipment Use Fees
	Sales Tax	Sales Tax	Sales Tax	Sales Tax
		Facility Use Fees	Facility Use Fees	Rental Fees



REQUIREMENTS

1. Facility rental use requests are made by organizations using the online software application (Brightly).
2. Certificate of Insurance (must be uploaded with the request using Brightly).
    - Lessee shall supply the district a “Certificate of Insurance” naming Community Unit School District 300, 2550 Harnish Drive, Algonquin IL 60102, its Board members, employees, and agents as the additional insurance. The certificate must also have the following minimum coverage limits:
        - Commercial General Liability Coverage
            - $1,000,000 Per Occurrence
            - $50,000 Damage to Rented Premises (Each Occurrence)
            - $5,000 Medical Expenses
            - $1,000,000 Personal and Advertising injury
            - $2,000,000 General Aggregate
            - $2,000,000 Products/Completed Ops Aggregate
            - Community Unit School District 300, its Board members, employees, and Agents are named as an additional insured on a primary & non-contributory basis
        - Commercial Automobile Liability Coverage (Only needed if the entity will be operating owned vehicles on premises).
            - $1,000,000 Combined Single Limit
            - Community Unit School District 300, its Board members, employees, and Agents are named as an additional insured on a primary & non-contributory basis
        - Workers Compensation Coverage (Only needed if entity has employees - does not include volunteers)
            - Covering all costs, statutory benefits, and liabilities under State Workers’ Compensation and similar laws for the Contractor’s respective employees and if the Contractor will be on the District’s premises the Workers’ Compensation Insurance must provide an alternative employer endorsement
            - Employers Liability Limits of $500,000/$500,000/$500,000
        - Umbrella Liability Insurance (**only needed for gym, sports field use or athletic events**)
            - Minimum combined single limit of $3,000,000 per occurrence and $3,000,000 general aggregate.
            - Umbrella or Excess Liability Insurance (Only needed if facilities are being rented for an event involving physical activity including, but not limited to, all sport)
            - Community Unit School District 300, its Board members, employees, and Agents are named as additional insured on a primary & non-contributory basis
        - The insurance shall include sexual abuse and molestation coverage if the Contractor will be on School District premises.
        - Above coverages shall be from a company licensed by the State of Illinois and rated at least an “A VII” rating from A.M. Best Company or comparable rating service.
        - If requested, the organization must provide copies of applicable policy endorsements.
        - Certificate of insurance shall contain a provision that LESSOR will be given a minimum of thirty (30) days written notice by registered or certified mail by the insurance company prior to cancellation, termination, or change in such insurance.
    - Insurance shall be effective from the time the LESSEE or LESSEE’s employees; agents or customers begin to arrive on rented site and continue until they vacate the rented site.



- A copy of the insurance certificate shall be provided and must be on file in the school district prior to the activity beginning. The failure to provide acceptable insurance shall be deemed a breach of this Agreement entitling the School District to terminate this Agreement immediately.

3. LESSEE shall provide proof of product liability if any food or beverage will be dispensed during the rental period.
4. LESSEE shall for inside building space rentals LESSEE must use the main entrance to check in and provide a state ID for security clearance.
5. AED certification and equipment.
   - Groups that are using the facilities for physical activities must provide a trained Automated External Defibrillator (AED) user and must provide their own AED at all outdoor events.
6. Facility Rental Fee Estimate Sheet must be uploaded and attached to the request.
7. The Lessee must read, understand, and comply with all “Restrictions” in the Restrictions listing below.

RESTRICTIONS

- Lessee must comply with fire codes, life/safety codes, and all other applicable local, State and Federal laws.
- No alcohol, narcotics, or firearms or look-a-likes allowed on school property.
- No violence or fighting of any sort.
- No smoking or vaping is allowed on School District property.
- No food or drink shall be sold or consumed on district property without prior approval.
- No private parties.
- Meetings shall not be political in nature, subversive to the U.S. Government, or immoral, and shall not violate State or federal non-discrimination laws.
- No group shall attempt to raise funds or solicit contributions without prior approval.
- No tipping of D300 Staff members is allowed.
- Rentals are prohibited on district observed holidays.
- Rentals are automatically canceled when emergency (snow) days are declared.
- Profanity will not be tolerated.
- No Gas, Charcoal, or Propane Grills may be used on the property.
- No inflatable climbing or bouncing structures may be used on the property.

USE OF SPACE

The School District will require District staff to open and close the building for Lessee. No keys will be given to Lessee, students or other unauthorized personnel. District staff is assigned to the building for the duration of the rental period. The start time for the Custodians will be decided by the District. At a minimum, the start time will be one-half hour before the scheduled rental and work as necessary after the rental. Custodians will have a work assignment by the District to meet the District needs during the rental event. (This statement does not apply to Dundee Township Park District or Hampshire Park District for the gymnasiums for which we have an Inter-Governmental Agreement.)

Organization is responsible for inspecting the facility and those areas of ingress and egress prior to the scheduled Event and Organization shall notify school district of any safety concerns prior to the Event.

Lessee must have an **adult present**, 18 years of age or older, and in charge of the activity during the



entire rental period. This person will be responsible for the proper use of the facilities and the proper conduct of those in attendance.

- At certain times and/or activities the school district may require additional adult supervision, chaperones, or police. All additional expenses are the responsibility of the Lessee.
- Lessee is restricted to the use of specific area(s) and times rented. All Lessee and their participants shall confine themselves to those spaces and times. Charges will apply for extra time and space used.
- Use of third parties by lessee such as food trucks need to be vetted by the local municipality and could require a permit for use. Any costs associated with a third party are at the lessee expense and liability. Proof of insurance is required to and must list Community Unit School District as the additional insured.
- Equipment storage must be pre-arranged with the building. Specific arrangements must be made before the rental date. All storage is at the Lessee risk and must be removed immediately after the rental period. This is conditional upon availability of space.
    - Any equipment that an organization uses has to be housed in appropriate containers
        - Container location must be approved in writing by the D300 Operations Department.
        - Containers must be removed following the end of the season or rental contract, whichever comes first.
- No items shall be attached to School District property or any modifications made to the building structure, equipment or grounds.
- Limited movement of furnishings will be allowed with prior approval. Requests for special setup can be made in the Facility Rental program and must be pre-arranged before use. The Building's time involved in setup will be charged to the Lessee. The Lessee is prohibited from bringing in and using any heavy equipment and/or items in the buildings that may damage floors, walls, or any building systems.
- The District reserves the right to restrict and remove some specific areas of the school and grounds from the rental program.
- Food service is available through the District's food service provider. For pricing and availability please reach out to them directly.
- Use of third parties by lessee such as food trucks need to be vetted by the local municipality and could require a permit. Any costs associated with a third party are at the lessee's expense and liability. Proof of insurance is required and must list, Community Unit School District as the additional insured."
- Parking lots may be rented when available. No parking in restricted areas. All local and state laws will be followed. Long term storage is not permitted in parking lots.
- The lessee cannot sublet rental space.

DAMAGES

- The Lessee is responsible and liable for all damages to school district property. All instances of damage must be reported to district personnel as soon as possible.

BUILDING EQUIPMENT

- Certain stage, AV equipment, etc. require special handling. Only Building staff are permitted to operate auditorium AV equipment for rentals. All AV costs including AV technology workers' time will be assessed to the Lessee.
- Equipment innate to an area will be part of the rental agreement with applicable charges. The Lessee must be qualified in the use of the equipment before use. No movement or changes of the equipment may occur without prior approval.



- Special arrangements for the use of equipment may be possible with prior approval.
- The district will not lend or rent equipment for use outside of the school

KITCHEN USAGE (All Groups Must Follow- including Parent Groups)

- Kitchen facilities can only be used and operated by the District's Food Service Vendor during rental events.
- Requests for kitchen equipment usage or food service staff will be routed to the District team for review with the Food Service Vendor.
- If approved, kitchen rental may be allowed providing the lessee/rental group retains the appropriate food service vendor staff.
- The lessee is responsible for the cost of the hourly rate including benefits of food service vendor staff members present during the event.
- The cost will be provided and must be approved before the event.
- Unauthorized use of kitchen space or equipment, which results in damage to equipment or loss of food product, will be charged to lessee on site at the time of the said loss.

SNOW PLOWING & SALTING FEES

The Lessee will be charged $250.00 for snow removal and salting fees if their event is the only event scheduled at the facility.

OUTSIDE FIELD USAGE

- Use of athletic and play fields for recreational activities are allowed when there is no conflict with school activities.
- D300 reserves the right to allocate certain athletic fields and facilities for the exclusive use of the schools.
- The contract does not grant the Lessee permission or authority to modify or upgrade the field in any way.
- The contract only grants time for using the playing field. Lessee must vacate the field when their rented time has expired to minimize the possibility of interrupting the field use of another possible Lessee.
- No motorized vehicles are allowed on school athletic fields other than emergency vehicles.
- School grounds close at dusk.
- The Lessee will assume responsibility for cleanup of the area after each use and will properly dispose of all garbage. Clean up/garbage removal: $100 per event will be charged back to the organization if the area is not picked up after the event (pictures will be taken and sent along with the invoice).
- Lessee will be provided with a field rental permit and for verification purposes, the permit must be kept readily available while on the field in case a local police officer, or school district employee asks to see it. If the Lessee(s) cannot present the contract/permit, they will be asked to vacate the field. If a league rents a field for multiple dates and times and then divides up the time among several coaches; the league must ensure their individual coaches have a valid contract/permit with the corresponding dates and times rented.
- Proper care must be given to the grounds and district property. Lessee assumes all financial responsibility individually, and on behalf of said organization for any damage caused by participants during the hours the organization is using the property. Any damage or theft must be reported to district personnel as soon as possible.
- Lessees holding field rental events with a term of one or more days and with each day lasting 2 or more hours will be required to provide a rented Portable Toilet and the cost and servicing. The School District will be responsible for determining placement.



- Athletic Permits are available which would reserve the field for the entire season of the sport. Please see section on Outside Athletic Permits.

OUTSIDE ATHLETIC PERMITS

Outside Athletic Permit is the vehicle that allows outside organizations to utilize D300 outdoor athletic fields. While we want to allow outside organizations to use our fields, this fee is used to offset the wear and tear of usage. Additionally, D300 carefully monitors the usage of our facilities to ensure they are maintained to support D300 programs.

- To qualify for an Outside Athletic Permit, the sport team must be comprised of 75% of D300 students. This will be validated by the organization submitting their roster.
- The cost will be $1,000 for the sport season per school location or the actual cost of the usage whichever is less. No in-kind donations can reduce the $1,000 fee.
- D300 will reduce the rental fee for an outside athletic permit by $250 for offering 1 scholarship or $500 for offering 2 scholarships.
    1. A scholarship is defined as a student athlete not having to pay for registration fees.
    2. Organizations must provide proof of their scholarships by providing the names of the students receiving and the amount of the scholarship.
    3. If the scholarship fee reduction is greater than the rental fee, the total facility rental cost will be $0.
    4. Scholarships are per organization, not per the number of buildings utilized.
- The Outside Athletic Permit covers the following:
    1. Field rental - one athletic outdoor sports field
    2. Field maintenance (subject to availability)
        a. Aerating and overseeding the fields
        b. Fertilizing, grub control, crabgrass control, replacing sod with Kentucky Bluegrass
        c. Weeding
        d. Cutting
        e. Spreading field mix and turface
        f. Repairing the lips and cutting them back
        g. Maintaining pathways and asphalt
        h. Watering
- The Outside Athletic Permit **DOES NOT COVER:**
    1. Field striping is not covered.
        a. The District will charge a flat rate for striping services which includes the paint.
            - Football field
                a. Layout and stripe 1st time - $697.00
                b. Re-striping - $540.00
            - Lacrosse field
                a. Layout and stripe 1st time - $795.00
                b. Re-striping - $635.00
            - Soccer field
                a. Layout and stripe 1st time - $480.00
                b. Re-striping - $367.00
            - For other types of lining please contact the building you are renting from to receive a quote.
    2. Porta Potty expenses. Outside events require a porta potty and are at the organization’s expense.



INSIDE FACILITY USAGE

Use of indoor facilities for recreational activities are allowed when there is no conflict with school activities.

- D300 reserves the right to allocate certain areas of the building for the exclusive use of the schools.
- The contract does not grant the Lessee permission or authority to modify or upgrade the facility in any way.
- The contract only grants time for using the facility during the approved time in the Facility Request software. Lessee must vacate the facility when their rented time has expired to minimize the possibility of interrupting the facility use of another possible Lessee.
- Lessee will be provided with a facility rental permit and for verification purposes, the permit must be kept readily available while at the facility in case a local police officer, or school district employee asks to see it. If the Lessee(s) cannot present the contract/permit, they will be asked to vacate the facility. If a league rents a facility for multiple dates and times and then divides up the time among several coaches; the league must ensure their individual coaches have a valid contract/permit with the corresponding dates and times rented.
- Proper care must be given to the facilities and district property. Lessee assumes all financial responsibility individually, and on behalf of said organization for any damage caused by participants during the hours the organization is using the facility. Any damage or theft must be reported to district personnel as soon as possible.
- Inside Athletic Permits are available for sports teams.
- Only service animals will be allowed inside the facilities without prior approval from the District office.

INSIDE ATHLETIC PERMITS

Inside Athletic Permit is the vehicle that allows outside organizations to utilize D300 indoor facilities. While we want to allow outside organizations to use our facilities, this fee is used to offset the wear and tear of usage, utilities, and bathroom supplies. Additionally, D300 carefully monitors the usage of our facilities to ensure they are maintained to support D300 programs. To qualify for an Indoor Athletic Permit, the sport team must be comprised of 75% of D300 students. This will be validated by the organization submitting their roster.

- The cost will be 10% of the total rental fee. However, if a custodian is called in to cover the event, the organization must cover the full cost of the custodial services.
    1. The total rental includes custodial costs, room rentals, and any equipment rental.
    2. No in-kind donations can reduce the fee.
- D300 will reduce the rental fee for an inside athletic permit by $250 for offering 1 scholarship or $500 for offering 2 scholarships.
    1. A scholarship is defined as a student athlete not having to pay for registration fees.
    2. Organizations must provide proof of their scholarships by providing the names of the students receiving and the amount of the scholarship.
    3. If the scholarship fee reduction is greater than the rental fee, the total facility rental cost will be $0.
    4. Scholarships are per organization, not per the number of buildings utilized.
- The Indoor Athletic Permit covers the following:
    1. Facility rental - limited to gym, field house, and wrestling rooms
- The Indoor Athletic Permit **DOES NOT COVER:**
        a. Tournaments/Events - Tournaments/Events are billed separately.

b. Custodial fees if a custodian is brought in specifically for the rental.

In-kind Donations/Scholarships in Lieu of Rental Fees

With the exception of Athletic Permit Fees, the District may accept in-kind donations or scholarships in lieu of rental fees.

- In-Kind Donations
    1. In-Kind donations represent items provided by the renter on behalf of the District.
    2. If a *school* is receiving the in-kind donation, it must first be reviewed by the school and then by the Chief Operating Officer, or designee, before any formal approval.
    3. If the *District* is receiving the in-kind donation, it must first be reviewed by the Chief Operating Officer, or designee, before any formal approval.
    4. If the total in-kind donation does not cover the total rental request, the in-kind donation will be deducted from the total rental request to determine the new billable amount.
    5. If the in-kind donation is in the form of site related work (e.g., altering the fields, adding to the facilities, or constructing buildings), it must be presented in front of the Construction Facility and Operations Board Committee for approval.
- Scholarships
    1. Scholarships represent waiving student enrollment fees for the program being offered.
    2. In order to be eligible, renters must provide the total dollar amount of scholarships being awarded and the number of students eligible to receive the scholarship and provide the process in which the organization uses to award scholarships.
    3. Scholarships must be given to D300 students and will be verified by requiring the organization to provide the list of the names of students receiving the scholarships.

PAYMENT

The Facility Rental Program accepts the following forms of payment: Credit cards (No AMEX), debit cards and checks.

CANCELLATIONS

All cancellations must be in writing and received 5 business days prior to the building being used or charges may apply. If charges apply, a detailed invoice will be submitted to the group utilizing facilities.

PRINCIPAL'S ROLE IN BUILDING SUPERVISION

Principals manage all programs, schedules and staff in their schools. Staff management in support areas is in partnership with supervision from district offices. Custodial schedules are developed by the principal, Director of Facilities, and the custodian. The schedules are based on District standards and specific building needs.

Schedules include time for cleaning, building operations, educational function operations, and maintenance. The Director of Facilities serves as resources to the principal on all facility and grounds operations.



WITNESSETH:

The School District permits use of school facilities to profit and nonprofit, charitable and non-charitable groups and/or organizations.

Therefore, in consideration of mutual agreements and covenants hereinafter contained and for other good and valuable considerations, the receipt and sufficiency whereof being hereby mutually acknowledged, the parties hereto agree as follows:

I. Use of Facility:

A. Description of Property. The School District is the owner of certain real estate, buildings and facilities (the "Property").

B. Use of Facilities. The School District agrees to allow the User to use the Facilities for the dates and times chosen in Brightly. The User's use shall be limited to the areas selected in Brightly.

The User shall have no right to use any portion of the Property or other School District property, except as specified herein or as permitted by the School District. The School District shall at all times be the sole owner of the Property and Facilities and the User shall have no right or interest in the Property or Facilities, except for the right to use the Facilities as provided in this Agreement.

C. Fees. The User shall pay to the School District the fees set forth in Exhibit A, which Exhibit is incorporated into this Agreement by this reference.

D. Health and Safety Issues. In the event of emergency, safety issue, or failure to maintain insurance, or any other condition that constitutes a substantial threat to the health or safety of students, employees, or others at the School District, as determined by the School District in its sole discretion, the School District may immediately suspend the User's activities hereunder until such condition has been remedied to the School District's satisfaction. In the event the School District suspends the User's activities pursuant to this Section, the User shall remain responsible for all fees due to the School District.

E. No Drugs or Alcohol. Illegal drugs and alcohol are not permitted on the Property.

F. Compliance with Laws and Policies. The User shall comply with all applicable federal, State, and local laws related to its use of the Facilities and the Property and shall comply with all School District policies and procedures.

G. Maintenance of Property. At the close of each instance of use, the User shall leave Facilities and the Property in substantially the same condition as at the outset of each instance of use, ordinary wear and tear excepted, and shall remove all of the User's personal property. The User shall be responsible for the cost of repair and/or replacement of any damage to the Facilities and Property, including fixtures and furnishings, which occurs as a result of or in connection with the User's or its employees' or agents' use of the Property, normal wear and tear excepted. If the User does not repair damages it caused to the Facilities or Property, the School District may repair the damage at the User's expense. The User shall reimburse the School District for any repair costs the School District incurs within 14



days after the School District send an invoice to the User for such costs.

H. No Improvements. The User shall not modify, alter, or place permanent fixtures or improvements upon the Facilities without the School District's prior written approval.

I. Supervision. The User shall be solely responsible, at its own expense, for providing adequate adult supervision at all times in connection with its use of the Facilities. The User acknowledges and assumes complete responsibility for its employees and agents used to supervise its activities and services.

J. Automated External Defibrillators. The User will provide a trained Automated External Defibrillator (AED) user as defined in 410 ILCS 4/1, et seq., who will be on the leased premises at all times the User is using the Facilities pursuant to this Agreement. The User shall be solely responsible for the failure to provide a trained AED user, or for the conduct, acts or omissions of the trained AED user, and shall defend, indemnify, and hold harmless the School District for same, in accordance with the defense and indemnification provision of this Agreement. The User will provide its own AED at all of their outdoor events.

K. Background Checks. The User shall conduct, at its own cost and expense, criminal background checks in accordance with Section 10-21.9 of the Illinois School Code, 105 ILCS 5/10-21.9, of all of its employees and agents that will work on the Property. The User shall also conduct a search of the Statewide Sex Offender Database and Statewide

Murderer and Violent Offender Against Youth Database for each employee or agent of the User that will work on the Property. The User shall not send to the Property, or allow to interact with students, any employee or agent (1) for whom the User has not received the completed results of the criminal background check; (2) whose criminal background check reveals convictions that would prohibit employment by the School District under Sections 10-21.9 and/or 21B-80 of the Illinois School Code; (3) who appears on the Statewide Sex Offender Database and Statewide Murderer and Violent Offender Against Youth Database ; or (4) who has a history of other criminal conduct or inappropriate behavior which reasonably calls into question such individual's fitness to work near children.

II. Miscellaneous Provisions.

A. Indemnification. To the fullest extent permitted by law, and as partial consideration for the User to use the Facilities, the User shall indemnify, hold harmless, and defend the School District, its Board, Board members, employees, agents, and successors against all claims, losses, liability, costs, and expenses (including attorneys' fees) related to damages to property or person (including death) that may arise out of or in connection with the User's, its employees', agents', or guests' use of the Facilities or the Property. The covenants of this Section shall survive the expiration or termination of this Agreement.

B. Insurance. During the term of this Agreement, the User, at its sole cost and expense, and for the benefit of the School District, shall carry and maintain insurance as provided in the School District's Program Guide for the Facility Rental Program.

C. Waiver of Claims. Except to the extent prohibited by law and for any claim arising out of, relating to or connected with any breach of this Agreement, the School District shall not be liable, and the User waives



all claims against the School District for damages to person or property sustained by the User resulting from its use of the Property, or any equipment, furniture, fixtures, or appurtenances thereto becoming out of repair, resulting from any accident in or about the Property or common areas, or resulting directly or indirectly from any act or neglect of any person on the Property or common areas. This Section shall apply especially, but not exclusively, to damage caused by water, snow, frost, steam, excessive heat or cold, sewage, gas, odors, or noise or the bursting or leaking of pipes or plumbing fixtures and shall apply if any such damage results from the act or neglect of other occupants, or an employee or employees of the School District. All personal property belonging to the User on the Property shall be there at the risk of the User. The School District shall not be liable for any damage thereto or the theft or misappropriation thereof. The User shall be limited to its own insurance coverages to pay for damage to its property or fixtures and hereby holds harmless and releases the School District from any damage or claim of damage to the User's property or fixtures.

D. No Waiver of Tort Immunity Defenses. Nothing contained in this Agreement, or in any other provision of this Agreement, is intended to constitute nor shall constitute a waiver of the defenses available to the School District under the Illinois Local Governmental and Governmental Employees Tort Immunity Act, with respect to claims by third parties.

E. Taxes. If, as a result of this Agreement, the School District's Property is threatened with the loss of its tax exempt status, the School District, in its sole discretion, may immediately terminate this Agreement and the User's activities hereunder without the School District incurring any damages or liability to the User. If any portion of the Property becomes subject to taxation as result of this Agreement or the User's use of the Property, the User shall be responsible for the payment of any taxes assessed and such taxes shall be payable at the time said taxes are due. The School District shall have the right to challenge, at the User's expense, any loss of tax-exempt status of the Property. In the event that the User fails to pay the taxes when due, the School District may, at its sole option, pay the taxes and the

User shall be liable, in addition to any other remedies available to the School District, to the School District for all costs and expenses, including, but not limited to, reasonable legal fees, incurred by the School District in paying the delinquent taxes. The covenants of this Section shall survive the expiration or termination of this Agreement.

F. No Assignment. The User may not assign any rights or duties under this Agreement without the prior express written consent of the School District.

G. Entire Agreement. This Agreement shall constitute the entire agreement of the Parties hereto with respect to the Facilities, the Property, and activities hereunder and supersedes any and all prior agreements and understandings, whether written or oral, formal or informal. This Agreement may not be amended except by means of a written document signed by authorized representatives of the Parties.

H. Termination. Either party may terminate this Agreement for any reason after providing seven days written notice to the other party of its intention to terminate the Agreement. If the School District terminates the Agreement based on this provision, it shall return the security deposit, except for any portion needed to pay for repairs, and shall return a pro-rata portion of the use fee based on the remaining time period remaining in the Agreement.

I. Notice. All notices required or permitted by this Agreement must be in writing and delivered personally or sent by certified mail, return receipt requested to the respective party's mailing address. Either party may specify a different address to receive notices by providing a written directive given in accordance with this Section.

J. Effective Date. This Agreement shall be deemed dated and become effective on the date the last of the Parties signs as set forth below the signature of their duly authorized representatives.

Exhibit A
2026/2027 Building Rental Fees

High School		**Elementary School**	
Auditorium	$100 per hour	Elementary Sports Field	$ 50 per event
HS Lecture Room (Hampshire High)	$100 per event	Elementary Gym	$ 50 per hour
HS Gym	$100 per hour	Multi-Purpose Room / Cafeteria	$ 50 per hour
HS Wrestling	$100 per hour		
HS Locker Room	$100 per hour		
HS Field House	$100 per hour		
Commons Area / Cafeteria	$ 50 per hour		
Music Room	$ 25 per hour		
Middle School		**All Buildings**	
Auditorium (Carpentersville Middle)	$100 per hour	Classroom	$ 25 per hour
MS Competition Gym / Main Gym	$ 75 per hour	Parking lot (only)	$100 per event
MS Auxiliary Gym / Upper Gym	$ 50 per hour	Clean Up/Garbage Removal (Outside Only)	$100 per occurance
MS Football/Soccer Field	$ 50 per event		
MS Baseball/Softball Field	$ 50 per event		
Track	$ 75 per event	"Event" time is a maximum of 4 hours.	
Athletic Permits			
Outside Athletic Permit	Please see Facility Rental Program Guide for details and pricing		
Inside Athletic Permit	Please see Facility Rental Program Guide for details and pricing		

DISTRICT 300

Exhibit B

Community User Name: _____

School Dude Schedule ID Number: _____

1. Facility Base Rental Fee:

Area		Rate		X hours/events		Fee $
Area		Rate		X hours/events		Fee $
Area		Rate		X hours/events		Fee $
Area		Rate		X hours/events		Fee $
					Total Base	**$**

2. Additional Staff Required (Technology, Auditorium Lighting):

Hourly Rate	$ 40.00	X hours used			Fee $

4. Custodial Services - Hourly Rate

Monday - Friday	$ 30.00	X hours used			Fee $
Saturday	$ 45.00	X hours used			Fee $
Sunday/Holidays	$ 60.00	X hours used			Fee $
				Total Staff/Custodial	**$**

5. Equipment

(Examples: chairs/tables/lectern/pianos/scoreboard)

A.			Fee $
B.			Fee $
C.			Fee $
D.			Fee $
		Total Equipment	**$**

6. Additional Charges (Supervision, field/room preparation fee, clean up/garbage removal, snow removal)

_____ Fee $

7. Reciprocity/in-kind payment

Describe and provide monetary value of the reciprocity being proposed

Fee $

_____

_____

_____

_____

Total Rental Fee	**$**

8. Billing and Payment Terms

_____

_____

_____

_____

All unpaid rental fees are subject to collections and risk future approval of renting D300 facilities

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: **May 5, 2026**

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Dan Sutherland,
Director of Support Operations

Presented at the following Board Meetings	Date
Board Operations Committee	5/5/2026
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

SUBJECT: **Annual review and approval of hazardous routes**

Background

Annual review and approval by BOE of serious safety hazards per section 29-3 of the Illinois School Code (105 ILCS 5/29-3) provides that school districts shall annually review the conditions and certify to the State Superintendent of Education whether or not the hazardous conditions remain unchanged. The resolution must remain on file for the state transportation audit.

After the most recent traffic study conducted by the district in February 2026, it has been concluded that transportation should be provided to Gilberts Elementary School students residing west of Galligan Road. This portion of the study was conducted due to the anticipated increase in traffic from the new housing growth near the intersection of Galligan Road and Freeman Road.

Starting with the school year 2026-2027, Cambridge Lakes Charter School (CLCS) will provide and pay for a bussing option for their students under the district's Durham contract. Because of this, the district conducted a traffic study at Reinking Road and Route 72/Higgins Road for the students residing north of Route 72/Higgins Road. Based on the results, it is recommended designating this area a hazard area.

Due to the changing environment in both of these areas, it has been determined that we would not be able to continue to maintain the level of safety necessary to meet the district and our BOE standards. These locations have been added to the current list of hazardous routes.

Administrative Recommendation

The Administration recommends adding the two additional identified serious safety hazards to the district's current list of hazardous routes.

Fiscal Impact

Due to bussing the students within the GES area, the estimated cost is approximately $24,850 for FY27 and will be paid from the Fund 40, Transportation Fund.

RESOLUTION OF COMMUNITY UNIT SCHOOL DISTRICT 300
KANE, MCHENRY, COOK AND DEKALB COUNTIES, ILLINOIS REGARDING
RETENTION OF APPROVED STATUS FOR HAZARDOUS ROUTES – May, 2026

WHEREAS, under the provision of Chapter 122 of the Illinois Revised Statutes, Paragraph 29-3, the Board of Education of Community Unit School District 300, Kane McHenry, Cook and DeKalb Counties, Illinois, is required to submit an annual certification of hazardous route for previous years; and

WHEREAS, it is deemed advisable and necessary to maintain these hazardous areas:

NOW, THEREFORE, be it and it is hereby resolved by the Board of Education of Community Unit School District 300, Kane, McHenry, Cook and DeKalb Counties, Illinois, hereby determines and declares that the attached list of “Serious Safety Hazard Findings” as identified by their respective Annual Sequential Numbers represent hazardous areas in which the conditions have not changed as to alter the need for continued approval.

ADOPTED:
AYES:
NAYS:
ABSENT:

_____
President, Board of Education

_____
Secretary, Board of Education

Community Unit School District 300
SERIOUS SAFETY HAZARD FINDINGS ANNUAL SEQUENTIAL NUMBERS

Note: School boundaries have changed over the years and some schools have changed location. Hazard would still exist for whatever school is assigned to this geographical location.

1	SH	300-80-01	Route 72 from Rainbow to .2 miles east of Rainbow
2	SH	300-80-02	Route 72 from Rainbow to .2 miles west of Rainbow
4	DHL	300-80-04	Route 31 from Lisa to .2 miles north of Lisa
6	LITH	300-80-06	Algonquin-Huntley Blacktop from Hilltop to .2 miles west of Hilltop
7	EV	300-80-07	Route 31 in Algonquin from Arrowhead to Riverview
8	AMS	300-80-08	North River Road in Algonquin from Route 62 to Wood Drive
9	EV	300-80-09	Route 31 Algonquin Filip to Beach Dr
10	HHS	300-80-11	State Street in Hampshire from Milwaukee R.R. tracks to .5 miles north of R.R. tracks
11	HHS	300-80-12	Route 72 in Hampshire from State Street to .8 miles east of State Street
13	HHS	300-80-13	Route 72 in Hampshire from State Street to .8 miles west of State Street
14	LITH	300-80-16	Burr Street from Oak to 1014 Burr
15	AMS	300-80-17	Crossing Route 62 at Harrison in Algonquin
17	DMS	300-80-18	Route 72 from DMS to .6 mileas east
18	DMS	300-80-19	Randall Rd from Route 72 to .4 miles south of Binnie Rd
19	DMS	300-80-20	Randall Rd & Route 72 from JoyLane to DMS
20	DMS	300-80-21	Route 72 from DMS1.1 miles west on Route 72
22	KEN	300-80-22	Hanson Rd from Huntington to .2 miles south of Huntington Drive
23	KEN	300-80-24	West side of Route 31Algonquin from Huntington Dr to Center
24	PV	300-80-26	Intersection of Barrington Ave and Route 68
25	LITH	300-80-30	Willow & Council Trail from bridge to Council Trail, Willow and Mohican & bridge 200 feet east of LITH school
27	KEN	300-81-05	Terrace Drive from Huntington Drive to Lexington Drive
28	SH	300-81-07	Winmoor & Willow Ln from Sleepy Hollw to .5 miles from school on Willow
29	SH	300-81-08	Winmoor & Thoroughbred from Sleepy Hollow School to Sleepy Hollow Road
31	SH	300-81-09	Winmoor Dr from Sleepy Hollow to .5 miles from school on Winmoor
32	PE	300-82-01	Skyline from Kings Rd to .2 miles south on Skyline just south of Deerpath
33	PV	300-83-01	Duncan Ave south of Route 72
34	CMS	300-81-03	Along Barrington Ave and crossing Route 68
36	HDJ	300-85-01	Along Randall Road north and south of HDJ
37	AMS	300-85-02	Intersection of Route 62 and Countryside Drive (Cinnamon Creek Subdivision)
38	MDW	300-85-04	West of Route 25---(2016/2017 this is no longer MDW attendance area)
39	DHL	300-85-05	North of route 72
41	ST CATH	300-85-06	North of route 72 and east of route 31
42	STJOHN	300-85-07	West of route 31
43	EV	300-85-08	South of Souwanas along Menoma to Pokagon
44	PE	300-87-02	From Oxford .2 miles east on Kings Rd
46	PV	300-87-03	From Lincoln over Fox River bridge in C'Ville
47	LKWD	300-88-04	South on Ravine Ln .2 miles; west on Ravine Rd .2 miles
48	SH	300-88-05	From Sleepy Hollow school .5 miles on Glen Oak Rd
50	LP	300-02-01	Huntley/Algonquin Rd from Boulder Dr to Harvestgate
51	LP	300-02-02	Intersection of Huntley/Algonquin Rd and Talaga/Harvestgate for students south of Huntley/Algonquin Rd
52	LP	300-02-03	Intersection of Randall Rd and Acorn for students east of Randall Rd
53	AL	300-02-04	Intersection of Algonquin Rd and Sandbloom for students north of Algonquin Rd
55	AL	300-02-05	Intersection of Sandbloom and Compton for students west of Sandbloom

56	KEN	300-02-07	Intersection of Hanson and Harnish for students west of Hanson
57	PE	300-03-01	Intersection of Kings and Amarillo
63	DMS	300-20-04	Watermark Terrace Subdivision at Randall Rd and Northwest Pkwy, Elgin
64	BTE	300-23-05	Intersection of Big Timber Rd and Ridgecrest Dr for students residing north of Big Timber Rd
65	WCS	300-25-05	Intersection of Longmeadow Pkwy and Sleepy Hollow Rd for students residing south of Longmeadow Pkwy attending WCS
66	GES	300-26-01	Intersection of Freeman Rd and Galligan Rd for students residing west of Galligan Rd attending GES
67	CLCS	300-26-02	Intersection of Reinking Rd and Route 72/Higgins Rd for students who reside north of Route 72 and attend CLCS

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: **May 5, 2026**

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Jeffrey Ehardt,
Executive Director of Finance

Presented at the following Board Meetings	Date
Board Operations Committee	5/5/2026
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

SUBJECT: **Off Cycle Accounts Payable Request**

Background

In months when there is only one board meeting scheduled, we have asked the Board to authorize an additional accounts payable batch process to take advantage of discounts for payment terms and ensure the timely payment of our purchases. Our established procedures include sending the Board a copy of the accounts payable batch document electronically for review and approval before the payment release.

Recommendation

The administration recommends that the Board authorize the continued practice of off-cycle accounts payable batches as outlined above.

Freedom of Information
Board Report
May 5, 2026

FOIA#	Date of Request	Requestor	Subject	Date Completed/ STATUS	Time to complete in hours
68-2026	3/19/2026	Justin Wenig **Starbridge**	**Commercial Purpose** - Requesting access to and copies of the following public records possessed by Community Unit School District 300. All executed contracts, purchase agreements, and purchase orders with Professional Learning/Development services including any exhibits, addenda, or amendments that are in effect or have been in effect in the last 3 years. For purposes of this request, professional learning or professional development services include agreements with providers, publishers, vendors, or government entities that supply: Professional development, training, or coaching provided by a curriculum publisher as part of, or in connection with, a curriculum or instructional materials contract. Professional development, training, or coaching provided by a third-party vendor or service provider supporting curriculum implementation. Professional development, training, or coaching related to teaching content or instructional practice that supports classroom instruction. Professional learning, professional development, training, or instructional services provided by state agencies, state-affiliated organizations, regional education service agencies, regional education offices, or similar regional or state entities. This request includes agreements where professional learning or professional development services are included as part of, bundled with, or incorporated into a broader curriculum, instructional materials, or instructional services contract, including services described in scopes of work or exhibits even if such services are not the primary purpose of the agreement.	Completed 4/16/2026	9.5
75-2026	3/25/2026	John Bluthardt **Wilson Language Training Corporation**	**Commercial Purpose** - Requesting scoring rubrics, tabulations, and reviewer notes for all proposals submitted; and submission for 95% Group; in response to FY25 - RFP #2 - K-5 Tier 2 ELA and Math Intervention Materials solicitation.	Completed 4/23/2025	5
78-2026	3/27/2026	Oshea Smith **Records Retrieval Solutions**	**Commercial Purpose** - Requesting any document that details payments to vendors issued for goods/services rendered to Community Unit School District 300 from 7/1/2025 through February, 28 2026. Any spreadsheet or report that list vendor names, brief descriptions of purchases, and total amounts would be fully responsive to this request. If available, please include: -Vendor name -Description of purchase or payment -Total price or amount paid If vendor names are coded, please include the code key if it's easily available.	Completed 4/20/2026	2
79-2026	3/27/2026	Bradley Chaddington **Community Member**	Requesting all communications (including emails, attachments, Google Chats, and text messages) and calendar entries exchanged between Everlean Dodson and any of the following individuals: 1. Eberto Mora, 2. Dana Garnett, 3. Kellie Mainolfi, 4. Asia Gurney, 5. Kara Vincente, 6. Kara McMahon, 7. Matthew Langton, 8. Colleen O'Keefe, 9. Christopher Testone. Date Range: January 23, 2026 – March 26, 2026. II. Format and Metadata Requirements - I request that all responsive records be produced in their native electronic format (e.g., .eml or .msg) or as a PST/MBOX export from Google Vault. To ensure the integrity of the records, the production must include the following metadata fields as exported by Google Vault: (1) Message Metadata: Document ID, Sender, Recipients (including BCC and CC fields), Subject, Date/Time Sent (in UTC or local time), and Message-ID. (2) System Labels: Any Google Workspace "Labels" applied to the messages (e.g., "Trash," "Drafts," or custom administrative labels). (3) Meeting/Calendar Data: Organizer, Attendee List, RSVP Status, Start/End Time, and Location/Hangout Link. III. Technical Audit Records - In addition to the communications, I request the "Export Summary" (usually a CSV or HTML file) generated by Google Vault for this specific search. This record is necessary to verify the Search Query used, the Scope (accounts searched), and the Total Hit Count versus the number of records produced. IV. Non-Burdensomeness - This request is narrowly tailored to 8 specific custodians over a 60-day window. Given the District's use of centralized email archiving, this search can be executed via a single query and does not constitute an undue burden under 5 ILCS 140/3(g).	Completed 4/13/2026	4
80-2026	3/27/2026	Bradley Chaddington **Community Member**	Requesting all communications (including emails, attachments, Google Chats, and text messages) and calendar entries exchanged between Asia Gurney and any of the following individuals: 1. Piper Stratton, 2. Lindsay Thibodeau (n/k/a Lindsay Fier), 3. Beth McKinney, 4. Lindsay Wagner, an d5. Peter Foradas. Date Range: 8/10/2022 – 12/10/2022.	Completed 4/16/2026	5
83-2026	4/7/2026	Justin Wenig **Starbridge**	**Commercial Purpose** - Requesting public records detailing financial transactions, specifically: All purchase orders and/or payment records for non-person/vendor entities (e.g., companies, organizations, contractors) made by Community Unit School District 300 from January 1, 2025, to the present, including at a minimum: • Purchase date • Vendor name • Description of purchase • Line item quantity • Line item price/amount If vendor names are coded in the file, please provide a vendor list with the corresponding codes	Completed 4/20/2026	2
84-2026	4/7/2026	Holly Jarovsky **Community Member**	Requesting emails, text messages or any physical or electronic documentation between Matthew Todd, Daniel Jennings, and Jason Diehl regarding "IHSA" and/or "recruiting" and/or "Jack"	Completed 4/21/2026	4
87-2026	4/10/2026	Philip Nure **Teamsters Local 330**	**Commercial Purpose** - Requesting records concerning the District's student transportation services provided by Durham School Services. 1. Contract Documents: (a) The current contract with Durham School Services, including all exhibits, appendices, and attachments, (b) All amendments, extensions, renewals, and side letters, (3) Any prior contracts within the last ten (10) years. 2. Financial Terms and Cost Structure: (a) Full rate structure (including per-route, per-hour, per-vehicle, and any variable pricing mechanisms), (b) Fuel adjustment provisions and cost escalation clauses, (c) Incentive, penalty, or liquidated damages provisions tied to performance, (d) Total annual payments to Durham School Services for the last five (5) fiscal years, (e) Any internal communications or analyses discussing transportation costs, budget constraints, or cost increases . 3. Staffing, Shortages, and Service Failures: (a) Communications, reports, or internal discussions regarding:, (b) Driver or aide shortages, (c) Route cancellations, delays, or consolidations, (d) Missed routes or service interruptions, (e) Any directives, requests, or expectations communicated by the District to Durham regarding staffing levels or hiring, (f) Any documentation reflecting minimum staffing requirements or service level obligations under the contract. 4. Performance Issues, Complaints, and Compliance: (a) All complaints, incident reports, or investigations related to transportation services, (b) Communications regarding safety concerns, student incidents, or driver conduct, (c) Any notices of non-compliance, deficiencies, or failures to meet contractual standards, (d) Any records of penalties, fines, or corrective actions imposed on Durham School Services. 5. District Control Over Operations: (a) Any provisions or communications where the District directs or influences:, (b) Staffing levels, (c) Route structures or assignments, (d) Discipline, removal, or reassignment of drivers or aides, (e) Any instances where the District requested or required removal or reassignment of specific employees. 6. Liability, Insurance, and Risk Allocation: (a) Insurance requirements imposed on Durham School Services, (b) Any claims, lawsuits, or liability-related communications involving transportation services.	Pending	
88-2026	4/10/2026	Cory Bauer **IBEW Local 117**	**Commercial Purpose** - Requesting access to and copies of public records related to electrical (lighting retrofit) work performed by L.E.D. Rite, LLC. for District 300. Specifically, I am requesting: 1. All contracts, agreements, or work orders between School District 300 and L.E.D. Rite, LLC. for electrical (lighting retrofit) work at any School District 300 facility or project site. 2. All purchase orders, change orders, and invoices issued or received from L.E.D. Rite, LLC. in connection with such work. 3. Any bid tabulations, proposals, or quotes submitted by L.E.D. Rite LLC. for electrical (lighting retrofit) work at any School District 300 facility or project site.	Pending	
89-2026	4/14/2026	Michael Henry **Community Member**	Requesting 1. The name of the law firm(s) currently providing legal services to the district if changed in the last five years provide the change date and prior firms. 2. Any current engagement agreement with legal counsel. 3. Total payments made to legal counsel for the last 3 fiscal years month by month.	Completed 4/28/2026	2

Freedom of Information
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May 5, 2026

FOIA#	Date of Request	Requestor	Subject	Date Completed/ STATUS	Time to complete in hours
90-2026	4/15/2026	Anonymous	Requesting a list of all days that Mary Chesney of Westfield community school has missed this school year and the reason the day was missed. I would like to have any current or past disciplinary actions. I would also like any contact between Mary Chesney and the school regarding time off taken for this current school year. I would also like any communication between Mary Chesney and any one else regarding this or any past FOIA requests made mentioning her. The current school year is the 2025-2026 school year. I would also like all her pay stubs for this school year.	Completed 4/21/2026	2.5
91-2026	4/16/2026	Bradley Chaddington **Community Member**	Request the following public records from August 1, 2024 through the date of this request regarding the maintenance, sanitation, and code compliance of the faculty/staff restrooms adjacent to the cafeteria at Dundee-Crown High School: 1. Complaints and Communications - Non-privileged records sufficient to show complaints, reports, or internal communications involving Building Management, the Principal's Office, Faculty/Employees/Staff and/or the Facilities Department regarding restroom cleanliness, odors, ventilation, or pest presence (including cockroaches). 2. Maintenance and Work Orders - Work orders, invoices, and service contracts related to restroom repairs, plumbing issues, and ventilation/exhaust systems. 3. Pest Control Records - Pest control service reports, treatment logs, and the school's Integrated Pest Management (IPM) plan required under 77 Ill. Adm. Code 797, including records reflecting cockroach sightings or treatments. 4. Sanitation and Janitorial Logs - Cleaning logs, inspection checklists, and janitorial service records sufficient to show routine maintenance of faculty restrooms. 5. Code Compliance and Ventilation - Records reflecting inspections, audits, or maintenance assessments concerning compliance with the Illinois Mechanical Code (Section 403.3) and 77 Ill. Adm. Code 895.50, including: Current mechanical exhaust rates (CFM) for the specified restrooms. Verification that air from these restrooms is not being recirculated into the school's general HVAC system. The most recent IDPH or local health department annual inspection report for these facilities as required by 77 Ill. Adm. Code 830.900.	Completed 4/29/2026	3
92-2026	4/16/2026	Bradley Chaddington **Community Member**	Requesting the following public records from August 1, 2024 through the date of this request regarding the maintenance, air quality, and code compliance of the Student Testing Center at Dundee-Crown High School: 1. HVAC Maintenance & Filter Logs - Records sufficient to show janitorial and facility maintenance related to the Student Testing Center, including the cleaning and replacement schedule of air filters for both the permanent HVAC system and any portable cooling units. 2. Portable Equipment & Code Compliance - Work orders, installation records, and safety assessments related to any portable air conditioning unit (including any LG unit, if applicable) in the Student Testing Center, including records sufficient to show how exhaust discharge is configured in relation to Illinois Mechanical Code Section 501.3. 3. Ventilation Verification Assessment - The most recent ventilation verification report for the Student Testing Center as required under 105 ILCS 5/2-3.206, including measurements of outside air rates and system operation. 4. Indoor Air Quality (IAQ) Data - Records sufficient to show carbon dioxide (CO_2) and particulate matter (PM2.5/PM10) testing in the Student Testing Center, including recorded levels and any associated findings or responses. 5. Occupancy & Safety Inspections - Records in the possession of the district reflecting the most recent Health/Life Safety inspection performed by the Regional Office of Education (ROE) for the Student Testing Center, including any findings related to ventilation and occupancy. 6. Communications Regarding Air Quality and Temperature - Non-privileged communications sufficient to show complaints, concerns, or reports involving building administration and the facilities department regarding air quality, dust, odors, ventilation, or temperature in the Student Testing Center.	Pending	
93-2026	4/20/2026	Owen Wang **McHenry Times**	Requesting the following records for the time period of January 1, 2026 through the present: 1. Policies and Guidance - Any and all policies, procedures, guidelines, or administrative directives concerning religious accommodations for students, including but not limited to accommodations related to Ramadan observance. 2. Ramadan-Specific Records - Any and all records, including memoranda, guidance documents, or internal communications, specifically addressing accommodations for students observing Ramadan. 3. Prayer Accommodations During School Hours - Any and all records reflecting policies, practices, or guidance regarding student prayer during the school day, including but not limited to: (a) Use of designated spaces for prayer; (b) Permission to leave class for religious observance; (c) Staff instructions or administrative guidance concerning such practices. 4. Implementation and Communication - Any communications, including emails or memoranda, between district administrators, school staff, or external entities concerning the implementation of accommodations for students observing Ramadan. 5. Complaints or Requests - Any records reflecting requests for religious accommodations related to Ramadan, and any records reflecting how such requests were handled, including summaries or reports (excluding personally identifiable student information).	Completed 4/29/2026	2.5
94-2026	4/20/2026	Eric Johnson **Community Member**	Requesting copies of public records maintained by Community Unit School District 300 related to disciplinary matters involving XXX, at Jacobs High School. This request includes, but is not limited to, the following records created, sent, or received between January 1, 2026 and the present: 1. All emails, text messages, internal messages, or other communications among District 300 staff, administrators, and employees that reference or relate to: XXX, where reasonably identifiable as referring to XXX in the context of this matter, * the incident involving the use of the term "Streamer", * the Snapchat-related incident involving XXX, * any investigation, review, or disciplinary decision related to either incident 2. All communications that reference or mention me in connection with the above-referenced matters, including any references to: * Eric Johnson, * Eric J. Johnson, * E. Johnson, * Mr. Johnson, * Johnson, where reasonably identifiable as referring to me in the context of these matters 3. All drafts, notes, memoranda, or internal communications regarding: * the preparation of any Incident Management Report, * the determination to classify conduct as bullying or otherwise, * the decision to impose detention, suspension, or other discipline in either matter 4. Any internal guidance, discussion, or correspondence regarding: * whether the conduct in either incident met applicable policy definitions, * consideration of disciplinary alternatives, * handling of the reported physical contact between students, * evaluation of the Snapchat-related conduct 5. Any records reflecting internal review, discussion, or concern regarding: * accuracy of any Incident Management Report, * parent notification or involvement, * implementation of any bullying contract, cease and desist action, or disciplinary consequence 6. Any communications or records related to: * scheduling, coordinating, or preparing for meetings related to either incident, * internal discussions regarding how to respond to parent inquiries or communications, * efforts to gather, compile, or review information in connection with either incident or resulting disciplinary decision. For clarity, this request is intended to capture all internal communications where either XXX, or I are referenced in connection with these matters, regardless of format or medium, including but not limited to email, text message, messaging platforms, or other electronic communication systems used by District staff.	Completed 4/20/2026	2

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FOIA#	Date of Request	Requestor	Subject	Date Completed/ STATUS	Time to complete in hours
95-2026	4/20/2026	Eric Johnson **Community Member**	Requesting 1. All Board of Education policies, administrative procedures, or guidelines relating to: * student discipline * suspension, including out-of-school and in-school suspension, * bullying, harassment, or intimidation, * progressive discipline or use of restorative practices 2. All administrative regulations, internal guidance documents, memoranda, or directives issued by District leadership, including but not limited to the Superintendent, Assistant Superintendents, Directors, Principals, and Deans, concerning: * when suspension should be issued * recommended or required responses to bullying incidents * criteria or thresholds for classifying conduct as bullying * expectations for disciplinary consistency across schools. 3. All training materials, presentations, handouts, or instructional documents provided to administrators, deans, or staff regarding: * student discipline practices * bullying identification and response * use of suspension as a disciplinary tool * implementation of District policies related to discipline. 4. All emails, communications, or internal correspondence among District administrators or staff discussing: * discipline practices or expectations * suspension for bullying incidents * whether suspension is required, recommended, or discretionary for bullying * interpretation or application of Board policies related to discipline. 5. Any documents, reports, or analyses reflecting: * District-wide discipline practices or trends, * guidance on reducing or increasing use of suspension, * compliance with Illinois law or State Board of Education guidance regarding student discipline. 6. Any records reflecting the legal or policy basis for requiring or recommending suspension in response to bullying incidents, including: * references to Board action, * administrative directives, * legal opinions or guidance relied upon by the District. 7. Any documents provided to staff that describe or imply that suspension is required or standard practice for bullying incidents.	Pending	
96-2026	4/20/2026	Bradley Chaddington **Community Member**	Requesting the following public records regarding Community Unit School District 300's adoption, implementation, and current status of the "7 Habits of Highly Effective People" and/or "Leader in Me" program associated with Franklin Covey. Requested Records (January 1, 2021 – Present): 1. Financial Records: All contracts, agreements, purchase orders, and itemized invoices between the District and Franklin Covey Client Sales, Inc. (or affiliated entities). This includes licensing fees, curriculum materials, and any documentation regarding the renewal or termination of services. 2. Professional Development & Consulting: All records reflecting expenditures for program implementation, including payments for trainers, consultants, "District Coach Certification" fees, and registration/travel reimbursements for staff attending related conferences. 3. Governance & Decision-Making: 1.Board of Education materials (agendas, packets, presentations, and minutes) where the program was discussed. 2. Committee reports or final recommendations regarding the adoption, modification, or discontinuation of the program. 4. Evaluation & Feedback: 1. Records reflecting the program's effectiveness, including reports on "Return on Investment" (ROI), benchmarks, or final outcome presentations shared with senior leadership. 2. Aggregated or anonymized results of staff surveys and professional development evaluations referencing the program, including written open-ended feedback. 5. Communications: Final, non-deliberative memos or presentations used in official decision-making processes concerning the program. Search Parameters: To assist in this request, please search records maintained by the Superintendent, Chief Financial Officer, and Curriculum/Instruction leadership using the terms: "Leader in Me," "7 Habits," and "Franklin Covey."	Pending	
97-2026	4/22/2026	Anonymous	Requesting a list of days off Mary Chesney took off during the 2025-2026 school year along with the reason for missing. I would also like all her email communications between her and other d300 staff. I would also like her displinary record. And any incident reports that she is involved in or mentioned in	Pending	
99-2026	4/23/2026	Wendy Schwartz **Community Member**	Requesting a copy of FOIA 86-2026 in its entirety.	Completed 4/24/2026	1
100-2026	4/23/2026	Eric Johnson **Community Member**	Requesting copies of public records consisting of communications created, sent, or received between January 1, 2026 and the present that reference or mention me, Eric Johnson. This request is limited solely to communications referencing me and is not a request for student records. Specifically, I request: All emails, text messages, internal messages, memoranda, notes, or other communications, regardless of format or platform, that contain any of the following references: • Eric Johnson • Eric J. Johnson • Eric James Johnson • E. Johnson • Mr. Johnson • Johnson (where reasonably identifiable as referring to me in context) • Eric (where reasonably identifiable as referring to me in context). This request includes, but is not limited to: • Internal communications among District staff or administrators referencing me • Communications discussing, characterizing, or responding to my inquiries or involvement • Communications regarding how to respond to me or communications I sent • Communications involving coordination of meetings, calls, or responses involving me Clarification and Scope Limitation • This request does not seek access to student records, as defined under the Illinois School Student Records Act.	Pending	
101-2026	4/27/2026	Erin Nisi **Community Member**	Requesting access to records related to the 2026 Jacobs high school dance team tryouts, including: -XXX results - Tryout score sheets and/or rubrics used by judges - Final tabulated scores from tryouts - Written policies, procedures, or criteria used for team selection - Any communications (emails or memos) regarding scoring, placement, or team selection decisions.	Pending	
102-2026	4/27/2026	Erin Nisi **Community Member**	Requesting copies of the following public records related to the Jacobs High School dance team tryouts for the 2025–2026 school year: 1. Board Policies and District Procedures. All board policies, administrative procedures, and guidelines related to the hiring, approval, and supervision of athletic or activity coaches, as well as policies governing team tryouts.2. Board Approval Records: Board meeting agendas, minutes, and any official records reflecting the approval (or pending approval) of the [School Name] dance team coach for the 2025–2026 school year. 3. Employment and Authorization Documentation: Records indicating the employment status and authorization of the coach at the time of tryouts, including hire date, approval status, and any interim or temporary authorization to conduct tryouts. 4. Tryout Oversight and Compliance: Documentation identifying who supervised and conducted the tryouts, and any records demonstrating compliance with district policies or applicable guidelines. 5. Athletic and Tryout Guidelines: Any district handbooks, procedural documents, or guidance aligned with Illinois High School Association (IHSA) rules regarding athletic tryouts and coaching eligibility. 6. Electronic Communications Related to Tryouts and Evaluation Criteria. Any electronic communications (including emails, text messages on district-issued devices, and messaging platforms) between coaches, staff, and/or students/parents from [insert date range] that reference: • Requests or discussions regarding athletes being excused from, exempted from, or not evaluated on specific skills or components of the tryout • Pre-tryout discussions of scoring, placement, or evaluation criteria with specific athletes • Any communications that could indicate preferential treatment or deviation from standard tryout procedures. Please provide these records with all student-identifying information redacted in accordance with applicable privacy laws. This request includes communications conducted on district-issued devices and accounts. If responsive records exist on personal devices but pertain to public business, please include those as required under FOIA.	Pending	

Freedom of Information
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May 5, 2026

FOIA#	Date of Request	Requestor	Subject	Date Completed/ STATUS	Time to complete in hours
103-2026	4/28/2026	Bradley Chaddington **Community Member**	Requesting the following public records for the period of January 1, 2021, to the present: 1. Administrative Compensation: Records showing the total annual salary, bonuses, stipends, and any other forms of compensation (including insurance and pension contributions) for each individual administrator. 2. Roles and Responsibilities: Current job descriptions, official titles, and assigned responsibilities for all administrative positions. 3. Organizational Changes: Any records or documents detailing changes to administrative roles, titles, or salary structures during the requested period. 4. Expenditure Analysis: Annual financial reports or budget documents that show the total dollar amount spent on administrative salaries and benefits as a percentage of the district's overall yearly expenditure.	Pending	
104-2026	4/28/2026	Bradley Chaddington **Community Member**	Requesting the following public records related to Dundee-Crown High School for the period of January 1, 2021, to the present: 1. Incident & Police Reports: Copies of all incident reports, police reports, or "Gang-Related Incident Reporting Forms" created or maintained by the school or School Resource Officers (SROs) that involve suspected or confirmed gang activity, affiliation, or recruitment. This includes both domestic and foreign-based gangs, cartels, or organized crime syndicates. 2. Aggregated Disciplinary Data: Records showing the total number of disciplinary actions (suspensions, expulsions, etc.) categorized as "gang-related" or involving "gang identifiers" (e.g., hand signs, colors, graffiti, clothing or accessory identifiers), suspected gang members, or documented gang affiliates. 3. Vandalism & Graffiti Logs: Documentation of all reports of gang-related graffiti, tagging, or vandalism on school property. 4. Training & Directives: Any staff training materials, administrative directives, or protocols specifically regarding the identification, monitoring, or mitigation of gang activity within the school. 5. Safety Committee Minutes: Minutes from school safety committee meetings where gang activity or "criminal street gang" presence was discussed.	Pending	
105-2026	4/28/2026	Matt Todd **Community Member**	Requesting all email communication between/or with Daniel Jennings, Dr. Patrick Hardy, Holly Hasten Jarovsky, Jack Mueller, Jason Diehl, Geri Diehl, Martina Smith, Board of Education, and Tommy Parisi. All communication about/regarding IHSA, wrestling, Coach Todd, Matthew Todd, Matt Todd, Hampshire Wrestling.	Pending	

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Board Report
May 19, 2026

FOIA#	Date of Request	Requestor	Subject	Date Completed/ STATUS	Time to complete in hours
87-2026	4/10/2026	Philip Nure **Teamsters Local 330**	**Commercial Purpose** - Requesting records concerning the District's student transportation services provided by Durham School Services. 1. Contract Documents: (a) The current contract with Durham School Services, including all exhibits, appendices, and attachments, (b) All amendments, extensions, renewals, and side letters, (3) Any prior contracts within the last ten (10) years. 2. Financial Terms and Cost Structure: (a) Full rate structure (including per-route, per-hour, per-vehicle, and any variable pricing mechanisms), (b) Fuel adjustment provisions and cost escalation clauses, (c) Incentive, penalty, or liquidated damages provisions tied to performance, (d) Total annual payments to Durham School Services for the last five (5) fiscal years, (e) Any internal communications or analyses discussing transportation costs, budget constraints, or cost increases . 3. Staffing, Shortages, and Service Failures: (a) Communications, reports, or internal discussions regarding:, (b) Driver or aide shortages, (c) Route cancellations, delays, or consolidations, (d) Missed routes or service interruptions, (e) Any directives, requests, or expectations communicated by the District to Durham regarding staffing levels or hiring, (f) Any documentation reflecting minimum staffing requirements or service level obligations under the contract. 4. Performance Issues, Complaints, and Compliance: (a) All complaints, incident reports, or investigations related to transportation services, (b) Communications regarding safety concerns, student incidents, or driver conduct, (c) Any notices of non-compliance, deficiencies, or failures to meet contractual standards, (d) Any records of penalties, fines, or corrective actions imposed on Durham School Services. 5. District Control Over Operations: (a) Any provisions or communications where the District directs or influences:, (b) Staffing levels, (c) Route structures or assignments, (d) Discipline, removal, or reassignment of drivers or aides, (e) Any instances where the District requested or required removal or reassignment of specific employees. 6. Liability, Insurance, and Risk Allocation: (a) Insurance requirements imposed on Durham School Services, (b) Any claims, lawsuits, or liability-related communications involving transportation services.	Completed 5/4/2026	3.5
88-2026	4/10/2026	Cory Bauer **IBEW Local 117**	**Commercial Purpose** - Requesting access to and copies of public records related to electrical (lighting retrofit) work performed by L.E.D. Rite, LLC. for District 300. Specifically, I am requesting: 1. All contracts, agreements, or work orders between School District 300 and L.E.D. Rite, LLC. for electrical (lighting retrofit) work at any School District 300 facility or project site. 2. All purchase orders, change orders, and invoices issued or received from L.E.D. Rite, LLC. in connection with such work. 3. Any bid tabulations, proposals, or quotes submitted by L.E.D. Rite LLC. for electrical (lighting retrofit) work at any School District 300 facility or project site.	Completed 5/4/2026	2.5
92-2026	4/16/2026	Bradley Chaddington **Community Member**	Requesting the following public records from August 1, 2024 through the date of this request regarding the maintenance, air quality, and code compliance of the Student Testing Center at Dundee-Crown High School: 1. HVAC Maintenance & Filter Logs - Records sufficient to show janitorial and facility maintenance related to the Student Testing Center, including the cleaning and replacement schedule of air filters for both the permanent HVAC system and any portable cooling units. 2. Portable Equipment & Code Compliance - Work orders, installation records, and safety assessments related to any portable air conditioning unit (including any LG unit, if applicable) in the Student Testing Center, including records sufficient to show how exhaust discharge is configured in relation to Illinois Mechanical Code Section 501.3. 3. Ventilation Verification Assessment - The most recent ventilation verification report for the Student Testing Center as required under 105 ILCS 5/2-3.206, including measurements of outside air rates and system operation. 4. Indoor Air Quality (IAQ) Data - Records sufficient to show carbon dioxide (CO_2) and particulate matter (PM2.5/PM10) testing in the Student Testing Center, including recorded levels and any associated findings or responses. 5. Occupancy & Safety Inspections - Records in the possession of the district reflecting the most recent Health/Life Safety inspection performed by the Regional Office of Education (ROE) for the Student Testing Center, including any findings related to ventilation and occupancy. 6. Communications Regarding Air Quality and Temperature - Non-privileged communications sufficient to show complaints, concerns, or reports involving building administration and the facilities department regarding air quality, dust, odors, ventilation, or temperature in the Student Testing Center.	Completed 4/30/2025	2
95-2026	4/20/2026	Eric Johnson **Community Member**	Requesting 1. All Board of Education policies, administrative procedures, or guidelines relating to: * student discipline * suspension, including out-of-school and in-school suspension, * bullying, harassment, or intimidation, * progressive discipline or use of restorative practices 2. All administrative regulations, internal guidance documents, memoranda, or directives issued by District leadership, including but not limited to the Superintendent, Assistant Superintendents, Directors, Principals, and Deans, concerning: * when suspension should be issued * recommended or required responses to bullying incidents * criteria or thresholds for classifying conduct as bullying * expectations for disciplinary consistency across schools. 3. All training materials, presentations, handouts, or instructional documents provided to administrators, deans, or staff regarding: * student discipline practices * bullying identification and response * use of suspension as a disciplinary tool * implementation of District policies related to discipline. 4. All emails, communications, or internal correspondence among District administrators or staff discussing: * discipline practices or expectations * suspension for bullying incidents * whether suspension is required, recommended, or discretionary for bullying * interpretation or application of Board policies related to discipline. 5. Any documents, reports, or analyses reflecting: * District-wide discipline practices or trends, * guidance on reducing or increasing use of suspension, * compliance with Illinois law or State Board of Education guidance regarding student discipline. 6. Any records reflecting the legal or policy basis for requiring or recommending suspension in response to bullying incidents, including: * references to Board action, * administrative directives, * legal opinions or guidance relied upon by the District. 7. Any documents provided to staff that describe or imply that suspension is required or standard practice for bullying incidents.	Completed 4/30/2026	4
96-2026	4/20/2026	Bradley Chaddington **Community Member**	Requesting the following public records regarding Community Unit School District 300's adoption, implementation, and current status of the "7 Habits of Highly Effective People" and/or "Leader in Me" program associated with Franklin Covey. Requested Records (January 1, 2021 – Present): 1. Financial Records: All contracts, agreements, purchase orders, and itemized invoices between the District and Franklin Covey Client Sales, Inc. (or affiliated entities). This includes licensing fees, curriculum materials, and any documentation regarding the renewal or termination of services. 2. Professional Development & Consulting: All records reflecting expenditures for program implementation, including payments for trainers, consultants, "District Coach Certification" fees, and registration/travel reimbursements for staff attending related conferences. 3. Governance & Decision-Making: 1.Board of Education materials (agendas, packets, presentations, and minutes) where the program was discussed. 2. Committee reports or final recommendations regarding the adoption, modification, or discontinuation of the program. 4. Evaluation & Feedback: 1. Records reflecting the program's effectiveness, including reports on "Return on Investment" (ROI), benchmarks, or final outcome presentations shared with senior leadership. 2. Aggregated or anonymized results of staff surveys and professional development evaluations referencing the program, including written open-ended feedback. 5. Communications: Final, non-deliberative memos or presentations used in official decision-making processes concerning the program. Search Parameters: To assist in this request, please search records maintained by the Superintendent, Chief Financial Officer, and Curriculum/Instruction leadership using the terms: "Leader in Me," "7 Habits," and "Franklin Covey."	Completed 5/1/2026	3.5

Freedom of Information
Board Report
May 19, 2026

FOIA#	Date of Request	Requestor	Subject	Date Completed/ STATUS	Time to complete in hours
97-2026	4/22/2026	Anonymous	Requesting a list of days off Mary Chesney took off during the 2025-2026 school year along with the reason for missing. I would also like all her email communications between her and other d300 staff. I would also like her disciplinary record. And any incident reports that she is involved in or mentioned in	Completed 5/4/2026	3
100-2026	4/23/2026	Eric Johnson **Community Member**	Requesting copies of public records consisting of communications created, sent, or received between January 1, 2026 and the present that reference or mention me, Eric Johnson. This request is limited solely to communications referencing me and is not a request for student records. Specifically, I request: All emails, text messages, internal messages, memoranda, notes, or other communications, regardless of format or platform, that contain any of the following references: • Eric Johnson • Eric J. Johnson • Eric James Johnson • E. Johnson • Mr. Johnson • Johnson (where reasonably identifiable as referring to me in context) • Eric (where reasonably identifiable as referring to me in context). This request includes, but is not limited to: • Internal communications among District staff or administrators referencing me • Communications discussing, characterizing, or responding to my inquiries or involvement • Communications regarding how to respond to me or communications I sent • Communications involving coordination of meetings, calls, or responses involving me Clarification and Scope Limitation • This request does not seek access to student records, as defined under the Illinois School Student Records Act.	Completed 5/5/2026	4.5
101-2026	4/27/2026	Erin Nisi **Community Member**	Requesting access to records related to the 2026 Jacobs high school dance team tryouts, including: -XXX results - Tryout score sheets and/or rubrics used by judges - Final tabulated scores from tryouts - Written policies, procedures, or criteria used for team selection - Any communications (emails or memos) regarding scoring, placement, or team selection decisions.	Completed 5/5/2026	2
102-2026	4/27/2026	Erin Nisi **Community Member**	Requesting copies of the following public records related to the Jacobs High School dance team tryouts for the 2025–2026 school year: 1. Board Policies and District Procedures. All board policies, administrative procedures, and guidelines related to the hiring, approval, and supervision of athletic or activity coaches, as well as policies governing team tryouts.2. Board Approval Records: Board meeting agendas, minutes, and any official records reflecting the approval (or pending approval) of the [School Name] dance team coach for the 2025–2026 school year. 3. Employment and Authorization Documentation: Records indicating the employment status and authorization of the coach at the time of tryouts, including hire date, approval status, and any interim or temporary authorization to conduct tryouts. 4. Tryout Oversight and Compliance: Documentation identifying who supervised and conducted the tryouts, and any records demonstrating compliance with district policies or applicable guidelines. 5. Athletic and Tryout Guidelines: Any district handbooks, procedural documents, or guidance aligned with Illinois High School Association (IHSA) rules regarding athletic tryouts and coaching eligibility. 6. Electronic Communications Related to Tryouts and Evaluation Criteria. Any electronic communications (including emails, text messages on district-issued devices, and messaging platforms) between coaches, staff, and/or students/parents from [insert date range] that reference: • Requests or discussions regarding athletes being excused from, exempted from, or not evaluated on specific skills or components of the tryout • Pre-tryout discussions of scoring, placement, or evaluation criteria with specific athletes • Any communications that could indicate preferential treatment or deviation from standard tryout procedures. Please provide these records with all student-identifying information redacted in accordance with applicable privacy laws. This request includes communications conducted on district-issued devices and accounts. If responsive records exist on personal devices but pertain to public business, please include those as required under FOIA.	Completed 5/5/2026	3
103-2026	4/28/2026	Bradley Chaddington **Community Member**	Requesting the following public records for the period of January 1, 2021, to the present: 1. Administrative Compensation: Records showing the total annual salary, bonuses, stipends, and any other forms of compensation (including insurance and pension contributions) for each individual administrator. 2. Roles and Responsibilities: Current job descriptions, official titles, and assigned responsibilities for all administrative positions. 3. Organizational Changes: Any records or documents detailing changes to administrative roles, titles, or salary structures during the requested period. 4. Expenditure Analysis: Annual financial reports or budget documents that show the total dollar amount spent on administrative salaries and benefits as a percentage of the district's overall yearly expenditure.	Completed 5/8/2026	3
104-2026	4/28/2026	Bradley Chaddington **Community Member**	Requesting the following public records related to Dundee-Crown High School for the period of January 1, 2021, to the present: 1. Incident & Police Reports: Copies of all incident reports, police reports, or "Gang-Related Incident Reporting Forms" created or maintained by the school or School Resource Officers (SROs) that involve suspected or confirmed gang activity, affiliation, or recruitment. This includes both domestic and foreign-based gangs, cartels, or organized crime syndicates. 2. Aggregated Disciplinary Data: Records showing the total number of disciplinary actions (suspensions, expulsions, etc.) categorized as "gang-related" or involving "gang identifiers" (e.g., hand signs, colors, graffiti, clothing or accessory identifiers), suspected gang members, or documented gang affiliates. 3. Vandalism & Graffiti Logs: Documentation of all reports of gang-related graffiti, tagging, or vandalism on school property. 4. Training & Directives: Any staff training materials, administrative directives, or protocols specifically regarding the identification, monitoring, or mitigation of gang activity within the school. 5. Safety Committee Minutes: Minutes from school safety committee meetings where gang activity or "criminal street gang" presence was discussed.	Completed 5/5/2026	3
105-2026	4/28/2026	Matt Todd **Community Member**	Requesting all email communication to Daniel Jennings, Dr. Patrick Hardy, Martina Smith, Board of Education, Tommy Parisi from Holly Hasten Jarovsky, Jack Mueller, Jason Diehl, and Geri Diehl regarding IHSA, wrestling, Coach Todd/Matthew Todd/Matt Todd, and Hampshire Wrestling from January 1, 2026, to April 29, 2026.	Completed 5/4/2026	3.5
106-2026	5/11/2026	Anonymous	Requesting district mails of Frank Simoncelli, Daniel Jennings, and David Haskins. I would like any incoming or out going emails. Additionally, I would like any and all text messages from the private phone of David Haskins to any students. I would also like any messages by Daniel Jennings on his district phone, incoming and out going. All email requests are for this school year 2025-2026.	Pending	

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: **May 5, 2026**

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Dr. Frank Williams,
Chief Financial Officer

Presented at the following Board Meetings	Date
Board Operations Committee	5/5/2026
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

SUBJECT: **Dundee-Crown High School Addition & Renovation Bid**

Background

On April 22, 2025, the Board of Education approved the schematic design phase for the Dundee Crown High School addition and renovation project. The approved scope of work includes comprehensive design services, civil, landscape, structural, architectural, electrical, mechanical, fire protection, plumbing, and technology.

Bid package release #1 features the Career and Technical Education (CTE) addition and renovations to adjacent areas to support specialized programs. This project is a key outcome of the long-term planning process to address immediate and future needs in our district's facilities.

On April 28, 2026, bids were received for the Bid Release 1 trade package. Construction on the new addition and renovations is scheduled to begin on June 1, 2026, and will continue throughout the school year. Renovation work inside the existing building is planned for the summer of 2026 and 2027. All construction, both new and renovated, is expected to be completed by July 31, 2027.

Lamp Incorporated has conducted work scope review meetings with each trade contractor for compliance with the Bid Documents. The four trade packages had a budget of $6,749,178, and bids totaled $5,893,978, resulting in a budget under by $855,200.

Administrative Recommendation

The administration recommends that the bids from Bid Package 1 for DCHS addition and renovations be approved at a cost of $5,893,978.

Fiscal Impact

The estimated $5,893,978 is part of the FY27 budget and will be funded out of the Capital Improvement Fund 60.

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Community Unit School District 300

Dundee-Crown High School - Additions & Renovations

Project Budget

April 28, 2026

PKG #	TRADE PACKAGE	TRADE CONTRACTOR	ALLOWANCES	BUDGET	BID
02A-1	Demolition		$ 50,000	$ 961,640	$ 961,640
03A-1	Building Concrete	TOR Construction	$ 100,000	$ 2,464,775	$ 2,086,000
	Winter Conditions (Building Concrete Work)			$ 100,000	$ 100,000
04A-1	Masonry		$ 100,000	$ 2,651,905	$ 2,651,905
	Winter Conditions (Masonry Work)			$ 200,000	$ 200,000
05A-1	Structural Steel	T.A. Bowman Constructors	$ 100,000	$ 2,325,000	$ 1,969,000
06A-2	General Trades (incl. Doors, Frames, & F.H./Casework)		$ 100,000	$ 2,955,572	$ 2,955,572
07A-2	Roofing		$ 25,000	$ 1,555,800	$ 1,555,800
08B-2	Aluminum, Glass, & Glazing		$ 25,000	$ 1,248,800	$ 1,248,800
09A-2	Drywall		$ 50,000	$ 2,320,154	$ 2,320,154
09D-2	Acoustical Ceiling		$ 25,000	$ 1,274,344	$ 1,274,344
09F-2	Flooring		$ 50,000	$ 2,389,074	$ 2,389,074
	Moisture Mitigation/Floor Prep Allowance			$ 75,000	$ 75,000
09G-2	Painting		$ 50,000	$ 681,274	$ 681,274
11D-2	Kitchen Equipment - Culinary Arts		$ 25,000	$ 540,000	$ 540,000
11D-3	Kitchen Equipment - Kitchen & Servery		$ 25,000	$ 915,000	$ 915,000
21A-2	Fire Protection		$ 25,000	$ 443,493	$ 443,493
22A-2	Plumbing		$ 100,000	$ 2,954,500	$ 2,954,500
23A-2	HVAC		$ 200,000	$ 7,828,469	$ 7,828,469
23B-2	Test and Balance		$ 10,000	$ 94,400	$ 94,400
23C	Commissioning		$ 10,000	$ 175,000	$ 175,000
26A-2	Electrical & Low Voltage		$ 200,000	$ 7,855,815	$ 7,855,815
31A-1	Excavation	Berger Excavating Contractors, Inc.	$ 200,000	$ 1,378,465	$ 1,086,000
	Soil Remediation/Contaminated Concrete & Soil Allowance			$ 200,000	$ 200,000
	Temporary Athletic Entrance (circle drive reconfiguration)			$ 100,000	$ 100,000
32A-3	Asphalt Paving		$ 50,000	$ 956,850	$ 956,850
32C-3	Site Concrete		$ 25,000	$ 813,670	$ 813,670
32F-3	Landscaping		$ 25,000	$ 250,000	$ 250,000
33A-1	Site Utilities	Stark & Son Trenching, Inc.	$ 50,000	$ 580,938	$ 752,978
			$ 1,620,000	$ 46,289,938	$ 45,434,738
			Preconstruction	$ 105,000	$ 105,000
			General Conditions (Supervision - 32 month schedule)	$ 1,870,544	$ 1,870,544
			Project General Conditions	$ 1,045,855	$ 1,045,855
			Construction Management Fee	$ 986,227	$ 969,123
			SUBTOTAL	$ 4,007,625	$ 3,990,521
			Contingency	$ 1,600,000	$ 1,600,000
			TOTAL	$ 51,897,563	$ 51,025,259
			Architectural Fees	$ 3,520,829	$ 3,459,768
			Civil Engineering & Land Surveying Fees	$ 185,000	$ 185,000
			Landscaping Design Fees	$ 30,300	$ 30,300
			Food Service Design Fees	$ 50,000	$ 50,000
			Architectural/Engineer Reimbursables	$ 50,000	$ 50,000
			SUBTOTAL	$ 3,836,129	$ 3,775,068
			ComEd Transformer Relocation	$ 100,000	$ 100,000
			Administration Relocation/Teacher's Lounge & Classroom Temporary HVAC	$ 350,000	$ 350,000
			Owner Reimbursable Costs (Testing/Inspections/Investigation)	$ 200,000	$ 200,000
			Owner Costs (Builders Risk Ins./Furniture Fixt. & Equip./Low Voltage/Access Control & Cameras)	$ 1,550,000	$ 1,550,000
			PROJECT TOTAL	**$ 57,933,693**	**$ 57,000,328**
			BUDGET	$ 58,000,000	$ 58,000,000
			OVER/(UNDER)	$ (66,307)	$ (999,672)
			Available Allowances & Contingency	$ 3,795,000	$ 3,795,000

Community Unit School District 300

Dundee-Crown High School Additions & Renovations - Bid Release 1

Tuesday, April 28, 2026, at 2:00 PM

03A-1 Building Concrete

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Trade Contractor	Base Bid	Addenda 1, 2, and 3	Bond or Cert. Check	Labor Rate Sheet	Public Certificates	Combination Bid	Notes
Duco Cement Contructions, Inc.	$ 2,223,600.00	x	x	x	x		
Eagle Concrete, Inc.	No Bid						
Elliot Construction Corporation	$ 2,972,000.00	x	x	x	x		
TOR Construction	$ 2,086,000.00	x	x	x	x		

Community Unit School District 300

Dundee-Crown High School Additions & Renovations - Bid Release 1

Tuesday, April 28, 2026, at 2:00 PM

05A-1 Structural Steel

LAMP INCORPORATED
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Trade Contractor	Base Bid	Addenda 1, 2, and 3	Bond or Cert. Check	Labor Rate Sheet	Public Certificates	Combination Bid	Notes
K&K Iron Works, Inc.	$ 2,814,126.00	x	x	x	x		
McKinney Steel & Sales, Inc.	$ 2,073,675.00	x		x	x		No Addendum #3
T.A. Bowman Constructors	$ 1,969,000.00	x	x	x	x		
Waukegan Steel	No Bid						

Community Unit School District 300

Dundee-Crown High School Additions & Renovations - Bid Release 1

Tuesday, April 28, 2026, at 2:00 PM

31A-1 Excavation

LAMP INCORPORATED
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Trade Contractor	Base Bid	Addenda 1, 2, and 3	Bond or Cert. Check	Labor Rate Sheet	Public Certificates	Combination Bid	Notes
Berger Contractors	**$ 1,086,000.00**	x	x	x	x	$1,861,000.00	31A-1 & 33A-1
Kane County Excavating	**$ 1,298,000.00**	x	x	x	x	$2,122,500.00	31A-1 & 33A-1
Schneider Excavating	**No Bid**						
Stark & Son Trenching	**$ 1,201,828.00**	x	x	x	x	$1,939,806.00	31A-1 & 33A-1

Community Unit School District 300

Dundee-Crown High School Additions & Renovations - Bid Release 1

Tuesday, April 28, 2026, at 2:00 PM

33A-1 Site Utilities

LAMP INCORPORATED
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Trade Contractor	Base Bid	Addenda 1, 2, and 3	Bond or Cert. Check	Labor Rate Sheet	Public Certificates	Combination Bid	Notes
Berger Contractors	**$ 786,000.00**	x	x	x	x	$1,861,000.00	31A-1 & 33A-1
Jensen's Plumbing & Heating Inc.	**No Bid**						
Kane County Excavating	**$ 829,500.00**	x	x	x	x	$2,122,500.00	31A-1 & 33A-1
Stark & Son Trenching	**$ 752,978.00**	x	x	x	x	$1,939,806.00	31A-1 & 33A-1

LAMP INCORPORATED

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O: 847.741.7220
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March 5, 2026

Dr. Frank Williams
Chief Financial Officer
Community Unit School District 300
2550 Harnish Road
Algonquin, IL 60102

RE: Letter of Bid Compliance
Dundee-Crown High School - Additions & Renovations
Bid Release 1

Dear Dr. Williams,

On April 28, 2026, bids were received for the Bid Release 1 trade packages listed below for the Community Unit School District 300 - Dundee-Crown High School Additions & Renovations project. Lamp Incorporated has conducted work scope review meetings with each trade contractor for compliance with the Bid Documents. Please confirm we are authorized to issue the contracts below.

03A-1 Building Concrete
TOR Construction Company

Base Bid:	$	2,086,000.00
Proposed Contract Amount:	**$**	**2,086,000.00**

05A-1 Structural Steel
T.A. Bowman Constructors

Base Bid:	$	1,969,000.00
Proposed Contract Amount:	**$**	**1,969,000.00**

31A-1 Excavation
Berger Excavating Contractors, Inc.

Base Bid:	$	1,086,000.00
Proposed Contract Amount:	**$**	**1,086,000.00**

33A-1 Site Utilities
Stark & Son Trenching, Inc.

Base Bid:	$	752,978.00
Proposed Contract Amount:	**$**	**752,978.00**

Should you have any questions, or require any additional information, please do not hesitate to contact me at your convenience.

Respectfully,

LAMP INCORPORATED



Chad Alexander
Vice President of Operations

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: **May 5, 2026**

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Dr. Frank Williams,
Chief Financial Officer

Presented at the following Board Meetings	Date
Board Operations Committee	5/5/2026
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

SUBJECT: Solar Power Purchase Agreement Contract

Background:
Solar power is transforming how communities generate and think about energy, offering a clean and renewable alternative to traditional fossil fuels. By harnessing energy from the sun, organizations can reduce their carbon footprint while stabilizing long-term energy costs. As technology advances and adoption grows, solar energy is becoming an increasingly practical and impactful solution for both environmental and financial sustainability.

For school districts, solar power presents a unique opportunity to redirect dollars from utility expenses back into classrooms. Lower and more predictable energy costs allow districts to plan more effectively and protect against volatile rate increases. Additionally, investing in solar demonstrates a commitment to sustainability while creating meaningful educational opportunities for students and strengthening community support.

Power Purchase Agreements (PPAs) make solar adoption accessible by eliminating the need for large upfront capital investments. Under a PPA, a third party installs and maintains the solar system while the district agrees to purchase the electricity at a fixed, typically lower rate. This structure enables schools to realize immediate savings and operational benefits without assuming the risks and responsibilities of system ownership.

The administration is recommending partnering with Nania Energy to conduct a Request for Proposal (RFP) for a solar energy provider for the district. As part of this agreement, Nania Energy will provide the following services:

- Development of a pro forma analysis outlining estimated system size, project costs, available tax credits, and projected return on investment (estimates only and not guaranteed).
- Creation and administration of a Request for Proposals (RFP) tailored to district needs and site-specific conditions to solicit competitive bids from qualified solar developers.
- Review and evaluation of submitted proposals to assess quality, pricing, and overall value to support an informed vendor selection.
- Assistance with contract negotiations to ensure the district secures the best overall value.
- Guidance on identifying the most advantageous funding structure for the selected project.

- Post-installation auditing of energy production and utility billing to verify system performance and projected savings.

Nania Energy is an experienced advisor in PPA agreements and will provide valuable expertise in evaluating proposals and guiding the district through the vendor selection process.

For the district's initial solar implementation, six schools have been selected based on the age and condition of their roofs, as best practice is to install solar panels on newer roofing systems. The selected schools are:

- Carpentersville Middle School
- Dundee-Crown High School
- Dundee Middle School
- Jacobs High School
- Lakewood Elementary School
- Westfield Community School

The RFP process will begin immediately upon Board approval, with installation anticipated to follow shortly thereafter. The installation process will be managed to ensure no disruption to the educational environment.

The total estimated energy savings across all six buildings over a 20-year period is approximately $8.8 million. Through the use of a PPA structure, the project will be implemented with no upfront cost to the district. Should the decision be made not to move forward with the project after the RFP, the district will owe Nania Energy $10,000.

Administrative Recommendation:
Administration recommends approving the contract with Nania Energy, allowing them to conduct a Power Purchase Agreement Request for Proposal on behalf of the district.

Fiscal Impact:
The cost to the district could be $10,000 paid to Nania Energy should the district choose not to pursue the project with the chosen solar vendor. This would be paid from Fund 10, Education Fund.

Nania Energy Advisors
Distributed Generation Energy Services Agreement

Community Unit School District 300 ("CLIENT") and Nania Energy, Inc dba Nania Energy Advisors ("NANIA"), acting as an independent contractor, enter into this Distributed Generation ("DG") Energy Consulting Agreement ("Agreement") as of 4/30/2026, the effective date. The foregoing are sometimes referred to herein individually as a "Party" and collectively as the "Parties". The Parties agree to the terms as follows:

Scope of Services- NANIA is qualified and committed to provide comprehensive services related to a review of on-site distributed generation energy installation(s). This review may include:

1. Pro-forma review of expected array size, costs, tax credits, and Return on Investment provided by the installation of an on-site distributed generation system (pro-forma is an estimate only of each item and does not constitute a guarantee).
2. Development of a Request for Proposals, RFP, based on CLIENT needs and site specifics, that will work as a solicitation to 3rd party distributed generation developers and installers to obtain quotes for the installation of on-site distributed generation.
3. Review of 3rd party RFP submissions with respect to the quality and costs of such submissions in order to provide the CLIENT with the best possible information to make a vendor selection, if such a selection is made.
4. Contract negotiation with the selected vendor to provide the best total value to the CLIENT.
5. Upon vendor selection, determination of the best funding source for selected distributed generation project.
6. Auditing of CLIENT energy bills upon completion of the distributed generation installation to verify results and productivity of the project.

Compensation- In return for its services, NANIA will be compensated using the following sliding scale per watt DC for each contract that CLIENT enters into as a result of the RFP:

Array Size – Per Contract (kW DC)	Nania Fee ($/watt DC)
0 to 500	$0.06
500 to 1,500	$0.05
1,500 to 3,500	$0.04
Above 3,500	$0.03

All fees will be paid to NANIA by the selected distributed generation developer/installer. As part of this agreement, CLIENT agrees to authorize this payment from the selected 3rd party to NANIA.

In the event the CLIENT decides not to move forward with the project after the RFP has been issued, CLIENT agrees to compensate NANIA $10,000 for its time and materials to organize the RFP. This fee will only be due if the project is not executed and completed due to CLIENT decision. CLIENT has 12 months from the issuance of the distributed generation RFP to execute the agreement with the distributed generation provider before the project would be deemed "not completed." In the event that the project is executed at a later date with the selected provider, the original per-watt fee would be authorized to be paid to NANIA by the distributed generation

provider. In this instance, if the CLIENT has paid the $10,000 fee directly to Nania due to the delay in executing the agreement, the $10,000 would be refunded to the client once NANIA has been paid by the distributed generation provider.

Exclusivity- CLIENT agrees that NANIA is the exclusive representative of CLIENT in regard to solicitations regarding distributed generation and solar energy at the determined site (see Exhibit A for site list). This exclusivity will be in place for the term of this agreement. CLIENT agrees that all requests from NANIA to 3rd party distributed generation providers should be regarded as if they are requests from CLIENT.

Term- This Agreement shall remain in effect for two years from the effective date. The agreement auto renews for an addition year term after the first two years unless written thirty-day notice of non-renewal of the agreement is provided by CLIENT or NANIA.

Authorization- CLIENT provides authorization to NANIA to contact and receive from both the utility and its contracted suppliers required monthly utility invoices and agreements for the business purpose of this agreement so that NANIA may calculate accurate ROI on all distributed generation projects. Furthermore, CLIENT directs that all requests from NANIA to both energy suppliers and distributed generation providers should be considered as if the request came from CLIENT itself. This authorization in no way allows NANIA to enter into any binding agreements or energy supply contracts on CLIENT's behalf.

Additional Services- NANIA is committed to providing all necessary services and guidance to the CLIENT in regard to their energy & utility needs. Additional products and services may be consulted on and implemented during the term of this Agreement at the request of the CLIENT. Any such products and services including supply contracts for Electricity and Natural Gas will be outlined in a separate Energy Services Agreement. Additional services will be compensated separate from this agreement.

Applicable Law/Venue- This Agreement shall be governed by and shall be construed, enforced and performed in accordance with the laws of the State of Illinois without regard to principles of conflicts of law. Any lawsuit, action or proceeding arising out of or relating to the services or this Agreement shall be brought in a federal or state court in the jurisdiction where NANIA maintains its corporate headquarters, and each party hereto irrevocably submits to the exclusive jurisdiction and venue of any such court in any such suit, action or proceeding. THE RIGHT TO TRIAL BY JURY OF ANY SIZE IS IRREVOCABLY WAIVED. The prevailing party to any dispute or legal proceeding arising out of this Agreement shall recover from the non-prevailing party reasonable attorneys' fees and costs.

Severability- If any clause, sentence, paragraph or part of the Agreement should be declared or rendered unlawful by a court or regulatory agency of competent jurisdiction, the remainder of this Agreement shall remain in full force and effect.

Limitations of Liability

-CLIENT understands that NANIA is a 3rd party consultant and is therefore not responsible for the actions of any third party that is not party to this Agreement. Any liability and obligations for any DG project will solely exist between CLIENT and contractor. CLIENT's sole remedy for any damages will be against the contractor.

-NANIA expressly disclaims any liability with respect to any product or service purchased by CLIENT from any contractor or other third party in connection with the project. The decision to acquire any contractor or any other third party products and/or equipment is CLIENT'S decision, even if NANIA assists client in identifying, evaluating, selecting, or otherwise recommends to CLIENT that it utilize any contractor or any third party equipment or products. NANIA is not responsible for, and expressly disclaims liability for, the performance, operation, quality or failure of any equipment, product, and/or service provided by any contractor or other third party and/or the installation of any products or equipment by any contractor or other third party, including, without limitation, any damages to CLIENT's property arising in connection with such installation of products or equipment.

-NANIA will be relying on all known industry standards, costs and incentives (federal and local) in connection with its creation of the pro formal analysis. CLIENT understands that the pro forma is just an estimate of costs and is not a guarantee of results of the actual project, if implemented. Moreover, NANIA is not a party to agreements between the CLIENT and any suppliers, vendors, or utilities and makes no guarantee of specific results or dollar savings based in connection with any particular project.

-NANIA does not certify the accuracy of or availability of any of the incentives and tax credits included in both the NANIA pro forma estimate and contractor proposal(s), nor is NANIA rendering any tax advice in connection with its proposal. It is CLIENT's responsibility to consult with a licensed accountant or other tax professional to verify all project tax benefits and the applicability and availability of such project tax benefits to the CLIENT.

-In no event shall NANIA be liable to CLIENT any damages, including without limitation, any incidental, special, indirect, consequential, or punitive damages, including, without limitation, damages based upon loss of use, lost profit or revenue, lost goodwill, work stoppage, business interruption, impairment of other products, loss by reason of shutdown or non-operation, increased expenses of operation, cost of purchase of replacement products or services, or any claims of CLIENT for service interruption, even if advised in advance of the possibility for such damages.

Insurances- Each of the parties shall carry at its own cost and expense, all insurances that are required by law in addition to insurances that may be reasonably required to insure against damages or losses.

Miscellaneous- CLIENT may not assign its rights, interests or obligations under this Agreement without the express written consent of NANIA. Subject to the forgoing, this Agreement shall be binding upon and inure to the benefit of the parties and any of NANIA's respective successors and lawful assigns and is not for the benefit of, nor may any provision hereof be enforced by, any other person. The provisions of this Agreement and all

attachments hereto shall constitute the entire agreement between the parties and shall supersede all prior agreements and understandings between the Parties and no representations or statements made by any representative of NANIA that are not stated herein shall be binding. This Agreement may not be amended, supplemented, changed, or modified, except by a writing signed by the parties. This Agreement may be executed simultaneously in one or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument.

THE REST OF THIS PAGE IS INTENTIONALLY LEFT BLANK

In Witness Whereof, the Parties have executed this Agreement as of the date first written above.

Client
By:_____
Its:_____
Date:_____

Nania Energy, Inc dba Nania Energy Advisors
By:_____
Its:_____
Date:_____

Energy Advisor Contact Information:
Contact: Aaron Raftery
Phone: 847-975-6437
Email: araftery@naniaenergy.com

Exhibit A Site List

Carpentersville Middle School
100 Cleveland Ave
Carpentersville, IL 60110

Dundee Crown High School
1500 Kings Rd
Carpentersville, IL 60110

Dundee Middle School
4200 W Main St
West Dundee, IL 60118

Jacobs High School
2601 Bunker Hill Dr
Algonquin, IL 60102

Lakewood Elementary School
1651 Ravine Ln
Carpentersville, IL 60110

Westfield Community School
2100 Sleepy Hollow Rd
Algonquin, IL 60102

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: **May 5, 2026**

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: John Hummel,
Chief Technology Officer

SUBJECT: Technology Related Service Contracts

Presented at the following Board Meetings	Date
Board Operations Committee	5/5/2026
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

Background:
This agenda item addresses the transition and upgrade of the district's internet filtering and student safety monitoring platforms. Currently, the district utilizes Securly for these functions. Moving forward, we are replacing Securly with two highly specialized, best-in-class platforms: Lightspeed for comprehensive internet filtering and Gaggle for proactive student safety alerts.

Implementing these dedicated systems is necessary to maintain compliance with federal regulations and to proactively protect the physical and mental well-being of our students. While Lightspeed will effectively manage network web access and block inappropriate content, Gaggle will monitor district-issued accounts for concerning behavior, including signs of cyberbullying, self-harm, and violence. This transition will significantly enhance our ability to foster a safe digital learning environment and provide crucial, immediate interventions for students in crisis. We are bringing this item to the Board for approval because the combined total cost of these software contracts exceeds the threshold requiring Board authorization.

Proposal Details:

We are proposing the execution of two separate agreements to complete this technology transition:

- **Lightspeed Systems:** A two-year subscription for Lightspeed Filter™ covering 20,300 user licenses. The coverage term will run from July 1, 2026, through June 30, 2028, at a total cost of $101,500.00.
- **Gaggle.Net, Inc.:** A one-year subscription covering 19,302 students. The coverage term will run from July 1, 2026, through June 30, 2027. This comprehensive safety package includes Gaggle Safety Management for G Suite, the Chrome Web Activity Monitor, Gaggle After Hours support, and the SpeakUp for Safety platform. The contract also includes a professional development introduction series. The total cost for Gaggle is $84,033.50.

The combined cost (1 year for Gaggle and 2 years for Lightspeed) for both systems is $185,533.50. The current cost for Securly is $120,000 per year. The one-year cost for these two systems is $134,783.50, which is an increase of $14,783.50 or 12%.

Deployment and configuration will occur over the summer to ensure both platforms are fully operational by the start of the 2026-2027 school year.

Because the total cost exceeds $35,000, standard procurement rules require an Invitation to Bid (ITB). However, we are pursuing this as an exemption because technology services are exempt from the traditional bid requirements.

Administrative Recommendation:
Administration recommends awarding the contracts for internet filtering and student safety monitoring to Lightspeed Systems in the amount of $101,500.00 and to Gaggle.Net, Inc. in the amount of $84,033.50.

Fiscal Impact:
The total combined cost of $185,533.50 will be funded from the budget, Fund 10 (Education Fund).

Gaggle.Net, Inc.
8770 West Bryn Mawr Avenue, Suite 1300
Chicago, IL 60631-3515
800-288-7750
www.gaggle.net

CONTRACT FOR SERVICES

Contract Number: Q-129168

This contract by and between Gaggle.Net, Inc. (Gaggle), a Delaware Corporation with its principal place of business at 8770 West Bryn Mawr Avenue, Suite 1300, Chicago, IL 60631-3515 and CUSD 300 - Carpentersville IL (Customer) for good and valuable consideration as set forth hereby agree and contract as follows:

1. Services Provided by Gaggle
Gaggle shall provide the Customer with services pursuant to the purchasing arrangement for the duration of the contract term. This agreement may include any combination of, but is not limited to, Safety Solutions on School Provided Technology, Mental Health Services, or Archiving and Backup Solutions. In the event of a change in the services provided, the terms of this agreement shall remain in effect; however, pricing may vary. Gaggle will notify the Customer in advance of any changes in pricing resulting from a service change.

2. Contract Term Service
Commencement Date: 7/1/2026
Service End Date: 6/30/2027
Contract End Date: 6/30/2027

3. Services and Payment
Full payment is due and payable upon receipt of invoice. Invoices outstanding for over 60 days are subject to a 1% late payment penalty and interest charges or the maximum rate permitted by law. Customer is responsible for any and all taxes associated with services. If Customer wishes to begin installation or provisioning of services before the contract term commencement date, Customer may be required to pay a pro-rated cost for early started services. Gaggle will notify the Customer of any charges prior to the early commencement of services.

The parties acknowledge that the scope of services, including the number of participants, accounts, or the volume of data, may vary during the contract term. Pricing adjustments shall only occur if the number of participants, accounts, or data requirements change by more than 10% from the original agreement.

Pricing described in this contract may be reviewed and adjusted annually to reflect changes in the Producer Price Index published by the United States Bureau of Labor Statistics.

4. Third Party Services
Certain Services provided under this Agreement may include third-party products or services (for example, classroom management tools such as H#para) made available by Gaggle as a reseller or integration partner (“Third-Party Services”). Gaggle does not develop or operate such Third-Party Services and makes them available to Customer for convenience as part of the Services. Customer acknowledges that use of any Third-Party Services is subject to additional terms and conditions as set forth in Gaggle’s Terms and Conditions or as otherwise provided by the applicable third-party provider.

5. Incorporation by Reference
Upon commencement of service, Gaggle’s applicable Invoice, Terms and Conditions, Service Level Agreement, Student & Staff Data Privacy Notice, and Website Privacy Policy, as well as any future engagements, additional products, or service renewals, are hereby acknowledged and incorporated into this agreement by reference.

6. Sales Tax Exemption Certificate
If applicable, please provide Gaggle with your Sales Tax Exemption Certificate.
We respectfully require a signed contract on file before the start of any services.

NOTE:

Authorized Representative of Gaggle	Authorized Representative for CUSD 300 - Carpentersville IL
Date	Date

Gaggle Quote Number: Q-129168

DESCRIPTION	NOTES	QUANTITY	UNIT PRICE	DISCOUNT	NET UNIT PRICE	NET TOTAL
Gaggle Safety Management: G Suite - Student	Grades 1-12	19,302	$7.00	$2.75	$4.25	$82,033.50
Learn More: https://www.gaggle.net/safety-management						
Gaggle Safety Management: Web Activity Monitor - Chrome	Grades 1-12	19,302	$0.00	$0.00	$0.00	$0.00
Learn More: https://news.gaggle.net/web-activity-monitoring						
Gaggle Safety Management: Gaggle After Hours	Grades 1-12	19,302	$3.00	$3.00	$0.00	$0.00
Learn More: https://www.gaggle.net/after-hours						
SpeakUp for Safety: Google	Grades 1-12	19,302	$2.00	$2.00	$0.00	$0.00
Learn More: https://www.gaggle.net/product/safetytipline/						
Professional Development: Introduction Series Bundle	Gaggle 101 & 102	1	$2,000.00	$0.00	$2,000.00	$2,000.00
Learn More: https://www.gaggle.net/professional-development						
Setup Fee: Gaggle Safety Management	One Time	1	$7,500.00	$7,500.00	$0.00	$0.00
					TOTAL:	$84,033.50

www.gaggle.net | P 800-288-7750 | F 309-665-0171
8770 West Bryn Mawr Avenue, Suite 1300, Chicago, IL 60631-3515

Terms and Conditions

1. AGREEMENT

This Agreement ("Agreement") is entered into by and between Gaggle.Net, Inc., a Delaware corporation with its operational office located at 8770 West Bryn Mawr Avenue, Suite 1300, Chicago, IL 60631-3515 ("Gaggle"), and the entity identified as the customer in the applicable Contract for Services ("Customer"). Gaggle and Customer are collectively referred to as the "Parties."

This Agreement governs the terms and conditions under which Gaggle provides Customer access to certain software products, services, and related support as described in the applicable Contract for Services (the "Services"). The Services may include, without limitation, subscriptions to Gaggle's cloud-based software, mental health services, crisis support, and any associated mobile applications or other access interfaces, associated updates and documentation.

Gaggle shall provide Customer with the necessary credentials, including usernames and passwords, to enable access to the Services. These credentials are for use by individuals authorized by the Customer, including employees, agents, independent contractors, students, and parents or guardians (collectively, "Authorized Users"). The Customer is responsible for ensuring compliance with this Agreement by all Authorized Users.

Gaggle reserves the right to modify or update this Agreement or any features of the Services at its sole discretion and without prior notice. In the event of material changes to this Agreement, Gaggle shall (a) Publish the updated Agreement on its website and (b) Notify the Customer via email to the primary address on file.

This Agreement, together with the Contract for Services, Service Level Agreement, Student and Staff Data Privacy Notice, and Website Privacy Policy, constitutes the entire agreement between the Parties with respect to the subject matter and supersedes all prior understandings, agreements, or representations.

In the event of a conflict between the terms of this Agreement and the provisions of a separately executed written agreement between the Parties that specifies Customer's unique requirements (the "Customer Terms"), this Agreement shall control.

2. ACCEPTANCE OF TERMS

These Terms and Conditions (the "Terms") establish the agreement under which Gaggle.Net, Inc. ("Gaggle") will provide services ("Services") to you, the customer ("Customer"). The compensation for Services shall be determined based on the rates and terms outlined in the applicable Gaggle invoice and Gaggle Contract.

By completing the registration process and providing Gaggle with accurate, current, and complete information, the Customer agrees to be bound by these Terms. If the Customer does not agree to any changes to the Terms, the Customer's sole remedy is to terminate the Services in accordance with the provisions of Sections 9, 10, and 11.

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3. UNAUTHORIZED ACCESS, PASSWORD-PROTECTED, AND SECURED AREAS

Users of Gaggle Services ("Users") are responsible for all activities conducted through their usernames and passwords, including any unauthorized access. To enhance security, Gaggle recommends that Users periodically update their passwords. Access to and use of Gaggle's password-protected or secured Services is strictly limited to authorized Users.

As part of the registration process for Gaggle Services, Users must provide accurate, current, and complete information. Users are solely responsible for maintaining the confidentiality of their usernames and passwords, whether chosen by the User or assigned by a third party on their behalf. Users agree to the following:

(a) Not to misuse or share their usernames or passwords;

(b) Not to misrepresent their identity or affiliation with any entity;

(c) Not to impersonate any person or entity; and

(d) Not to misstate or falsify the origin of any materials accessed through Gaggle Services.

Violating these obligations may result in suspension or termination of access to the Services and may subject Users to civil liability or criminal prosecution.

Users must promptly notify Gaggle and any applicable administrator of any unauthorized use of their account or any known or suspected security breach.

4. PRIVACY AND SECURITY

Gaggle employs various measures to protect the security and privacy of its users. However, Users acknowledge that Gaggle cannot guarantee the absolute security or confidentiality of its Services. Gaggle disclaims any liability for harm caused directly or indirectly by the use of its Services.

Users should be aware that communications through third-party email services, such as those provided by Google Inc. and Microsoft Corporation, are not private. While Gaggle is not obligated to monitor User communications or content, it reserves the right to do so, including but not limited to:

(a) Fulfilling contractual obligations;

(b) Backing up or reviewing communications to identify network issues; or

(c) Determining compliance with these Terms and Conditions, Service Level Agreements, Student and Staff Data Privacy Notice, and Website Privacy Policy.

At its sole discretion, Gaggle may disclose or provide access to content or communications to authorized personnel, the National Center for Missing and Exploited Children ("NCMEC"), and/or law enforcement agencies, as required by law or as deemed necessary.

For additional information regarding data security and privacy, please refer to Gaggle's Data Privacy Policy.

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5. GEOGRAPHIC SCOPE AND DATA PROCESSING

Gaggle Services are hosted in the United States and may be accessed by Customer from locations outside the United States. By using the Services, Customer acknowledges and agrees that Customer Data will be transferred to and processed in the United States.

Customer is responsible for ensuring that its use of the Services complies with applicable local laws and regulations in its jurisdiction.

6. CONFIDENTIALITY POLICY

As used in this Agreement, “Confidential Information” refers to proprietary information or materials disclosed by one party (“Disclosing Party”) to the other party (“Receiving Party”) as a result of this Agreement. This includes, but is not limited to, research data, methodologies, products, services, processes, formulas, technologies, or other business information disclosed directly or indirectly, whether in writing, orally, or by other means.

Confidential Information does not include information that: (a) Was known to the Receiving Party at the time of disclosure, without a duty of confidentiality, as evidenced by written records; (b) Is or becomes publicly available through no wrongful act or omission by the Receiving Party or anyone bound by confidentiality obligations to the Disclosing Party; or (c) Is lawfully obtained by the Receiving Party from a third party without breaching confidentiality obligations to the Disclosing Party.

Each party agrees to the following obligations regarding the other party’s Confidential Information during the term of this Agreement and thereafter:

The Receiving Party shall maintain the confidentiality of the Confidential Information with at least the same degree of care it uses to protect its own confidential information of a similar nature, but no less than a reasonable degree of care.

The Receiving Party shall not disclose the Confidential Information to any individual, entity, or third party except as expressly permitted under this Agreement or as required by applicable law, regulation, court order, legal process, or governmental, judicial, regulatory, or self-regulatory authority.

In the event disclosure is required by law or deemed advisable by legal counsel, the Receiving Party shall, to the extent permissible, promptly notify the Disclosing Party to allow for protective measures or other appropriate action.

7. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. You are required to comply with FERPA and its applicable regulations. Gaggle shall not disclose any student’s education records, personally identifiable information, or other related records monitored, maintained, and retained by Gaggle and/or other Services provided by Gaggle to any third party (other than your school organization) without prior authority. Gaggle shall maintain the privacy and confidentiality of all student education records and shall make available to your school organization the right to inspect

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and review the student education records upon request. Gaggle shall not disclose or transmit student education records or information to any unauthorized party without the prior consent of the student, guardian, and/or your school organization or by court order, administrative order, or subpoena. Notwithstanding the foregoing, to protect your school or district against the risks involved in handling explicit content involving minors, Gaggle registers incidents containing pornographic videos and images of possible minors with the CyberTipline at the National Center for Missing and Exploited Children ("NCMEC"). It is NCMEC's mission to prevent the spread of these materials, as well as to prevent the sexual exploitation of children. For more information, consult Gaggle's Data Privacy Policy.

Nomi™ conversations are subject to monitoring by Gaggle crisis counselors for the purposes of student safety and escalation. Customer consents to the collection and review of Nomi™ interaction data for the limited purpose of safety monitoring, escalation, and service improvement, consistent with FERPA and applicable state law.

8. SUPPORT

Gaggle maintains a comprehensive case management system to address all Customer issues efficiently. Standard customer service is available during the following hours: Monday through Friday: 6:00 AM to 6:00 PM Central Time (CT).

Customers may contact Gaggle via: Email: support@gaggle.net; Telephone: 800-288-7750; or Live Chat: Accessible within the Gaggle interface or on the Gaggle website.

For after-hours assistance, Gaggle monitors a dedicated email account at support@gaggle.net.

Gaggle offers additional technical support 24 hours a day, seven days a week. Response times vary based on the severity of the issue:

- Critical Issues: Response within six (6) hours.
- Informational Requests: Response within twenty-four (24) hours.

This structured approach ensures timely and effective support for all Customer needs.

9. ASSIGNMENT

Neither party may assign or transfer any rights or obligations under this Agreement without the prior written consent of the other party. Such consent may only be granted if: (a) The assignee agrees in writing to be bound by the terms of this Agreement and (b) The assigning party remains liable for all obligations incurred under this Agreement prior to the assignment.

Any attempted assignment or transfer in violation of this section shall be null and void.

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10. TERM OF AGREEMENT

This agreement commences with the start of Services and continues until otherwise terminated, by written agreement of the parties, in accordance with Section 11 or upon the expiration of the last Service Term or Renewal thereof.

11. AUTOMATIC RENEWAL OF SERVICES

Except as otherwise specified, Services shall automatically renew for successive one-year periods, unless and until terminated by either party in accordance herewith or unless either party provides written notice of non-renewal to the other party prior to the end of the then-current Services Term. Gaggle may increase pricing applicable to the renewal of any then-current Services Term by providing Customer with notice thereof, including by email, at least 30 days prior to the end of such term.

12. TERMINATION

Customer may terminate the Services under this Agreement at the end of any contract by providing thirty (30) days written notice of the intent to terminate. Gaggle may also terminate or suspend Services if you breach the conditions of this Agreement, the Gaggle Service Level Agreement (SLA), or your Gaggle Contract.

You can cancel your Services by sending your cancellation notice to Gaggle, 8770 West Bryn Mawr Avenue, Suite 1300, Chicago, IL 60631-3515; sending email to support@gaggle.net; or by fax to 309-665-0171.

Gaggle can, at any time, modify or discontinue any of its Services without liability to any user or third party.

13. REPRESENTATIONS AND WARRANTIES

Each party represents, covenants, and warrants to the other that no applicable law, regulation, rule, or governmental requirement exists that (i) restricts or limits the party's ability to fully perform and comply with all obligations under this Agreement or (ii) impairs the rights of the other party as provided in this Agreement.

Gaggle represents, covenants, and warrants that it will provide the Services: (i) in all material respects, as described in the applicable end user documentation (if any); (ii) in a professional manner and in accordance with generally accepted industry practices; and (iii) in compliance with all applicable laws and regulations.

If the Services provided to Customer fail to meet the warranties described above, the Customer agrees to promptly notify Gaggle in writing of the deficiency.

Gaggle represents, covenants, and warrants that the Services will not (i) infringe any copyright, trademark, or patent rights or (ii) misappropriate any trade secret. If the Customer's use of the Services is restricted as the result of a claim of infringement, Gaggle will do one of the following: (i) substitute another equally suitable product or service; (ii) modify the allegedly infringing Service to avoid the infringement; or (iii) procure for the Customer the right to continue to use the Service free of the restrictions caused by the infringement.

The Customer represents, covenants, and warrants that it will: (i) use the Services only in compliance with this

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Agreement and all applicable laws and regulations; (ii) ensure that its content does not (A) infringe any copyright, trademark, or patent rights; (B) misappropriate any trade secret; (C) be deceptive, libelous, obscene, pornographic, or unlawful; (D) contain viruses, worms, or other malicious software intended to damage the Company's systems or data; or (E) violate the privacy or other rights of any third party.

While Gaggle is not obligated to monitor the Customer's use of the Services, it may do so and may prohibit any use of the Services that it reasonably believes violates this Agreement or applicable laws and regulations.

If the Customer is a government entity, agency, organization, or party (including a school or school district), the Customer represents, warrants, and covenants that it has taken all necessary actions, complied with all requirements, and obtained all consents and reviews to enter into and perform this Agreement in accordance with its terms and conditions.

The Customer represents, covenants, and warrants that the software provided under this Agreement will be treated as "commercial computer software" and "commercial computer software documentation" under applicable governmental laws, regulations, or rules.

14. ACCESS METHODS

The Services may be accessed via web browsers, mobile applications, or other supported interfaces. Functionality, monitoring, and alerting are governed by this Agreement and the Service Level Agreement, regardless of the access method used.

15. DISCLAIMERS AND EXCLUSIVE REMEDIES

Gaggle provides Services to your organization to assist it in protecting and promoting the well-being of your students and your organization. Gaggle shall undertake every commercially reasonable effort to update its Services to maximize the detection of unsafe, graphic, and/or obscene communications. Gaggle does not warrant, represent, and/or guarantee that all unsafe communications can or will be detected while monitoring your student's online communications and content and other digital activities without limitation.

Your organization is responsible for reviewing all Gaggle communications and taking all reasonable and precautionary actions required by your organization to protect the interests of students, including, but not limited to, notifying applicable governmental agencies and/or bureaus, such as child protection services pursuant to the Family Educational Rights and Privacy Act (FERPA) and other applicable laws and regulations. Customer is responsible for maintaining accurate and available escalation contacts and for ensuring timely review and response to alerts generated by the Services.

Gaggle does not guarantee that (i) the Services will be performed error-free or (ii) the Services will operate in combination with Customer's content, applications, or any other hardware, software, systems, services, or data not provided by Gaggle. Gaggle is not legally obligated to adhere to any specific response timeline or window for addressing communications or incidents. The Customer acknowledges that any timelines provided by Gaggle are estimations and not binding commitments.

The Customer acknowledges that Gaggle does not control the transfer of data over communication facilities,

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including the Internet, and that the Services may be subject to limitations, delays, and other problems inherent in the use of such communication facilities. Gaggle is not responsible for any issues arising from the performance, operation, or security of the Services that are caused by Customer's content or applications or third-party content (including publicly available data or other third-party data) or services, and Gaggle disclaims all liabilities related to third-party content or services.

Notwithstanding any other provision in this Agreement, Gaggle does not guarantee or warrant: (i) that the Services will function with 100% precision to prevent harm, self-harm, or exposure to inappropriate, harmful, unsafe, or obscene content for minors; (ii) that the Services will fulfill Customer's obligations, if any, under the Children's Internet Protection Act (CIPA); (iii) that the Services will prevent or otherwise discourage cyberbullying or harm or self-harm by students; (iv) that the Services will detect all instances of cyberbullying and self-harm by students; (v) that all social media sites, streaming media, web-based email services, cloud storage sites, or other internet sites (including inappropriate sites for minors, such as pornographic, gambling, or other restricted sites) will be blocked or monitored; (vi) the accuracy or reliability of any information obtained through the Services, including but not limited to third-party data, or the results of any queries or searches submitted by Customer for screening visitors; or (vii) that the Services will detect or prevent the entry of unauthorized individuals onto Customer's premises in violation of applicable laws or Customer policies.

In the event of a breach of the Services warranty, Customer's exclusive remedy and Gaggle's entire liability shall be: (i) the correction of the deficient Services that caused the breach, or (ii) if Gaggle cannot substantially correct the deficiency in a commercially reasonable manner (as determined solely by Gaggle), Customer may terminate the Services. In this case, Gaggle will refund the Customer the fees for the terminated Services that were pre-paid for the period following the effective date of termination. Gaggle will also make commercially reasonable efforts to provide Customer with a reasonable opportunity to access the Services for the purpose of securing and backing up Customer's user data.

The tele-therapy and crisis support services provided by Gaggle aim to support the emotional and mental well-being of students. Tele-therapy and crisis support are not replacements for in-person therapy, medical treatment, or emergency services. If a student is experiencing a crisis or an immediate threat to safety, contact emergency services by dialing 911 or visit the nearest emergency facility.

Information shared during tele-therapy or crisis support will not be disclosed without your permission, except as required by law. Gaggle complies with mandated reporting laws, including reporting threats of harm to self or others or suspicion of abuse or neglect. Gaggle does not guarantee specific outcomes from tele-therapy or crisis support services. Progress and results may vary based on individual circumstances and participation. Tele-therapy services are delivered through virtual platforms that may carry inherent risks, including technical issues, potential data breaches, or unauthorized access. Gaggle takes reasonable precautions to ensure the security of virtual communications but is not liable for breaches outside its control. Accessing tele-therapy requires reliable internet connectivity and compatible devices.

Crisis support services are intended to provide immediate, short-term assistance and guidance during moments of distress. These services are not designed for ongoing therapy or long-term counseling. Crisis support via telephone may be limited in its ability to fully assess or address a student's situation. Crisis support is not an emergency response service. While trained professionals will provide support and resources, they are

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not equipped to dispatch emergency services directly.

When Gaggle, its employees, agents, or contractors initiate contact with law enforcement, emergency services, or other third parties in response to a perceived life-threatening situation, such action is undertaken solely as a precautionary measure based on available information at the time. Gaggle does not guarantee, and expressly disclaims, any responsibility or liability for the actions, inactions, or outcomes resulting from the involvement of such third parties, including but not limited to law enforcement, emergency responders, or mental health professionals. The Customer acknowledges and agrees that Gaggle's role is limited to making such contacts in good faith and in accordance with applicable laws and contractual obligations.

Customer acknowledges that Nomi™ utilizes artificial intelligence to facilitate student conversations. While Nomi™ is monitored by trained crisis counselors, the AI may not always interpret student input accurately or provide clinically appropriate responses. Nomi™ is not a substitute for professional therapy, medical treatment, or emergency services. In the event of a crisis, Customers remain responsible for following their own safety and reporting obligations.

Guardian and Portal Disclaimer. Customer acknowledges and agrees that Gaggle's role is limited to providing monitoring, alerting, and reporting services as described in this Agreement. Compliance with any federal, state, or local laws requiring direct notification of parents, guardians, or custodians — including but not limited to Ohio Revised Code §3313.668 and similar laws — is the sole responsibility of the Customer. Gaggle shall have no obligation to provide such notifications and disclaims any liability arising from the Customer's failure to do so.

Gaggle further makes no warranties, representations, or guarantees regarding the accuracy, completeness, or reliability of any information made available through the Parent/Guardian/Custodian Portal ("Portal"). Customer and Portal Users acknowledge that Portal information is provided "as is" and agree that Gaggle shall not be liable for any decisions, actions, or outcomes arising from the use or misuse of such information.

16. LIMITATION OF LIABILITY, STATUTE OF LIMITATIONS

Gaggle may make available certain third-party products, services, or applications ("Third-Party Services") as part of or in connection with the Services, including as a reseller or integration partner. Third-Party Services are provided by their respective third-party providers and not by Gaggle.

(a) **No Control or Responsibility.** Gaggle does not control, operate, or maintain Third-Party Services and makes no representations or warranties regarding their functionality, availability, security, or performance.

(b) **Third-Party Terms.** Customer's use of any Third-Party Services may be subject to additional terms and conditions imposed by the applicable third-party provider. Customer agrees to comply with such terms.

(c) **Data Sharing.** To the extent necessary to provide the Services, Customer authorizes Gaggle to share Customer Data with third-party providers of Third-Party Services. Such data will be handled in accordance with Gaggle's obligations under this Agreement; however, once shared with a third-party provider, it will be subject to that provider's applicable terms and policies.

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(d) **Support.** Unless otherwise expressly stated in an Order Form or Service description, Gaggle is not responsible for providing support, maintenance, or updates for Third-Party Services.

(e) **Limitation of Liability.** Gaggle shall not be liable for any damages, losses, or claims arising from or related to Customer's use of or inability to use any Third-Party Services.

17. LIMITATION OF LIABILITY, STATUTE OF LIMITATIONS

In no event shall Gaggle be liable with respect to Services (i) for any amount in the aggregate in excess of the fees paid by you or (ii) for any indirect, incidental, punitive, or consequential damages of any kind whatsoever. Some states do not allow the exclusion or limitation of incidental or consequential damages, so the above limitations and exclusions may not apply to you. You agree that regardless of any statute or law to the contrary, any claim or cause of action against Gaggle arising out of or related to the use of Services or the terms of use must be filed within one (1) year after such claim or cause of action arose or be forever barred.

You assume total responsibility for the use of Gaggle Services and use these Services at your own risk. Gaggle exercises no control over and has no responsibility whatsoever for actions taken on the internet, and Gaggle expressly disclaims any responsibility for such actions. You acknowledge to Gaggle, and for Gaggle's benefit and the benefit of its directors, employees, licensors, and agents, that the Services may contain bugs and are not designed or intended for use in mission-critical environments requiring fail-safe performance.

Without limiting the foregoing, Gaggle shall not be liable for (i) any errors, omissions, or misinterpretations made by the Nomi™ AI system, or (ii) any decisions, actions, or inactions by Customer, students, parents, or guardians based on Nomi™ interactions.

18. NO THIRD-PARTY BENEFICIARIES

Nothing in this Agreement shall be construed to create any third-party beneficiaries, nor shall it confer any rights or claims upon any third party against either party to this Agreement.

Students who interact with Nomi™ are not parties to this Agreement and shall have no rights or remedies hereunder.

19. MESSAGE STORAGE, CONTENT STORAGE, AND OTHER LIMITATIONS

The amount of email and content storage available for each user is subject to limitations based on the terms specified in your Gaggle Contract. These limitations may vary depending on the specific plan or service level agreed upon.

20. COMMUNICATIONS

Except for any disclosure by you for technical support purposes or as specified in the Gaggle Privacy Policy, all communications from you will be considered non-confidential and non-proprietary. You agree that any and all comments, information, feedback, and ideas that you communicate to Gaggle will be deemed, at the time of

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the communication, the property of Gaggle, and Gaggle shall be entitled to full rights of ownership, including without limitation, unrestricted right to delete, use, or disclose such communication in any form, medium, or technology now known or later developed, and for any purpose, commercial or otherwise, without compensation to you. You are solely responsible for the content of your communications and their legality under all laws and regulations. You agree not to use Gaggle Services to distribute, link to, or solicit content that is defamatory, harassing, unlawful, libelous, harmful to minors, threatening, obscene, false, misleading, or infringing a third-party intellectual property or privacy rights.

21. MISCELLANEOUS

Gaggle provides Services to your organization to assist it in the protection of your students and your organization. Gaggle shall undertake every commercially reasonable effort to update its Services to maximize the detection of unsafe, graphic, and/or obscene communications. Gaggle does not warrant, represent, and/or guarantee that all unsafe communications can or will be detected while monitoring your student communications or website content.

Your organization is responsible for reviewing all Gaggle communications and taking all reasonable and precautionary actions required by your organization to protect the interests of students, including, but not limited to, notifying applicable governmental agencies and/or bureaus, such as child protection services pursuant to the Family Educational Rights and Privacy Act (FERPA) and other applicable laws and regulations.

22. NOTICES

Unless specified otherwise herein: (a) all notices must be in writing and addressed to the attention of the other party's legal department, and primary point of contact; and (b) notice will be deemed given: (i) when verified by written receipt if sent by personal courier, overnight courier, or when received if sent by mail without verification of receipt; or (ii) when verified by automated receipt or electronic logs if sent by facsimile or email.

23. INDEMNIFICATION

To the extent permitted by federal and state laws, Customer agrees to indemnify, defend, and hold harmless Gaggle from any and all claims, losses, damages, liabilities, costs, and expenses (including reasonable attorneys' fees) arising out of or relating to: (a) any breach of this Agreement by Customer, (b) any gross negligence or willful misconduct by Customer, (c) Customer's violation of law, (d) any third-party claims arising from Customer's use of the services provided by Gaggle, except to the extent that such claims arise from Gaggle's breach of contract, gross negligence, or willful misconduct, (e) any claims, losses, damages, liabilities, costs, or expenses arising out of or relating to the Parent/Guardian/Custodian Portal or any information accessed, used, disclosed, or relied upon by Portal Users, or (g) any failure by Customer to comply with federal, state, or local laws requiring notification of parents, guardians, or custodians, including but not limited to Ohio Revised Code §3313.668.

To the extent permitted by federal and state laws, Gaggle agrees to indemnify, defend, and hold harmless Customer from any and all claims, losses, damages, liabilities, costs, and expenses (including reasonable attorneys' fees) arising out of or relating to: (a) any breach of this Agreement by Gaggle, or (b) any gross negligence or willful misconduct by Gaggle in the performance of the services under this Agreement.

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Notwithstanding the foregoing, Gaggle's indemnification obligations shall be limited to the extent that such claims or demands result from Customer's breach of contract, gross negligence, or willful misconduct. Gaggle shall have no indemnification obligation for damages resulting from the breach of contract, gross negligence, or willful misconduct of Customer, its officers, employees, agents, or assigns.

Gaggle shall not be liable for any third-party claims, losses, damages, liabilities, costs, and expenses (including reasonable attorneys' fees) arising out of or relating to (a) any actions or omissions of third parties over which Gaggle has no control, or (b) any professional services provided by Gaggle in a competent and professional manner in accordance with industry standards.

24. TAXES

All fees set forth in this Agreement and any invoices shall include all applicable taxes, except for "Transaction Taxes," which Gaggle is required by law to invoice and collect from Customer. Transaction Taxes, if applicable, will be separately stated on the invoice and must be paid by Customer to Gaggle unless Customer provides an exemption certificate to Gaggle or the transaction is statutorily exempt from Transaction Taxes.

Gaggle shall be solely responsible for the timely remittance of all Transaction Taxes to the applicable governmental authority. Gaggle shall pay (without reimbursement by Customer) and shall hold Customer harmless against any penalties, interest, or additional taxes that may be levied or assessed as a result of Gaggle's failure to invoice or delay in paying any such taxes.

"Transaction Taxes" means sales and use taxes, value-added taxes, goods and services taxes, gross receipts taxes, and excise taxes, but excludes any tax on income, real or personal property taxes, or payroll taxes.

25. TRADEMARKS

The trademarks, service marks, logos, slogans, and product designations of Gaggle ("Trademarks") are the exclusive property of Gaggle.Net, Inc., and/or their respective owners. You do not have any right to use these Trademarks. Nothing in the Gaggle Services grants you a license or any other right, whether by implication, waiver, estoppel, or otherwise, to use any of the Trademarks, except with the prior written consent of Gaggle or the respective owner.

26. ACKNOWLEDGMENT OF OWNERSHIP RIGHTS AND DISCLOSURE OF DELIVERABLES

Gaggle retains full ownership of all rights, title, and interest worldwide, in and to: (i) any intellectual property or related rights owned or licensed by Gaggle and used in the provision of its services under this Agreement, including Gaggle's Confidential Information; and (ii) any frameworks, methodologies, processes, inventions, analytical tools, and industry data or insights developed or utilized by Gaggle in providing such services, along with all associated intellectual property rights (collectively, "Gaggle IP"). The Customer acknowledges that no ownership rights are transferred to it under this Agreement.

27. FORCE MAJEURE

Except for payment obligations already due and owing, any delay or failure in performance by a party under

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this Agreement will not be considered a breach and will be excused to the extent caused by events beyond the reasonable control of the affected party. The affected party must promptly notify the other party of the force majeure event, use its reasonable commercial efforts to promptly correct such failure or delay in performance, and resume performance as soon as practicable once the event has subsided. If the event continues for thirty (30) days or more, the non-affected party may terminate this Agreement immediately by providing written notice to the non-performing party. Events beyond a party's reasonable control include, without limitation, acts and omissions of that party's service providers.

If Customer terminates the Agreement due to force majeure, Gaggle shall refund any pre-paid fees for the terminated services, covering the period after the effective termination date. Gaggle shall also make commercially reasonable efforts to provide Customer with access to the Services for retrieving User Data. In all other instances of delay or failure under this Section, where Customer does not or cannot terminate the Agreement, Customer shall not be entitled to any service credit or refund.

28. USE OF INDEPENDENT CONTRACTORS

In providing services under this Agreement, Gaggle reserves the right to engage independent contractors, subcontractors, or other third parties (collectively, "Independent Contractors") as deemed necessary to fulfill the obligations of this Agreement. Gaggle shall remain fully responsible for the performance of all services provided, regardless of whether they are performed directly by Gaggle or by Independent Contractors.

The engagement of Independent Contractors will not alter or diminish any warranties, representations, or obligations set forth in this Agreement. Gaggle ensures that all Independent Contractors are qualified and capable of performing their assigned duties in accordance with the standards agreed upon in this Agreement.

This provision allows Gaggle to efficiently allocate resources and expertise to deliver the highest level of service while maintaining accountability for all aspects of service delivery.

29. SEVERABILITY

If any provision of this Agreement is determined by a court of competent jurisdiction to be invalid or unenforceable, that provision shall be deemed to be severed and this Agreement shall remain in full force and effect with that provision severed or as modified by court order provided that said provision determined invalid does not substantially impair the intent or substance of this Agreement so that the purposes of this Agreement are not fulfilled and the benefits to the parties hereto are not realized. If said provision does substantially impair the intent or substance, the parties shall attempt to agree on an amendment to this Agreement to address the changes necessary because of the court determination. If the parties are unsuccessful in negotiating an amendment, this Agreement shall terminate.

30. CHOICE OF LAW

This Agreement, and any actions arising out of or in connection with it, shall be governed by, construed, and enforced in accordance with the laws of the state or jurisdiction in which the Customer is established, without regard to its conflicts of law principles. Should Gaggle need to enforce the terms of this Agreement, Gaggle shall be entitled to any and all attorneys' fees and costs incurred, along with any damages to which it may be entitled.

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31. VIOLATIONS

If you become aware of any violations of these Terms & Conditions, please report them to Gaggle's Customer Service department by calling 800-288-7750, emailing support@gaggle.net, or faxing 309-665-0171.

32. PARENT/GUARDIAN/CUSTODIAN PORTAL

(a) Access and Credentials. Gaggle provides access to the Parent/Guardian/Custodian Portal ("Portal") solely as a convenience to Customers for the benefit of parents, guardians, or custodians ("Portal Users"). Portal access is initiated by the Customer, and Portal Users are credentialed by Gaggle only after receiving an invitation from the Customer and completing the registration process, which includes verification via confirmation and validation code.

(b) Use of Portal Information. Gaggle disclaims all responsibility and liability for the manner in which Portal Users access, interpret, disclose, or use information made available through the Portal. Portal Users are solely responsible for their reliance on Portal content and any actions taken as a result of reviewing such content.

(c) Release and Waiver. As a condition of Portal registration, Portal Users must agree to a release of liability in favor of Gaggle, its officers, employees, contractors, and affiliates from any claims, damages, or liabilities arising out of or relating to the Portal or Portal content. Gaggle shall not be responsible for monitoring, verifying, or controlling the use of Portal data by Portal Users.

(d) Customer Responsibility. Customer acknowledges and agrees that it is solely responsible for: (i) determining which parents, guardians, or custodians are invited to register for the Portal; (ii) ensuring compliance with applicable federal, state, and local laws regarding parental, guardian, or custodian access; and (iii) handling any disputes, complaints, or requests arising from Portal Users.

33. GENERAL QUESTIONS

For any questions regarding these Terms & Conditions, please contact Gaggle's Customer Service department at 800-288-7750, email support@gaggle.net, or fax 309-665-0171.

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www.gaggle.net | P 800-288-7750 | F 309-665-0171
8770 West Bryn Mawr Avenue, Suite 1300, Chicago, IL 60631-3515

Service Level Agreement

This Service Level Agreement (“SLA”) is entered into by and between Gaggle.Net, Inc., a Delaware corporation with its operational office located at 8770 West Bryn Mawr Avenue, Suite 1300, Chicago, IL 60631-3515 (“Gaggle”), and the entity identified as the customer in the applicable Contract for Services (“Customer”). Gaggle and Customer are collectively referred to as the “Parties.” This SLA governs the provision of Gaggle Solutions (the “Services”) as specified in the applicable Gaggle invoice and Gaggle Contract. The Services described in this SLA, which may be purchased individually or collectively and without limitation, only apply to Customers who have purchased those specific Services as outlined in their agreement with Gaggle.

This Service Level Agreement (SLA) sets forth the mutual understanding and expectations regarding Gaggle’s commitment to delivering the purchased Services with maximum performance and uptime. The fees, terms, and conditions applicable to the Services are additionally outlined in the corresponding Gaggle invoice, Gaggle Contract, Terms and Conditions, Student and Staff Data Privacy Notice, and Website Privacy Policy, all of which are incorporated by reference.

1. Descriptions of Services

Safety Solutions on School-Provided Technology

Gaggle provides comprehensive safety monitoring for students across district-issued devices and accounts, identifying students in crisis through advanced monitoring and alerting systems. Gaggle does not guarantee immediate intervention or real-time response. At the core is a sophisticated machine learning model that analyzes student-generated content for keywords, tone, context, and sentiment, with human review to ensure accuracy. The system adapts to evolving student communication styles and addresses a broad range of risks, including self-harm, bullying, suicide, abuse, drugs, sexual content, and more. Gaggle also features a Quarantine function that removes sexually explicit material involving minors and all pornography from district Google Drive and Microsoft OneDrive accounts. This protects students by removing access to harmful content and shields districts from liability. Gaggle’s cloud-based, device-agnostic solution requires no additional hardware and offers protection whenever students log into their district accounts. Accessing the Services via mobile applications or notifications does not modify or expand Gaggle’s service commitments or response obligations under this SLA.

Safety Management

Gaggle shall monitor email, message communications, documents, and other file types subject to certain file size limitations within third-party services including, but not limited to, those from Google Inc. and Microsoft Corporation.

Gaggle shall not make Safety Management available to Customers until they have provided Gaggle with designated emergency contact information. “Designated emergency contact” means the individual(s)

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designated by you to receive and act upon Gaggle notifications. If applicable, the Customer must also provide access to student information system (SIS) data. The effectiveness and timeliness of incident response depend on Customer maintaining valid, reachable escalation contacts (including phone and/or email) and ensuring appropriate personnel are available to act on alerts.

If there is a change in any designated emergency contact and/or emergency contact information, you must immediately make the appropriate changes to the affected user profile in the Gaggle Portal, and notify Gaggle of all applicable changes. Your failure to update and notify Gaggle of any changes to the designated emergency contact information will result in the delay or inability of Gaggle to properly send notifications to your organization.

The appropriate Gaggle incident response rubric will be shared with designated emergency contacts upon assignment and remains available upon request at any time. As the safety landscape evolves, the rubric is periodically reviewed and updated.

Web Activity Monitor (WAM)

Gaggle's Web Browser Extensions are an additional safety layer. The extensions monitor student activity on school-provided devices or, in certain optional cases, when students log in via their school-issued accounts on non-school computers. The extension is a lightweight add-on that does not interfere with or block activity on the device. The extension monitors content entered into the browser. This includes internet searches, text entered into emails, forms, social media sites, chat boxes, websites, geolocation, and more. Customers will receive a screen capture from the student browser for user-created incidents. Activity that indicates bullying, suicide ideation, self-harm, and/or threats of violence will result in email notifications and immediate emergency phone calls when warranted.

Web Filter

Web Filter monitors and blocks access to inappropriate websites and content based on predefined policies set by the Customer. Customers can customize policies to align with their specific needs and guidelines, ensuring a safe and appropriate online environment for students.

After Hours

Possible Student Situation (PSS) incidents occurring after hours, overnight, on weekends, or during school breaks will be addressed by Gaggle. In such cases, Gaggle Safety Team Members and/or trained Crisis Counselors will alert designated local authorities and may contact registered parents, guardians, or other designated emergency contacts via phone, text, or other approved communication methods to provide immediate support and help coordinate necessary interventions.

To facilitate this process, Gaggle may access and use relevant contact and demographic information from the district’s Student Information System (SIS) in accordance with applicable privacy laws.

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SpeakUp for Safety Tipline

Gaggle SpeakUp for Safety Tip Line is a one-way, anonymous reporting tool that empowers students, staff, and parents to report safety concerns confidentially. This service fosters a culture of safety by addressing issues such as bullying, threats, suicidal ideation, self-harm, and other risks to student well-being.

Gaggle's Safety Team monitors submissions 24/7/365, filtering non-actionable tips and notifying designated district staff of concerns via email for non-emergencies. In urgent situations, the team contacts school officials directly and can initiate wellness checks if necessary.

The service includes an automated acknowledgment of submitted tips, a dedicated phone number for text and call reports and regular reminders to students about the tip line.

Student Information System (SIS) Integration

Gaggle's Student Information System (SIS) integration services streamline the process of syncing critical student data with Gaggle's safety solutions. By integrating with a district's SIS, Gaggle can access up-to-date student records, such as contact information, grade levels, and school assignments, to enhance the accuracy and efficiency of incident response. This integration ensures that alerts and notifications are directed to the appropriate personnel and that any necessary follow-up, such as wellness checks, includes accurate and relevant student details. The value of this integration lies in its ability to improve response times, reduce manual data management, and provide contextually rich information to school administrators and emergency contacts. This enables more informed decisions and better support for student safety and well-being. Gaggle only shares information necessary to initiate a wellness check, such as student and guardian contact information.

Safety Net

Gaggle's Safety Net service provides additional support to ensure that students receive the attention they need following a concerning alert. Safety Net steps in by having Gaggle's counselors follow up with students after an alert is triggered. Using messaging tools like SMS text, web chat, Google Chat, or Microsoft Teams, Gaggle's counselors reach out to offer support and ensure that critical situations are addressed. Weekly updates are provided to keep school teams informed on which students need further assistance and which are doing well. While designated emergency contacts still handle the primary alerts, Safety Net acts as an extra layer of support.

Applicable Safety Solutions Subscription Services May Include but are not limited to:

- Automated analysis of student-generated content on school-issued accounts and devices, with human review to identify potential risks such as self-harm, bullying, violence, drug use, and explicit content.
- Real-time alerts sent to designated emergency contacts for urgent concerns, with immediate escalation to law enforcement when warranted.

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- Identification and removal of sexually explicit material and other harmful content from district cloud storage (e.g., Google Drive, Microsoft OneDrive).
- Monitoring of student web activity via browser extensions, capturing search queries, online interactions, and user-created incidents.
- 24/7 monitoring of safety tips submitted by students, staff, and parents, with appropriate filtering and escalation.
- Wellness checks and emergency outreach facilitated in partnership with local authorities for critical incidents occurring outside school hours.
- Secure data integration to enhance accuracy and efficiency in incident response.

Gaggle's solutions are cloud-based and device-agnostic, ensuring continuous protection whenever students use their school-provided accounts.

Billing and Subscription Information

- The Customer agrees to the standardized subscription rate for Gaggle's Safety Management Services, as outlined in the Gaggle invoice.
- Subscription fees may be supplemented by grants, district funding, or third-party resources.
- Service activation requires an initial subscription payment, with renewal terms as specified in the agreement.
- The subscription term begins with the Service Start Date.

Mutual Obligations

Customer Agrees To:

- Maintain confidentiality of all student safety alerts and reports in accordance with applicable privacy laws and policies.
- Provide accurate and up-to-date designated emergency contact information in the Gaggle Portal.
- Secure appropriate parental consent where necessary for the monitoring of student accounts and communications.
- Ensure school personnel take appropriate action upon receiving alerts from Gaggle's Safety Management system.
- Provide a minimum of 30 days' notice for contract termination to allow for proper transition planning.

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Gaggle Agrees To:

- Provide continuous 24/7/365 monitoring of student activity on district-provided technology.
- Notify designated emergency contacts promptly regarding student safety concerns.
- Ensure all activities, including monitoring and alerting procedures, comply with state and federal privacy laws (e.g., FERPA, COPPA).
- Provide school districts with a secure Reporting Dashboard to track incidents and trends.
- Maintain professional liability coverage and data security measures to protect student information.
- In cases where a student is at immediate risk of harm (e.g., self-harm, violence), Gaggle will initiate emergency protocols, which may include contacting district personnel, emergency responders, or designated local authorities.
- Continuously update machine learning models and incident response protocols to reflect evolving student communication patterns and emerging risks.

Gaggle is committed to supporting schools in maintaining a safe and secure digital environment for students while ensuring compliance with all applicable privacy regulations.

Mental Health Services

Gaggle's mental health services provide accessible, professional support to help students and staff address underlying challenges and build resilience, creating pathways to long-term well-being. They also provide students with instant, 24/7 access to support when they need it most, fostering a sense of connection and security.

Gaggle Therapy

Gaggle shall provide outpatient individual, group, and family tele-therapy and/or coaching services to address a variety of experiences, symptoms, and disorders. Students may participate in ongoing video sessions for a duration determined by clinical need, provider judgment, and the Therapy Service model selected by Customer. Sessions may be scheduled at convenient times for students, including evenings and weekends.

All Gaggle Therapy Services and activities comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). Services shall be provided in a manner consistent with the Individuals with Disabilities Education Act (IDEA), to the extent applicable and solely as expressly set forth in this Agreement.

Applicable Therapy Services May Include but are not limited to:

- Video conference mental health therapy and coaching services, consultation, collaboration with school staff, documentation and planning, parent contact, and service coordination.

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- Clinical intake, progress monitoring, and outcome assessments (including pre- and post-assessments) used to inform therapeutic services. Such assessments are not intended to serve as psycho-educational evaluations, IDEA eligibility determinations, or evaluations for special education services unless expressly agreed to in writing by the parties.

- Review of Records / Parent & Teacher Interviews, e.g., a cumulative file review for a student, including medical, educational, and social development histories, plus current parent and teacher interviews. All such services are billed at the same rate as clinical sessions, as a Coordinated Care session.

  This Agreement also governs Customer's use of Licensed Mental Health professionals to provide Services.

  Nothing in this Agreement shall be construed to designate Gaggle, to assign responsibility for the provision of a Free Appropriate Public Education (FAPE), or to require Gaggle to develop, manage, or implement Individualized Education Programs (IEPs), unless expressly agreed to in writing.

Session Types and Model-Specific Treatment

Therapy services provided under this Agreement may include a variety of session types, all of which require licensed clinician time and professional judgment. Session types may include, but are not limited to:

- **Individual Sessions** (student and clinician)
- **Group Sessions** (multiple students and clinician)
- **Family Sessions** (student, family member(s), and clinician)
- **Staff Sessions** (consultation or collaboration with school staff)
- **Coordinated Care Sessions**, including record review, parent or teacher interviews, care coordination, consultation, documentation, and planning activities conducted without the student present

  How these session types are counted, billed, or governed depends on the Therapy Service model selected by Customer.

Unlimited Therapy Services

Under Unlimited Therapy Services, the above session types may be delivered as clinically appropriate and are governed by access, prioritization, and utilization oversight rather than per-session billing. Session types may be flexibly scheduled and delivered based on clinical need, risk level, and service availability. Utilization across session types may be reviewed in the aggregate and may result in workflow, scheduling, or prioritization adjustments as described elsewhere in this Agreement.

Standard Therapy Services

Under Standard Therapy Services, session types are subject to overall utilization limits and capacity

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management. Individual, group, family, staff, and coordinated care sessions may be counted toward utilization thresholds or treated as utilized capacity where clinician time is reserved and cannot be reassigned.

Retainer Therapy Services

Under Retainer Therapy Services, Customer acknowledges that fees reflect the reservation of dedicated clinician capacity. All session types, including individual, group, family, staff, and coordinated care sessions, consume reserved clinician time and are counted against the applicable retainer. Differences in session format do not alter the fact that clinician time has been reserved and compensated.

Usage-Based Therapy Services

Under Usage-Based Therapy Services, individual, group, family, staff, and coordinated care sessions may be billed on a per-session basis as specified in the applicable invoice. Sessions requiring clinician time, including non-student-facing services, may be treated as billable services where applicable.

The clinical appropriateness, scheduling, and mix of session types are determined by Gaggle in accordance with professional standards, applicable law, and the Therapy Service model selected by Customer.

Therapy Service Models & Utilization Framework

Customer may purchase one or more of the following Therapy Service models, as specified in the applicable Gaggle invoice.

Utilization limits, caps, or thresholds applicable to any Therapy Service model are commercial terms and may vary by Customer, and are governed by the applicable Gaggle invoice unless expressly stated otherwise in this Agreement.

Therapy Services are intended to supplement, not replace, the Customer’s existing mental health resources unless otherwise expressly agreed in writing.

Across all Therapy Service models, the underlying therapy services provided by Gaggle are materially consistent in scope, modality, and clinical standards. Differences between Therapy Service models relate to pricing structure, access mechanics, utilization governance, and administrative handling, and not to the fundamental nature or quality of therapy services delivered.

For clarity, references to “Unlimited” reflect availability of access to services, not unlimited volume, duration, or intensity of clinical treatment.

Unlimited Therapy Services

Unlimited Therapy Services provide district-wide access to licensed therapy services for enrolled students and are designed to support short-term, goal-oriented therapeutic services addressing mild to moderate clinical needs and promoting timely support when concerns arise.

Unlimited Therapy Services are not intended to function as long-term, intensive, or open-ended clinical

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treatment and do not replace services requiring a higher level of clinical intensity, frequency, or duration unless expressly agreed to in writing.

Unlimited Therapy Services may supplement or coordinate with intensive or long-term services provided by the Customer or third-party providers, but do not assume responsibility for the delivery or management of such services unless expressly agreed to in writing.

In the event utilization under Unlimited Therapy Services approaches or exceeds levels that challenge service sustainability, Gaggle and Customer will work collaboratively to prioritize access based on clinical acuity, presenting needs, and risk indicators, with the goal of ensuring timely support for students with the greatest need while maintaining overall service quality.

Unlimited Therapy Services are available only to Customers with an enrolled student population of fewer than twenty thousand (20,000) students, unless expressly agreed to in writing by Gaggle and identified in the applicable invoice.

Standard Therapy Services

Standard Therapy Services provide access to licensed mental health professionals for eligible students on a structured and capacity-managed basis and are designed to support early identification, short-term therapy, and moderate-acuity clinical needs.

Standard Therapy Services are subject to utilization limits and capacity parameters as specified in the applicable Gaggle invoice. Utilization beyond the agreed-upon limits is outside the scope of Standard Therapy Services unless otherwise agreed to in writing.

Retainer Therapy Services

Retainer Therapy Services may be offered only where expressly identified in the applicable invoice as a legacy or exception-based service model.

Retainer Therapy Services are offered only where expressly identified in the applicable invoice and are intended for use in circumstances where a fixed allocation of clinician capacity is desired based on Customer-specific needs or constraints.

Usage-Based Therapy Services

Usage-Based Therapy Services may be offered only where expressly identified in the applicable Gaggle invoice as an exception-based or supplemental service model.

Usage-Based Therapy Services may be offered as an exception-based or supplemental service model where therapy utilization is expected to be limited, variable, or episodic, as specified in the applicable Gaggle invoice.

Under the Usage-Based Therapy Services model, Customer shall be billed based on actual therapy sessions delivered during the applicable billing period.

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Usage-Based Therapy Services are subject to a premium rate equal to ten percent (10%) above Gaggle's standard per-session pricing, reflecting the additional administrative, operational, scheduling, and clinical coordination requirements associated with non-subscription service delivery.

Gaggle reserves the right to review utilization patterns under the Usage-Based Therapy Services model and, upon reasonable notice, recommend transition to an Unlimited Therapy Services or Standard Therapy Services model if utilization levels indicate ongoing or sustained need.

Utilization Review & Service Adjustments

Utilization review and service adjustments are most relevant to Unlimited Therapy Services, where access is broadly available across the student population and utilization levels may fluctuate based on demand.

Gaggle reserves the right to conduct utilization and clinical reviews as reasonably necessary to ensure clinical appropriateness, equitable access across the student population, and service sustainability.

Following such review, and in good-faith collaboration with Customer, Gaggle may:

- Prioritize or adjust access to services based on clinical acuity, presenting needs, and risk level;
- Modify referral, intake, or scheduling workflows; and/or
- Propose revised commercial terms, including transition between Therapy Service models or fee adjustments at renewal.

No FAPE / IDEA Assumption

Nothing in this Agreement shall be construed to assign Gaggle responsibility for the provision of a Free Appropriate Public Education (FAPE), or to require Gaggle to develop, manage, or implement Individualized Education Programs (IEPs), unless expressly agreed to in writing.

Billing and Subscription Information

Therapy Services shall be billed in accordance with the Therapy Service model selected by Customer and identified in the applicable Gaggle invoice, which may include Unlimited Therapy Services, Standard Therapy Services, Retainer Therapy Services, or Usage-Based Therapy Services, as further described in the Therapy Service Models & Utilization Framework section of this Agreement.

Unlimited Therapy Services – Billing

Unlimited Therapy Services are billed on a subscription basis, providing broad access to therapy services across the Customer's enrolled student population subject to the clinical scope, prioritization, and utilization governance described in this Agreement.

Pricing for Unlimited Therapy Services reflects anticipated utilization across the contract term and may be reviewed and adjusted at renewal based on historical utilization patterns, service mix, clinical acuity trends, and overall service sustainability.

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Availability of Unlimited Therapy Services is subject to the eligibility limitations set forth in the Therapy Service Models & Utilization Framework section of this Agreement.

Standard Therapy Services – Billing

Standard Therapy Services are billed in accordance with the pricing and service parameters specified in the applicable invoice.

Standard Therapy Services are subject to utilization limits and service parameters as set forth in the applicable Gaggle invoice. Utilization beyond such limits may require service throttling, reprioritization, or transition to a different Therapy Service model or pricing arrangement, as agreed by the parties.

Retainer Therapy Services – Billing

Where expressly identified in the applicable invoice, Therapy Services may be billed using a retainer-based model as a legacy or exception-based service arrangement.

Where expressly identified in the applicable invoice, Therapy Services may be billed using a retainer-based model as a legacy or exception-based service arrangement, subject to the terms of this Agreement and the applicable invoice.

Where Therapy Services are provided under a retainer-based model as expressly identified in the applicable Gaggle invoice, the following additional terms apply:

- **Rates.** Customer agrees to the standardized hourly or session-based rates for Gaggle Mental Health Services as set forth in the applicable invoice.
- **Third-Party Funding.** Costs for Therapy Services may be supplemented by Medicaid, private insurance, grants, or other third-party funding sources where applicable.
- **Initial Retainer.** Customer agrees to secure Therapy Services with an initial retainer, as outlined in the applicable invoice. The parties acknowledge that retainer utilization may vary over the contract term, and that an additional retainer may be required to continue services.
- **Retainer Term and Extension.** Retainer balances expire twelve (12) months from the Service Start Date. Any unused retainer amount may be extended for one additional twelve (12) month period.
- **Therapist Retention Fee.**
    - If unused retainer amounts are carried over beyond the initial twelve (12) month term, a ten percent (10%) therapist retention fee shall apply to the unused balance.
    - For grant-funded retainers, if forty percent (40%) or more of the retainer remains unused at the end of the initial twelve (12) month term, a ten percent (10%) therapist retention fee shall apply to the remaining balance.

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- **Extended Rollover After Twenty-Four (24) Months.**
  If, twenty-four (24) months after the original Service Start Date, Customer has an unused portion of its retainer, Gaggle may permit rollover of the remaining balance into a subsequent agreement, subject to the following conditions:

  - **Renewal Requirement.** Customer must enter into a new agreement for Therapy Services prior to expiration of the existing agreement, with a minimum retainer amount equal to one and one-half (1.5x) times the remaining retainer balance.

  - **Rollover Usage Period.** Any rolled-over balance must be used within one hundred twenty (120) days of the commencement date of the renewed agreement.

  - **Non-Transferability.** Rolled-over retainer balances may not be transferred to other services, agreements, or entities and must be used solely for Therapy Services under the renewed agreement.

- **No-Shows.** An unplanned student absence includes cancellations with less than twenty-four (24) hours' notice or failure to attend a scheduled session. In such cases, Customer agrees that the applicable rate may be charged to account for reserved clinician time, consistent with the *Cancellations, No-Shows, and Reserved Clinician Time* section of this Agreement.

Retainer amounts are due and payable upon receipt of invoice. Retainer balances, rollover terms, therapist retention fees, and other retainer-specific conditions shall apply only where the retainer model is expressly selected and shall be governed by the terms set forth in the applicable invoice and this Agreement.

Usage-Based Therapy Services – Billing

Where selected by Customer and expressly identified in the applicable invoice, Usage-Based Therapy Services shall be billed on a per-session basis at the applicable premium rate.

Usage-Based Therapy Services pricing includes a ten percent (10%) administrative and operational markup above standard per-session pricing and is not subject to subscription-based discounts.

Charges for Usage-Based Therapy Services shall be invoiced in arrears based on services delivered during the applicable billing period unless otherwise agreed to in writing.

General Billing Terms

Subscription fees may be supplemented by Medicaid, private insurance, grants, district funding, or other third-party funding sources where applicable.

Service activation requires payment in accordance with the applicable invoice. The subscription term begins on the Service Start Date.

Pricing described in this Agreement may be reviewed and adjusted annually or at renewal to reflect changes in utilization, service mix, clinical acuity, workforce availability, or other factors impacting service sustainability.

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Cancellations, No-Shows, and Reserved Clinician Time

Therapy services require the advance scheduling and reservation of licensed clinician time. Because reserved clinician time cannot always be reassigned on short notice, cancellations, reschedules, or no-shows may be treated as utilized or billable services depending on the Therapy Service model selected.

Unlimited Therapy Services.
Under Unlimited Therapy Services, individual session cancellations or missed appointments are not subject to per-session cancellation fees. However, repeated late cancellations or no-shows may be considered as part of overall utilization patterns and may result in adjustments to scheduling workflows, access prioritization, or other utilization governance measures as described in this Agreement.

Standard Therapy Services.
Under Standard Therapy Services, sessions canceled or missed without required advance notice may be counted toward utilization limits or treated as utilized capacity, as clinician time was reserved and may not be recoverable.

Retainer Therapy Services.
Under Retainer Therapy Services, Customer acknowledges that fees reflect the reservation of dedicated clinician capacity. Accordingly, cancellations, reschedules, no-shows, or unused reserved time do not reduce retainer obligations, regardless of whether individual therapy sessions occur, unless expressly agreed to in writing.

Usage-Based Therapy Services.
Under Usage-Based Therapy Services, sessions canceled or missed without required advance notice may be billed as completed sessions, as clinician time has been reserved and associated administrative and clinical coordination costs have been incurred.

Notice requirements, cancellation windows, and operational scheduling policies may be communicated separately and updated from time to time consistent with standard clinical practice.

Mutual Obligations

Customer agrees To:

- To maintain the confidentiality of professional reports as required by state law or professional standards.
- To provide any necessary information for each student referred to Gaggle Mental Health Services.
- To secure informed consent from students and families prior to referring students to Gaggle Mental Health Services.
- To provide a suitable, legally-compliant area to administer mental health services if a student is otherwise unable to secure a private or appropriate location.

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- To retain sole responsibility for compliance with IDEA requirements, including but not limited to student evaluations, eligibility determinations, procedural safeguards, and the development, implementation, and monitoring of Individualized Education Programs (IEPs).
- To provide a minimum of 30 days' notice if canceling services to ensure sufficient time for transitioning clients who are currently receiving services.

Gaggle Therapy agrees to:

- To provide licensed mental health professionals that may include counselors, therapists or therapist associates under clinical supervision that have passed a background check and screening in accordance with applicable state law.
- Mental Health providers licensed in other states may also be used, and such licenses shall be provided, upon request, to the Customer.
- To provide the school district with account statements reflecting the services provided and the current retainer balance.
- To ensure all providers are covered by professional liability insurance and maintain bodily injury coverage.
- To provide access to the district Reporting Dashboard for monitoring the progress of clients.
- To maintain the confidentiality of student records as required by FERPA and applicable state law or professional standards and to honor any previously signed Data Privacy Agreement and Student & Staff Data Privacy Notice.
- To provide virtual mental health services in compliance with applicable federal and state laws, including IDEA, solely to the extent applicable to the services provided under this Agreement and not as special education or related services unless expressly agreed in writing.
- In the event a client presents as suicidal, homicidal, or other behaviors that would cause the client or any other person immediate danger of harm, the provider will ask the client to speak to parent/guardian (in-home session) or district personnel (in- school session) located nearest to the client's current location. If they cannot or will not comply, the provider will contact their local police/EMS dispatch and make every effort to keep the client engaged when emergency personnel arrive.
- If a provider has concerns regarding the welfare of a client, the provider will contact the appropriate authorities in the state where the client resides.
- To maintain the confidentiality of student and staff safety management information as outlined in our Student & Staff Data Privacy Notice.
- To maintain the confidentiality of student and staff Gaggle therapy information.

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ReachOut and ReachOut Proactive

Gaggle will provide crisis response and de-escalation for students 24x7 via call, text, web chat, Google Chat, or Microsoft Teams. Gaggle will provide each customer with a specific local number to connect with a ReachOut crisis counselor. ReachOut is staffed with trained crisis counselors to address youth crisis situations. ReachOut can include proactive check-ins with students. Crisis response will involve local authorities if a student is deemed to be in a harmful and imminent situation. ReachOut is designed for in-the-moment response and not to be used as ongoing therapy or counseling services.

Applicable ReachOut and ReachOut Proactive Subscription Services May Include but are not limited to:

- Crisis response via call, text, or web chat, providing active listening and de-escalation for students 24x7. Crisis response will involve local authorities if a student is deemed to be in a harmful and imminent situation.
- Collect as much relevant information from the student related to the situation, such as name, location, school, and involved parties to pass along to district partners and/or local authorities in efforts to provide additional support to the students using ReachOut.
- Follow up with customers and/or local authorities on student conversations based on the severity of the specific situation and include any relevant data collected.
- Provide reports to customers detailing the volume and details of the held conversations.
- Proactive communication with students as well-being check-ins and/or reminders of service.

Billing and Subscription Information

- The Customer agrees to the standardized subscription rate for Gaggle's ReachOut and ReachOut Proactive Services, as outlined in the Gaggle invoice.
- Subscription fees may be supplemented by grants, district funding, or third-party resources.
- Service activation requires an initial subscription payment, with renewal terms as specified in the agreement.
- The subscription term begins with the Service Start Date.

Mutual Obligations

Customer Agrees To :

- To provide Gaggle with appropriate contact information for local authorities and local resources to refer students who need additional support.

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- To promote the ReachOut services to the district by regularly advertising the provided number and web chat widget.
- To maintain the web chat widget on a district website accessible to students.
- Gaggle ReachOut and ReachOut Proactive are not to be used for ongoing therapy or counseling services.
- Enable appropriate communication tools to allow proactive contact with students.

Gaggle Agrees To:

- To provide 24/7 access to communication with trained crisis counselors via call, text, or chat.
- Ensure that all crisis counselors have been adequately trained in de-escalation techniques and have passed a background check and screening in accordance with applicable state law.
- To provide a specific local number for the customer that can be used for both calling or texting to connect to a trained crisis counselor.
- To provide materials to promote the crisis number to their school community.
- To provide a regular report and summary of communications received through the system.
- To maintain the confidentiality of student records as required by FERPA, state law or professional standards, and to honor any previously signed Data Privacy Agreement.
- To maintain the confidentiality of student and staff safety management information as outlined in our Privacy Policy.
- To provide crisis support services in compliance with applicable federal and state laws, including the Individuals with Disabilities Education Act (IDEA), to the extent applicable to the services provided under this Agreement.
- To maintain confidentiality of student and staff information.

ReachOut AI™ – Emotional AI Support with Human Oversight

Gaggle will provide ReachOut AI™, an emotional support service that offers students an empathetic AI-driven conversational experience while ensuring interactions are overseen in the background by trained crisis counselors who may intervene in real time when concerning or crisis situations arise. ReachOut AI™ may be purchased as a standalone service or in combination with other Gaggle mental health or safety services, as specified in the applicable Gaggle invoice. Applicable ReachOut AI™ Subscription Services May Include but are not limited to:

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- Providing students with 24/7 access to empathetic AI-driven conversations for emotional support, stress management, and day-to-day challenges.
- Oversight of conversations by trained crisis counselors, with escalation to human intervention when risk factors (e.g., self-harm, abuse, violence, threats) are detected.
- Integration with existing ReachOut and ReachOut Proactive workflows, including escalation to district personnel and/or local authorities when warranted.
- Documentation and reporting of escalations consistent with ReachOut standards.
- Availability through smartphone or Chrome extension for student access.

Gaggle Agrees To:

- Provide 24/7 access for students to engage with ReachOut AI™.
- Ensure that conversations are overseen in the background by trained crisis counselors, with real-time escalation when necessary.
- Maintain the confidentiality of student records and interactions as required by FERPA, state law, and Gaggle's Student & Staff Data Privacy Notice.
- Provide periodic reporting to Customers summarizing usage, escalations, and outcomes.
- Continuously improve ReachOut AI™'s AI interaction models to reflect evolving student needs and communication styles.

Archiving Solutions for School Data Compliance and Security

Gaggle's archiving and backup services provide secure, cloud-based storage for critical school data, ensuring long-term retention, compliance, and easy access. Archive focuses on preserving important records for legal and regulatory requirements, while Backup enables quick recovery in case of accidental loss or system failure. These services eliminate reliance on on-premises hardware, offering a scalable and efficient data management solution.

Archiving Services

Gaggle shall retain and securely store Customer email messages up to 50 megabytes (MB) in size and cloud-based (Drive) files up to 300 megabytes (MB) in size.

This service includes:

- Full-text indexing for easy retrieval of archived content.
- Tiered administrator access permissions to control data visibility and security.

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- Granular litigation management tools for legal and compliance needs.
- Audit logs tracking access and activity for transparency.
- Policy-based data retention ensuring compliance with regulatory and district-specific requirements.
- Advanced search, data recovery, and export options for streamlined data management.

Upon request, for an additional charge, all email content and cloud-based files archived by Gaggle may be delivered to the Customer.

Applicable Archiving and Backup Subscription Services May Include but Are Not Limited To:

- Secure, long-term retention of email communications and cloud-based documents.
- Full-text search and advanced filtering to locate archived content quickly.
- Litigation hold and legal discovery tools to meet compliance requirements.
- Automated backup and recovery to prevent data loss.
- Integration with district data retention policies for seamless compliance.

Billing and Subscription Information

- The Customer agrees to the standardized subscription rate for Gaggle's Archiving and Backup Services, as outlined in the Gaggle invoice.
- Subscription fees may be supplemented by district funding, grants, or third-party resources.
- Service activation requires an initial subscription payment, with renewal terms specified in the agreement.
- The subscription term begins with the Service Start Date.

Mutual Obligations

Customer Agrees To:

- Maintain confidentiality of all archived data in accordance with applicable privacy laws and policies.
- Ensure compliance with district data retention policies when utilizing Gaggle's Archiving services.
- Secure appropriate access controls and permissions for designated personnel managing archived data.
- Provide a minimum of 30 days' notice for contract termination to allow for proper transition planning.

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Gaggle Agrees To:

- Provide secure, cloud-based archiving and backup solutions with continuous availability.
- Ensure all archiving and backup processes comply with state and federal privacy laws (e.g., FERPA, COPPA).
- Offer administrator access controls, search functionality, and data recovery tools.
- Maintain audit logs to track access and modifications to archived data.
- Deliver archived data upon Customer request, subject to additional fees where applicable.

2. Service Standards

Gaggle shall regularly maintain and update, as needed, all Services. General maintenance typically shall not result in an interruption of Services (Downtime) except for Scheduled Downtime or Emergency Downtime, which is outside the control of Gaggle.

Gaggle guarantees that its Services shall be available 99.5% of the time in a given month, excluding Scheduled Downtime for maintenance and Emergency Downtime. Downtime exists when a particular Customer is unable to send or receive data from Gaggle servers, and the failure is resolvable by Gaggle, and such failure has been clearly and fully communicated in writing to the Gaggle technical support team. Downtime shall be applicable until the server is able to send and receive data, as confirmed by Gaggle's monitoring systems. Maintenance and updates to Services, which may require an interruption of Services, shall be scheduled by Gaggle through notice to Customer of the Scheduled Downtime. Gaggle shall undertake commercially reasonable efforts to arrange Scheduled Downtime for maintenance and updates to be performed during off-peak hours.

When third-party applications are used within Gaggle Services, Gaggle does not have control over these applications. Downtime of these applications is specifically excluded from this SLA.

Gaggle will fulfill its obligations and deliver services in accordance with the service-specific response rubric provided to and reviewed with the customer. This rubric defines the expected incident response actions corresponding to each incident severity level. Gaggle reserves the right to update the rubric at any time to ensure it remains aligned with evolving best practices and the specific needs of the customer.

3. Limitations

This SLA and any applicable Services do not apply to any of the following:

Issues that are due to factors outside of Gaggle's control include but are not limited to, natural acts of God, acts of any governmental body, war, insurrection, sabotage, armed conflict, embargo, fire, flood, strike or other labor disturbance, interruption of or delay in transportation, unavailability of or interruption or delay in telecommunications or third-party services, virus attacks or hackers, failure of third-party software, or inability to obtain raw materials, supplies, or power used in or equipment needed for the provision of this SLA.

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Interruptions that result from Customer and/or third-party hardware or software and that are not within the primary control of Gaggle.

Issues that result from outages between Gaggle's Internet Service Provider and Gaggle servers.

Interruptions relating to Domain Name Server ("DNS") issues outside the control of Gaggle, including DNS propagation or any delays in the registration or transfer of domain names and browser or DNS caching that may make Customer Site appear inaccessible when others can still access Customer Site.

Scheduled Downtime, including upgrades and Emergency Downtime, as described in Section 2.

Customer acts or omissions (or acts or omissions of others engaged or authorized by Customer) including, without limitation, custom scripting or coding and any unauthorized, unlawful email practices.

Issues due to any negligence, willful misconduct, or use of the Services in breach of this SLA, Terms and Conditions, and other related documents.

4. Duration

This SLA shall commence on the Service Start (Commencement) Date and end on the earlier of the Service End (Expiration) Date or at the time of termination in accordance with Section 7.

5. Roles and Responsibilities

The Services under this SLA are provided to Customer pursuant to Tiered Administrator Access Permissions, which Customer will select and assign to its users based on the access and security needs of the Customer's organization. Users shall only be allowed to access and utilize the Services based on the designated Administrator Access Permission. The Customer is responsible for communicating all usernames and passwords to its users. The Customer shall control all Customer Tiered Administrator Access Permissions and any changes to those Permissions.

Use of accounts shall be limited to those individuals granted access by the Customer, who is solely responsible for the assignment of accounts and the enforcement of user access security. Gaggle shall use commercially reasonable efforts to advise Customer in identifying any known security breach, but Gaggle shall not be liable to Customer or any user for any inability, failure, or mistake in connection with such assistance. The Customer is responsible, at its own cost and expense, for maintaining all Customer (Client) Software and Hardware Configurations recommended by Gaggle, which may be updated from time to time. The Customer shall report to Gaggle any changes to its Customer (Client) Software and Hardware Configurations.

The Customer shall be responsible for monitoring and reporting any problems with its Customer (Client) Software and Hardware Configurations to Gaggle in written or digital format. All Gaggle Services shall only be used in a manner consistent with the appropriate uses associated with the operations and functions of Customer's organization and shall not be contrary to public policy, the law, and commercially acceptable online etiquette. Failure to comply with these limitations may result in Gaggle suspending or terminating the Services of the violating user or all Customer accounts without notice. Gaggle maintains a ticket system to manage all

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Customer issues. Gaggle provides customer service between the hours of 6:00 AM and 6:00 PM CT, Monday through Friday.

Customers can reach our Customer Service team by email (support@gaggle.net), telephone (800-288-7750), or by accessing a live chat feature within the Gaggle interface and on the Gaggle website. After-hours support is provided through a monitored email account at support@gaggle.net. Gaggle provides additional technical support twenty-four (24) hours per day, seven (7) days per week. Response time commitments are made based on the severity of the issue, ranging from six (6) hours for critical issues to twenty-four (24) hours for informational requests.

6. SLA Claim

If Customer believes Gaggle is in violation of this SLA, Customer should send an email to Gaggle at support@gaggle.net indicating the day(s) and time(s) in which the unavailability of Services occurred. Gaggle will review each claim and respond to the sender of the email within one (1) full business day.

7. Termination

Gaggle may also terminate or suspend any and all Services immediately, without prior notice or liability, if Customer breaches any conditions set forth in this SLA or in the Terms and Conditions. Gaggle can, at any time, modify or discontinue any of its Services without liability to any user or third party.

8. Notifications

Unless specified otherwise herein: (a) all notices must be in writing and addressed to the attention of the other party's legal department, and primary point of contact; and (b) notice will be deemed given: (i) when verified by written receipt if sent by personal courier, overnight courier, or when received if sent by mail without verification of receipt; or (ii) when verified by automated receipt or electronic logs if sent by facsimile or email.

9. Assignment

Neither party may assign or transfer any part of this SLA without the written consent of the other party, but only if: (a) the assignee agrees in writing to be bound by the terms of this Agreement; and (b) the assigning party remains liable for obligations incurred under the Agreement prior to the assignment. Any other attempt to transfer or assign is void.

10. Severability

If any provision of this Agreement is determined by a court of competent jurisdiction to be invalid or unenforceable, that provision shall be deemed to be severed and this Agreement shall remain in full force and effect with that provision severed or as modified by court order provided that said provision determined invalid does not substantially impair the intent or substance of this Agreement so that the purposes of this Agreement are not fulfilled and the benefits to the parties hereto are not realized. If said provision does substantially impair the intent or substance, the parties shall attempt to agree on an amendment to this Agreement to address the changes necessary because of the court determination. If the parties are unsuccessful in negotiating an amendment, this Agreement shall terminate.

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Student and Staff Privacy Notice

Gaggle.Net, Inc. (Gaggle) has been working with K-12 schools and school districts since 1998 and has always maintained clear terms regarding how we treat student and staff data. We reinforce our commitment through participation in the Software & Information Industry Association (SIIA) to advance data privacy protection regarding the collection, maintenance, and use of personal information.

We will:

- Safeguard the privacy of student and staff information.
- Ensure that the only authorized channel for private student or staff information is through the school district.
- Not sell or rent student or staff information.
- Not behaviorally target advertising or show advertising to any user.
- Use data for authorized education purposes only.
- Enforce strict limits on data retention.
- Support parental access to and correction of errors in their children's information.
- Provide comprehensive security standards.
- Be transparent about the collection and use of data.

Definition of Data

Data includes all personally identifiable information (PII), or material or information that is linked to PII, and other non-public information. Data includes, but is not limited to, student data, staff data, metadata, and user content. See the Data Collection section for specific data types.

Scope of Policy

This Policy describes the types of information we may collect or that you may provide when registering with, accessing, or using Gaggle solutions. This Policy does not apply to information we collect offline or on Gaggle websites (such as our company website) or to information that you may provide to, or is collected by third parties. This Notice is designed to align with U.S. student data privacy laws (including FERPA) and applies to international users to the extent consistent with applicable law.

Purpose of Data Collection and Ownership

We consider all school and district data to be confidential and do not use such data for any purpose other than to provide services on your behalf and as outlined in your service level agreement or contract. Student data is

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the property of the school or district and remains in the school or district's control throughout the duration of any agreement/contract.

Role of School and School Officials

Although this Policy will focus mainly on what we do, and what we confirm we will not do, with student and staff data, we believe that schools and school officials are critical partners in our collective efforts to protect and ensure only appropriate use of student-related information entrusted to them and us. In that regard, schools and school officials using Gaggle solutions should be mindful that in granting or allowing access to Gaggle solutions, they are controlling who has access to student and staff information. When we reference "granting or allowing access," we are referring to both intentional actions, such as an administrator authorizing a Gaggle account for a teacher, as well as unintentional actions and consequences that may flow from, for example, a school's failure to maintain sufficient data governance or security practices.

In cases where the Family Educational Rights and Privacy Act (FERPA) applies, or other applicable state student record laws, access to certain student information remains the legal responsibility of the applicable school. In all situations, it is incumbent upon our customers to make an affirmative determination before furnishing access to anyone that the party has a legitimate need for access to Gaggle Solutions and the sensitive information that may be accessible to that party through Gaggle Solutions.

Information About Students

FERPA and Education Records

Although FERPA was enacted decades ago, and certainly well before internet-based services became ubiquitous in academic settings, one of its core tenets was and remains the protection of the privacy of PII in students' education records. As defined in FERPA, "education records" are "those records, files, documents, and other materials which (i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution." PII from education records includes information such as a student's name or identification number, which can be used to distinguish or trace an individual's identity, either directly or indirectly, through linkages with other information.

FERPA requires that educational institutions and agencies that receive certain federal funds (for example, public schools) obtain prior consent from a parent or legal guardian before disclosing any education records regarding that student to a third party. Consequently, before you enter, upload, or access any data concerning a minor student, you must confirm that your agency or institution has (1) obtained appropriate consent from the parent or guardian of that student or (2) determined that one of the limited exceptions to the consent requirement applies.

Gaggle only uses PII from students' education records to enable the use of Gaggle Solutions to promote school safety and the physical security of students. Unless a school official expressly instructs otherwise, we will not share or reuse PII from education records for any other purpose. While we think those statements are clear, **to avoid any doubt, we will not use student PII to target students or their families for advertising or marketing efforts or sell or rent rosters of student PII to third parties.**

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FERPA (§ 99.31(a)(1)(i)(B)) permits schools to outsource institutional services or functions that involve the disclosure of education records to contractors, consultants, volunteers, or other third parties provided that the outside party: Performs an institutional service or function for which the agency or institution would otherwise use employees; Is under the direct control of the agency or institution with respect to the use and maintenance of education records; Is subject to the requirements in § 99.33(a) that the personally identifiable information (PII) from education records may be used only for the purposes for which the disclosure was made, e.g., to promote school safety and the physical security of students, and governing the redisclosure of PII from education records; and Meets the criteria specified in the school or local educational agency's (LEA's) annual notification of FERPA rights for being a school official with a legitimate educational interest in the education records. Here, Gaggle is acting as a school official with legitimate educational interest; is performing an institutional service or function for which the educational institution would otherwise use its own employees; is under the direct control of the educational institution with respect to the use and maintenance of student data, and is using student data only for an authorized purpose and in furtherance of such legitimate educational interest.

COPPA and Children Under the Age of 13

The Children's Online Privacy Protection Act (COPPA) is a federal law designed to protect the privacy of children under 13 years old.

Gaggle's services are in compliance with the Children's Online Privacy Protection Act of 1998. Gaggle Services participates in the iKeepSafe Safe Harbor program. If you have any questions or need to file a complaint related to our privacy policy and practices, please do not hesitate to contact the iKeepSafe Safe Harbor program at COPPAprivacy@ikeepsafe.org

1. Individual children are not allowed to sign up for any Gaggle solutions. **The only way a child may obtain access to a Gaggle solution is through their school.**

2. Each school is responsible for creating student accounts for any Gaggle solution. For example, schools may choose to list students' full names, grade levels, and ID numbers in the record for each user. Entering data in these fields is optional and is intended for administrative purposes only.

3. The schoolwide data collected by Gaggle is the school's address, grade levels, and other aggregate information about the school's internet connection, computers, and the likelihood of students having devices such as smartphones or tablets.

Disclosure and Retention of PII

Gaggle will not distribute to third parties any staff data or student data without the consent of either a parent/guardian or a qualified educational institution except in cases of **Possible Student Situations (PSS),** which may be reported to law enforcement.

To protect your students, the school, or the district against the risks involved in handling sexually explicit content involving minors, **Gaggle registers incidents containing explicit videos and images of possible minors with the CyberTipline at the National Center for Missing and Exploited Children (NCMEC).** It is

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NCMEC's mission to prevent the spread of these materials, as well as to prevent the sexual exploitation of children.

We may also disclose student or staff data to comply with a court order, law, or legal process (including a government or regulatory request), but before doing so, we will provide the applicable school with notice of the requirement so that, if the school so chooses, it could seek a protective order or another remedy. If, after providing that notice, we remain obligated to disclose the demanded student or staff data, we will disclose no more than that portion of data which, on the advice of our legal counsel, the order, law, or process specifically requires us to disclose.

If a third party purchases all or most of our ownership interests or assets, or we merge with another organization, it is possible that we would need to disclose data to the other organization following the transaction; for example, were we to integrate Gaggle with the other organization's product offerings. To the extent any such transaction would alter our practices relative to this Policy, we will give schools or school districts notice of those changes and any choices they may have regarding student or staff data. Notwithstanding the foregoing, in the event of a merger, acquisition, or substantial transfer of assets, we will provide you with notice within thirty (30) days following the completion of such a transaction by posting on our homepage and by email to your email address that you provided to us. If you do not consent to the use of your information by such a successor company, subject to applicable law, you may request its deletion from the company.

Finally, although we outlined earlier in this Policy what constitutes student or staff data, we also want to be clear about what information is not student or staff data or PII. Once PII, whether relating to a school or district employee or student, has been de-identified, that information is no longer PII. PII may be de-identified through aggregation or various other means. The U.S. Department of Education has issued guidance on de-identifying PII in education records. In order to allow us to proactively address customer needs, we anticipate using de-identified information to improve Gaggle solutions and services in accordance with FERPA. That said, we would use reasonable de-identification approaches to ensure that, in doing so, we are not compromising the privacy or security of the PII you entrust to us. **We will not attempt to re-identify de-identified data and will not transfer de-identified data to any party unless that party agrees not to attempt re-identification.**

Data Security and Protection of Data, Including PII

We have implemented measures designed to secure PII from accidental loss and unauthorized access, use, alteration, and disclosure. Among other things, PII is encrypted in transit to and from Gaggle using TLS technology. In addition, all PII is stored in multiple databases with extensive redundancy and failover maintained at data centers located in two geographically dispersed states, consistent with guidance from the U.S. Department of Education that storing sensitive education records within the United States is a "best practice." That said, unfortunately, the transmission of information via the internet is not completely secure and although we do our best to protect PII, neither we nor any other hosted service provider can guarantee the security of all personally identifiable information.

Data integrity and accuracy are achieved through strict restrictions on how data may be accessed and by whom. Audit logs are kept to be able to track data modification. Additional security measures are in place to prevent and identify data tampering. In the extremely rare case of a data breach, we will immediately notify all

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customers affected using the primary email address specified in their accounts. It is the responsibility of our customers to contact parents or legal guardians regarding a data breach.

Gaggle, undergoes rigorous annual audits to ensure data security and privacy. These include a SOC 2 Type 2 audit, demonstrating adherence to security, availability, and privacy standards with no reported deficiencies. Penetration testing proactively identifies and addresses system vulnerabilities. Furthermore, Gaggle successfully completed the systematic iKeepSafe Technical Vulnerability Assessment (TVA), a specialized foundational security evaluation with tests across 10 critical domains, confirming that essential security measures are properly configured to protect students and their data. These measures collectively highlight Gaggle's strong commitment to data protection.

Expiration of Agreement and Disposal of Data, Including PII

Upon the expiration or termination of any agreement/contract between a school or school district and Gaggle, we keep customer data for up to 30 days except in cases where state laws require a specific shorter or longer duration.

Any retained data will, of course, remain subject to the restrictions on disclosure and use outlined in this policy for as long as it resides with us.

Correction of Data

We only accept requests to change data from main contacts and administrators. Parents or legal guardians who request changes to student data should go through a school- or district-authorized main contact or administrator.

Focused Collection

- Gaggle does not collect biometric data.
- No sensitive data is intentionally collected.

Data Collection

- Types of Data we can collect: Student first and last name, Student Physical Address, Student ID, Parent/Guardian First and last name, Parent/Guardian Physical address, Parent/Guardian Phone/Mobile Number, Parent/Guardian Email Address. While Gaggle can collect this data if provided by the district, the student email is the only required data point for Gaggle Services to be enabled.
- The approximate location of a student will be collected through the Gaggle browser extension. This information will be included in incident alerts and will only be accessible to users with full access to Incident Workflow.
- Gaggle does not combine personally identifiable information except for data produced by the school or district.

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- All data collected will be used solely for the stated purpose of ensuring student safety as required by the product. All data is used only for the purpose for which it was collected for product requirements to ensure student safety.
- No user personal information is acquired from third parties.
- The product does not provide any links to external websites.
- Third parties are not allowed to access user information.

Data Sharing

- No data is shared with unrelated third parties unless requested by a customer or as required by law.
- All data collected will be used solely for the stated purpose of ensuring student safety as required by the product.
- Data is never shared with unrelated third parties for research, although de-identified data is used to improve the product.

Data Storage

- Student data is processed and stored in the United States, subject to appropriate safeguards.
- **Third-Party Subprocessors**
    - **AWS (Amazon Web Services)** - for providing servers, databases and network infrastructure for storage, service delivery and other related services.
    - **CoreSite** - Physical Data Center that houses IT infrastructure for delivering applications and services. This location/Infrastructure is also used as a failsafe to provide 24/7 security and access control to our services.

Data Security

- User identity is not linked to other sources, except student information systems as provided by the school or district.
- Gaggle, along with its technology subprocessors AWS and CoreSite, perform yearly SOC 2 Type 2 audits. These audits verify the security, availability, and privacy of their services and systems, ensuring adherence to established trust principles. The annual nature of the audits highlights a continuous commitment to maintaining robust security practices. This process aims to provide assurance to clients regarding the trustworthiness of Gaggle's data handling and infrastructure.

Data Rights

- Schools and districts operating in loco parentis control all student information and privacy settings.
- Users do not create or upload data on Gaggle but may do so via the platforms being monitored.
- Schools and districts may download data from the system.

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Data Sold

- **No user data is ever sold or rented to third parties. As such, an opt out is unnecessary.**
- User information is never transferred to a third party.
- Data is not shared with third parties for research or product improvement.

Data Safety

- Users cannot communicate with untrusted users via Gaggle. No communication via Gaggle is enabled for Gaggle Safety Management.
- **Users do not create profiles on Gaggle, nor do they engage in social interactions in the safety management system.**
- No personal information is displayed publicly.
- All user-created data is content filtered and none is displayed publicly.
- All interactions between users, social or otherwise, and administrator activities are logged.
- Users can report abuse or cyberbullying either directly in content, via the SpeakUp for Safety tipline, or by contacting Customer Support.

Ads & Tracking

- No marketing messages are ever sent to end users.
- Gaggle does not engage in sweepstakes, contests, or surveys with end users.
- **Gaggle does not engage in contextual or behavioral marketing with students.**

Parental Consent

- Gaggle is only provided to schools and districts operating in loco parentis. Students are subject to the school's acceptable use policy.
- COPPA parental consent is provided via the school or district operating in **loco parentis.**
- Parental consent with respect to third parties does not apply as there are no third-party relationships and **consent is provided by the school or district.**
- Parental consent can be withdrawn via arrangements with the school or district.
- **Parental consent notice and submission methods are provided via the school or the district.**

School Purpose

- Gaggle is designed and built for K-12 students, schools, and districts but is not marketed to students.
- Gaggle does not publish or disclose directory information.

Changes to This Policy

We may update this Policy from time to time. If we make material changes, we will post the updated policy on this page (with a notice that the policy has been updated) and notify all customers within 30 days by email using the primary email address specified in their accounts.

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Contact Information

You can, and should, ask questions about this Policy and our privacy practices. You should always feel free to contact us at:

Gaggle.net, Inc.
8770 West Bryn Mawr Avenue

Suite 1300

Chicago, IL 60631-3515
Phone: (800) 288-7750
Email: support@gaggle.net

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www.gaggle.net | P 800-288-7750 | F 309-665-0171
8770 West Bryn Mawr Avenue, Suite 1300, Chicago, IL 60631-3515

Website Privacy Policy

Welcome to the company website of Gaggle.Net, Inc. (Gaggle).

This policy describes the types of information we may collect from you or that you may provide when you visit http://www.gaggle.net (the “Company Site”) and our practices for collecting, using, maintaining, protecting, and disclosing that information. Please note: The information herein represents only the Company Site at https://www.gaggle.net and not Gaggle.Net, Inc. (“Gaggle”) Solutions (“Services”).

The Company Site is intended for a general audience. Although we may permit educators and parents to access Gaggle solutions through links provided on the Company Site, access to and use of Gaggle solutions is governed by separate agreements with customers and authorized users, including our Student and Staff Data Privacy Notice, Terms and Conditions, and Service Level Agreement. In addition, this policy does not apply to information collected by us offline or through any other means or by any third party, including through application or content (including advertising) that may link to or be accessible from or on the Company Site.

Please read this policy carefully to understand our policies and practices regarding your information and how we will treat it. If you do not agree with our policies and practices, your choice is not to use the Company Site. By accessing or using the Company Site, you agree to this privacy policy. This policy may change from time to time (see "Changes to this Privacy Policy"). Your continued use of the Company Site after we make changes is deemed to be acceptance of those changes, so please check the policy periodically for updates.

Children Under the Age of 13 and Student Education Records

The Company Site is not intended for children under 13 years of age or for use in connection with student education records. We do not knowingly collect personal information from children under 13, or information that may comprise student education records, through the Company Site. If you are under 13, do not use or provide any information on the Company Site or on or through any of its features. In addition, regardless of age, you should never provide student education records on or through the Company Site. If we learn we have collected or received personal information from a child under 13 without verification of parental consent or any education records of a minor student through the Company Site, we will delete that information.

To learn more about our practices with respect to student information entered into Gaggle solutions, please refer to our Student Data Privacy Notice.

Information We Collect About You and How We Collect It

We collect several types of information from, and about, users of the Company Site, including information:

- By which you may be personally identified, such as name, employer, job title, postal address, email

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address, state, country, and telephone number (“personal information”)

- About your internet connection (IP address, browser type, operating system, and browsing behavior), traffic data and location data (Log files, page interactions, and navigation patterns), and other data provided by tracking technologies (cookies and web beacons - see below for further details).

Tracking Technologies - Cookies & Web Beacons

The Company Site uses cookies and similar tracking technologies to enhance user experience, analyze site traffic, and personalize content. The types of cookies we deploy are:

- Essential Cookies: Required for website functionality
- Analytics Cookies: Used for site performance analysis (e.g., Google Analytics)
- Advertising & Third-Party Cookies: Used for marketing and retargeting

You may manage or disable cookies through your browser settings. However, restricting cookies may impact site functionality.

Web Beacons: Pages of our Company Site and our emails may contain small electronic files known as web beacons (also referred to as clear gifs, pixel tags, and single-pixel gifs) that permit us, for example, to count users who have visited those pages or opened an email and for other related website statistics (for example, recording the popularity of certain website content and verifying system and server integrity).

Third-Party Use of Tracking Technologies

The Company Site works with third parties when you use the Company Site and to perform services on our behalf. We do not control these third parties’ tracking technologies or how they may be used. If you have any questions, you should contact the responsible provider directly.

- **Act-On** allows us to track the activity of anonymous and known prospects coming to the Company Site.
- **AddThis** is a social bookmarking service integrated into the Company Site through the use of a web widget to allow visitors to easily share content.
- **Disqus** is a networked community platform that allows the Company Site to gain a feature-rich comment system complete with social network integration, advanced administration and moderation options, and other extensive community functions.
- **Google Analytics** is a web analysis service provided by Google Inc. (“Google”). Google utilizes the data collected to track and examine the use of the Company Site, prepare reports on its activities, and share them with other Google services.
- **Service Cloud** is a customer service platform that allows the Company Site to create customer relationships that are meaningful, personal, and productive through the use of live chat.

How We Use Your Information

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We use information that we collect about you, or that you provide to us while visiting the Company Site, including any personal information:

- To present the Company Site and its contents to you
- To provide you with information about solutions or services that you request from us or that may be relevant to you
- To fulfill any other purpose for which you provide it
- To carry out our obligations and enforce our rights arising from any contracts entered into between you and us, including for billing and collection
- To notify you about changes to the Company Site or any of our solutions or services
- In any other way that we may describe when you provide the information
- For any other purpose with your consent

Disclosure of Your Information

We may disclose aggregated information about our visitors to the Company Site, and information that does not identify any individual, without restriction. Unless otherwise stated herein, we will not disclose to any third party personal information that we collect or that you provide unless you provide consent to do so. We may disclose your personal information:

- To a buyer or other successor in the event of a merger, divestiture, restructuring, reorganization, dissolution, or other sale or transfer of some or all of the Company's assets
- To comply with any court order, law, or legal process, including responding to any government or regulatory request
- To enforce or apply our Terms and Conditions, Service Level Agreement, or Student and Staff Data Privacy Notice.
- If we believe disclosure is necessary or appropriate to protect the rights, property, or safety of our company, our customers, or others

Choice/Opt Out

The Company Site gives users the following options for removing their information from our database to not receive future communications or to no longer receive our service:

- You can send an email to support@gaggle.net
- You can send mail to the following postal address: 8770 West Bryn Mawr Avenue, Suite 1300, Chicago, IL 60631-3515

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- You can call the following telephone number: 800-288-7750

Correcting and Updating Information

The Company Site gives users the following options for changing and modifying information previously provided:

- You can send an email to support@gaggle.net
- You can send mail to the following postal address: 8770 West Bryn Mawr Avenue, Suite 1300, Chicago, IL 60631-3515
- You can call the following telephone number: 800-288-7750

Telephone Calls

Telephone calls to and from Gaggle may be recorded for training or monitoring purposes only.

Trademarks

All trademarks, service marks, trade names, logos, and graphics (“Marks”) indicated on this site are registered trademarks of Gaggle, its affiliates, and/or licensors in the United States and other countries. You may not make any use of Gaggle Marks without the prior written consent of Gaggle.Net, Inc.

The company, solutions, and service names used on this website are for identification purposes only. All trademarks and registered trademarks are the properties of their respective owners.

Changes to This Policy

It is our policy to post any changes we make to our privacy policy on this page. If we make material changes to how we treat our users’ personal information, we will notify you via a notice on the Company Site home page. The date the privacy policy was last revised is identified at the top of the page. You are responsible for periodically visiting the Company Site and this privacy policy to check for any changes.

Contact Information

You can, and should, ask questions about this policy and our privacy practices, or feel free to report complaints. You should always feel free to contact us at:

Gaggle.net, Inc.
8770 West Bryn Mawr Avenue
Suite 1300
Chicago, IL 60631-3515
Phone: (800) 288-7750
Email: support@gaggle.net

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Customer Quote

Quote #: Q-330543
Date: 23 Apr 2026

Account Manager	Account Manager Email	Terms
Sergio Villegas	svillegas@lightspeedsystems.com	Net 30

QUOTE VALID 30 DAYS FROM QUOTE DATE

Customer	Customer Contact	Customer Email
Community Unit School District 300	John Hummel	john.hummel@d300.org

Billing Address	Customer Address
300 Cleveland Ave Carpentersvle, Illinois 60110-1943	300 Cleveland Ave Carpentersvle, Illinois 60110-1943

Please remit purchase orders to orders@lightspeedsystems.com
260105

Qty	SKU	Item	Start Date	End Date	Unit Price	TOTAL
20,300	FLTR-2	Lightspeed Filter™	7/1/2026	6/30/2028	USD 5.00	USD 101,500.00
					TOTAL:	USD 101,500.00

Prices shown do not include any applicable taxes. Any such taxes are the responsibility of Customer.
This is not an invoice.

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD of EDUCATION MEMO

DATE: **May 5, 2026**

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Jonathan Mickle,
Director of Facilities

Presented at the following Board Meetings	Date
Board Operations Committee	5/5/2026
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

SUBJECT: **Elevator Modernization at Westfield Community School (WCS)**

Background

Elevator systems operate through a centralized control system, often referred to as the "brain" of the elevator, which manages essential functions such as motor speed, door operation, leveling accuracy, and hall call signals. Over time, these control systems become outdated and are no longer supported by manufacturers. As a critical component of a building's accessibility infrastructure, the elevator must remain safe, reliable, and code-compliant to ensure equitable access for students, staff, and visitors.

At Westfield Community School (WCS), the elevator currently operates on a Dover DMC (Dover Microprocessor Control) system. This system has reached the end of its product life cycle and is now considered obsolete, resulting in limited availability of replacement parts and diminishing technical support.

Colley Elevator Company has provided a proposal in the amount of $104,220.00 to replace the existing Dover DMC system with a modern control system and a new stainless steel car operating panel. The modernization project includes replacement of the controller, leveling system, car and hall fixtures, door operator, associated door equipment, and the power unit. These improvements will enhance operational reliability, improve performance, and extend the overall service life of the elevator system while maintaining compliance with current accessibility and safety standards.

The project was not bid because Colley Elevator Company was approved by the Board in October 2025 as the Elevator Maintenance Provider for the District from November 1, 2025, to October 31, 2026.

Work on this project will be completed in the summer of 2026.

It is important to note that the elevator is in good working order and poses no safety concerns for students or staff.

Administrative Recommendation

Administration recommends contracting with Colley Elevator Company to replace the current elevator operating system at WCS with a new, modern system for the amount of $104,220.00.

Fiscal Impact

The total of $104,220.00 for the Elevator Modernization will be funded from the Capital Improvement Fund 60.

226 William Street
Bensenville, Illinois 60106

Phone: 630.766.7230
Fax: 630.766.7568
Web: www.colleyelevator.com
Email: Alex@colleyelevator.com

Date: April 14th, 2026

To: Community Unit School District 300
2550 Harnish Dr.
Algonquin, IL 60102

From: Alex Macias
Colley Elevator
226 Williams Street
Bensenville, IL 60106

*Elevator modernization bid for A17.1 2019 elevator safety code

Equipment location:
2100 Sleepy Hollow Rd.
Algonquin, IL

General operational information

Project outline – Elevator modernization to include the replacement of the controller, leveling system, car & hall fixtures, door operator & related door equipment, and power unit.

Quantity – 1 holeless hydraulic elevator

Speed, capacity & duty – Retain existing capacity, speed & duty

Travel – Retain

Stops & openings – Retain

Power supply – Retain

Drive system – Solid-state motor starter

Control system – New non-proprietary microprocessor-based control system to perform all elevator functions, motion control & door control.

Operation – New selective collective & function to be field programmed for zoning for most efficient use for building traffic patterns and usage.

Door operation – Installation of new GAL MOVFR II operator

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Machine room equipment

Control system – New non-proprietary microprocessor-based control system to perform all elevator functions, motion control & door control.

Drive system – New solid-state motor starter

Machines – New hydraulic power unit with pump, motor & valve with all new hydraulic fluid

Control valve – New Maxton valve

Muffler & hydraulic piping – Retain shut off valve at tank side of hydraulic line but reconfigure existing oil line to accommodate new hydraulic power unit and muffler.

Emergency battery lowering – Emergency battery lowering is included in this agreement. In the event of a building power failure, it would bring the elevator to the next landing and open the elevator doors to avoid entrapment. When power is restored, the elevator would return to service.

Car & hoist way door equipment

Door operator – Installation of new GAL MOVFR II operator

Car door equipment – New car door rollers and gibs

Hoist way entrances – Retain

Hatch equipment – New hatch door locks, daggers, closers, rollers and gibs

Full door protection unit – New code compliant door re-opening device

Hoist way equipment

Cylinder & piston/Jack system – Retain hydraulic cylinder & piston

Cylinder protection – Retain for retaining hydraulic cylinder

Hoist way-operating devices – New terminal stopping devices & landing systems

Car guides – Retain

Car frame – Retain

Platform – Retain

Car enclosure – Retain

Rails – Retain

Pit Stop Switch – Install new pit stop switch

Pit Ladder – Install new code compliant pit ladder (if not already code compliant)

Leveling System – New

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Fixtures

Car operating panel – New stainless steel car operating panel shall be furnished and contain mechanical illuminated buttons to be marked with the corresponding landings served with associated Braille markings, and emergency phone with call button “push for help”, emergency alarm button to be connect to an emergency signal, fan/light key switches, stop switch, fireman’s service cabinet to be compliant for current State of Illinois Elevator code (A17.1 2019 elevator safety code).

Emergency car lighting – New to be integral with new car operating panel

Car position indicators – New to be integral with new car operating panel

In/car directional arrow – New car directional arrow to be furnished

Hall push buttons – New ADA compliant hall buttons with Fireman’s service & access at terminal landings.

Hall position indicators – New position indicators in hall push button stations included in agreement.

Cab interior

Wall panels – Retain

Car doors – Retain

Car return – Retain

Transom – Retain

Handrails – Retain

Flooring – Retain

Fan – Retain

General information

Removal of existing equipment – All elevator equipment will be removed or modified per the contract

Wiring – All new wiring for the elevator system will be provided to comply with the AHJ’s current NEC code.

Engineering & design– All new materials shall be furnished to operate with the existing conditions.

Existing materials & spoils – All existing materials & job spoils to be removed or unused will become the property of Colley Elevator Company unless otherwise addressed by building ownership.

Permits & inspections – All elevator related permitting & inspections will be the responsibility of Colley Elevator Company. Permits and costs of inspections will be directly forwarded to the building with no mark up.

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Code – All elevator equipment to be installed for current State of Illinois code (A17.1 2019 elevator safety code).

Warrantee period – We will give the building a warrantee period of 12 months after turn over of each elevator. The building will not pay for maintenance visits during this warrantee period. Service calls during normal business hours included (unless caused by vandalism, power irregularities, etc.). Afterhours/weekend/holiday service calls to be billed as normal.

Cylinder hole clause - (if applicable) The contract price is based on encountering soil, free from rocks, boulders, building construction members, sand, water, quicksand, underground caves or any other destruction or unusual condition during installation will result in an increase by the amount of the additional labor at our usual rates, and the actual cost of additional materials plus 15%.

Work by others – The following items must be addressed by building ownership

- Suitable environment for new elevator equipment
  - Temperature 45 to 95 degrees Fahrenheit
  - Relative humidity of 85 percent
- Provide adequate electrical power for lighting, tools, hoisting during installation as well as for normal operation of elevator system
- Provide data line/internet with DHCP protocol
- Provide fire recall detectors at each landing, machine room to be tied into a building fire panel and any other fire recall devices to be compliant with AHJ
- NEC code complaint main line disconnects & associated outlets
  - Heavy duty fused lockable for mainline & car lighting & shunt if necessary
  - GFCI in the machine room and in elevator pit
  - Regular outlet if sump pump is in and/or required in elevator pit
  - Telephone line adjacent to elevator control system

Price & terms of payment – The following items to be installed as listed in the contract for – **One hundred and four thousand two hundred and twenty - 00/XX dollars** - $104,220.00 to be paid in 1/3 upon signing of the contract, 1/3 upon delivery of materials and 1/3 upon turning the elevator over to the building after the final inspection.

Acceptance

It is understood and agreed that this proposal and your acceptance thereof shall constitute, exclusive and entirely, the agreement for the service herein described; shall be deemed to be merged herein and that no other changes in or additions to this agreement shall be recognized unless made in writing and signed by both parties, and that this agreement is not binding upon Colley Elevator Company until it is approved by one of its executive officers.

Quoted price and terms are valid for ninety (30) days from proposal date.

Submitted By: **Alex Macias**

Customer	**Colley Elevator Company**
Approved by the authorized representative	Approved by the authorized representative
Date:_____	Date:_____
Signed:_____	Signed:_____
Print name:_____	Print name:_____
Title:_____	Title:_____

Name of Company:_____

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Colley Elevator Terms and Conditions

All work will be done in strict accordance with any State and local codes

All work will be done by properly affiliated and fully insured mechanics

Guarantee – materials and workman ship furnished under this agreement shall be first class and free of electrical or mechanical defects and guaranteed against failure for **ONE YEAR** dating from time of installation, ordinary wear and tear being excepted.

It is understood in consideration of our performance of the service enumerated herein, at the price stated, that nothing in this agreement shall be construed to mean that Colley Elevator Company assumes any liability on account of accident or injury to any person or persons, except where accidents or injuries occur, solely and independently of all other causes, as a direct and proximate result of negligent acts or omissions of Colley Elevator, its agents or employees. It is further understood and agreed that, except as aforesaid, in case of accident or injury to person or property, while riding in or being carried in or about said elevators, irrespective of where such accidents result from the use of, operation, maintenance or condition of the elevators, hatchways, or appurtenances, you shall appear, defend and indemnify holding Colley Elevator Company, its agents or employees, harmless from any and all claims, demands, suits or actions for property damage or bodily injuries which may be asserted or brought against Colley Elevator Company. No work, service or liability on the part of Colley Elevator Company other than that specifically mentioned herein is included or intended. This contract shall constitute the entire agreement for the service or installation described, and all proper representations where written or verbal, not incorporated herein, are superseded.

Colley Elevator Company shall not be liable for loss or damage resulting from strikes lockouts, fires, storms or other similar or dissimilar causes beyond its control and this agreement is subject to any delays caused directly or indirectly by such causes.

The Colley Elevator Company shall not be liable for the condition of any parts not furnished under this agreement.

Should damage occur to our material or work on the premises by fire, theft, or otherwise, if not our fault, the purchaser is to compensate us therefore.

Unless otherwise agreed, it is understood that the work shall be performed during regular working hours of regular working days per union declaration. If overtime work is mutually agreed upon and performed, the additional price, at our usual rates for such work, shall be added to the contract price herein named. It is also agreed that we are to have uninterrupted use of the elevator while this work is going on.

Superseded material is to be removed from the building by us and is to become our property, due allowance therefore having been made in the price quoted.

This proposal is submitted for prompt acceptance [i.e. within 90 days] and prices are subject to change without notice.

If any payment is delayed, 18 percent shall be allowed on the same from date due. We reserve the right to discontinue our work until such payment shall have been made as agreed.

The machinery, implements and apparatus furnished hereunder remain personal property and we retain title thereto until final payment is made, with right to retake possession of the same at the cost of the purchase if default is made in any of the payments, irrespective of the manner of attachment to the realty, the acceptance of notes, or the sale, mortgage or lease of the premises.

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DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: **May 5, 2026**

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Nicole Kennedy,
Purchasing Manager

Presented at the following Board Meetings	Date
Board Operations Committee	5/5/2026
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

SUBJECT: **Copier Paper Cooperative Bid (Extension 1)**

Background

Original Bid documents for the district-wide copy paper (virgin and recycled) contract, with pricing for just-in-time delivery, were released on Thursday, January 9, 2025. The bid requested delivered unit pricing for three months, with the possibility of three, three-month contract extensions. Bids were due on Wednesday, January 29, 2025, at 11:00 am. The solicitation for bids was made via BidNet. Sixteen vendors downloaded bid information. Three vendors provided bids. The initial contract term was from March 1, 2026, through May 31, 2026.

Murnane has agreed to hold all pricing from the original bid. The first extension term is from June 1, 2026, through August 31, 2026. For the first three months of the contract, vendor performance has been exceptional.

Administrative Recommendation

Administration is recommending the first contract extension (June 1, 2026 - August 31, 2026) for the Copy Paper Cooperative Bid to Murnane Paper Company at the case prices listed below.

Fiscal Impact

The total estimated usage cost for this period is $45,000. However, this amount could be higher depending on demand. Costs are paid for out of Building/Department budgets, Fund 10 (Education Fund).

D300 Item Description	Murnane Paper Company, Elmhurst, IL
PAPER, XEROGRAPHIC BLUE20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 11, 10 RM/CASE	$49.00
PAPER, XEROGRAPHIC, CANARY20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 11, 10 RM/CASE	$49.00
PAPER XEROGRAPHIC, GOLDENROD20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 11, 10 RM/CASE	$49.00
PAPER XEROGRAPHIC, GREEN20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 11, 10 RM/CASE	$49.00
PAPER, XEROGRAPHIC, PINK20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 11, 10 RM/CASE	$49.00
PAPER, XEROGRAPHIC, WHITE20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 11, 10 RM/CASE	$33.20
PAPER, XERO, WHITE RYCL-30% PCW20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 11, 10 RM/CASE	$37.20
PAPER, XEROGRAPHIC BLUE20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 14,10 RM/CASE	$69.00
PAPER, XEROGRAPHIC, CANARY20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 14,10 RM/CASE	$69.00
PAPER, XEROGRAPHIC GOLDENROD20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 14,10 RM/CASE	$69.00
PAPER, XEROGRAPHIC GREEN20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 14,10 RM/CASE	$69.00
PAPER, XEROGRAPHIC, PINK20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 14,10 RM/CASE	$69.00
PAPER, XEROGRAPHIC, WHITE20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 14,10 RM/CASE	$53.00
PAPER, XEROGRAPHIC, CANARY20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 11 X 17, 5 RM/CASE	$59.00
PAPER, XEROGRAPHIC, BLUE20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 11 X 17, 5 RM/CASE	$59.00
PAPER, XEROGRAPHIC, GOLDENROD20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 11 X 17, 5 RM/CASE	$59.00
PAPER, XEROGRAPHIC GREEN20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 11 X 17, 5 RM/CASE	$59.00
PAPER, XEROGRAPHIC, PINK20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 11 X 17, 5 RM/CASE	$59.00
PAPER, XEROGRAPHIC, WHITE20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 11 X 17, 5 RM/CASE	$41.40
PAPER, XEROGRAPHIC, FIREBALL20 LB. 8 1/2 X 14,10 RM/CASEFUSCHIA 8 1/2X11 24 LB 10 RM/C	$108.40
PAPER, XEROGRAPHIC, COSMIC20 LB. 8 1/2 X 14,10 RM/CASEORANGE 8 1/2X11 24 LB 10 RM/CS	$108.40
PAPER, XEROGRAPHIC, LUMINOUS20 LB. 8 1/2 X 14,10 RM/CASELIME 8 1/2X11 24 LB 10 RM/CS	$108.40
PAPER, XEROGRAPHIC, TERRESTRIAL 20 LB. 8 1/2 X 14,10 RM/CASETEAL 8 1/2X11 24 LB 10 RM/CS	$108.40
PAPER, XEROGRAPHIC, PLANETARY20 LB. 8 1/2 X 14,10 RM/CASEPURPLE 8 1/2X11 24 LB 10 RM/CS	$108.40
PAPER, XEROGRAPHIC, SOLAR20 LB. 8 1/2 X 14,10 RM/CASEYELLOW 8 1/2X11 24 LB 10 RM/CS	$108.40
PAPER, XEROGRAPHIC, LUNAR 20 LB. 8 1/2 X 14,10 RM/CASEBLUE 8 1/2 X 11, 24 LB. 10 RM/CS	$108.40
PAPER, XEROGRAPHIC, GAMMA 20 LB. 8 1/2 X 14,10 RM/CASEGRN 8 1/2 X11, 24 LB 10 RM/CS	$108.40
PAPER, XEROGRAPHIC, GALAXY20 LB. 8 1/2 X 14,10 RM/CASEGOLD 8 1/2X11, 24 LB 10 RM/CS	$108.40
PAPER, XEROGRAPHIC, PULSAR20 LB. 8 1/2 X 14,10 RM/CASEPINK 8 1/2X11 24 LB 10 RM/CS	$108.40
PAPER, XEROGRAPHIC,WHITE 3-HOL20 LB. 8 1/2 X 14,10 RM/CASEPUNCH 8 1/2X11 20 LB 10 RM/CS	$42.30
PAPER, XEROGRAPHIC, BRITE20 LB. 8 1/2 X 14,10 RM/CASEFUSCHIA 8 1/2X11 20 LB 10 RM/C	$93.20
PAPER, XEROGRAPHIC, BRITE20 LB. 8 1/2 X 14,10 RM/CASEORANGE 8 1/2X11 20 LB 10 RM/CS	$93.20
PAPER, XEROGRAPHIC, BRITE20 LB. 8 1/2 X 14,10 RM/CASELIME 8 1/2X11 20 LB 10 RM/CS	$93.20
PAPER, XEROGRAPHIC, BRITE20 LB. 8 1/2 X 14,10 RM/CASETEAL 8 1/2X11 20 LB 10 RM/CS	$93.20
PAPER, XEROGRAPHIC, BRITE20 LB. 8 1/2 X 14,10 RM/CASEPURPLE 8 1/2X11 20 LB 10 RM/CS	$93.20
PAPER, XEROGRAPHIC, BRITE20 LB. 8 1/2 X 14,10 RM/CASEYELLOW 8 1/2X11 20 LB 10 RM/CS	$93.20
PAPER, XEROGRAPHIC, BRITE20 LB. 8 1/2 X 14,10 RM/CASEBLUE 8 1/2 X 11, 20 LB. 10 RM/CS	$93.20
PAPER, XEROGRAPHIC, BRITE20 LB. 8 1/2 X 14,10 RM/CASEGRN 8 1/2 X11, 20 LB 10 RM/CS	$93.20
PAPER, XEROGRAPHIC, BRITE20 LB. 8 1/2 X 14,10 RM/CASEGOLD 8 1/2X11, 20 LB 10 RM/CS	$93.20
PAPER, XEROGRAPHIC, BRITE20 LB. 8 1/2 X 14,10 RM/CASEPINK 8 1/2X11 20 LB 10 RM/CS	$93.20
PAPER, XEROGRAPHIC, WHITE20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 11, 40 CS/PALET	$1,296.00
PAPER, XERO, WHITE RYCL-30% PCW20 LB. 8 1/2 X 14,10 RM/CASE20 LB. 8 1/2 X 11, 40 CS/PALET	$1,512.00

Community Unit School District 300
2605 BUNKER HILL DRIVE
ALGONQUIN, IL 60102
Diane C. White, Director of Purchasing
PHONE: 847-551-8460 · FAX 847-551-8463

April 16th, 2026

Terry Murnane
Murnane Paper
345 W Fischer Farm Rd.
Elmhurst, IL 60126

Via Email: terrym@murnanepaper.com

BID EXTENSION 1 Offer letter – Contract Pricing for Copy Paper

Dear Mr. Murnane,

District 300 would like to offer a first extension of the Contract Pricing for Copy Paper with Murnane Paper. Pricing from the original bid will remain the same. This first extension of the contract would be from June 1st, 2026 through August 31st, 2026.

This signed letter along with the attached documents – original Bid specifications, addenda, response and your extension offer serve as the contract for this project.

Please sign this letter electronically via Contract Works by April 22nd, 2026.

Diane C. White, Director of Purchasing
Community Unit School District 300
2605 Bunker Hill Drive
Algonquin, IL 60102

Diane White
8375D43E716D90C09E2DBCBD5C76FBD7 contractworks. **2026-04-20**
OWNER *(Signature)*

Diane C. White, Director of Purchasing

Terry Murnane
9901C2D3C8E1B61A9CD9B794A48D5660 contractworks. **2026-04-16**
CONTRACTOR *(Signature)*

Terry Murnane **Terry Murnane**
(Printed name and title)

If you have any further questions regarding this contract, please feel free to contact me at (847) 551-8460.

Sincerely,

Diane C. White
Diane C. White, Director of Purchasing

Community Unit School District 300
2605 BUNKER HILL DRIVE
ALGONQUIN, IL 60102
Diane C. White, Director of Purchasing
PHONE: 847-551-8460 FAX: 847-551-8463

February 27th, 2026

Terry Murnane
Murnane Paper
345 W Fischer Farm Rd.
Elmhurst, IL 60126

Via Email: terrym@murnanepaper.com

BID – Contract Pricing for Copy Paper – Third Extension

Dear Mr. Murnane,

Congratulations! District 300 has awarded the bid for District-wide Copy Paper to Murnane Paper! The Board of Education approved this award at their regular meeting of February 24th, 2026. The estimated contract value for Copy Paper is $40,000. The contract term is from March 1st, 2026 through May 31st, 2026 with option to extend the contract for three additional 3 month periods.

This signed letter along with the attached documents – original Bid specifications, addenda, and your final response combined serve as the contract for this project.

Please send this signed letter via Contract Works by March 13th, 2026.

Please submit your Certificate of Insurance naming the District, the Board of Education and its members individually, and its employees and agents as additional named insured to the following address prior to March 13th, 2026.

Diane C. White, Director of Purchasing
Community Unit School District 300
2605 Bunker Hill Drive
Algonquin, IL 60102

This Agreement is entered into as of March 1st, 2026.

Diane White
8375D43E716D90C09E2DBCBD5C76FBD7 contractworks
2026-02-27
OWNER *(Signature)*

Diane C. White, Director of Purchasing

Terry Murnane
9901C2D3C8E1B61A9CD9B794A48D5660 contractworks
2026-02-27
CONTRACTOR *(Signature)*

Terry Murnane **Terry Murnane**
(Printed name and title)

If you have any further questions regarding this contract, please feel free to contact me at (847) 551-8460.

Sincerely,

Diane White
8375D43E716D90C09E2DBCBD5C76FBD7 contractworks
Diane C. White, Director of Purchasing

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: **February 10, 2026**

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Diane White,
Director of Purchasing

Presented at the following Board Meetings	Date
Board Operations Committee	2/10/2026
BOE 1st Reading	2/10/2026
BOE 2nd Reading	2/24/2026

SUBJECT: **Copy Paper Bid**

Background

The District spends approximately $160,000 annually on copy paper and has experienced a downward trend in usage from FY25 to FY26.

The District's current copy paper contract expires on February 28, 2026. To secure a new agreement, the District issued a bid through its electronic bidding platform, BidNet, for district-wide copy paper with just-in-time delivery on Friday, January 2, 2026. Bids were opened on Thursday, January 22, 2026, at 10:00 a.m. The bid specifications requested pricing by size and color on both a per-case and per-pallet basis and informed vendors that the contract would be awarded based on total aggregate pricing, rather than individual unit pricing.

Seventeen vendors downloaded the bid documents, and three vendors submitted bids ranging from $36,569.85 to $38,769.08. The initial contract term will run from March 1, 2026, through May 31, 2026, with the option to extend the contract for three additional three-month periods. This contract structure reflects standard industry practice and allows the District to maintain competitive pricing in a market with frequent cost fluctuations.

Murnane Paper Company, the District's current provider, submitted the lowest responsive and responsible bid. Their performance has been consistently strong, and staff report a high level of satisfaction with their service and reliability.

Administrative Recommendation

Administration recommends awarding the copy paper contract to Murnane Paper Company at the case and pallet prices listed below.

Fiscal Impact

The total estimated cost for this period is $40,000 based upon historical purchase quantities. However, this amount could be higher depending on demand. Building/Department budgets fund copy paper, so expenses will be paid for out of Fund 10 (Education), Fund 20 (O&M), and Fund 40 (Transportation).

COMMUNITY UNIT SCHOOL DISTRICT 300
Contract Pricing for Copy Paper
Thursday, January 22, 2026 10:00AM - Virtual

COMPANY	References	Sample	Bid Response Form A	Bid Response Form B	Certifications	Vendor App.	W-9	Comments
Bid Craft								
Contract Paper Group								
Garvey's Office Products	X	X	X	X	X	X	X	
INVI Bridge Company Limited								
Lakeshore Learning Materials, LLC								
Liberty Paper								
Millcraft Paper								
Murnane Paper Company	X	X	X	X	X	X	X	
Prime Supplies								
Print It Sypply LLC								
Quill LLC								
School Specialty LLC								
Staples Contract and Commercial LLC								
School Wholesale Supplies LLC								
United Supply Alliance Inc.								
Veritiv Operating Co.	X	N	X	X	X	X	X	Disqualified - Required sample case not provided prior to bid opening (pg. 15 of Complete Bid Documents)
Wallys Printing								

Administration Recommends
Murnane Paper Company, Elmhurst, IL - for multipurpose paper for a 3 month contract with the possibility of three, three-month extensions. Estimated Award Total based upon historical purchases - $38,769.08

D300 Item Number	D300 Item Description	D300 UOM	Estimated **Annual** Purchase Qty	Estimated **Quarterly** Purchase Qty	**Garvey**		**Murnane**		**Veritiv**		
					Vendor Unit Price - 3 Months 3/1/25 - 5/31/25	**Total Cost**	**Vendor Unit Price - 3 Months 3/1/25 - 5/31/25**	**Total Cost**	**Vendor Unit Price - 3 Months 3/1/25 - 5/31/25**	**Total Cost**	**Vendor Comments & Lead times**
15-0020	PAPER, XEROGRAPHIC BLUE 20 LB. 8 1/2 X 11, 10 RM/CASE	CASE	29	7	61	$442.25	52.5	$380.63	52.5	$380.63	
15-0025	PAPER, XEROGRAPHIC, CANARY 20 LB. 8 1/2 X 11, 10 RM/CASE	CASE	19	5	61	$289.75	52.5	$249.38	52.5	$249.38	
15-0030	PAPER XEROGRAPHIC, GOLDENROD 20 LB. 8 1/2 X 11, 10 RM/CASE	CASE	19	5	61	$289.75	52.5	$249.38	52.5	$249.38	
15-0035	PAPER XEROGRAPHIC, GREEN 20 LB. 8 1/2 X 11, 10 RM/CASE	CASE	15	4	61	$228.75	52.5	$196.88	52.5	$196.88	
15-0040	PAPER, XEROGRAPHIC, PINK 20 LB. 8 1/2 X 11, 10 RM/CASE	CASE	33	8	61	$503.25	52.5	$433.13	52.5	$433.13	
15-0045	PAPER, XEROGRAPHIC, WHITE 20 LB. 8 1/2 X 11, 10 RM/CASE	CASE	282	71	33.79	$2,382.20	32.4	$2,284.20	30.95	$2,181.98	
15-0046	PAPER, XERO, WHITE RYCL-30% PCW 20 LB. 8 1/2 X 11, 10 RM/CASE	CASE	1	0		$0.00	38.4	$0.00	39.5	$0.00	
15-0050	PAPER, XEROGRAPHIC BLUE 20 LB. 8 1/2 X 11, 10 RM/CASE	CASE	1	0		$0.00	84	$0.00	85	$0.00	
15-0055	PAPER, XEROGRAPHIC, CANARY 20 LB. 8 1/2 X 11, 10 RM/CASE	CASE	1	0		$0.00	84	$0.00	85	$0.00	
15-0060	PAPER, XEROGRAPHIC GOLDENROD 20 LB. 8 1/2 X 11, 10 RM/CASE	CASE	1	0		$0.00	84	$0.00		$0.00	Color not available from Mill
15-0065	PAPER, XEROGRAPHIC GREEN 20 LB. 8 1/2 X 11, 10 RM/CASE	CASE	1	0		$0.00	84	$0.00	85	$0.00	
15-0070	PAPER, XEROGRAPHIC, PINK 20 LB. 8 1/2 X 11, 10 RM/CASE	CASE	1	0		$0.00	84	$0.00	85	$0.00	
15-0075	PAPER, XEROGRAPHIC, WHITE 20 LB. 8 1/2 X 11, 10 RM/CASE	CASE	1	0		$0.00	61	$0.00	55	$0.00	
15-0080	PAPER, XEROGRAPHIC, CANARY 20 LB. 11 X 17, 5 RM/CASE	CASE	1	0		$0.00	64.5	$0.00	67.5	$0.00	
15-0085	PAPER, XEROGRAPHIC, BLUE 20 LB. 11 X 17, 5 RM/CASE	CASE	1	0		$0.00	64.5	$0.00	67.5	$0.00	
15-0090	PAPER, XEROGRAPHIC, GOLDENROD 20 LB. 11 X 17, 5 RM/CASE	CASE	1	0		$0.00	64.5	$0.00		$0.00	Color not available from Mill
15-0095	PAPER, XEROGRAPHIC GREEN 20 LB. 11 X 17, 5 RM/CASE	CASE	1	0		$0.00	64.5	$0.00	67.5	$0.00	
15-0100	PAPER, XEROGRAPHIC, PINK 20 LB. 11 X 17, 5 RM/CASE	CASE	1	0		$0.00	64.5	$0.00	67.5	$0.00	
15-0105	PAPER, XEROGRAPHIC, WHITE 20 LB. 11 X 17, 5 RM/CASE	CASE	15	4	38.79	$145.46	42	$157.50	58	$217.50	
15-0110	PAPER, XEROGRAPHIC, FIREBALL FUSCHIA 8 1/2X11 24 LB 10 RM/CS	CASE	1	0		$0.00	132	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton
15-0115	PAPER, XEROGRAPHIC, COSMIC ORANGE 8 1/2X11 24 LB 10 RM/CS	CASE	1	0		$0.00	132	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton
15-0120	PAPER, XEROGRAPHIC, LUMINOUS LIME 8 1/2X11 24 LB 10 RM/CS	CASE	1	0		$0.00	132	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton
15-0125	PAPER, XEROGRAPHIC, TERRESTRIAL TEAL 8 1/2X11 24 LB 10 RM/CS	CASE	1	0		$0.00	132	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton
15-0130	PAPER, XEROGRAPHIC, PLANETARY PURPLE 8 1/2X11 24 LB 10 RM/CS	CASE	1	0		$0.00	$132.00	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton
15-0132	PAPER, XEROGRAPHIC, SOLAR YELLOW 8 1/2X11 24 LB 10 RM/CS	CASE	1	0		$0.00	132	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton
15-0133	PAPER, XEROGRAPHIC, LUNAR BLUE 8 1/2 X 11, 24 LB. 10 RM/CS	CASE	1	0		$0.00	132	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton
15-0134	PAPER, XEROGRAPHIC, GAMMA GRN 8 1/2 X11, 24 LB 10 RM/CS	CASE	1	0		$0.00	132	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton
15-0135	PAPER, XEROGRAPHIC, GALAXY GOLD 8 1/2X11, 24 LB 10 RM/CS	CASE	1	0		$0.00	132	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton
15-0136	PAPER, XEROGRAPHIC, PULSAR PINK 8 1/2X11 24 LB 10 RM/CS	CASE	1	0		$0.00	132	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton
15-0137	PAPER, XEROGRAPHIC,WHITE 3-HOLE PUNCH 8 1/2X11 20 LB 10 RM/CS	CASE	40	10	37.79	$377.90	42	$420.00	58	$580.00	
15-0138	PAPER, XEROGRAPHIC, BRITE FUSCHIA 8 1/2X11 20 LB 10 RM/CS	CASE	1	0		$0.00	118	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton, 24#
15-0139	PAPER, XEROGRAPHIC, BRITE ORANGE 8 1/2X11 20 LB 10 RM/CS	CASE	1	0		$0.00	118	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton, 24#
15-0145	PAPER, XEROGRAPHIC, BRITE LIME 8 1/2X11 20 LB 10 RM/CS	CASE	1	0		$0.00	118	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton, 24#
15-0150	PAPER, XEROGRAPHIC, BRITE TEAL 8 1/2X11 20 LB 10 RM/CS	CASE	1	0		$0.00	118	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton, 24#
15-0155	PAPER, XEROGRAPHIC, BRITE PURPLE 8 1/2X11 20 LB 10 RM/CS	CASE	1	0		$0.00	118	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton, 24#
15-0160	PAPER, XEROGRAPHIC, BRITE YELLOW 8 1/2X11 20 LB 10 RM/CS	CASE	1	0		$0.00	118	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton, 24#
15-0165	PAPER, XEROGRAPHIC, BRITE BLUE 8 1/2 X 11, 20 LB. 10 RM/CS	CASE	1	0		$0.00	118	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton, 24#
15-0170	PAPER, XEROGRAPHIC, BRITE GRN 8 1/2 X11, 20 LB 10 RM/CS	CASE	1	0		$0.00	118	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton, 24#
15-0175	PAPER, XEROGRAPHIC, BRITE GOLD 8 1/2X11, 20 LB 10 RM/CS	CASE	1	0		$0.00	118	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton, 24#
15-0180	PAPER, XEROGRAPHIC, BRITE PINK 8 1/2X11 20 LB 10 RM/CS	CASE	1	0		$0.00	118	$0.00	61	$0.00	6 Colors available/2500 sht-5rm carton, 24#
15-0185	PAPER, XEROGRAPHIC, WHITE 20 LB. 8 1/2 X 11, 40 CS/PALLET	PALL	98	25	1351.6	$33,114.20	1284	$31,458.00	1198	$29,351.00	Full Pallet
15-0190	PAPER, XERO, WHITE RYCL-30% PCW 20 LB. 8 1/2 X 11, 40 CS/PALLET	PALL	7	2	38.79	$67.88	1680	$2,940.00	1560	$2,730.00	Full Pallet
				GRAND TOTALS		$37,841.39		$38,769.08		$36,569.85	

*Bid Error

*Does not meet spec; price is double for required qty of 10/cs

*Disqualified - Required sample case not received prior to bid opening

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: May 5, 2026

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Shelley Nacke, Assistant
Superintendent of Education Services

Presented at the following Board Meetings	Date
Board Operations Committee	
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

SUBJECT: Education Services Contracts (Renewals)

Background

The following are contract renewal requests for Education Services Contracts for the 2026-2027 school year.

Hospital Tutoring Services (LearnWell)

General education and Special education students who are hospitalized are provided tutoring for assignments that they are missing while they are in a hospital program. The tutoring is performed by certified teachers while the student is in the hospital setting. This service is arranged by the hospital facility by cooperating with LearnWell, a company which provides the teachers and tutoring services. The administration recommends renewing the LearnWell contract for the 26-27 school year.

LearnWell charges $67.25 per hour for up to 10 hours of instruction per student per week. This is an increase of $3.50 per hour from FY26. Each hour of instruction delivered in any setting requires administrative and preparation time, and LearnWell bills an additional 33% for those services.

The cost for LearnWell depends on the unknown number of students who will require this service for FY27 but it is estimated to be **$350,000** based on FY26. This service is paid for from local funds.

STAR Autism Support (SAS) Coaching Services

The District LEAP Program implements the STAR Autism Support (SAS), which provides curriculum materials, workshops, and training to school staff who work with students with autism. STAR enables LEAP staff to successfully implement research-based applied behavior analysis (ABA) techniques. STAR helps school districts to develop the capacity to serve students with autism (PreK-Elementary) by providing sustainable local resources, such as in district coaches, training sites, and curriculum to assist with implementation of evidence-based practices.

The coaching plan includes:

- 1 one-day in-person STAR Overview Workshop for new users
- 3 in-person coaching visits from a STAR trainer for new LEAP teachers.

    - Each visit will include focusing on program setup and environment, exposure to the training model, fidelity checklist review, coaching certification, administrator checklist review, and classroom implementation.
- Online subscription for each LEAP classroom
- 3 STAR Combo Kit sets for new LEAP classrooms

The cost of the professional development, coaching, curriculum, and online subscription services plan is $48,290.00, funded from the FY26 IDEA grant.

Administrative Recommendation

The administration recommends the approval of the contracts as presented.

LearnWell

AGREEMENT

AGREEMENT made effective as of the 1st day of July 2026 by and between Community Unit School District 300 (the "District"), having its administrative offices at 2550 Harnish Drive, Algoquin, IL 60102 and EI US, LLC dba LearnWell (the "Company"), formerly Education, Inc., having its office at 6 Main Street EXT, Suite 601, Plymouth, MA 02361.

In consideration of the mutual covenants and conditions contained in this Agreement, the District and the Company hereby agree as follows:

1. **Retention**: The District hereby agree to retain the Company and the Company agrees to provide the District with its services consisting of any of the following upon the terms and conditions herein set forth: The District hereby agree to retain the Company and the Company agrees to provide the District with Academic Tutoring Services during the 2026-2027 school year at facilities where LearnWell is the education provider. Virtual 1:1 tutoring services fall under a separate contract that can be provided upon request.
2. **Term**: This Agreement will be for services provided July 1, 2026 – June 30, 2027 inclusive, unless terminated early as provided in this Agreement. It is understood that the District are under no obligation to renew this Agreement upon its expiration.
3. **Compensation**: See Exhibit A attached:
4. **Independent Contractor**: The Company is retained by the District only for the purposes and to the extent set forth in this Agreement, and its relation to the District shall, during the period of its retention and services hereunder, be solely that of an independent contractor. The compensation being paid pursuant to this Agreement shall not be subject to withholding taxes or other employment taxes required with respect to compensation paid by the District to an employee. The Company shall observe all requirements imposed by any laws upon corporations. The District, if required by Federal or State requirements, will submit a Form 1099, at year-end to the Federal government and to Company if having a gross income exceeding $600, which thereupon will be reported for income tax purposes. Neither the Company nor any of its employees, agents, or assigns will be eligible for any employee benefits whatsoever relative to this Agreement including, but not limited to, social security, Illinois Worker's Compensation, unemployment insurance, Illinois State Retirement System benefits, health or dental insurance, or malpractice insurance, or the like. With regard to employees of the Company the Company alone shall be responsible for their work, personal conduct, direction, compensation, and for payment of all employment and other taxes in relation thereto.
5. **Indemnification**: The Company hereby indemnifies the District with respect to all claims, charges, costs and expenses arising out of the negligence of the Company, its agents, or employees, or with respect to the Company's breach of its obligations. The Company shall defend (with counsel selected by the District and reasonably approved by the Company), indemnify, and hold harmless the District, and its agents, members, representatives and employees from any and all claims, costs, expenses (including, but not limited to, attorney fees) related, directly or indirectly, to this indemnity.
6. **Expenses**: The Company will pay all expenses incurred by it in connection with the performance of his duties hereunder, including but not limited to automobile and/or travel expenses.
7. **Required Records:** The Company shall provide services and maintain records, logs and reports in accordance with all applicable laws, regulations and requirements of the Illinois Education Department, Illinois State Department of Labor and District policies and procedures in force during the term of this Agreement. All student records, logs. etc., will be the property of the Company and will be considered mandated records. Company shall provide the District with a copy of any reports, testing, evaluations, or observations that are prepared in connection with the services provided by the Company under this Agreement.
8. **Confidentiality**: The Company shall maintain the confidentiality of student records in accordance with HIPAA or any other applicable federal laws and regulations.

LearnWell

9. **Review of Company Records**: In compliance with HIPAA, the District shall have the right to examine any or all records or accounts maintained by the Company in connection with this Agreement.

10. **Insurance**: The Company shall provide the District with a certificate of liability insurance naming the District as an additional insured with coverage of not less than One Million Dollars ($1,000,000) per occurrence and Three Million Dollars ($3,000,000) in the aggregate upon execution of this Agreement. The Company shall notify the District in writing thirty (30) days prior to any lapse in liability coverage. The absence of liability coverage during the term of this Agreement may result in immediate termination of this Agreement.

11. **Employer's Authority**: The Company represents and warrants that it will observe and comply with the policies, rules and regulations of the Company (and shall cause its employees to do the same), including, but not limited to, the Company Code of Conduct, performance of its duties, and to carry out and perform orders, directions and policies advised from the District.

12. **Termination**: This Agreement shall be terminated upon the occurrence of any of the following events:

(a) Immediately upon the breach by the Company of any of the policies, rules and regulations of the District relating to the health or safety of students or District employees.

(b) Automatically upon the filing of a Petition in Bankruptcy by the Company

(c) Upon thirty days (30) notice by either the District or the Company to the other, together with the reason for said early termination. Termination under this provision will only be permissible upon a showing that the reason cited is not arbitrary or capricious.

Upon termination of this Agreement, the Company shall be entitled to receive only the compensation accrued and unpaid as of the date of termination and shall not be entitled to any additional compensation.

13. **Notices:** Any notices required or permitted to be given under the terms of this Agreement shall be sufficient in writing and if personally delivered or sent by registered or certified mail to the parties at the following addresses:

To the Company:	To the District:
LearnWell PO Box 3790 Plymouth, MA 02361	Community Unit School District 300 2550 Harnish Drive Algoquin, IL 60102

14. **Entire Agreement**: This instrument contains the entire agreement of the parties with respect to the subject matter thereof and supersedes any and all other agreements, understandings and representations by and between the parties.

15. **Modification**: This Agreement may not be changed orally, but only by an agreement in writing signed by the party or parties against whom an enforcement of any waiver, change, modification, extension or discharge is sought. Any waiver of any term, condition or provision of this Agreement will not constitute a waiver of any other term, condition or provision, nor will a waiver of any breach of any term, condition or provision constitute a waiver of any subsequent or succeeding breach.

16. **Third-Party Beneficiaries**: There are no third-party beneficiaries of or in this Agreement or any of the terms or provisions hereof or any of the rights, privileges, duties, liabilities or obligations created hereby.

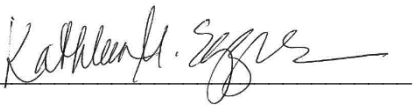
17. **Negotiated Agreement**: This is a negotiated Agreement, and this Agreement shall not be construed against any party by reason of this Agreement being prepared by such party's attorney. Each party warrants that it has full power to execute, deliver and perform this Agreement and has taken all actions required by law, its organizational documents or otherwise to authorize the execution and delivery of this Agreement.

LearnWell

IN WITNESS WHEREOF, the parties hereto have set their respective hands and seals as of the date and year first above written.

By: _____

Authorized Representative
Community Unit School District 300

By: 

Authorized Representative
EI US, LLC

LearnWell

Exhibit A

Compensation: The District agrees to compensate the Company at the rate of $67.25 per hour for up to 10 hours per week. Upon the District verifying the student's enrollment via a verbal conversation or email communication with an EI US, LLC employee, billing will commence from the student's date of admission or designated start date. Each hour of instruction delivered in any setting requires administrative and preparation time, and LearnWell bills an additional 33% for those services (i.e., each three (3) hours of teaching generates one (1) hour of admin/prep time cost). Such compensation shall be paid within thirty (30) days of receipt and approval by the District of invoices (in form and substance satisfactory to the District) from the Company with respect to performance of such services.

Authority: Each of the signatories represents that he/she is authorized to execute this Agreement and to bind the District on whose behalf he/she has signed to its terms. The Company further represents that its representative has the authority to sign and bind the Company to its terms.

Exhibit: This Exhibit A is enforceable as against the Company and District only by virtue of its incorporation by reference in the Agreement between the Company and the District and is subject to all of the terms contained in such Agreement, including the termination provisions therein. This Exhibit A does not itself create any legally binding obligations on the Company or the District independent of the Agreement in which it is incorporated by reference.



STAR Autism Support Curriculum & Professional Development 2026-27

Estimate 236508 Expires: 07/31/2026

Prepared for:

CUSD 300

Prepared by:

STAR Autism Support

Reid Druck

reid.druck@starautismsupport.com

317-565-3625

https://www.starautismsupport.com/



Curriculum

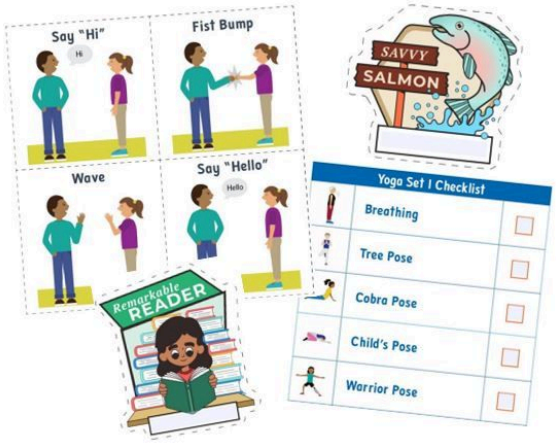
The STAR Program 2nd Edition

The STAR Program (Arick, Loos, Falco, Krug, 2004) teaches children with autism the critical skills identified by the National Research Council. The ABA (Applied Behavior Analysis) instructional methods of discrete trial training, pivotal response training and teaching functional routines form the instructional base of this comprehensive program for children with autism.



STAR Media Center Renewal

STAR Media Center is an online digital curriculum that includes classroom resources for seamless integration with STAR Program. The resources are aligned with common core standards and provide monthly Theme Units, visual resources to support daily routines, an e-scheduler tool, and training videos for every lesson in the STAR Program. The content consists of bilingual printable and interactive digital REEL presentations, along with video resources for caregivers.



STAR® Autism Support

https://www.starautismsupport.com/



Workshops

STAR One-Day Overview Workshop (In-Person)

This one-day workshop provides participants with video examples and practice activities on how to implement the evidence-based practices identified in the National Standards Report (2009). The research-based STAR Program (Arick, Loos, Falco and Krug, 2015), is used to provide examples. Appropriate content connected to the common core curriculum is presented and detailed information on the three evidenced-based instructional methods of discrete trial training, pivotal response training and teaching through functional routines are shared. Participants will learn to implement structured lesson plans and collect data to make instructional decisions using the materials provided in the STAR Program.



In-Class Consultation

In-Class Consultations

Direct consultation with teachers, paraprofessionals and related service staff on the implementation of evidence-based practices using the STAR Program, Links Curriculum, and/or the SOLER curriculum. Consultation can include general classroom implementation of the curriculum as well as individual student planning and progress monitoring. Lesson implementation and use of positive behavior supports will be modeled with fidelity. Classroom consultation activities focus on active learning including observation, practice and collaboration.

Number of Days/Sessions	Activity	Description
9	In-Class Consultation	3 Visits x 3 Days

2026-27 Pricing

CUSD 300 – Pricing Estimate

Quantity	Item	Description	Pricing Formula/ Per Day/Unit	Price
Curriculum				
3	STAR Combo Kit (Levels I, II & III)		$1,300.00	$3,900.00
1	STAR Media Center	1-Year Districtwide Renewal	$13,500.00	$13,500.00
3	Standard Shipping	Physical Materials Only	$130.00	$390.00
				$17,790.00
Workshops				
1	STAR 1-Day Overview Workshop		$3,050.00	$3,050.00
				$3,050.00
Coaching & Specialty Training				
9	In-Class Consultation		$3,050.00	$27,450.00
				$27,450.00

2026-27 Total:	**$48,290.00**

About STAR Autism Support



"Following the STAR curriculum has made a positive difference in every one of my students' lives. Students who started the year needing full assistance to transition between activities are now able to independently check their schedule and move to the next activity. These are students who fell to the floor, cried, ran away or hid under tables in their previous classrooms. For the first time in my career as a special education teacher all of my students have either met IEP goals or are making adequate progress to meet them."

– Special educator

STAR Autism Support is committed to the ongoing work of diversity, equity, and inclusion (DEI). We celebrate the differences that make each person unique, both at work and in the communities we serve. We strive every day to make positive educational outcomes accessible to all students and educators.

About Us

STAR Autism Support (SAS) provides curriculum materials, workshops, and training to school and agency staff who work with students with autism. Our mission is to help others successfully implement research-based applied behavior analysis (ABA) techniques. We want every autistic student to receive effective instruction! Since the inception of the company, STAR Autism Support has been a leader in autism teaching strategies, particularly in terms of building capacity for districts, regional programs, and states of all sizes to effectively serve students with Autism Spectrum Disorders and other developmental disabilities.

Our Team

STAR Autism Support consultants are highly experienced in the implementation of research-based strategies for working with students with special needs. SAS consultants have extensive expertise in the delivery of special education services and compliance with IDEA. Consultants have experience within the public school system developing IEPs, delivering specially designed instruction, and developing appropriate supports and related services to meet the individual needs of each student. SAS consultants have doctoral or master's degrees and have held a variety of roles including classroom teachers, school psychologists, speech pathologists, school administrators, and educational assistants.
SAS consultants include licensed special educators, autism specialists, and board certified behavior analysts.

Proven Success

SAS has worked with over 2,500 school districts and over 25,000 educators across the United States and throughout the world.
Our unique, practical approach provides school districts with the curriculum resources and a continuum of professional development activities to address the educational needs of Pre-K through post-secondary students.
Some of the clients SAS has worked with include the Oregon Department of Education, Arizona Department of Education, Puerto Rico Department of Education, Philadelphia Public Schools, Plano Independent School District, and many more.

Approach to Building Capacity

Goal

Develop capacity inside your school district to serve students with autism and other developmental disabilities (Pre-K - secondary) by providing sustainable local resources (coaches and training sites) and curriculum to assist with implementation of evidence-based practices. We will work to create training sites throughout the district at the Pre-K, elementary, middle, and high school levels. These training sites will be developed as STAR/Links model classrooms and regional coaches will be trained to assist with implementation throughout the district.

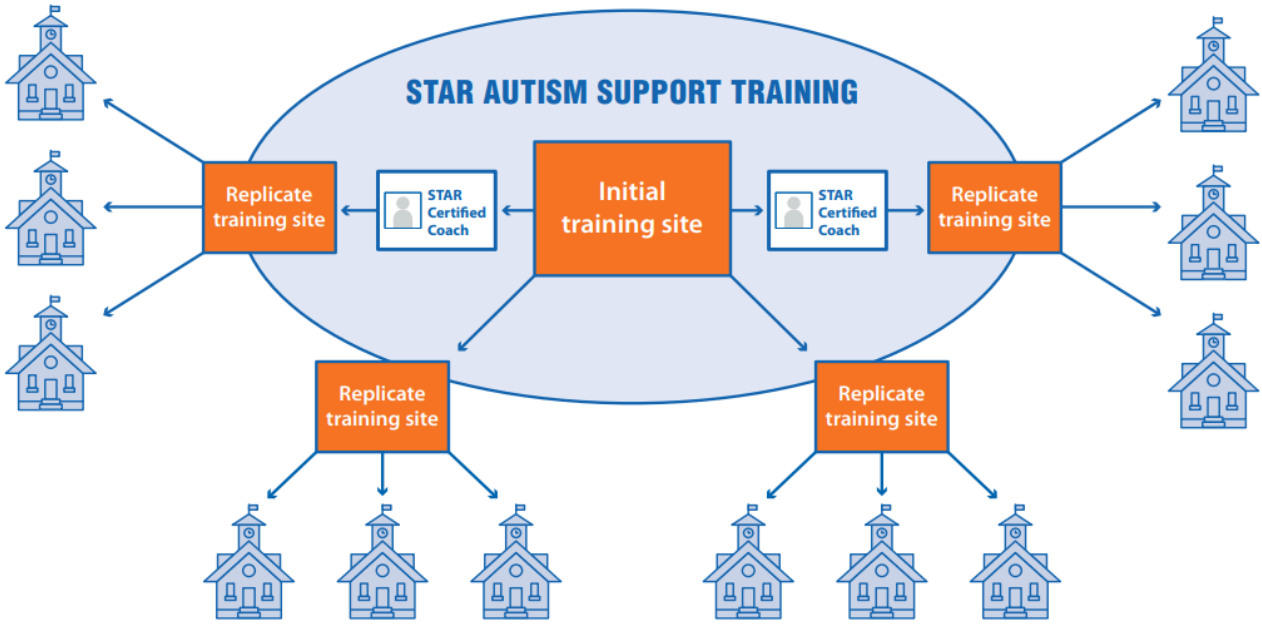
Key Components

Regional Coaches:

- Typically are itinerant staff (i.e. autism specialists, speech pathologists, consultants)
- Regional coaches will be supported by STAR trainers to increase district capacity to serve all programs
- Provide consultation to classrooms and assist in implementation of research-based curricula and evidence-based strategies
- Provide ongoing support and follow-up to training sites and new implementation sites

Training Sites:

- Training site teams generally consist of at least one teacher, one assistant, and one related service staff
- Training site staff are guided to implement the STAR Program with fidelity
- Training sites provide a consistent, stable, and organized setting for coaches to train others
- Staff visiting the training sites will have the opportunity to practice necessary skills with students accustomed to the program



Training site

Training sites can provide local school districts with an effective resource to model evidence-based practices, train staff, and serve students. These training sites model the use of effective practices throughout the students' instructional day.

Certified coach

Coaches provide support to classroom teachers and other instructional staff in implementing evidence-based practices.

Classroom

Classroom staff attend STAR workshops, visit STAR training sites, and work with STAR coaches as necessary.

Research

Evidence-basis and research validation for STAR and Links

The STAR Program and the Links Curriculum are grounded in evidence-based practices and have been shown to be effective in public school settings. The instructional content of the STAR Program addresses the developmental and educational content appropriate for preschool/elementary students while the Links Curriculum has appropriate developmental and educational content for secondary and post-secondary students.

- Both curricula have an assessment and progress monitoring system linked to instructional lesson plans. The lesson plans are connected to the Common Core State Standards and IEP goals and objectives.
- Both curricula integrate strategies (e.g., how to teach) with appropriate curricular content (e.g., what to teach). This provides a road map to individualize instructional strategies and curriculum content to meet the needs of all learners.
- These programs address skills students need in social, communication, behavior, joint attention, play, school readiness, academic, motor, adaptive, and vocational skills.

Evidence-based practices as suggested by the National Professional Development Center and National Standard Project

	STAR	Links
Comprehensive behavioral treatment	X	X
Discrete Trial Training	X	X
Antecedent package (ABA, positive behavior supports, token systems, FBA)	X	X
Behavioral package (ABA, positive behavior supports, token systems, FBA)	X	X
Pivotal Response Training	X	N/A
Schedules	X	X
Self-management (promoting independence)	X	X
Task analysis	X	X
Joint attention training	X	X
Modeling and imitation	X	X
Naturalistic teaching strategies	X	X
Functional communication	X	X
Social skills training	X	X
Visual and environmental supports	X	X
Reinforcement	X	X

- Skills are essential to student success in gaining access to the general education curriculum and making progress toward meeting academic benchmarks and standards.
- The STAR Program and Links Curriculum transfer research into practice by providing teachers with the tools to implement comprehensive programs that include the teaching strategies shown to be most effective for students with significant learning challenges.

Evidence-based practices as suggested by the National Professional Development Center and National Standard Project		
Independent work systems	X	X
Prompting strategies	X	X
Computer-aided instruction	N/A	

Please save trees. Print only when necessary.

E-MAIL CONFIDENTIALITY NOTICE: Illinois has a very broad public records law. Most written communications (including email) to or from school district officials and staff are public records available to the public and media upon request. Your email communications may therefore be subject to public disclosure.

Disclaimer

The information contained in this communication from the sender is confidential. It is intended solely for use by the recipient and others authorized to receive it. If you are not the recipient, you are hereby notified that any disclosure, copying, distribution or taking action in relation of the contents of this information is strictly prohibited and may be unlawful.

This email has been scanned for viruses and malware, and may have been automatically archived by Mimecast, a leader in email security and cyber resilience. Mimecast integrates email defenses with brand protection, security awareness training, web security, compliance and other essential capabilities. Mimecast helps protect large and small organizations from malicious activity, human error and technology failure; and to lead the movement toward building a more resilient world. To find out more, visit our website.

Reid Druck <reid.druck@starautismsupport.com> Tue, Apr 28, 2026 at 11:06 AM
To: Diane White <diane.white@d300.org>
Cc: "Stinson, Kathleen" <kathleen.stinson@d300.org>, Christopher Arnold <christopher.arnold@d300.org>

Diane, nice speaking with you, how does this sound?

STAR Autism Support hereby agrees to fix and maintain the districtwide renewal rate for District 300 at $13,500 per annum through the conclusion of the 2028–2029 academic year. In consideration thereof, District 300 agrees to remit annual payment for the STAR Media Center license, with such obligation continuing through June 30, 2029.

From: Diane White <diane.white@d300.org>
Sent: Tuesday, April 28, 2026 11:53 AM
To: Reid Druck <reid.druck@starautismsupport.com>
Cc: Stinson, Kathleen <kathleen.stinson@d300.org>; Christopher Arnold <christopher.arnold@d300.org>
Subject: Question regarding the attached contract for District 300
Importance: High

CAUTION: This email originated from outside STAR Autism Support.

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: May 5, 2026

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Joseph Sieczkowski, Executive Director of College & Career Readiness

Presented at the following Board Meetings	Date
Board Operations Committee	
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

SUBJECT: Work Based Learning Program MOU

Background

The Alignment Collaborative for Education, otherwise known as Alignment, is a non-profit organization supporting School District U-46, Central School District 301, and Community Unit School District 300. D300 is completing its third year as partners with Alignment who is now regional partners with all four school districts in the 509 District, otherwise known as the Northern Kane EFE #110 or Elgin Community College region.

Over the past three years, this partnership has provided District 300 students with significant work-based learning opportunities. In the summer of 2024, 26 students participated in paid internships, a number that increased to 63 students in the summer of 2025, which resulted in students earning a combined $80,100 for those that participated through this program. Student engagement in virtual resume workshops grew from 85 in the spring of 2024 to 1,241 in the spring of 2025. Attendance at the Alignment Regional Job Fair also rose from 81 D300 students in 2024 to 150 in 2025. The number of placements for the 2026 summer has not yet been finalized.

The proposed Memorandum of Understanding (MOU) will continue D300's representation on Alignment's boards and committees. In return, Alignment commits to hosting D300 students at various events including but not limited to the virtual resume workshop, regional job fair, and providing a minimum of 30 paid summer internships in 2027 with a $600 minimum stipend per student. Alignment will reimburse D300 $1,000 for each internship slot not filled under this agreement.

Administrative Recommendation

The recommendation of the administration is to approve this MOU.

Fiscal Impact

There is an additional $10,000 being requested by Alignment due to the increased operating costs they encounter with facilitating these internships. The total cost to the District is $65,000 for the 2026-2027 school year.

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Memorandum of Understanding

Alignment Collaborative for Education and Community Unit School District 300

April 27, 2026

The Alignment Collaborative for Education (Alignment) will provide work-based learning assistance as part of the 2025-26 school year as requested by Community Unit School District 300 (District 300). The agreement will be in effect from September 1, 2026, to July 31, 2027.

The scope of work will include providing work-based learning services related to assisting juniors and seniors enrolled in career technical education programs in connecting with employers as part of Alignment's annual regional job fair in Spring 2026. Alignment will also assist in helping place interns during the school year specifically in healthcare settings with the option to consider other industry placements as identified during the school year. These internships during the school months will most often be unpaid opportunities with students receiving release time from the school's daily schedule to participate.

District 300 is also invited to participate in the summer internship program offering students paid opportunities in various industry clusters with preference given to students entering their senior year in August 2026. These opportunities are competitive with students required to complete an application to include a detailed resume along with interview requirements met. Alignment will also continue its engagement with District 300 as part of the Educational Pathways and Teacher Pipeline A Team events and programs during the 2026-27 school year.

Students participating in the job fair and the summer internship program will also have access to resume preparation and interview skills workshops administered by Alignment during the Spring Semester 2026 prior to the summer internship application opening date in March and the job fair. Alignment will offer these sessions in a virtual format so that students and teachers can access these opportunities during the school day. Alignment may offer additional sessions after school based on the needs of the high schools.

District 300 - Contribution of Human Resources:
Alignment is requesting that District 300 have representation on its Governing and Operating boards that each meet six times per year. The Governing Board representative will be the District 300 Superintendent consistent with participation from other school districts. The Operating Board representative of District 300 will be the District 300 Executive Director of College & Career Readiness. District 300 is also asked to identify individuals that will be mutually beneficial to the work of the Educational Pathways and Teacher Pipeline A Team composition. Those teams will meet monthly during the school year.

As part of this engagement and collaboration, District 300 will assist in growing Alignment's partnership base to grow resources from the District 300 region to support work-based learning

opportunities specific to increasing internships opportunities and employer representation at the job fair. Alignment expects to continue to see partnerships grow during the 2025-26 school year bringing additional human and financial resources to the collaborative.

District 300 – Contribution of Financial Resources:
For the 2025-2026 school year, District 300 will agree by September 1, 2026, to contribute $35,000 toward Alignment's operating cost. Alignment will invoice District 300 for the operating support at the time the MOU is approved by all parties with payment expected to be received no later than September 1, 2026. In addition to the $35,000, District 300 will allocate from its regional CTE budget or other fund source, $30,000 to offer internship opportunities
to a minimum of 30 District 300 students to include those placed during the school year and those students placed in the paid summer internship program beginning in June.

Stipends to students for the 60-hour summer internship experiences will be administered by Alignment and paid directly to the student. Alignment may also have some District 300 students placed in summer long internship assignments beyond the 60 hours based on student preferences and the selection process. District 300 will be asked to continue to assist in recruiting these internship experiences above existing summer internship offerings that already exist within Alignment's work-based learning opportunities as of Summer 2026.

District 300 will also need to be actively involved with a specific point of contact during the summer in helping manage student communications and performance during the time the students are assigned to the industry settings. Internship funding will need to be received from District 300 no later than May 15, 2027, assuming the minimum number of placements have been offered. If for any reason the 30 student placements are not offered by that date, Alignment will reduce the number of placements, and the amount charged based on the number of placements confirmed.

All District 300 students offered an internship will complete a W-9 prior to beginning the internship with Alignment. Alignment will then award the stipend at the completion of the internship. Any student completing a portion of the internship, but not the full 60 hours, will receive a prorated amount for the hours completed.

All students completing the 60-hour internship and receiving a minimum stipend of $600 will receive a Form 1099 by January 31, 2028. If the District 300 student accepts an internship that is fully paid by the hosting business or organization that Alignment has recruited, that internship will be considered as part of the 30 internships committed by Alignment.

Additional Provisions

Dispute Resolution: The Parties shall negotiate in good faith to resolve any dispute that may arise under this Agreement or concern with a student placement. Upon receipt of written notice from the other party of a desire to discuss a dispute or concern, the parties shal l meet

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within 14 days to discuss the dispute or concern and make good faith efforts to resolve it.

Criminal Background Check. Alignment shall make its employees who will work directly with students pursuant to this agreement available to District 300 for a fingerprint-based criminal history records check pursuant to 105 ILCS 5/10-21.9. Additionally, Alignment shall use best efforts to facilitate volunteers who will work directly with students pursuant to this agreement to be available to District 300 for a fingerprint-based criminal history records check pursuant to 105 ILCS 5/10-21.9. The check shall occur before any employee or volunteer works directly with any student. Notwithstanding same, those individuals employed by community organizations and public and private businesses shall not be considered volunteers for purposes of this Section.

Given that the parties acknowledge that requiring employers to subject all employees to criminal background checks is not feasible or practical, a waiver will be executed for each student that will be deployed in offsite locations outside of school properties where there are no district personnel present. This waiver must be signed by the student if 18 or older. Students under 18 will be required to have a parent, and/or guardian sign the waiver on their behalf. For purposes of this MOU and the scope of work outlined on page 1, it will only apply to students in internship settings. All other services provided by Alignment will require that District 300 personnel be present.

An example waiver is provided in Appendix A. Alignment recommends that the waiver be developed by Northern Kane County Region 110 and adopted by all school districts in the region for consistency and simplification of communications with parents or guardians. This waiver will need to be approved by September 1 aligning with the start date of this agreement. It will be the responsibility of District 300 to administer this waiver to its students, parents, and/or guardians ensuring that signed copies are complete and on file for each intern deployed to off-site locations without school personnel present before work-based learning experiences begin.

Faith's Law. Alignment certifies that Alignment has complied with all employment history review and other obligations of 105 ILCS 5/22-94. Upon request of District 300, Alignment agrees to promptly disclose all records, information and determinations related to Section 22-94 employment history review for each of its employees or independent contractors.

Confidentiality. Alignment shall comply with the relevant requirements of 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.*), regarding the confidentiality of student "education records" as defined in FERPA and "school student records" as defined in ISSRA. Any use of information contained in student education records to be released must be approved by District 300. To protect the confidentiality of student education records, Alignment will limit access to student education records to those employees who reasonably need access to them to perform their responsibilities under this Agreement.

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Insurance. During the term of this Agreement, Alignment, agrees to carry and maintain the following insurance coverage:

1. Comprehensive general liability and property damage insurance, insuring against all liability of Alignment related to this Agreement, with a minimum combined single limit of One Million Dollars ($1,000,000.00) per occurrence and Two Million Dollars ($2,000,000) general aggregate;
2. Workers' Compensation Insurance covering all costs, statutory benefits, and liabilities under State Workers' Compensation and similar laws for Alignment's respective employees; and
3. Cyber liability/identity theft insurance with a combined limit of One Million Dollars ($1,000,000) per claim and One Million Dollars ($1,000,000) general aggregate.

All insurers shall be licensed by the State of Illinois and rated A+-VII or better by A.M. Best or comparable rating service. Alignment shall provide District 300 with certificates of insurance and/or copies of policies reasonably acceptable to District 300 evidencing the existence of the coverage described above, including form and deductibles, during the duration of this Agreement. The failure to provide acceptable insurance shall be deemed a breach of this Agreement entitling District 300 to terminate this Agreement immediately.

Mutual Indemnification and Hold Harmless. To the fullest extent permitted by law, each party to this Agreement—Community Unit School District 300 ("District 300") and Alignment Collaborative for Education ("Alignment")—agrees to indemnify, defend, and hold harmless the other parties and their respective Boards of Education or Governing Boards, officers, members, administrators, employees, and agents (collectively, the "Indemnitees") from and against any and all claims, damages, liabilities, losses, costs, and expenses (including reasonable attorneys' fees) arising out of or resulting from (1) any negligent or wrongful acts or omissions of the indemnifying party, its officers, employees, agents, subcontractors, or representatives in the performance of its obligations under this Agreement (2) either party's breach of the Agreement, or (3) either party's violation of law. This mutual indemnity shall not apply to the extent that a claim, damage, liability, or loss is caused by the negligent or wrongful act or omission of an Indemnitee. Each party's obligation to indemnify and hold harmless the other parties shall survive the expiration or termination of this Agreement. Nothing in this section shall be construed to waive any immunities or defenses available to any party under applicable law, including the Illinois Tort Immunity Act.

Termination. Notwithstanding any other provision hereof, District 300 and/or Alignment may terminate this agreement at any time upon 30 days prior written notice to either party.

Amendment. No amendment or modification to this agreement shall be effective unless

Docusign Envelope ID: DEA147D1-E306-435E-B457-3E781099842C

and until the amendment or modification is in writing, properly approved in accordance with applicable procedures, and executed.

Governing Laws. This Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Illinois. Jurisdiction and venue for all disputes hereunder shall be the Circuit Court located in Kane County, Illinois, or the federal district court for the Northern District of Illinois.

No Waiver. The failure of either party to insist upon the performance of any of its terms and conditions, or the waiver of any breach of any of the terms and conditions of this Agreement, shall not be construed as thereafter waiving any such terms and conditions, but they shall continue and remain in full force and effect as if no waiver had occurred.

Entire Agreement. This Agreement constitutes the entire agreement between the parties to this agreement and supersedes all prior agreements and negotiations between the parties, whether written or oral relating to the subject matter of this Agreement.

Authority to Execute. Each individual signing this Agreement on behalf of the entity that constitutes District 300 and Alignment, represents, and warrants that the individual is duly authorized to execute and deliver this Agreement on behalf of the entity, and that this Agreement is binding on District 300 and Alignment, as the case may be, in accordance with its terms.

Effective dates of the agreement to continue the partnership:

The effective dates of this agreement are September 1, 2025, to July 31, 2026. Alignment and District 300 will evaluate the outcomes achieved in July 2026 and decide prior to August 1 to construct a subsequent MOU for the 2026-27 school year if both partners wish to continue the agreement.

Alignment and District 300 commit to this agreement as an opportunity to provide greater work-based learning services to students as they prepare to become the region's future workforce.

Approvals:

Community Unit School District 300 signatures and date:

_____

Dr. Martina Smith, Superintendent, Date

Docusign Envelope ID: DEA147D1-E306-435E-B457-3E781099842C

Joseph Sieczkowski, Director of CTE, Pathways and College & Career Programs, Date

Alignment Collaborative for Education signatures and date:

Signed by:
Bill Wright
C32BB03E13374D5...

5/4/2026

Bill Wright, Governing Board Chairman, Date

5/5/2026

Nancy Coleman, Executive Director, Date

Exhibit A

Waiver and Release

WAIVER AND RELEASE OF ALL CLAIMS

COMMUNITY UNIT SCHOOL DISTRICT 300
ALIGNMENT COLLABORATIVE FOR EDUCATION
NORTHERN KANE COUNTY VOCATIONAL REGION 110
SCHOOL DISTRICT U-46
CENTRAL COMMUNITY UNIT SCHOOL DISTRICT 301
ST. CHARLES COMMUNITY UNIT SCHOOL DISTRICT 303

Participant: _____

Work-Based Learning Opportunity Description: (Attached)

As the parent or legal guardian of the above-named minor, I give authorization for said minor to participate in the work-based learning opportunity described in the Work Based Learning Opportunity Description (the "Work-Based Learning") through Community Unit School District 300 ("D300"), Alignment Collaborative for Education ("Alignment"), Northern Kane County Vocational Region 110 ("Region 110"), School District U-46 ("U-46"), Central Community Unit School District 301 ("CUSD 301"), and St. Charles Community Unit School District 303 ("CUSD 303") (collectively the "Participating Districts and Partners"). Specifically, I provide authorization for said minor to engage with employers facilitating job shadow experiences for students ("Employer"). I acknowledge the educational benefit the above minor will receive from Work-Based Learning, that the Participating Districts and Partners have no obligation to provide Work-Based Learning to my student, and that part of the consideration for allowing my student to participate is that I agree to the terms in this Waiver and Release of All Claims.

I recognize and acknowledge that there are certain risks of physical injury and even death associated with the above-named minor's participation in the Work-Based Learning, and I agree to assume the full risk of any injuries, damages, or losses which I or my student may sustain as a result. I confirm that the above-named minor is covered by health insurance.

Additionally, I acknowledge that employees hired by and working for the Employer have not completed a criminal background check normally required of School District employees and that the Participating Districts and Partners cannot guarantee that the Employer has provided its own background checks. Further, the Participating Districts and Partners will not provide direct supervision of said minor during much of the time the minor is on the Employer's premises.

Docusign Envelope ID: DEA147D1-E306-435E-B457-3E781099842C

Exhibit A

Waiver and Release

WAIVER AND RELEASE OF ALL CLAIMS

COMMUNITY UNIT SCHOOL DISTRICT 300
ALIGNMENT COLLABORATIVE FOR EDUCATION
NORTHERN KANE COUNTY VOCATIONAL REGION 110
SCHOOL DISTRICT U-46
CENTRAL COMMUNITY UNIT SCHOOL DISTRICT 301
ST. CHARLES COMMUNITY UNIT SCHOOL DISTRICT 303

Participant: _____

Work-Based Learning Opportunity Description: (Attached)

As the parent or legal guardian of the above-named minor, I give authorization for said minor to participate in the work-based learning opportunity described in the Work Based Learning Opportunity Description (the "Work-Based Learning") through Community Unit School District 300 ("D300"), Alignment Collaborative for Education ("Alignment"), Northern Kane County Vocational Region 110 ("Region 110"), School District U-46 ("U-46"), Central Community Unit School District 301 ("CUSD 301"), and St. Charles Community Unit School District 303 ("CUSD 303") (collectively the "Participating Districts and Partners"). Specifically, I provide authorization for said minor to engage with employers facilitating job shadow experiences for students ("Employer"). I acknowledge the educational benefit the above minor will receive from Work-Based Learning, that the Participating Districts and Partners have no obligation to provide Work-Based Learning to my student, and that part of the consideration for allowing my student to participate is that I agree to the terms in this Waiver and Release of All Claims.

I recognize and acknowledge that there are certain risks of physical injury and even death associated with the above-named minor's participation in the Work-Based Learning, and I agree to assume the full risk of any injuries, damages, or losses which I or my student may sustain as a result. I confirm that the above-named minor is covered by health insurance.

Additionally, I acknowledge that employees hired by and working for the Employer have not completed a criminal background check normally required of School District employees and that the Participating Districts and Partners cannot guarantee that the Employer has provided its own background checks. Further, the Participating Districts and Partners will not provide direct supervision of said minor during much of the time the minor is on the Employer's premises.

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: May 5, 2026

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Shelley Nacke, Assistant
Superintendent of Education Services

Presented at the following Board Meetings	Date
Board Operations Committee	
BOE 1st Reading	5/5/2026
BOE 2nd Reading	5/19/2026

SUBJECT: Hearing Program & Lease Agreement (Renewal)

Background

Since May 2016 Community School Unit District 300 has partnered with Northwestern Illinois Association for Deaf and Hearing Program. In addition to those services, we have provided classroom space and support for the program, which serves D300 students (currently 17) and students in our surrounding communities (currently 31 students). This agreement is for the renewal of those services received from NIA for D300 deaf and hard of hearing students and for the space and support provided to NIA from D300. Students in this program are serviced at Westfield Community School, Hampshire Middle School and Hampshire High School.

Administrative Recommendation

The Administration recommends approving the revised NIA Hearing Program Agreement.

Fiscal Impact

There is no fiscal impact to D300 as this is a lease and cooperative services agreement. D300 invoices NIA for facility lease, supplies and services. D300 students who attend the NIA Deaf and Hard of Hearing Program are accounted for in the normal outplaced tuition process.

SERVICE AGREEMENT BETWEEN
THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 300
AND NORTHWESTERN ILLINOIS ASSOCIATION

THIS AGREEMENT ("**Agreement**") is entered into as of the effective date set forth in Section 4.16 of this Agreement, by and between the Board of Education of Community Unit School District No. 300, Kane, DeKalb, Cook and McHenry Counties, Illinois ("**District 300**") and the Northwestern Illinois Association, DeKalb County, Illinois ("**NIA**") (collectively, "**Parties**").

WITNESSETH:

WHEREAS, NIA has the resources and knowledge to provide certain services to students participating in its programs and has created a program to assist in the education of students that are deaf/hard of hearing ("**Deaf/HH Program**"); and

WHEREAS, District 300, as a member in NIA and a recipient of the services provided under the Deaf/HH Program, desires to provide certain resources and services to NIA to assist NIA in providing Deaf/HH Program services; and

WHEREAS, the Parties hereto have the authority to enter into this Agreement and to be bound by the terms hereof; and

WHEREAS, the Parties have determined that it is in the best interests of each party and the students they serve to enter into this Agreement.

NOW, THEREFORE, in consideration of the terms and conditions contained in this Agreement, and other good and valuable consideration, the receipt of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I.
TERM

Section 1.01. Term. This Agreement shall commence on July 1, 2026 and shall continue through June 30, 2027.

ARTICLE II.
DISTRICT 300 SERVICES

Section 2.01. Staffing Services. District 300 administrators and staff will provide administrative assistance to NIA in the coordination, operation, and supervision of the Deaf/HH Program at District 300 sites on a day-to- day basis by providing the services detailed in this Article II:

a. District 300 attendance center secretaries will work with the NIA Hearing Department secretary in recording and reporting daily Deaf/HH Program student attendance.

b. In the absence of an NIA supervisor in the building, the District 300 building administrator will clear Deaf/HH Program teachers to leave the building early or arrive late.

c. The District 300 building administrator will coordinate Deaf/HH Program teachers' participation in the necessary additional school duties agreed upon by the Parties (playground supervision, etc.).

d. The District 300 administration will collaborate with the NIA supervisor to inform Deaf/HH Program teachers of applicable District 300 building policies, rules and regulations and the teachers' obligation to comply with such policies, rules, and regulations. The NIA supervisor will provide supervision to Deaf/HH Program teachers and will assume responsibility for directing and evaluating Deaf/HH Program teachers to provide for compliance with applicable District 300 building and district policies, rules, and regulations. Notwithstanding the above, however, NIA staff working on the Premises shall be bound by NIA policies on employee benefits, salary, and the like (collectively, "**Employment Policies**"), and shall not be subject to any District 300 Employment Policies.

e. The District 300 building administrator will ensure that Deaf/HH Program students are enrolled at the appropriate school district after the beginning of the school year.

f. The District 300 building administrator will monitor and assist the NIA supervisor regarding transportation problems with Deaf/HH Program students.

g. An appropriate District 300 building administrator will attend educational staffing or service team meetings as deemed necessary for the purpose of placement, for the development and modification of the students' Individualized Educational Plan and, for the discussion of needs and results of specialized medical, educational, or diagnostic evaluations. These meetings will be called by the supervisor of the Deaf/HH Program. The District 300 administrator, nurse, teacher, support staff, and parents must be invited to attend such meetings. The Deaf/HH Program supervisor will write summaries of these meetings with input from the District 300 administrator.

h. The District 300 building administrator will attend parent conferences as scheduling allows, if requested by the Deaf/HH Program teacher or NIA supervisor.

i. The District 300 building administrator will attend the NIA teachers' meetings, as necessary.

Section 2.02. Disciplinary Services. A District 300 building level administrator will assist NIA in student disciplinary action when assistance is warranted or when it is requested by NIA staff. A staff person who communicates skillfully in sign language shall be included in all disciplinary actions. The student's parents and resident district will be notified by District 300 and/or NIA when disciplinary measures are taken against any Deaf/HH Program student. If suspension or expulsion of a Deaf/HH Program student is warranted, the appropriate building administrator and the NIA supervisor will notify and consult with the student's resident district,

cooperate in the investigation process and the hearing, and the Parties shall comply with all applicable policies, procedures, and laws.

Section 2.03. Health Care Services. District 300 will provide routine health care and nursing services to the students in the Deaf/HH Program.

Section 2.04. Transportation Services. District 300 will provide transportation and bus services for students enrolled in the Deaf/HH Program for the purpose of field trips and community-based programming in conformance with District 300 policy.

Section 2.05. Educational Services. District 300 will, based upon availability, provide ancillary and supportive services (i.e., physical education, music, art, and tech lab) to students of the Deaf/HH Program.

Section 2.06. Purchase of Supplies and Materials and Provision of Supplies and Materials. District 300 shall permit NIA to purchase instructional supplies, including paper for copying and online programs/tools, from District 300 at the rates charged to District 300 by the vendor without any surcharge for NIA's operation of the Deaf/HH Program. NIA will process such supply requests based upon District 300's existing purchasing policies and procedures. District 300 will also provide the same general classroom materials and supplies to the students of the Deaf/HH Program that are provided to all other students who attend the schools of District 300. When requesting additional tools or curriculum, NIA will follow District 300's Technology Review and Curriculum Review Processes, which may be accessed by the NIA Supervisor through the District 300's Learning Management System. The NIA Supervisor will be provided access to the District 300's Learning Management System for the duration of this Agreement.

Section 2.07. Mainstreaming of Deaf and Hard of Hearing Program Students. District 300 will cooperate and permit the integration of deaf/hard of hearing children into mainstream classes in accordance with District 300's mainstreaming procedures. Students will also be integrated into other non-academic offerings within the respective facilities. Appropriate multidisciplinary staffing conferences will be held prior to such placements.

Section 2.08. Computer and Internet Access. NIA staff shall have full access to District 300's electronic network and limited access to District 300's computers. Any computers required by NIA staff to perform the services under this Agreement shall be provided by NIA. District 300 will allow NIA-issued computers to access the District 300 network, including access to printers from NIA-issued computers. NIA staff will be required to adhere to the policies and procedures of District 300 regarding the use of District 300's computers and electronic network. Additionally, Deaf/HH Program students shall have access to District 300's computers and electronic network in accordance with District 300 policies. District 300 shall provide NIA and its students reasonable technical support related to computer use and internet access as requested.

Section 2.09. Access to Recreational Facilities. NIA shall have access to District 300's recreational facilities for use by students of the Deaf/HH Program. Such facilities include, but are not limited to, gyms, sports fields, and the like. NIA may use such facilities as scheduling will allow.

Section 2.10. Access to Storage Facilities. Based upon availability, NIA shall be entitled to utilize storage facilities at District 300's schools for Deaf/HH Program equipment and materials.

Section 2.11. Professional Development/Training. NIA staff will provide, at no cost to District 300, and if requested by District 300, the following professional development to the District 300 staff assigned to the school building to which the NIA Deaf/HH staff member is assigned:

a. One in-service presentation on topics related to the education of the Deaf/HH Program student population, with topics mutually agreed upon by NIA and District 300.

b. One in-service presentation dedicated to sign-language instruction. NIA and District 300 shall mutually agree upon the dates and times of these two in-service presentations.

ARTICLE III.
REIMBURSEMENT

Section 3.01. Reimbursement.

a. *Staffing Costs and Purchased Services.* NIA will reimburse District 300 for the services provided under Article II based upon the percentage of Deaf/HH Program students at the school housing the Deaf/HH Program multiplied by the total District 300 annual salary and benefit costs of the respective administrators, nurses and educational support staff members providing services under this Agreement at the location where the Deaf/HH Program is located ("**District 300 Costs**"). By way of example, if for the 2026-2027 school year NIA places ten students in the Deaf/HH Program at Hampshire Middle School, and there are a total of one hundred students at Hampshire Middle School, including the Deaf/HH Program students, NIA's reimbursement to District 300 for District 300's services provided under this Agreement at Hampshire Middle School would be 10% of the District 300 Costs. District 300 shall provide NIA with the rate of reimbursement and the administrators' salary and benefits eligible for reimbursement on or before September 15th of each year of this Agreement, or at such time the administrators' contracts are issued or renewed.

NIA will also reimburse District 300 for the Adaptive Physical Education ("**APE**") services provided to Deaf/HH students based on the percentage of the APE teacher's full-time duties that are devoted to providing APE to Deaf/HH Students. For example, if the APE teacher dedicates 50% or .5 of their Full-Time Equivalent ("**FTE**") to providing APE instruction to Deaf/HH students, NIA shall reimburse District 300 for 50% or .5 of the APE teachers current salary.

In the event the inclusion of Deaf/HH Program students in a classroom triggers overload pay pursuant to the District 300 teachers' collective bargaining agreement, NIA shall reimburse District 300 for the cost of said overload pay. NIA will only be required to reimburse District 300 for the cost of overload pay if the triggering event for overload pay is the placement of a Deaf/HH Program student in a classroom. NIA will not be required to reimburse District 300 if the triggering event for overload pay is the placement of a new non-Deaf/HH Program student when a Deaf/HH

Program student is already placed in the classroom. District 300 shall notify NIA prior to placing a Deaf/HH Program student in a classroom if such placement will trigger overload pay.

b. *Transportation Costs.* District 300 will provide transportation for school trips involving Deaf/Hard of Hearing students through its established process. District 300 will bill NIA on a quarterly basis for any buses ordered.

c. *Materials and Supply Costs.* If NIA purchases supplies or materials in accordance with Section 2.06 of this Agreement, NIA shall reimburse District 300 for the purchase of such supplies at District 300's cost. Regarding the general materials and supplies that are provided to all students in District 300 including the students of the Deaf/HH Program, NIA shall reimburse District 300 at the annual rate established by the District 300 for the cost of such general materials and supplies based on the percentage figure established in Section 3.01(a) of this Agreement. For example, using the percentage calculated in the example in Section 3.01(a), if 10% represented the total percentage of Deaf/HH Program students at Hampshire Middle School, NIA would be responsible for 10% of the costs for the general materials and supplies purchased by District 300 for use at Hampshire Middle School.

d. *Recreational Facility Usage Fees.* To the extent that NIA uses any of the facilities described in Section 2.09 above, NIA will reimburse District 300 for its use of said facilities based upon the rates and fees as established by District 300 policy.

Section 3.02. Billing. District 300 shall invoice NIA on a quarterly basis. All invoices shall provide sufficient detail indicating the nature of the charge and the basis for the charge. NIA shall make payments in accordance with the Illinois Local Government Prompt Payment Act (50 ILCS 505/1 et seq.).

ARTICLE VI.
MISCELLANEOUS

Section 4.01, Indemnification. NIA and District 300 each agree to indemnify, defend, and hold harmless the other from and against all claims for death, injury to persons or damage or loss to property, and for any other claims, losses or damages arising out of or related to any negligent act or omission of a party hereto and related to this Agreement.

Section 4.02. No Waiver. No failure of either District 300 or NIA to exercise any power given in this Agreement or to insist upon strict compliance by the other party with any obligation hereunder and no custom or practice of District 300 or NIA at variance with the terms hereof shall constitute a waiver of the right of either party to demand exact compliance with the terms of this Agreement.

Section 4.03. Successors and Assigns. This Agreement shall be binding upon each party's successors in interest or assigns.

Section 4.04. Notice. Any written notices provided for in this Agreement and copies of all correspondence shall be transmitted to the Parties at the following addresses:

Community Unit School District No. 300	Northwestern Illinois Association
2550 Hamish Drive	2060 Aberdeen Court Suite B
Algonquin, Illinois 60102	Sycamore, IL 60178
Attn: Superintendent	Attn: Regional Director

Notices will be deemed to have been duly received upon: (a) actual receipt if personally delivered and the sender received written confirmation of personal delivery; (b) receipt as indicated by the written or electronic verification of delivery when delivered by overnight courier; or (c) three calendar days after the sender deposits the notice with the U.S. Post Office when sent by certified or registered mail, return receipt requested.

Section 4.05. Complete Understanding and Amendment. This Agreement shall constitute the full and complete understanding of the Parties. No amendment or modification to this Agreement shall be effective unless and until the amendment or modification is in writing and signed by all parties to this Agreement.

Section 4.06. Counterparts. This Agreement may be executed in multiple counterparts and by facsimile signature and each such counterpart and facsimile signature shall be deemed an original for all purposes.

Section 4.07. Non-Discrimination Clause and Compliance with Laws. The Parties hereto agree 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 as well as Section 750.10 and Appendix A of the regulations of the Illinois Department of Human Rights, 44 III. Adm in. Code 750.10, 750, Appendix A. The Parties further agree to comply with all state and 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. Additionally, the Parties agree to comply with all applicable laws, rules, regulations, and ordinances which govern the services provided under this Agreement.

Section 4.08. Third Parties. This Agreement is between District 300 and NIA and is not intended whatsoever to grant any rights, privileges, or causes of action to any person or entity that is not a signatory hereto.

Section 4.09. Assignment. This Agreement may not be assigned by either party without the express written consent of the other party.

Section 4.10. Authority. The signatories hereto represent and warrant that they each have the power and authority to bind their respective entities to this Agreement.

Section 4.11. Student Records. Both District 300 and NIA shall maintain all student records in a confidential manner and may only release such records to the student's parents, legal guardians, or the student if he/she is over the age of eighteen (18) or as otherwise permitted by law. Further, both parties agree to comply with all laws and regulations pertaining to student and medical records to the extent such laws and regulations are applicable, which laws include, but are not limited to,

the Illinois Student School Records Act (105 ILCS 10/1 et seq.) and the Mental Health and Developmental Disabilities Confidentiality Act (740 ILCS 110/1 et seq.).

Section 4.12. Insurance. NIA and District 300 shall each carry, during the term of this Agreement, the following levels and types of insurance: (a) commercial general liability insurance, on an occurrence basis, in the amount of at least $1,000,000 per occurrence and $2,000,000 in the aggregate, with molestation and sexual abuse coverage included in said policy; and (b) excess or umbrella insurance, on an occurrence basis, in the amount of at least $5,000,000 per occurrence and in the aggregate, with the excess or umbrella insurance following the form of the underlying insurance in all respects. Each party hereto shall name the other party as an additional insured on a primary and noncontributory bases on its commercial general liability insurance coverage and umbrella and excess insurance. The insurance requirements herein shall not limit the liability of either party. To the fullest extent permitted under the applicable insurance policy without invalidating or diminishing the coverage thereunder, each party waives any rights of subrogation its insurer may have against the other party.

Section 4.13. Certificate of Insurance Requirements. Prior to commencing services under this Agreement, each party shall provide the other party with a certificate of the insurance evidencing the requirements of Section 4.12.

Section 4.14. Governing Law. This Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of Illinois without regard to conflict of law principles. Jurisdiction and venue for all disputes shall be the Circuit Court located in Kane County, Illinois, or the federal district court for the Northern District of Illinois.

Section 4.15. Incorporation of Recitals. The recitals set forth above are incorporated in and made a part of this Agreement.

Section 4.16. Effective Date. This Agreement shall be deemed dated and become effective on the date the last of the parties signs as set forth below the signature of their duly authorized representatives.

Section 4.17. Criminal Background Checks. Each party hereto shall ensure that its staff submits to and pass any applicable criminal background check required by the Illinois *School Code*, or otherwise required by law, prior such staff providing any services under this Agreement.

IN WITNESS WHEREOF, the Parties hereto have duly executed this agreement as of the day and year first written above.

Board of Education of Community Unit School District No. 300	Northwestern Illinois Association
By:_____	By:_____
Its: Board President	Its: Chief Executive Officer
Date:_____	Date: 3/24/2026

3014443.1

EXHIBIT A

DESCRIPTION OF SQUARE FOOTAGE AND PREMISES

Square Footage:

- Westfield Community School:

Room Numbers	Sq. Feet
220	840
173	868
174	895
175	297
176	928
200-A	225
Total Square Footage	**4053**

- Hampshire Middle School:

Room Numbers	Sq. Feet
Room 21 Office	177
Room 22 office	178.75
Room 1A	308
Room 25	575
Total Square Footage	**1238.75**

- Hampshire High School:

Room Numbers	Sq. Feet
Room 1005	834
Room 1006	834
1015 office space	272
1015A	114
1015 B	114
Room 1005	834
Total Square Footage	**2168**

Total Square Foot:	7,459.75
Cost/Square Foot	$16.59
Total Annual Cost	$123,757.25
Cost per quarter	**$30,939.31**

DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: May 19, 2026

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Dr. Thomas Parisi, Director of
PE/Health/Drivers Ed/Athletics

Presented at the following Board Meetings	Date
Board Operations Committee	
BOE 1st Reading	5/19/2026
BOE 2nd Reading	5/19/2026

SUBJECT: **ISBE Waiver Application - Potentially Increasing the Driver Education Fee up to $400**

Background

Community Unit School District 300 is seeking a waiver of the School Code mandate regarding the Driver Education fee. Community Unit School District 300 is requesting an ISBE waiver to exceed the current $250 behind-the-wheel instructional statutory limit and charge up to $400, if necessary, to cover the potential increases to per-student cost of instruction. Students who qualify for free and reduced lunch will have driver education fees waived.

The modification outlined in the application is as follows: 105 ILCS 5/27-815

"Subject to rules of the State Board of Education, the school district may charge a reasonable fee, not to exceed $50, to students who participate in the course, unless a student is unable to pay for such a course, in which event the fee for such a student must be waived. However, the district may increase this fee to an amount not to exceed ~~$250~~ $400 by school board resolution following a public hearing on the increase, which increased fee must be waived for students who participate in the course and are unable to pay for the course."

Administrative Recommendation

The administration recommends approving the ISBE waiver to allow a Driver Education Fee of up to $400 starting with the 2027-2028 school year.

Fiscal Impact

In the event that costs associated with vehicles, maintenance, instructional materials, and fuel increase, District 300 may adjust Driver Education fees to help offset these expenses. If the District is unable to increase fees to align with rising costs, additional support from the Education Fund would be necessary to sustain the Driver Education program for students.

Illinois State Board of Education

100 North First Street, S-404
Springfield, Illinois 62777-0001

APPLICATION FOR WAIVER OR MODIFICATION OF STATE BOARD RULES AND/OR SCHOOL CODE MANDATES

LEGISLATIVE AFFAIRS DEPARTMENT

Instructions: This application is to be used for seeking a waiver or modification of State Board of Education rules or of School Code mandates in accordance with Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g]. The completed application must be submitted by ***certified*** mail, return receipt requested, to the above address. Please use the instructions on the reverse side when completing this application.
Please note that action on incomplete applications will be delayed until all required documentation is received.

1. The application is for: (Check appropriate box(es) below.)

☑ Waiver of School Code ☐ Waiver of ISBE Rule ☐ Modification of School Code ☐ Modification of ISBE Rule

2.

APPLICANT NAME	CONTACT PERSON	
Community Uit School District 300	Dr. Thomas Parisi	
NAME OF SUPERINTENDENT/EXECUTIVE DIRECTOR	CONTACT TELEPHONE (Include Area Code and Extension)	
Dr. Martina Smith	847-551-8300	
APPLICANT ADDRESS (Street, City, State, Zip Code)	CONTACT FAX (Include Area Code)	CONTACT E-MAIL
2550 Harnish Drive, Algonquin, IL 60102	847-551-8413	thomas.parisi@d300.org
COUNTY	May we contact your e-mail address?	
Kane	☑ Yes ☐ No	

3. Provide citation or language of the rule(s) or School Code mandate(s) which are the subject of this application.
If you are requesting a modification, display it here, using strike through or underlining.

105 ILCS 5/27-815 (Public Act 104-391, eff. 08-15-2025) (formerly 105 ILCS 5/27-24.2) - See attached.

4. Attach a narrative identifying and justifying the specific request.
   a. For proposed waivers and modifications of rules or of the School Code that are based upon meeting the intent of the rule or mandate in a more effective, efficient or economical manner, a narrative description must provide all of the required information (see Item 4(a) on the reverse side).
   b. All proposed waivers/modifications requested to stimulate innovation or improve student performance, including all proposed waivers of School Code mandates, shall provide the specific plan for improved student performance and school improvement upon which the request is being based and how the applicant will determine success (see Item 4(b) on the reverse side).
   c. Applications requesting waivers from Section 17-1.5 of the School Code must include the amount, nature, and reason for the requested relief and all remedies that have been exhausted by the district to comply with the administrative expenditure limitation.

5. **Public Testimony**:
Attach a description of the testimony provided, to include the information enumerated in item 5 on the reverse side.

6. This application is for: ☐ Initial Waiver/Modification ☑ Renewal of Previously Approved Waiver/Modification
This application requests waiver/modification for 5 years (from 2027/2028 school year through 2031/2032 school year).
(See Item 6 on reverse side for limits on the duration of waivers/modifications.)

7. Attach a copy of each public notice required. Any request not meeting the requirements will be returned as ineligible for consideration.

8. Compliance with Notice and Hearing Requirements

I certify that a hearing concerning this application and any associated plan for improved student performance was held on May 19, 2026 (*Date*).

I further certify that the applicant has met all the notification and hearing requirements enumerated in items A and B on reverse side and that the board of education/board of directors of the applicant identified above approved this application on May 19, 2026 (*Date*).

May 20, 2026
Date

Signature of Applicant
(i.e. District Superintendent/Executive Director/Regional Superintendent)

INSTRUCTIONS: Please use the following as a checklist in assembling your application package. Incomplete applications will not be considered until all required documentation is received. All applicants must hold a public hearing prior to submission of the application.

☑ A. Public Hearing: Each eligible applicant (see item 2 below) must hold a public hearing, providing for a time to take testimony about the request that is separate from the time when any other business is being conducted or testimony on other matters is being heard. The public hearing may be held during a regular board meeting.

☑ B. Required Notices of Public Hearing: Provide the following notices to inform the public and others of the hearing date. Each must state the time, date, location and general subject matter of the hearing.

- **All applicants**: Publish a notice on the applicant's website at least 14 days in advance of the hearing. Applicants requesting an **increased fee for driver's education (105 ILCS 5/27-24.2)** must also publish the proposed amount of the fee as part of the website notice and as part of the notice placed in a newspaper of general circulation.
- **School districts**: Publish a notice in a newspaper of general circulation within the applicant's area at least 7 days in advance of the hearing.
- **Joint agreements, ISCs or regional superintendents**: Publish a notice in a newspaper of general circulation in each school district that is a member of the joint agreement or that is served by the educational service region or intermediate service center, provided that a notice in a newspaper generally circulated in more than one school district shall be considered sufficient notice to all of the affected districts.
- **All applicants**: Provide a written notice to the applicant's exclusive bargaining agent(s) affected by the request at least 7 days in advance of the hearing; this notice must also state that testimony will be taken from staff.
- **All applicants**: Provide a written advance notice to the applicant's state legislators affected by the request.

☑ **Item 1**. Indicate the **type of action** sought under this application:

- ISBE approval of waivers or modifications of ISBE rules and of modifications of School Code mandates to allow an applicant to meet the intent of the rule or mandate in a more effective, efficient or economical manner or when necessary to stimulate innovation or to improve student performance; or
- General Assembly approval of waivers of School Code mandates to allow an applicant to meet the intent of the rule or mandate in a more effective, efficient or economical manner or when necessary to stimulate innovation or to improve student performance.

Waivers are not permitted from ISBE rules or School Code mandates pertaining to special education, educator licensure, teacher tenure and seniority, compliance with the Every Student Succeeds Act, or township treasurers (Sections 5-1 and 5-2.1 of the School Code). Waivers of mandates pertaining to the use of student performance data and performance categories for teacher and principal evaluations are not permitted after September 1, 2014.

☑ **Item 2**. **Eligible applicants** are school districts, independent authorities established pursuant to Section 2-3.25f of the School Code, joint agreements made up of school districts, and Regional Superintendents of Schools and Intermediate Service Centers on behalf of schools and programs operated by them.

☑ **Item 3**. The **exact language of, or citation to**, the rule(s) or mandate(s) involved may be obtained by contacting the Legislative Affairs Department by mail at 100 North First Street, S-404, Springfield, Illinois, 62777-0001 or by telephone at (217) 782-6510.

☑ **Item 4**. Identify the rationale for the specific waiver and/or modification sought.

(4)(a) For requests to meet the intent of the rule or mandate in a **more effective, efficient, or economical manner**, provide a narrative description which sets forth:

i) the intent of the rule or mandate to be achieved;

ii) the manner in which the applicant will meet that intent; and

iii) how the manner proposed by the applicant will be more effective, efficient or economical.

iv) In those instances where the applicant proposes a more economical manner, provide a fiscal analysis showing current expenditures related to the request and the projected savings that would result if the request is granted.

☐ **(4)(b)** Requests necessary for **stimulating innovation or improving student performance** must include the specific plan for improved student performance and school improvement upon which the request is based that describes how the applicant will determine success.

☐ **(4)(c)** Requests for waivers of the **administrative expenditure limitation** established in Section 17-1.5 of the School Code can be submitted **only** when circumstances for exceeding the cap are beyond the control of the district, and the district has exhausted all available and reasonable remedies to comply with the limitation. ISBE is required to recommend that the General Assembly disapprove any request for a waiver of the administrative expenditure limitation not meeting these requirements

☑ **Item 5.** Describe the testimony provided, including:

- number of people attending the public hearing;
- number speaking in favor of and against the request;
- comments made during the hearing; and
- whether any written comments were provided.

☑ **Item 6.** Waivers and modifications are limited to five years with the exception of waivers of the administrative expenditure limitation which are limited to the year in which emergency relief is needed (i.e., one year only).

☑ **Item 7**. **Attach copies of the following: (a) website posting**, which must be dated in order to verify that it was posted at least 14 days in advance of the public hearing; **(b) newspaper notice; and (c) written notice to the collective bargaining agent**, each of which must be dated in order to verify that each was provided at least 7 days in advance of the public hearing; and **(d) written advance notice to the state legislators representing the applicant's territory**.

☑ **Item 8**. Indicate the **date of the public hearing**. Applicants with governing boards must hold a public hearing and provide for a separate time to take testimony about the request. The superintendent's/executive director's/ regional superintendent's signature on this application attests to the applicant's compliance with all hearing and notice requirements.

☑ **Submission.** Applications must be postmarked not later than 15 calendar days following approval by the local board in the case of districts, joint agreements and ISCs, or by the regional superintendent of schools and be submitted by certified mail, return receipt requested, to:

Illinois State Board of Education
Legislative Affairs Department
Attn: Waiver Coordinator
100 North 1st Street, S-404
Springfield, Illinois 62777-0001

All complete applications for the waiver or modification of ISBE rules or for the modification of School Code mandates shall be deemed approved and effective 46 calendar days after the date of receipt by ISBE unless disapproved in writing. Receipt by ISBE shall be determined by the date of receipt shown on the return receipt form, except that material not properly addressed shall bear the date of receipt when the materials were provided to the Legislative Affairs Department.

Disapproval of an application upon which the ISBE must act shall be sent by certified mail to the applicant no later than 45 calendar days after receipt of the application. Applicants may appeal the ISBE's denial of an application by sending a written appeal to the address above by certified mail within 30 calendar days of receipt of the written denial.

Complete waiver applications and any appeals of ISBE action shall be submitted to the General Assembly for consideration in March and October of each year (for application deadlines, see https://www.isbe.net/Pages/waivers.aspx.

ATTACHMENT TO COMMUNITY UNIT SCHOOL DISTRICT 300
WAIVER APPLICATION FOR DRIVER'S EDUCATION FEE

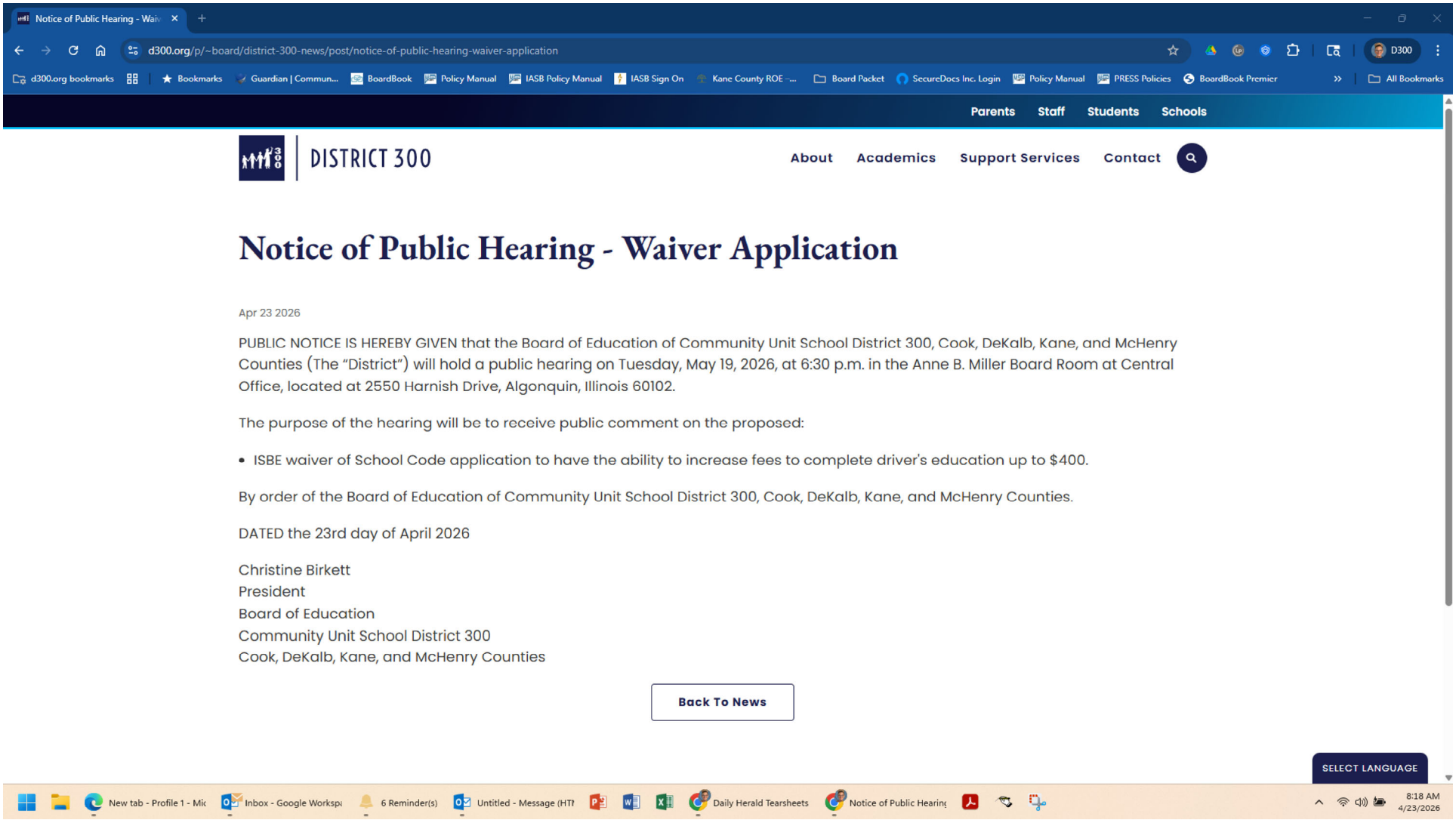
3. Provide citation or language of the rule(s) or School Code mandate(s) which are the subject of this application. If you are requesting a modification, display it here, using strike through or underlining.

105 ILCS 5/27-815 (renumbered by Public Act 104-391, eff. 08-15-2025) (formerly 105 ILCS 5/27-24.2), "Subject to rules of the State Board of Education, the school district may charge a reasonable fee, not to exceed $50, to students who participate in the course, unless a student is unable to pay for such a course, in which event the fee for such a student must be waived. However, the district may increase this fee to an amount not to exceed ~~$250~~ $400 by school board resolution following a public hearing on the increase, which increased fee must be waived for students who participate in the course and are unable to pay for the course."

4. Attach a narrative identifying and justifying the specific request.

Community Unit School District 300 is seeking a waiver of the School Code mandate regarding the Driver Education fee. Community Unit School District 300 is requesting a waiver to exceed the current $250 behind-the-wheel instructional limit and charge $400 to help meet the actual cost of providing behind-the-wheel instruction on a per-student basis. This additional $150 of revenue will allow D300 to continue operations and quality programming to their students. This $150 of additional revenue will be used to pay for cars, maintenance, instructional materials and fuel to help offset school code as referenced in the application. If a student is unable to pay for the course, the fee shall be waived.

By providing this funding source for this program, the district's administration will be able to utilize their primary financial resources (general revenues from the education fund) to improve and enhance the instructional delivery to all of its students. Monies that would typically go toward Drivers' Education (if the fee was not increased) would detract from the opportunity to secure more faculty and staff due to increasing enrollment. By having this increased revenue, district officials are better able to decrease class size and provide better instructional opportunities for all of its students. Previously, these instructional opportunities have helped to contribute to the district's improvement of the State mandated testing for its students. As such, the district will be better able to continue this effort (put more money toward the educational classroom instructional process, reduce class size and improve student achievement) if the proposed fee is approved.


Notice of Public Hearing - Wai
d300.org/p/~board/district-300-news/post/notice-of-public-hearing-waiver-application
Parents
Staff
Students
Schools
DISTRICT 300
About
Academics
Support Services
Contact
Notice of Public Hearing - Waiver Application
Apr 23 2026
PUBLIC NOTICE IS HEREBY GIVEN that the Board of Education of Community Unit School District 300, Cook, DeKalb, Kane, and McHenry Counties (The "District") will hold a public hearing on Tuesday, May 19, 2026, at 6:30 p.m. in the Anne B. Miller Board Room at Central Office, located at 2550 Harnish Drive, Algonquin, Illinois 60102.
The purpose of the hearing will be to receive public comment on the proposed:
ISBE waiver of School Code application to have the ability to increase fees to complete driver's education up to $400.
By order of the Board of Education of Community Unit School District 300, Cook, DeKalb, Kane, and McHenry Counties.
DATED the 23rd day of April 2026
Christine Birkett
President
Board of Education
Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
Back To News
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Apr 23 , 2026

Notice of Public Hearing - Waiver Application



Apr 22 , 2026

Featured Job Opportunity: Associate Principal of Operations for Jacobs High School



Apr 22 , 2026

Tonight: Open Houses at Lake in the Hills and Perry Start at 5:30 p.m.

COMMUNITY UNIT SCHOOL DISTRICT 300
COOK, DEKALB, KANE AND MCHENRY COUNTIES, ILLINOIS
NOTICE OF PUBLIC HEARING
For Waiver Application

PUBLIC NOTICE IS HEREBY GIVEN that the Board of Education of Community Unit School District 300, Cook, DeKalb, Kane, and McHenry Counties (The "District") will hold a public hearing on Tuesday, May 19, 2026, at 6:30 p.m. in the Anne B. Miller Board Room at Central Office, located at 2550 Harnish Drive, Algonquin, Illinois 60102.

The purpose of the hearing will be to receive public comment on the proposed:

- ISBE waiver of School Code application to have the ability to increase fees to complete driver's education up to $400.

By order of the Board of Education of Community Unit School District 300, Cook, DeKalb, Kane, and McHenry Counties

DATED the 19th day of May 2026

Christine Birkett
President
Board of Education
Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties

Published in Daily Herald April 23, 2026 (329358)

legal notices

to place a legal advertisement, email legals@dailyherald.com or call 847-427-4671 hours: M - F 8:30 a.m. - 4:30 p.m.

Assumed Names

NOTICE
Notice is hereby given, pursuant to "An Act in relation to the use of an Assumed Business Name in the conduct or transaction of Business in the State," as amended, that a certification was registered by the undersigned with the County Clerk of Cook County under Registration No. M26001566 on April 14, 2026.
Under the Assumed Name of
ONE LEGACY
with the business located at
5448 W HADDON AVE
CHICAGO, IL 60651
The true and real full name(s) and residence address of the owner(s)/partner(s) is:
XAVIER BRADLEY
5448 W HADDON AVE
CHICAGO, IL 60651
Published in Daily Herald April 16, 23, 30, 2026 (328669)

NOTICE
Certificate No. 79965 was filed in the office of the County Clerk of DuPage County on April 13, 2026, wherein the business firm of
Jason McSweeney D/B/A JMM Roofing Marketing Agency
located at
650 Ogden Ave
Apt 1
Downers Grove, IL 60515
was registered; that the true or real name of the person owning the business, with their respective post office address is as follows:
Jason McSweeney
650 Ogden Ave
Apt 1
Downers Grove, IL 60515
IN WITNESS WHEREOF, I have hereunto set my hand and Official Seal at my office in Wheaton, Illinois this 13th day of April, A.D 2026.
/s/ Jean Kaczmarek
DuPage County Clerk
Published in Daily Herald April 16, 23, 30, 2026 (328463)

Adoptions

IN THE CIRCUIT COURT FOR
LAKE COUNTY, ILLINOIS
IN RE: THE ADOPTION OF
THEO THOMAS FRANK
General No: 25 AD 71
ADOPTION NOTICE-- To KEVIN BROWN and any/all unknown fathers and to whom it may concern: Take notice that a petition was filed by JAVIER J. MALDONADO and JUDY K. MALDONADO in the Circuit Court of Lake County, Illinois, for the adoption of a female child named THEO THOMAS FRANK, born to VIRGINIA M. FRANK.
Now, therefore, unless you, KEVIN BROWN and any/all unknown fathers, and all whom it may concern, file your answer to the Petition in the action or otherwise file your appearance therein, in the Office of the Circuit Clerk of this Court in the Lake County Courthouse, 18 N. County Street, Illinois, 60085 on or before the 18th day of May, 2026, a default may be entered against you at any time after that day and a judgment for Adoption entered in accordance with the prayer of said Petition, Dated 2/18/2026, Illinois.
/s/Erin Cartwright Weinstein
Clerk of the Court
Shyama S. Parikh (06279347)
SHYAMA S. PARIKH, P.C.
325 Washington St., #301
Waqukegan, IL 60085
Ph. 847-557-1517
FAX 847-557-0578
shyama@shyamaparikhlaw.com
Published in Daily Herald Apr 16, 23, 30, 2026 (328738)

Guardianship

LAKE COUNTY
GUARDIANSHIP NOTICE
IN THE CIRCUIT COURT OF THE NINETEENTH JUDICIAL CIRCUIT
LAKE COUNTY, ILLINOIS
Oleksandr Malashchuk
vs.
Tetiana Malashchuk
Case number: 2025GR00000546
NOTICE BY PUBLICATION
The requisite affidavit for publication having been filed:
NOTICE IS HEREBY GIVEN YOU, Tetiana Malashchuk, that this case has been commenced in this court by the petitioner against you for Guardianship for Oleksandra Malashchuk and other relief.
UNLESS YOU file your answer or otherwise file your appearance in this case in the Office of the Circuit Clerk of this Court in the Lake County Courthouse, Waukegan, Illinois, on or before May 21, 2026, A JUDGMENT OR DECREE BY DEFAULT MAY BE TAKEN AGAINST YOU FOR THE RELIEF ASKED IN THE PETITION.
Dated: 4/14/2026
Erin Cartwright Weinstein
Clerk of the Circuit Court
TD
Deputy Clerk
George M Gomez and Associates
1585 N Milwaukee Ave,
Suite 111
Libertyville, IL 60048
224-433-6331
ARDC #6317854
ggomez0723@gmail.com
Published in Daily Herald April 16, 23, 30, 2026 (328643)

Divorces

In the Circuit Court of the Sixteenth Judicial Circuit
Kane County, Illinois
Shani K. Boyd
Plaintiff
vs.
Derrick Allen Boyd Sr.
Defendant
Case No. 2025DN605
Publication Notice
The requisite affidavit having been filed herein, NOTICE IS HEREBY GIVEN TO ALL DEFENDANTS IN THE ABOVE ENTITLED ACTION, that said action has been commenced in said Court by the plaintiff, naming you as defendant therein and praying for an entry of a Judgment of Dissolution of Marriage and for other relief, that summons has been issued out of this Court against you as provided by law, and, that this action is still pending and undetermined in said Court.
NOW THEREFORE, unless you file your answer or otherwise make your appearance in said action in this Court, by filing the same in the office of the Clerk of the Circuit Court on or before 5/9/26, AN ORDER OF DEFAULT MAY BE ENTERED AGAINST YOU.
In testimony whereof, I have hereunto set my hand and affixed the Seal of said Court on 4/6/26.
/s/ Theresa E. Berreiro
Clerk of the Circuit Court
Published in Daily Herald April 9, 16, 23, 2026 (327962)

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Probate

IN THE CIRCUIT COURT OF THE NINETEENTH JUDICIAL CIRCUIT
LAKE COUNTY, ILLINOIS
IN PROBATE
Case No. 2026PR00000051
IN THE MATTER OF THE ESTATE OF
PHYLLIS L. ELSBURY
1075 E. VICTORY DRIVE
LINDENHURST, ILLINOIS 60046
Date and Place of Death: MAY 31, 2025 at Village at Victory Lakes in Lindenhurst, Illinois
PUBLICATION NOTICE
INDEPENDENT ADMINISTRATION
TO: CREDITORS, CLAIMANTS, UNKNOWN HEIRS AND LEGATEES
Notice is hereby given of the death of PHYLLIS L. ELSBURY, who died on MAY 31, 2025, a resident of LINDENHURST, LAKE COUNTY, ILLINOIS.
The Representative for the estate is: EDWARD M. ELSBURY, 1787 CHADWICKE CIRCLE, NAPERVILLE, ILLINOIS 60532
The Attorney for the estate is: MOMKUS LLP/MICHELE E. BOVERI, 1001 WARRENVILLE ROAD, SUITE 500, LISLE, ILLINOIS 60532
Claims against the estate may be filed on or before October 23, 2026. Claims against the estate may be filed with the Clerk of the Circuit Court, 100 W. Jefferson Street, Joliet, Illinois or with the Representative, or both. Any claim not filed within that period is bared. Copies of a claim filed with the Clerk must be mailed or delivered to the Representative and to the attorney within 10 days after it has been filed.
On April 20, 2026 an Order ADMITTING THE WILL TO PROBATE or APPOINTING THE REPRESENTATIVE was entered.
The estate will be administered without Court supervision unless an interested party terminates independent administration by filing a petition to terminate under Article XXVIII 5/28-4 of the Probate Act (755 ILCS 5/28-4).
Published in Daily Herald April 23, 30, May 7, 2026 (329343)

IN THE CIRCUIT COURT OF THE 18TH JUDICIAL CIRCUIT DUPAGE COUNTY, 505 NORTH COUNTY FARM ROAD, WHEATON, ILLINOIS
ESTATE OF Thomas Kircher, DECEASED. 25 PR 950 Notice is given to creditors of the death of the above named decedent. Letters of office were issued to Michelle Aupke, 1106 East 14th Street, Lombard, Illinois 60148, as Independent Administrator, whose attorney of record is Oana L. Militaru, Buchalter LLP, 180 North La Salle Street, Suite 2300, Chicago, Illinois 60601. The estate will be administered without court supervision, unless under section 5/28-4 of the Probate Act of 1975 any interested person terminates independent administration at any time by mailing or delivering a petition to terminate to the Clerk. Claims against the estate may be filed with the clerk or with the representative, or both, on or before October 9, 2026, or, if mailing or delivery of a notice from the representative is required by section 5/18-3 of the Probate Act, the date stated in that notice. Any claim not filed on or before that date is barred. Copies of a claim filed with the clerk must be mailed or delivered by the claimant to the representative and to the attorney within ten (10) days after it has been filed. E-filing is now mandatory for documents in civil cases with limited exemptions. To e-file, you must first create an account with an e-filing service provider. Visit http://efile.illinoiscourts.gov/service-providers.htm to learn more and to select a service provider. If you need additional help or have trouble e-filing, visit http://www.illinoiscourts.gov/FAQ/gethelp.asp. Oana L. Militaru Buchalter LLP (392805) 180 North La Salle Street, Suite 2300 Chicago, Illinois 60601 (312) 980-5760 13284993 (327672)

IN THE CIRCUIT COURT FOR THE NINETEENTH JUDICIAL CIRCUIT
LAKE COUNTY, ILLINOIS
PROBATE DIVISION
In The Matter Of The Estate Of
LORETTA VELASQUEZ, Deceased.
No. 2025 PR 00000671
CLAIM NOTICE
Notice is given to creditors of the death of Loretta Velasquez. Letters of Office were issued to Kurt Garber, whose address is 7067 Bentley Drive, Gurnee, IL 60031 as Independent Representative whose attorney of record is McInerney Law Office, PC, 604 Bedford Road, Suite B, Morris, IL 60450
The estate will be administered without court supervision, unless under Section 28-4 of the Probate Act of 1975 any interested person terminates independent administration at any time by mailing or delivering a petition to terminate to the Clerk.
Claims against the estate may be filed in the Circuit Clerk's Office, Lake County Courthouse, 18 N. County Street, Waukegan, IL 60085 Illinois, or with the representative, or both, on or before the 9th day of October, 2026, or if mailing or delivery of a notice from the representative is required by Sec. 18-3 of the Probate Act of 1975, the date stated in that notice. Any claim not filed on or before that date is barred. Copies of a claim filed with the clerk must be mailed or delivered by the claimant to the representative and to the attorney within ten (10) days after it has been filed.
McInerney Law Office, PC
604 Bedford Road, Suite B
Morris, IL 60450
Phone: 815-616-7823
Published in Daily Herald April 9, 16, 23, 2026 (327967)

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Bid Notices

LEGAL NOTICE - CALL FOR BIDS
The City of Des Plaines, Illinois desires sealed bids for the following:
2026 CIP – STREET IMPROVEMENTS 26-00232-00-RS
Specifications and plans are available at the City's website: www.desplainesil.gov/bids.
All bids will be received at the City of Des Plaines, Office of the City Clerk, Room 602, 1420 Miner Street, Des Plaines, IL 60016 until:
10:00 AM Monday, May 11, 2026
at which time they will be publicly opened and read aloud in Room 101.
Dominik Bronakowski, CITY CLERK
Published in Daily Herald April 23, 2026 (329006)

LEGAL NOTICE
BID NOTICE
Bid No. 2026-B0015
The College of DuPage is accepting sealed bids for Metal Stock for the Welding Technology Program. Bid documents may be downloaded from the Procurement Website at www.cod.edu/about/purchasing/requests by clicking on the link for this bid and following the instructions.
Bids will be received between the hours of 8:00 a.m. to 5:00 p.m. Central Time by the College of DuPage, District 502, at the Office of the Procurement Manager, Institutional Resource Center (IRC) Building, Room 1001, 425 Fawell Blvd., Glen Ellyn, IL 60137, until Thursday, May 14, 2026, at 1:00 p.m. Central Time, at which time they will be publicly opened. In the event of College closure due to inclement weather, bid deadline will be extended to the next business day at the same time.
A Zoom Pre-Bid Conference is scheduled for Thursday, April 30, 2026, at 10:00 a.m. Central Time. The pre-bid conference is not mandatory, but highly recommended.
The College of DuPage is committed to the economic development of disadvantaged business enterprises; qualified Minority, Women, and Persons with Disabilities Owned Businesses are highly encouraged to participate.
College of DuPage Board of Trustees Reserves the right to reject any and all responses. This invitation is issued in the name of the Board of Trustees of College of DuPage, Community College District 502, Glen Ellyn, Illinois.
Published in Daily Herald April 23, 2026 (329509)

VILLAGE OF ROUND LAKE BEACH
2026 ROAD MAINTENANCE PROGRAM
INVITATION FOR BIDS
Sealed bids for the 2026 ROAD MAINTENANCE PROGRAM for the Village of Round Lake Beach, as described below will be received at the offices of Gewalt Hamilton Associates, Inc., 625 Forest Edge Drive, Vernon Hills, IL, 60061, until 10:00 AM, local time, Thursday, May 7, 2026, at which time all bids will be publicly opened and read aloud. Sealed envelopes are to be marked "Sealed Bids for 2026 ROAD MAINTENANCE PROGRAM – Village of Round Lake Beach."
Bid Documents may be obtained from Gewalt Hamilton Associates, Inc. at https://gcpi.questcdn.com/cdn/posting/?projType=all&provider=5423359&group=5423359, starting at 9:00 AM on Thursday, April 23, 2026. A $30 non-refundable deposit is required to download electronic documents for this project. Please contact QuestCDN at (952) 233-1632 or info@guestcdn.com for assistance in free membership registration, downloading, and working with this digital information. Hard copies of the Bid Documents are not available.
This project includes, but is not limited to, the following major work items: hot-mix asphalt pavement milling and repaving, hot-mix asphalt pavement and aggregate base course patching, driveway removal and replacement, site restoration and other associated improvements as specified in the contract documents.
State of Illinois, Department of Transportation, Contractor Pre-Qualification and Subcontractor Pre-Qualification/Registration is required.
This work is subject to the wage provisions of the Illinois Prevailing Wage Act. 820 ILCS 130/0/01 et seq. and the Illinois Substance Abuse Prevention on Public Works Projects Act. 820 ILCS 265/1 et seq relative to prevailing wages of laborers, mechanics, and other workers employed in any Public Works as amended by Public Acts 86799 and 86693.
Bid security in the form of a Bid Bond, Bank Cashier's Check or Certified Check in the amount of FIVE (5) percent of the total bid amount made payable to the Village of Round Lake Beach shall accompany the bid.
All bidder's shall complete the bid schedule. The Village of Round Lake Beach reserve the right to reject any and all bids and bidders and to waive all technicalities. Please see the "Contract Award" special provision for this project. All bid proposals submitted shall be valid for a period of one hundred twenty (120) days.
DATED this 21st, April 2026.
Village of Round Lake Beach
Published in Daily Herald April 23, 2026 (329371)

Legal Notice
Glenbrook High Schools District #225
ADVERTISEMENT FOR BID
GBN Culinary Arts Renovation
The Board of Education, Glenbrook High School District #225 The Bid Opening will be at 10:00 am local time on Tuesday May 19th, 2026, at Nicholas & Associates Office, 1001 Feehanville Drive, Mt. Prospect, IL 60056. Bid packages are due May 19th, 2026, at 10:00 am at which time the Bids will be publicly opened and read. The District reserves the right to modify how the bids will be opened. A Performance and Payment Bond in the full amount of the contract will be required. A Bid Security of ten percent (10%) of the Bid is required with the proposal. The Contractor must pay the Prevailing Wage Rates for all work per Illinois Law.
Bidders are required to submit (1) copy of an AIA 305-Contractors Qualification Statement by January 14th, 2026 to the Construction Manager
Nicholas & Associates, Inc.
1001 Feehanville Drive
Mt. Prospect, IL 60056
(847) 394-6200
Clabeck@nicholasquality.com
Please contact the Construction Manager for additional information.
It is the policy of Glenbrook High School District #225 to provide equal opportunity to all qualified businesses in the awarding of contracts and accordingly promotes the utilization of diversified businesses to the maximum extent feasible in any contract issued against this solicitation to bid.
There will be a Mandatory Pre-Bid Meeting to review the work for all interested bidders. Those attending the Pre-Bid must contact the Construction Manager before attending the Pre-Bid.
Location: Glenbrook North High School
2300 Shermer Rd., Northbrook, IL 60062
North Side Parking Lot, Entrance KK
Date: May 7th, 2026
Time: 3:30pm
The Owner reserves the right to reject any and all Bids, to waive irregularities in the bidding procedure, or accept the Bid that in its opinion will serve its best interest. Any such decision shall be considered final. The Owner reserves the right to set aside a Bid from a Contractor who, in the Owner's opinion, does not exhibit past experience equal to the size and scope of this project.
The bidder shall have a written sexual harassment policy in place in full compliance with Section 2-105 of the Illinois Human Rights Act.
All questions should be directed to:
Nicholas & Associates, Inc. – Ph.847-394-6200
Cody LaBeck – clabeck@nicholasquality.com
Published in Daily Herald April 23, 2026 (329383)

SECTION 00 11 13
ADVERTISEMENT FOR BIDS
Diamond Lake Elementary School Sanitary Replacement
25807 North Diamond Lake Road
Mundelein , Illinois 60060
Diamond Lake School District #76 will receive single prime sealed bids for Diamond Lake Elementary School Sanitary Replacement until 2:00 p.m. local time on May 12, 2026 at the Diamond Lake School District #76 District Office, 26156 North Acorn Lane, Mundelein , Illinois 60060 , at which time and place all bids will be publicly opened and read aloud.
Bidding documents, including the Proposal Form, Drawings and Specifications, will be provided to the following:
Construction Data Company (ConstructConnect), (800) 652-0008, www.cdcnews.com
Construction Market Data (ConstructConnect), (800) 424-3996, www.cmdgroup.com
Dodge Data & Analytics, (877) 784-9556, www.construction.com
Greater Peoria Contractors & Suppliers Association, (309) 692-5710, www.gpcsa.org
iSqFt (ConstructConnect), (800) 364-2059, www.isqft.com
Master Builders of Iowa, (800) 362-2578, www.mbionline.com
Northern Illinois Building Contractors Association, (815) 229-5636, https://nibca.build/
This project includes: Sanitary replacement including associated architectural work.
American Reprographics Company (www.e-arc.com), 640 North LaSalle Street, Suite 240, Chicago, Illinois, will have complete sets of the Bidding Documents to prospective bidders and subcontractors available for download through their Public Planroom under the "Print Center" link on their homepage. The Bid Documents will be available about April 21, 2026 . There is no cost to download the drawings, however, prospective bidders must provide all requested information when completing the download process in order that they will receive proper updates.
A non-mandatory pre-bid meeting will be held on Tuesday, April 28, 2026 at 3:30 p.m. Contractors are to meet at the main entrance of Diamond Lake Elementary School at 25807 North Diamond Lake Road, Mundelein, Illinois, 60060.
Make proposals on the bid forms supplied in the Project Manual. No oral, telegraphic or telephonic proposals or modifications will be considered. Submit with each bid, a certified check or acceptable bidder's bond payable to Diamond Lake School District #76 in an amount equal to ten percent (10%) of the total bid. The successful bidder will be required to furnish satisfactory Labor and Material Payment Bond, and Performance Bond.
The successful bidder is required to pay the general prevailing wage for work as ascertained by the Illinois Department of Labor, and shall submit certified payroll records, in compliance with the Prevailing Wage Act (820 ILCS 130) and
shall comply with all applicable Illinois statutory requirements regarding labor, including Equal Employment Opportunity laws.
Bids may not be withdrawn within thirty (30) days after the scheduled time of opening bids, without the consent of the Owner. The Owner reserves the right to accept any bid or to reject any or all bids, or parts of such bids, and waive informalities or irregularities in bidding.
The Owner requires Substantial Completion of the project on or before July 24, 2026 .
Board of Education
Diamond Lake School District #76
Published in Daily Herald April 23, 2026 (329324)

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Probate

LEGAL NOTICE
UNITED STATES OF AMERICA
STATE OF ILLINOIS
COUNTY OF DUPAGE
IN THE CIRCUIT COURT OF THE EIGHTEENTH JUDICIAL CIRCUIT
Estate of
GREGORY S. THOMPSON
Case No.: 2025 PR 492
Notice is given of the death of GREGORY S. THOMPSON whose address was 376 Echo Lane, #1, Aurora, IL 60504.
Letters of Office were issued on July 8, 2025 to Theresa Jurca, 528 Boardman Drive, Punta Gorda, FL 33950, as Independent Administrator, whose attorney is Sarah M. Muenzer, Clingen, Callow & McLean, LLC, 2300 Cabot Drive, Suite 500, Lisle, IL 60532
Claims against the estate may be filed in the Office of CANDICE ADAMS, Circuit Court Clerk, 505 N. County Farm Road, Wheaton, Illinois, or with the representative or both on or before October 23, 2026, any claim not filed within that period is barred. Copies of a claim filed with the Circuit Court Clerk must be mailed or delivered to the representative and to the attorney, if any, within ten (10) days after it has been filed with the Circuit Clerk.
/s/ Candice Adams,
Clerk of the Eighteenth Judicial Circuit Court
Clingen Callow & McLean LLC
DuPage Atty. No.: 16440
Atty. For:
Independent Administrator
2300 Cabot Drive,
Suite 500
Lisle, IL 60532
630-871-2600
muenzer@ccmlawyer.com
Published in Daily Herald Apr 23, 30, May 7, 2026 329511

LEGAL NOTICE
UNITED STATES OF AMERICA
STATE OF ILLINOIS
COUNTY OF DUPAGE
IN THE CIRCUIT COURT OF THE EIGHTEENTH JUDICIAL CIRCUIT
Estate of
RICHARD E. WOJCIK
Case No.: 2026PR000214
Notice is given of the death of Richard E. Wojcik whose address was 1631 Arbor Court, Darien, IL 60561
Letters of Office were issued on 4/7/2026 to Barbara Kasper, 14012 Catherine Dr., Orland Park, IL 60462 as Independent Executor whose attorney is Jonathan A. Thorsness
Claims against the estate may be filed in the Office of CANDICE ADAMS, Circuit Court Clerk, 505 N. County Farm Road, Wheaton, Illinois, or with the representative or both on or before October 9, 2026, any claim not filed within that period is barred. Copies of a claim filed with the Circuit Court Clerk must be mailed or delivered to the representative and to the attorney, if any, within ten (10) days after it has been filed with the Circuit Clerk.
/s/ Candice Adams,
Clerk of the Eighteenth Judicial Circuit Court
Lillig & Thorsness, Ltd.
DuPage Atty. No.: 59575
Atty. For: Executor
1900 Spring Road, Ste. 200
Oak Brook, IL 60523
(630) 571-1900
jthorsness@lilliglaw.com
Published in Daily Herald April 9, 16, 23, 2026 (327963)

LEGAL NOTICE
UNITED STATES OF AMERICA
STATE OF ILLINOIS
COUNTY OF DUPAGE
IN THE CIRCUIT COURT OF THE EIGHTEENTH JUDICIAL CIRCUIT
Estate of
ROBERT M. BLAUL
Case No.: 26 PR 150
Notice is given of the death of Robert M. Blaul whose address was 235 N Mill Rd., #313B, Addison, IL 60101
Letters of Office were issued on 4/10/2026 to Michaelene E. Libby, 1324 Chestnut Ridge Dr., Naperville, IL 60540 as Independent Executor whose attorney is Roberts & Caruso, 411 W. Wesley, Wheaton, IL 60187
Claims against the estate may be filed in the Office of CANDICE ADAMS, Circuit Court Clerk, 505 N. County Farm Road, Wheaton, Illinois, or with the representative or both on or before October 16, 2026, any claim not filed within that period is barred. Copies of a claim filed with the Circuit Court Clerk must be mailed or delivered to the representative and to the attorney, if any, within ten (10) days after it has been filed with the Circuit Clerk.
/s/ Candice Adams,
Clerk of the Eighteenth Judicial Circuit Court
Roberts & Caruso
DuPage Atty. No.: One
Atty. For: Petitioner
411 W. Wesley
Wheaton, IL 60187
(630) 510-1800
jimryan@robertsandcaruso.com
Published in Daily Herald April 16, 23, 30, 2026 (328449)

NEED A JOB?
Check the Classifieds daily.

Probate

LEGAL NOTICE
UNITED STATES OF AMERICA
STATE OF ILLINOIS
COUNTY OF DUPAGE
IN THE CIRCUIT COURT OF THE EIGHTEENTH JUDICIAL CIRCUIT
Estate of
CASEY DROZD A/K/A CASIMIR DROZD
Case No.: 2026PR000178
Notice is given of the death of CASEY DROZD A/K/A CASIMIR DROZD, whose address was 2455 Emerson Lane, Naperville, IL 60540. Letters of Office were issued on April 10, 2026, to Pamela Drozd, 2455 Emerson Lane, Naperville, IL 60540 as Independent Administrator, whose attorney is Andrew Willis, Leahu Law Group, LLC (383813), 53 West Jackson Boulevard, Suite 1527, Chicago, Illinois 60604.
The estate will be administered without Court Supervision, unless under Section 28-4 of the Probate Act of 1975 (755 ILCS 5/28-4) any interested person terminates independent administration at any time by mailing or delivering a petition to terminate to the Circuit Court Clerk.
Claims against the estate may be filed in the Office of CANDICE ADAMS, Circuit Court Clerk, 505 N. County Farm Road, Wheaton, Illinois, or with the representative or both on or before October 16, 2026, any claim not filed within that period is barred. Copies of a claim filed with the Circuit Court Clerk must be mailed or delivered to the representative and to the attorney, if any, within ten (10) days after it has been filed with the Circuit Clerk.
/s/ Candice Adams,
Clerk of the Eighteenth
Published in Daily Herald April 16, 23, 30, 2026 (328682)

LEGAL NOTICE
IN THE CIRCUIT COURT OF THE NINETEENTH JUDICIAL CIRCUIT
LAKE COUNTY, ILLINOIS
Estate of Richard McGill
Deceased
Gen No. 2026 PR 68
Notice is given of the death of Richard McGill, of Wauconda, Illinois. Letters of Office were issued on April 6th, 2026 to Kelly Scarbrough - 6912 Elm Road, Lake Tomahawk, WI 54539, whose attorney is Laura A. Dzielski - Kelleher + Holland, LLC, 102 S. Wynstone Park Dr., North Barrington, IL 60010.
Claims against the estate may be filed in the office of the Clerk of the Circuit Court or with representative, or both, on or before October 16, 2026, which date is not less than 6 months from the date of the first publication of this notice and any claim not filed within that period is barred. Copies of any claim filed with the Clerk must be mailed or delivered to the representative and to the attorney within 10 days after it is filed.
E-filing is now mandatory for documents in civil cases with limited exemptions. To e-file, you must first create an account with an e-filing service provider. Visit https://efile.illinoiscourts.gov/service-providers.htm to learn more and to select a service provider. If you need additional help or have trouble e-filing, visit http://www.illinoiscourts.gov/FAQ/gethelp.asp.
Kelly Scarbrough
(Representative)
Laura A. Dzielski
(Attorney)
Prepared by:
Laura A. Dzielski
102 S. Wynstone Park Drive
North Barrington, IL 60010
847-382-9195
ARDC #6308933
847-382-9195
ldzielski@kelleherholland.com
Published in Daily Herald April 16, 23, 30, 2026 (328641)

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Judicial Sales

IN THE CIRCUIT COURT FOR THE 19TH JUDICIAL CIRCUIT LAKE COUNTY - WAUKEGAN, ILLINOIS
NewRez LLC d/b/a Shellpoint Mortgage Servicing
PLAINTIFF Vs. Justin Metz; Unknown Heirs and Legatees of Sandra Stephan; Nathan Metz; Daniel Metz; Unknown Owners and Nonrecord Claimants; Richard Kuhn, as Special Representative for Sandra Stephan (deceased); BMO Bank N.A. DEFENDANTS
No. 2025FC00000528 NOTICE OF SHERIFF'S SALE OF REAL ESTATE PUBLIC NOTICE IS HEREBY GIVEN that pursuant to a Judgment of Foreclosure and Sale entered in the above cause on 02/13/2026, the Sheriff of Lake County, Illinois will on May 19, 2026 at the hour of 9:30 AM at Lake County Courthouse 301 Washington (South Entrance) 2nd Floor Waukegan, IL 60085, or in a place otherwise designated at the time of sale, County of Lake and State of Illinois, sell at public auction to the highest bidder for cash, as set forth below, the following described real estate: LOT 5 IN BLOCK 1 IN ROSING BROTHER'S SUBDIVISION OF PART OF SECTIONS 29 AND 32, TOWNSHIP 45 NORTH, RANGE 10, EAST OF THE THIRD PRINCIPAL MERIDIAN, ACCORDING TO THE PLAT THEREOF RECORDED APRIL 9, 1912 AS DOCUMENT 140638, IN BOOK "I" OF PLATS, PAGE 34, IN LAKE COUNTY, ILLINOIS. PIN 06-29-301-015
Improved with Single Family Home COMMONLY KNOWN AS: 414 W Park Ave Round Lake, IL 60073
Sale terms: 10% down of the highest bid by certified funds at the close of the auction; The balance, including the Judicial sale fee for Abandoned Residential Property Municipality Relief Fund, which is calculated at the rate of $1 for each $1,000 or fraction thereof of the amount paid by the purchaser not to exceed $300, in certified funds, is due within twenty-four (24) hours. The subject property is subject to general real estate taxes, special assessments, or special taxes levied against said real estate and is offered for sale without any representation as to quality or quantity of title and without recourse to Plaintiff and in "AS IS" condition. The sale is further subject to confirmation by the court. If the property is a condominium and the foreclosure takes place after 1/1/2007, purchasers other than the mortgagees will be required to pay any assessment and legal fees due under The Condominium Property Act, 765 ILCS 605/9(g)(1) and (g)(4). If the property is located in a common interest community, purchasers other than mortgagees will be required to pay any assessment and legal fees due under the Condominium Property Act, 765 ILCS 605/18.5(g-1). If the sale is set aside for any reason, the Purchaser at the sale shall be entitled only to a return of the deposit paid. The Purchaser shall have no further recourse against the Mortgagor, the Mortgagee or the Mortgagee's attorney. Upon payment in full of the amount bid, the purchaser shall receive a Certificate of Sale, which will entitle the purchaser to a Deed to the real estate after Confirmation of the sale. The successful purchaser has the sole responsibility/expense of evicting any tenants or other individuals presently in possession of the subject premises. The property will NOT be open for inspection and Plaintiff makes no representation as to the condition of the property. Prospective bidders are admonished to check the Court file to verify all information. IF YOU ARE THE MORTGAGOR (HOMEOWNER), YOU HAVE THE RIGHT TO REMAIN IN POSSESSION FOR 30 DAYS AFTER ENTRY OF AN ORDER OF POSSESSION, IN ACCORDANCE WITH SECTION 15-1701(C) OF THE ILLINOIS MORTGAGE FORECLOSURE LAW. For information: Examine the court file or contact Plaintiff's attorney: Codilis & Associates, P.C., 15W030 North Frontage Road, Suite 100, Burr Ridge, IL 60527, (630) 794-9876. Please refer to file number 14-25-04531. I3284635

Probate

LEGAL NOTICE
UNITED STATES OF AMERICA
STATE OF ILLINOIS
COUNTY OF DUPAGE
IN THE CIRCUIT COURT OF THE EIGHTEENTH JUDICIAL CIRCUIT
Estate of
CASEY DROZD A/K/A CASIMIR DROZD
Case No.: 2026PR000178
Notice is given of the death of CASEY DROZD A/K/A CASIMIR DROZD, whose address was 2455 Emerson Lane, Naperville, IL 60540. Letters of Office were issued on April 10, 2026, to Pamela Drozd, 2455 Emerson Lane, Naperville, IL 60540 as Independent Administrator, whose attorney is Andrew Willis, Leahu Law Group, LLC (383813), 53 West Jackson Boulevard, Suite 1527, Chicago, Illinois 60604.
The estate will be administered without Court Supervision, unless under Section 28-4 of the Probate Act of 1975 (755 ILCS 5/28-4) any interested person terminates independent administration at any time by mailing or delivering a petition to terminate to the Circuit Court Clerk.
Claims against the estate may be filed in the Office of CANDICE ADAMS, Circuit Court Clerk, 505 N. County Farm Road, Wheaton, Illinois, or with the representative or both on or before October 16, 2026, any claim not filed within that period is barred. Copies of a claim filed with the Circuit Court Clerk must be mailed or delivered to the representative and to the attorney, if any, within ten (10) days after it has been filed with the Circuit Clerk.
/s/ Candice Adams,
Clerk of the Eighteenth
Published in Daily Herald April 16, 23, 30, 2026 (328682)

LEGAL NOTICE
IN THE CIRCUIT COURT OF THE NINETEENTH JUDICIAL CIRCUIT
LAKE COUNTY, ILLINOIS
Estate of Richard McGill
Deceased
Gen No. 2026 PR 68
Notice is given of the death of Richard McGill, of Wauconda, Illinois. Letters of Office were issued on April 6th, 2026 to Kelly Scarbrough - 6912 Elm Road, Lake Tomahawk, WI 54539, whose attorney is Laura A. Dzielski - Kelleher + Holland, LLC, 102 S. Wynstone Park Dr., North Barrington, IL 60010.
Claims against the estate may be filed in the office of the Clerk of the Circuit Court or with representative, or both, on or before October 16, 2026, which date is not less than 6 months from the date of the first publication of this notice and any claim not filed within that period is barred. Copies of any claim filed with the Clerk must be mailed or delivered to the representative and to the attorney within 10 days after it is filed.
E-filing is now mandatory for documents in civil cases with limited exemptions. To e-file, you must first create an account with an e-filing service provider. Visit https://efile.illinoiscourts.gov/service-providers.htm to learn more and to select a service provider. If you need additional help or have trouble e-filing, visit http://www.illinoiscourts.gov/FAQ/gethelp.asp.
Kelly Scarbrough
(Representative)
Laura A. Dzielski
(Attorney)
Prepared by:
Laura A. Dzielski
102 S. Wynstone Park Drive
North Barrington, IL 60010
847-382-9195
ARDC #6308933
847-382-9195
ldzielski@kelleherholland.com
Published in Daily Herald April 16, 23, 30, 2026 (328642)

LEGAL NOTICE
UNITED STATES OF AMERICA
STATE OF ILLINOIS
COUNTY OF DUPAGE
IN THE CIRCUIT COURT OF THE EIGHTEENTH JUDICIAL CIRCUIT
Estate of
MICHAEL R. AIKINS
Case No.: 2026 PR 208
Notice is given of the death of Michael R. Aikins whose address was 22W715 Hackberry Drive, Glen Ellyn, IL 60137
Letters of Office were issued on April 15, 2026 to Michelle Suhajda, 7950 Howard Avenue, La Grange, IL 60525 as Independent Administrator with the Will Annexed whose attorney is Michael J. Drabant, A. Traub & Associates
Notice is hereby given to and unknown heirs, who are heirs or legatees in this cause.
To probate a will and whose name and address is not stated in the petition to admit the will to probate, that an order was entered by the Court on April 15, 2026 admitting the will to probate. Within 42 days after the effective date of the original order of admission, you may file a petition with the Court to require proof of the will by testimony of the witnesses to the will in open court or other evidence, as provided in section 6-21 of the Probate Act of 1975 (755 ILCS 5/6-21). You will also have the right under section 8-2 of the Probate Act of 1975 (755 ILCS 5/8-1) to contest the validity of the will by filing a petition with the Court within 6 months after the admission of the will to probate.
The estate will be administered without Court Supervision, unless under Section 28-4 of the Probate Act of 1975 (755 ILCS 5/28-4) any interested person terminates independent administration at any time by mailing or delivering a petition to terminate to the Circuit Court Clerk.
Claims against the estate may be filed in the Office of CANDICE ADAMS, Circuit Court Clerk, 505 N. County Farm Road, Wheaton, Illinois, or with the representative or both on or before October 16, 2026, any claim not filed within that period is barred. Copies of a claim filed with the Circuit Court Clerk must be mailed or delivered to the representative and to the attorney, if any, within ten (10) days after it has been filed with the Circuit Clerk.
/s/ Candice Adams,
Clerk of the Eighteenth
Judicial Circuit Court
Michael J. Drabant
DuPage Atty. No.: 29322
Atty. For:
Michelle Suhajda
200 W. 22nd Street,
Suite 210
Lombard, IL 60148
630-426-0196
mdrabant@atclaw.com
Published in Daily Herald April 23, 30, May 7, 2026 (329353)

LEGAL NOTICE
UNITED STATES OF AMERICA
STATE OF ILLINOIS
COUNTY OF DUPAGE
IN THE CIRCUIT COURT OF THE EIGHTEENTH JUDICIAL CIRCUIT
Estate of
Joyce Ann Derrick
Case No.: 2026PR239
Notice is given of the death of Joyce Ann Derrick whose address was 3S582 Behrs Circle Drive East, Warrenville, IL 60555
Letters of Office were issued on April 14, 2026 to Christopher E. Derrick, 506 South Gables Boulevard, Wheaton, IL 60187 as Independent Executor whose attorney is Theresa Dollinger Waldron
Notice to Heirs &

COMMUNITY UNIT SCHOOL DISTRICT 300
COOK, DEKALB, KANE AND MCHENRY COUNTIES, ILLINOIS
NOTICE OF PUBLIC HEARING
For Waiver Application

PUBLIC NOTICE IS HEREBY GIVEN that the Board of Education of Community Unit School District 300, Cook, DeKalb, Kane, and McHenry Counties (The "District") will hold a public hearing on Tuesday, May 19, 2026, at 6:30 p.m. in the Anne B. Miller Board Room at Central Office, located at 2550 Harnish Drive, Algonquin, Illinois 60102.

The purpose of the hearing will be to receive public comment on the proposed:

• ISBE waiver of School Code application to have the ability to increase fees to complete driver's education up to $400.

By order of the Board of Education of Community Unit School District 300, Cook, DeKalb, Kane, and McHenry Counties

DATED the 19th day of May 2026
Christine Birkett
President
Board of Education
Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
Published in Daily Herald April 23, 2026 (329358)

CERTIFICATE OF PUBLICATION

Paddock Publications, Inc.

Northwest Suburbs
Daily Herald

Corporation organized and existing under and by virtue of the laws of the State of Illinois, DOES HEREBY CERTIFY that it is the publisher of the **Northwest Suburbs DAILY HERALD**. That said **Northwest Suburbs DAILY HERALD** is a secular newspaper, published in Arlington Heights, Cook County, State of Illinois, and has been in general circulation daily throughout Cook County, continuously for more than 50 weeks prior to the first Publication of the attached notice, and a newspaper as defined by 715 ILCS 5/5.

I further certify that the **Northwest Suburbs DAILY HERALD** is a newspaper as defined in "an Act to revise the law in relation to notices" as amended in 1992 Illinois Compiled Statutes, Chapter 715, Act 5, Section 1 and 5. That a notice of which the annexed printed slip is a true copy, was published 04/23/2026 in said **Northwest Suburbs DAILY HERALD**. This notice was also placed on a statewide public notice website as required by 5 ILCS 5/2.1.

BY _____
Designee of the Publisher of the Daily Herald

Control # 329358

PADDOCK PUBLICATIONS, INC. Corporate SEAL ILLINOIS

COMMUNITY UNIT SCHOOL DISTRICT 300
COOK, DEKALB, KANE AND MCHENRY COUNTIES, ILLINOIS
NOTICE OF PUBLIC HEARING
For Waiver Application

PUBLIC NOTICE IS HEREBY GIVEN that the Board of Education of Community Unit School District 300, Cook, DeKalb, Kane, and McHenry Counties (The "District") will hold a public hearing on Tuesday, May 19, 2026, at 6:30 p.m. in the Anne B. Miller Board Room at Central Office, located at 2550 Harnish Drive, Algonquin, Illinois 60102.

The purpose of the hearing will be to receive public comment on the proposed:

- ISBE waiver of School Code application to have the ability to increase fees to complete driver's education up to $400.

By order of the Board of Education of Community Unit School District 300, Cook, DeKalb, Kane, and McHenry Counties
DATED the 19th day of May 2026
Christine Birkett
President
Board of Education
Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
Published in Daily Herald April 23, 2026 (329358)

CERTIFICATE OF PUBLICATION

Paddock Publications, Inc.

Lake County

Daily Herald

Corporation organized and existing under and by virtue of the laws of the State of Illinois, DOES HEREBY CERTIFY that it is the publisher of the **Lake County DAILY HERALD**. That said **Lake County DAILY HERALD** is a secular newspaper, published in Libertyville, Lake County, State of Illinois, and has been in general circulation daily throughout Lake County, continuously for more than 50 weeks prior to the first Publication of the attached notice, and a newspaper as defined by 715 ILCS 5/5.

I further certify that the **Lake County DAILY HERALD** is a newspaper as defined in "an Act to revise the law in relation to notices" as amended in 1992 Illinois Compiled Statutes, Chapter 715, Act 5, Section 1 and 5. That a notice of which the annexed printed slip is a true copy, was published 04/23/2026 in said **Lake County DAILY HERALD**. This notice was also placed on a statewide public notice website as required by 5 ILCS 5/2.1.

BY _____
Designee of the Publisher of the Daily Herald

Control # 329358 *LAKE*

PADDOCK PUBLICATIONS, INC. Corporate SEAL ILLINOIS

COMMUNITY UNIT SCHOOL DISTRICT 300
COOK, DEKALB, KANE AND MCHENRY COUNTIES, ILLINOIS
NOTICE OF PUBLIC HEARING
For Waiver Application

PUBLIC NOTICE IS HEREBY GIVEN that the Board of Education of Community Unit School District 300, Cook, DeKalb, Kane, and McHenry Counties (The "District") will hold a public hearing on Tuesday, May 19, 2026, at 6:30 p.m. in the Anne B. Miller Board Room at Central Office, located at 2550 Harnish Drive, Algonquin, Illinois 60102.

The purpose of the hearing will be to receive public comment on the proposed:

• ISBE waiver of School Code application to have the ability to increase fees to complete driver's education up to $400.

By order of the Board of Education of Community Unit School District 300, Cook, DeKalb, Kane, and McHenry Counties
DATED the 19th day of May 2026
Christine Birkett
President
Board of Education
Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
Published in Daily Herald April 23, 2026 (329358)

CERTIFICATE OF PUBLICATION

Paddock Publications, Inc.

DuPage County

Daily Herald

Corporation organized and existing under and by virtue of the laws of the State of Illinois, DOES HEREBY CERTIFY that it is the publisher of the **DuPage County DAILY HERALD**. That said **DuPage County DAILY HERALD** is a secular newspaper, published in Naperville, DuPage County, State of Illinois, and has been in general circulation daily throughout DuPage County, continuously for more than 50 weeks prior to the first Publication of the attached notice, and a newspaper as defined by 715 ILCS 5/5.

I further certify that the **DuPage County DAILY HERALD** is a newspaper as defined in "an Act to revise the law in relation to notices" as amended in 1992 Illinois Compiled Statutes, Chapter 715, Act 5, Section 1 and 5. That a notice of which the annexed printed slip is a true copy, was published 04/23/2026 in said **DuPage County DAILY HERALD**. This notice was also placed on a statewide public notice website as required by 5 ILCS 5/2.1.

BY _____
Designee of the Publisher of the Daily Herald

Control # 329358 *DUPAGE*

PADDOCK PUBLICATIONS, INC. Corporate SEAL ILLINOIS

COMMUNITY UNIT SCHOOL DISTRICT 300
COOK, DEKALB, KANE AND MCHENRY COUNTIES, ILLINOIS
NOTICE OF PUBLIC HEARING
For Waiver Application

PUBLIC NOTICE IS HEREBY GIVEN that the Board of Education of Community Unit School District 300, Cook, DeKalb, Kane, and McHenry Counties (The "District") will hold a public hearing on Tuesday, May 19, 2026, at 6:30 p.m. in the Anne B. Miller Board Room at Central Office, located at 2550 Harnish Drive, Algonquin, Illinois 60102.

The purpose of the hearing will be to receive public comment on the proposed:

• ISBE waiver of School Code application to have the ability to increase fees to complete driver's education up to $400.

By order of the Board of Education of Community Unit School District 300, Cook, DeKalb, Kane, and McHenry Counties

DATED the 19th day of May 2026
Christine Birkett
President
Board of Education
Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
Published in Daily Herald April 23, 2026 (329358)

CERTIFICATE OF PUBLICATION

Paddock Publications, Inc.

Fox Valley
Daily Herald

Corporation organized and existing under and by virtue of the laws of the State of Illinois, DOES HEREBY CERTIFY that it is the publisher of the **Fox Valley DAILY HERALD**. That said **Fox Valley DAILY HERALD** is a secular newspaper, published in Elgin, Kane County, State of Illinois, and has been in general circulation daily throughout Kane County, continuously for more than 50 weeks prior to the first Publication of the attached notice, and a newspaper as defined by 715 ILCS 5/5.

I further certify that the **Fox Valley DAILY HERALD** is a newspaper as defined in "an Act to revise the law in relation to notices" as amended in 1992 Illinois Compiled Statutes, Chapter 715, Act 5, Section 1 and 5. That a notice of which the annexed printed slip is a true copy, was published 04/23/2026 in said **Fox Valley DAILY HERALD**. This notice was also placed on a statewide public notice website as required by 5 ILCS 5/2.1.

BY _____
Designee of the Publisher of the Daily Herald

Control # 329358

PADDOCK PUBLICATIONS, INC. Corporate SEAL ILLINOIS

From:	Christine Allison
To:	"reick@ilhousegop.org"
Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:48:00 AM

April 23, 2026

The Honorable Steven Reick:

Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
Notice of Public Hearing
May 19, 2026

The Board of Education of the Community Unit School District 300 will hold a public hearing on Tuesday, May 19, 2026, at 6:30 p.m. in the Anne B. Miller Board Room at Central Office, located at 2550 Harnish Drive in Algonquin, Illinois.

The purpose of this meeting will be to receive public comment on the following waiver application:

1. A waiver that will allow the district to have the ability to charge students who take Driver's Education a fee of up to $400.

If approved, this waiver would take effect for the next five consecutive years.

Christine Birkett, President
Board of Education
Community Unit School District 300

Community Unit School District 300
2550 Harnish Drive, Algonquin, IL 60102
www.d300.org
Phone: 847-551-5300
Fax: 847-551-8413



Christine Allison, Executive Assistant to the Chief Legal Counsel

A: Central Office: 2550 Harnish Drive, Algonquin, IL 60102

T: 847-551-8375 | **F:** 847-551-8493 | **E:** christine.allison@d300.org

From:	Christine Allison
To:	"mccombie@ilhousegop.org"
Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:48:00 AM

April 23, 2026

The Honorable Tony McCombie:

Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
Notice of Public Hearing
May 19, 2026

The Board of Education of the Community Unit School District 300 will hold a public hearing on Tuesday, May 19, 2026, at 6:30 p.m. in the Anne B. Miller Board Room at Central Office, located at 2550 Harnish Drive in Algonquin, Illinois.

The purpose of this meeting will be to receive public comment on the following waiver application:

1. A waiver that will allow the district to have the ability to charge students who take Driver's Education a fee of up to $400.

If approved, this waiver would take effect for the next five consecutive years.

Christine Birkett, President
Board of Education
Community Unit School District 300

Community Unit School District 300
2550 Harnish Drive, Algonquin, IL 60102
www.d300.org
Phone: 847-551-5300
Fax: 847-551-8413



Christine Allison, Executive Assistant to the Chief Legal Counsel

A: Central Office: 2550 Harnish Drive, Algonquin, IL 60102

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From:	Christine Allison
To:	"senatorwilcox@gmail.com"
Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:48:00 AM

April 23, 2026

The Honorable Craig Wilcox:

Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
Notice of Public Hearing
May 19, 2026

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Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:48:00 AM

April 23, 2026

The Honorable Andrew Chesney:

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To:	"info@senatordavesyverson.com"
Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:47:00 AM

April 23, 2026

The Honorable Dave Syverson:

Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
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To:	"info@repsnessil66.com"
Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:47:00 AM

April 23, 2026

The Honorable Suzanne Ness:

Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
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May 19, 2026

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To:	"staterepmoeller@gmail.com"
Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:47:00 AM

April 23, 2026

The Honorable Anna Moeller:

Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
Notice of Public Hearing
May 19, 2026

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To:	"RepMcLaughlin@gmail.com"
Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:47:00 AM

April 23, 2026

The Honorable Martin McLaughlin:

Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
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To:	"keicher@ilhousegop.org"
Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:46:00 AM

April 23, 2026

The Honorable Jeff Keicher:

Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
Notice of Public Hearing
May 19, 2026

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From:	Christine Allison
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Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:46:00 AM

April 23, 2026

The Honorable Dan Ugaste:

Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
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May 19, 2026

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Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:45:00 AM

April 23, 2026

The Honorable Donald DeWitte:

Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
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From:	Christine Allison
To:	"senatorcastro@gmail.com"
Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:45:00 AM

April 23, 2026

The Honorable Cristina Castro:

Community Unit School District 300
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T: 847-551-8375 | **F:** 847-551-8493 | **E:** christine.allison@d300.org

From:	Christine Allison
To:	"Sanabria, Michele"
Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:44:00 AM

April 23, 2026

Ms. Michele Sanabria

Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
Notice of Public Hearing
May 19, 2026

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From:	Christine Allison
To:	"deborah.lupa@d300.org"
Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:44:00 AM

April 23, 2026

Ms. Deb Lupa

Community Unit School District 300
Cook, DeKalb, Kane, and McHenry Counties
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From:	Christine Allison
To:	"lead300president@gmail.com"; "michael.williamson@d300.org"
Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:44:00 AM

April 23, 2026

Mr. Michael Williamson

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From:	Christine Allison
To:	"hills@Ilsenategop.org"
Cc:	"Parisi, Thomas"; "Balcazar, Kathryn"; "Allison, Christine"
Subject:	Notice of Public Hearing - Waiver Application - Community Unit School District 300
Date:	Thursday, April 23, 2026 9:48:00 AM

April 23, 2026

The Honorable Darby Hills:

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DISTRICT 300

COMMUNITY UNIT SCHOOL DISTRICT NO. 300
BOARD OF EDUCATION MEMO

DATE: **May 19, 2026**

TO: Dr. Martina Smith, Superintendent
Board of Education

FROM: Dr. Frank Williams,
Chief Financial Officer

Presented at the following Board Meetings	Date
Board Operations Committee	
BOE 1st Reading	
BOE 2nd Reading	5/19/2026

SUBJECT: **Parking Lot Renovation Westfield Community School (WCS)**

Background

The WCS parking lot is in need of repair. This project has been under consideration for several years and has undergone multiple revisions. Recent discussions with the Village of Algonquin have resulted in a consensus plan that addresses several longstanding concerns, including traffic backup on Sleepy Hollow Road, student access from the newer subdivision west of the school, and for District 300, the deteriorating condition of the existing parking lot, and overall traffic flow and safety improvements.

An Invitation to Bid was released in three packages on April 27, 2026. The bid packages included the Phase 1: C2.0 north parking lot, Phase 2: C2.1 & C2.2 east and south parking lot, and Phase 3: C2.3 bike path (C2.3). Nine companies submitted bids for all three packages, with total proposed bids ranging from $749,350 to $1,050,680. Administration recommends awarding the contract for the parking lot project to Dale Inc. in the amount of $749,350, as the company was determined to be the lowest responsive and responsible bidder.

The original construction budget for this project was $999,321. After accounting for professional fees, contingencies, and other associated project costs, the total project budget was established at $1,394,239. The projected all-in project cost, including construction, fees, and contingencies, is $1,114,281, which is $279,958 below budget.

Construction is scheduled to begin immediately following the last day of school and is anticipated to be completed prior to the start of the 2026–2027 school year.

Administrative Recommendation

The administration recommends awarding the WCS parking lot project contract to Dale Inc in the amount of $749,350.

Fiscal Impact

The project was identified in the fiscal year 2026 capital maintenance budget and will be paid from Fund 60, Capital Projects.

LAMP INCORPORATED
A Construction Tradition

Community Unit School District 300

D300 Westfield Community School Parking Lot Improvements - Bid Release 5

Tuesday, May 12, 2026, at 2:00 PM

32A-1 Asphalt Paving

Trade Contractor	Base Bid - Phase 1	Base Bid - Phase 2	Base Bid - Phase 3	Combination Bid	N/A	Bond or Cert. Check	Labor Rate Sheet	Public Certificates	Notes
Abbey Construction Co., Inc.	$ 531,000.00	$ 437,140.00	$ 110,330.00	$ 1,047,840.00		X	X	X	
Accu-Paving Company	NO BID	NO BID	NO BID	NO BID		X	X	X	
Chicagoland Paving	$ 515,000.00	$ 400,000.00	$ 60,000.00	$ 975,000.00		X	X	X	
Dale Inc	$ 480,937.00	$ 221,588.00	$ 46,825.00	$ 749,350.00		X	X	X	
DK Contractors Inc.	$ 500,000.00	$ 408,000.00	$ 125,000.00	$ 920,000.00		X	X	X	
Maneval Construction Co., Inc.	$ 545,020.00	$ 383,675.00	$ 162,190.00	$ 959,980.00		X	X	X	
Obsidian Asphalt Paving	$ 408,000.00	$ 315,150.00	$ 134,000.00	$ 857,150.00		X	X	X	
Schroeder Asphalt Services, Inc.	$ 465,000.00	$ 340,000.00	$ 58,000.00	$ 839,000.00		X	X	X	
TAT Enterprises Inc	NO BID	NO BID	NO BID	NO BID		X	X	X	
Troch-McNeil Paving Co., Inc.	$ 459,315.00	$ 504,965.00	$ 86,400.00	$ 1,050,680.00		X	X	X	

460 N. Grove Ave.
Elgin, IL 60120
www.lampinc.net

O: 847.741.7220
F: 847.741.9677

May 13, 2026

Dr. Frank Williams
Chief Financial Officer
Community Unit School District 300
2550 Harnish Road
Algonquin, IL 60102

RE: Letter of Bid Compliance
Westfield Community School - Parking Lot Improvements

Dear Dr. Williams,

On May 12, 2026, bids were received for the Community Unit School District 300 - Westfield Community School Parking Lot Improvement project. Listed below is the proposed contract amount. Lamp Incorporated has conducted work scope review meetings with the low bid trade contractor for compliance with the Bid Documents. Please confirm we are authorized to issue the contracts below.

32A-5 Asphalt Paving
Dale Inc.

Base Bid: $ 749,350.00
Proposed Contract Amount: $ 749,350.00

Should you have any questions, or require any additional information, please do not hesitate to contact me at your convenience.

Respectfully,

LAMP INCORPORATED

Chad Alexander
Vice President of Operations

Construction Management
General Construction
Design/Build

Building a tradition of quality construction since 1932

Community Unit School District 300

Westfield Community School

Parking Lot Improvements

Budget

May 14, 2026

Area of Work	BUDGET	BIDS
Phase 1 - C2.0 North Parking Lot (Additional Parking & Traffic Flow Reconfiguration)	$ 757,869	$ 480,937
Phase 2 - C2.1 & C2.2 East & South Parking Lot (Add'l Parking/Ent. Road Connect. & Widen Circ. Road)	$ 141,452	$ 221,588
Phase 3 - C2.3 Bike Path (West Subdivision)	$ 100,000	$ 46,825
Stormwater Management Allowance - Included in Phase 2	*$ -*	*$ -*
	$ 999,321	$ 749,350
Preconstruction	$ 3,500	$ 3,500
General Conditions (Supervision)	$ 43,400	$ 43,400
Project General Conditions	$ 17,750	$ 17,750
Construction Management Fee	$ 37,239	$ 28,490
SUBTOTAL	$ 1,101,210	$ 842,490
Contingency	$ 99,932	$ 99,932
SUBTOTAL	$ 1,201,142	$ 942,422
Architectural/Engineer Fees	$ 88,097	$ 67,399
On-Site Observation	$ 20,000	$ 20,000
Architectural/Engineer Reimbursables	$ 5,000	$ 5,000
SUBTOTAL	$ 113,097	$ 92,399
Owner Costs - Testing/Inspections/Investigation	$ 30,000	$ 30,000
Owner Costs - FFE	$ -	$ -
Owner Direct Costs - Survey, Permit/Review Fees, Utilities, SWPPP	$ 50,000	$ 50,000
TOTAL	**$ 1,394,239**	**$ 1,114,821**

NEGOTIATED AGREEMENT BETWEEN

THE BOARD OF EDUCATION
COMMUNITY UNIT SCHOOL DISTRICT 300
AND
DISTRICT 300 EDUCATIONAL SERVICES
PERSONNEL ASSOCIATION

DESPA
DISTRICT 300 EDUCATIONAL SERVICES PERSONNEL ASSOCIATION

JULY 1, 2022-JUNE 30, 2025

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Disclaimer: Per Board Policy 2:240 Board Policy Development, throughout this agreement, words importing the masculine and/or feminine gender include all gender neutral/inclusive pronouns.

ARTICLE I
PREAMBLE

The Board of Education of Community Unit School District No. 300, hereinafter referred to as the Board, and the District 300 Educational Support Personnel Association-IEA/NEA, hereinafter referred to as DESPA recognizes the ultimate aim of the public schools is to provide the best education possible for the children and youth of the school district.

ARTICLE II
RECOGNITION

2.1 Recognition

The Board recognizes DESPA, an IEA/NEA affiliate, as the sole and exclusive bargaining agent for all full-time and part-time building secretaries and principal secretaries, custodial, maintenance, grounds, mechanical and structural employee secretarial/clerical employees currently not included in the DESPA bargaining unit, including the employees in the following positions: specialist, translator, administrative assistant, receptionist, accounts receivable assistant, DeLacey Center clerk, family school liaison, district school liaison, bilingual speech language liaison, district support sub, assistant student activities/free and reduced lunch accountant, hall monitor, security employees and parking lot/washroom supervisors, employed by the Board, excluding the Supervisor of Buildings and Grounds, the Mechanical and Structural Crew Chief, Internal Auditor, supervisors, managerial and confidential employees, including the administrative assistants for the superintendent, Associate Superintendent, Chief Financial Officer and Director of Human Resources, short-term employees, and students as defined by the Illinois Educational Labor Relations Act.

2.2 No Strike/No Lockout

During the term of this agreement, the Association will not authorize a work stoppage, slowdown, or strike. The Board will not lockout employees during the term of this Agreement.

2.3 Agreement

The parties mutually agree that the terms and conditions set forth in this Agreement represent the full and complete understanding and commitment between the parties hereto which may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in an amendment hereto.

ARTICLE III
NEGOTIATIONS

3.1 Procedures

Neither party shall have control over the selection of the negotiating representatives of the other party. It is recognized that no final agreement between the parties may be executed without ratification by a majority of the

Board and by a majority of the membership of DESPA, but the parties mutually pledge that representatives selected by each shall be clothed with all necessary power and authority to make proposals, consider proposals for compromise in the course of negotiations, subject only to such ultimate ratification.

a. Every effort shall be made to begin negotiations no later than the October 15 prior to the expiration of the contract. Any extension of this date shall be mutually agreed to by October 20.

b. From time to time during negotiations both parties may agree to negotiate during the regular work day. The chief negotiation spokespersons of each party shall mutually notify the immediate supervisor of said employees.

3.2 Mediation Procedure

In the event an impasse is reached and one or both parties declare impasse, mediation shall take place in accordance with the Illinois Educational Labor Relations Act. This will not preclude the parties from mutually agreeing to mediation at any time during negotiations.

ARTICLE IV
MANAGEMENT RIGHTS

The Board, on its own behalf and on behalf of the electors of the school district, hereby retains and reserves unto itself, without limitation, all power, right, authority, duties and responsibilities conferred upon and vested in it by the Laws and Constitution of the State of Illinois and of the United States, the Illinois Education Labor Relations Act and this Agreement.

ARTICLE V
LABOR/MANAGEMENT RELATIONS

5.1 Labor Management Meetings

To advance good faith bargaining DESPA and the Superintendent and/or designees shall meet quarterly or as needed. Agenda will be set by suggestions made from either party no later than 24 hours prior to the date of meeting. Suggestions are not limited to concerns and/or topics except grievances already filed. Such meetings shall not by-pass the grievance procedure.

5.2 Contract Amendments

Should any meeting result in a mutually acceptable amendment to the Agreement, the amendment shall be reduced to writing, signed and appended to this Agreement. In some cases, ratification by Association and Board may be necessary.

5.3 Mid-Term Bargaining

These ongoing meetings will in no way constitute a waiver on the part of the Association of mid-term bargaining rights which may be granted under the Illinois Educational Labor Relations Act.

5.4 Committee Members

Attendance at these meetings will be limited to four members from each of the parties.

5.5 President's Meeting

Labor/Management meetings are not intended to replace the regular Superintendent/Association Presidents' Meetings.

5.6 Pertinent Information – DESPA

a. The DESPA President shall be sent electronically all regular and routinely prepared board reports and minutes.

b. A copy of the most recent Job Vacancy Posting shall be sent electronically to the DESPA President.

5.7 Staffing Levels

The Chief Financial Officer and the Assistant Superintendent of Human Resources will meet with DESPA Leadership annually on or before February 1st to discuss staffing levels throughout the District.

ARTICLE VI
UNION AND EMPLOYEE RIGHTS

6.1 Building Use By DESPA

DESPA and its Representatives shall have the right to use school facilities for meetings for the purpose of conducting association business, following the district's facility rental request process. All meetings shall be conducted outside employee work hours unless said meeting is scheduled by mutual agreement between the Board or its designee. DESPA agrees to pay reasonable costs in the event that any are incurred by the Board for such meeting.

6.2 School Property Use

Duly authorized representatives of DESPA and its affiliates will be permitted to transact official association business on school property outside the ordinary work hours of employees when it does not reasonably interfere or interrupt school functions or operations.

6.3 Bulletin Boards

DESPA shall be able to post literature on bulletin boards within usual Secretarial and Maintenance/Custodial areas at each building provided such literature is identified as to its source and is not educationally inappropriate. Such information shall not be abusive or defamatory and DESPA assumes the legal responsibility for its communication.

6.4 Communication

To the extent as permitted by current law, DESPA will be able to use the school mail system and other forms of communication, such as facsimile, e-mail,

telephone, voice mail, etc. to communicate, provided that the communication is identified as to its source.

6.5 Dues Deduction

The Board shall deduct from the pay of each employee who has provided written authorization to do so, current membership dues of the association and affiliate organizations. Deductions shall commence immediately after the signed authorization is delivered to the DESPA membership chair and shall be prorated evenly over each pay period. The dues deductions shall continue from year to year unless revoked, in writing to the president between May 15 and June 15 of each year.

6.6 New Employees

The DESPA President shall be furnished information on any new member of the bargaining unit to include name, address, phone, group assignment, rate of pay, and date of employment within fourteen (14) days of employment. Also, notification will be made to the designated DESPA President regarding leave of absences, terminations and quitting.

6.7 Rules and Regulations

All published policies, regulations, and rules of the employer will be made available for inspection. To preserve good faith bargaining between the Board and DESPA, all modifications, alterations and changes that impact wages, hours, and terms and conditions of employment of members of the bargaining unit shall be negotiated prior to implementation and any notification to Employees.

6.8 Non-Discrimination

There shall be no discrimination against or by any member of the bargaining unit when such discrimination violates any code, regulation or statute set forth by legal authority from federal or state law. All employees will be treated in a professional manner.

6.9 Health and Safety

It is agreed that there shall be maintained such health, safety, and sanitary methods as are necessary to protect and preserve the welfare of the students and employees. Environmental reports shall be sent to the DESPA President.

6.10 Unsafe Conditions

All unsafe conditions shall be reported to the building principal or other pertinent supervisor. All injuries arising out of an accident while performing school duties must be reported to the immediate supervisor.

6.11 Dispensing Medication

Bargaining unit members shall not be required to dispense medication to students. Bargaining unit members shall not be required to receive medication from parents or return medication to parents at any point before, during or after the school year. Bargaining unit members shall not be required to perform any invasive medical procedures and/or any procedure requiring a medical degree

or training. Any bargaining unit member providing such assistance will be held harmless by the District which will also agree to defend and indemnify the employee against all civil rights, bodily injury claims and suits when damages are sought for negligent or wrongful acts alleged to have been committed in the scope of employment or under the direction of the Board. The District will comply with all legislation on this topic.

6.12 Personnel File

Except for confidential material which, by law, an employer is not required to make available, an employee shall have the right, upon reasonable request, to review materials in his/her personnel file which shall be maintained by the District, provided that no documents shall be marked, altered or removed. If a request is made, the employee shall reimburse the District for the reasonable cost of copying any such documents. Nothing herein shall require the District to collate or compile any information.

Effective the day after this Agreement is ratified by both parties, if any document is placed in an employee's official personnel file that is disciplinary in nature to the employee, an employee shall be provided with a copy of this document. The employee must initial documents of this nature indicating only that they have knowledge of them. Such initials shall not be construed in any way to constitute agreement with their contents or the appropriateness of their placement in the file.

Except as modified by the foregoing paragraphs, nothing in this Agreement shall be construed to preclude the applicability of the Personnel Record Review Act, 280 ILCS 40/1, *et seq.*

6.13 Inappropriate Workplace Behavior

CUSD 300 administrators shall treat all DESPA members with courtesy, respect and dignity. CUSD 300 personnel shall conduct themselves in a professional, collaborative, and cooperative manner in accordance with CUSD 300's core beliefs as stated in Board Policy. CUSD 300 fosters a just and safe culture by addressing unprofessional, inappropriate, intimidating, disruptive, threatening, and /or violent behavior, or mistreatment (hereinafter "inappropriate behavior") within the workplace.

a. Expectations

CUSD 300 supports a culture of collegiality and excellence. Inappropriate behavior can undermine teamwork and our culture. CUSD 300 recognizes that repetitive inappropriate behavior may be expressed in aggressive, passive, or passive-aggressive forms. Repetitive inappropriate behavior includes, but is not limited to, deliberate words or actions that:

1. Prevent or interfere with an individual's or group's work, performance, or ability to achieve intended outcomes. Examples include but are not limited to intentionally ignoring questions, limiting access to supplies provided to others or not responding to professional matters.

2. Create an unsafe, intimidating, hostile or offensive work environment. Examples include but are not limited to verbal abuse, sexual or other harassment, threatening or intimidating words, or words reasonably interpreted as threatening or intimidating.

3. Threaten personal or group safety, such as aggressive or violent physical actions.

b. Responding to Disruptive Behavior Complaints

1. Written complaints regarding an administrator shall go directly to the Chief Legal Counsel. The Chief Legal Counsel may designate someone to act on his/her behalf to conduct the investigation.

2. Written complaints regarding the Superintendent or Chief Legal Counsel shall go directly to the Board.

3. The Chief Legal Counsel will develop administrative procedures for the written complaint process.

4. The outcome of a complaint would not be subject to the grievance process but the procedures/process could be grievable. If an issue is not resolved to a member's satisfaction, the behavior continues, and/or the member believes he/she is being retaliated against; the member is not precluded from filing a subsequent complaint.

c. Reporter ("whistleblower") Protection

1. Retaliation against reporters ("whistleblowers") who in good faith report disruptive behavior pursuant to this section of the collective bargaining agreement shall not be tolerated under protection of the union labor laws. A report made pursuant to this section of the collective bargaining agreement may not constitute whistleblowing as defined by Federal and State laws.

2. Examples of prohibited retaliation in response to whistleblower reports include but are not limited to discharge, harassment, transfer, financial repercussion, slander or any other manner discriminating or threatening to discriminate against a staff member in the terms and conditions of the staff member's employment.

Protection against retaliation afforded to those who report disruptive behavior is not intended to interfere in any way with the business or conduct of the education system.

ARTICLE VII
GRIEVANCE PROCEDURE

The Board and DESPA acknowledge that current law regarding both management rights and employee rights govern this grievance procedure.

7.1 Informal Grievances or Complaints

Questions or problems concerning professional or business matters should be taken up first with the individual's immediate supervisor.

7.2 Formal Grievances

a. A formal grievance is defined as an alleged misapplication, misinterpretation or violation of this agreement.

b. The grievance procedure may be used by any member of the bargaining unit and or Association. The grievant shall be defined as any member of the bargaining unit or the Association. Members and or association representatives of the bargaining unit who participate in these grievance procedures will not be subject to discipline or reprisal because of such participation. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

c. It is recognized and recommended that problems arising between the member of the bargaining unit and the employer be resolved through free and informal communications between the parties concerned. Nothing herein contained will be construed as limiting the right of any party having a grievance to discuss the matter informally with the appropriate member of the administration at Level One, and having the grievance adjusted at Level One, provided the adjustment is not inconsistent with existing Board of Education policy, the terms of this Agreement and the Illinois Education Labor Relations Act. When informal discussions fail to satisfy the grievance, a formal grievance may be processed according to the following procedures**.** During such informal adjustment all time limits shall be held in abeyance.

d. All grievances shall be submitted on the form in Appendix A**.**

7.3 Procedure

a. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement. The term "days" as used in this procedure shall mean weekdays when the administration office is open for regular business.

b. When requested by a member of the bargaining unit, a DESPA representative may accompany the employee to assist at any of the following levels. The Association maintains the right to attend and participate in any and all grievance meetings. Levels One and Two of the procedure may be by-passed by agreement of the appropriate administrator and DESPA president.

c. Unless the time restrictions are waived by mutual agreement any grievance not applied to the next step of the grievance procedure within

the time limits set forth shall be deemed settled in favor of the other party.

d. Every effort shall be made to process grievances outside the working hours of the grievant. Should the investigation or processing occur during regular work hours, the employee must secure approval to be released from work from his/her immediate supervisor.

Level One

The grievant will first discuss it with his/her principal or immediate supervisor within fifteen (15) days of the occurrence giving rise to the grievance or within fifteen (15) days of the time when such occurrence might reasonably be ascertained. Verbal conversations shall be documented in writing after such meeting.

Level Two

If the grievant is not satisfied with the disposition of the problem through informal procedures, the grievance may be advanced within fifteen (15) days of a formal grievance in writing to the principal or immediate supervisor. The principal or supervisor shall, within fifteen (15) days, render a decision in writing to the grievant and the Superintendent. Use Appendix A, DESPA grievance form

Level Three

If the grievance is not resolved at earlier levels, the grievant may, within fifteen (15) days of receipt of the principal's or supervisor's answer, advance the grievance to the Superintendent or designated representative. The Superintendent or designated representative shall, within fifteen (15) days, schedule a meeting and render a decision and reason therefore, in writing, to the grievant.

Level Four

If a satisfactory disposition of the grievance is not made as a result of the meeting provided for in Level Three above, the grievant may appeal to the Board of Education within fifteen (15) days from the date of the receipt of the decision from the Superintendent or designated representative. The Board at its sole option may decide whether or not to hear the grievance. If the Board decides not to hear the grievance it may be appealed to Level Five. All hearings with the Board shall be closed and shall include the full Board or a committee thereof, as the Board shall designate, and the grievant and Association. The Superintendent or designated representative and the grievant will present the administration's rationale at such hearings. The Board of Education shall render a decision and reasons therefore, in writing, to the grievant within five (5) days after the hearing. A copy of all documents and related materials shall be provided to the grievant and Association along with the decision.

Level Five

If the grievance is not resolved at Level Four, either the Board or DESPA shall have the right to submit the grievance to arbitration within fifteen (15) days following the decision by the Board in Level Four or within 15 days following the notice that the Board chooses not to hear the grievance in Level Four. The decision of the arbitrator shall be final and binding. Each party hereto shall bear the expense of preparing and presenting its own case. The cost and expense of the arbitrator and incidental expenses mutually agreed to shall be borne equally by both parties. The arbitrator shall consider and decide only the specific issues submitted in writing and shall have no authority to make any decisions or recommendations on any issues not so submitted. The arbitrator shall be without power to interpret in any way the applicable laws, rules and regulations having force and effected laws. The decision shall be based solely upon the policy or expressed language of this agreement as applied to the facts of the grievance presented. Both parties shall submit all documents or other evidence which may be tendered at the hearing and related materials to the other party no later than ten (10) days prior to the Arbitration hearing; including a list of all witnesses. Failure to tender same shall preclude such admission at any hearing.

ARTICLE VIII
REDUCTION IN FORCE

8.1 Reduction in Force

At any time the Board determines the need for a reduction in force, the administration shall schedule a meeting with DESPA at least 45 days prior to the commencement of the actual reduction. Administration shall provide current seniority lists for all employees in the bargaining unit by category, as established in Section 8.3 below, prior to the meeting.

The Administration shall meet with DESPA to discuss the following:

a. Reasons for the need to have layoff.
b. Bargain the impact of the layoff.
c. Review vacancy list.
d. Review of seniority list and verify its accuracy.
e. Review of layoff and recall procedures.
f. Notification to impacted employees.
g. Notification to the bargaining unit regarding the impact of the layoff.

Prior to the following procedures DESPA and Administration will make every effort to work together to find solutions that will lessen the impact of a RIF to DESPA employees and the district. In the event that no agreeable solutions can be found the following procedures will occur.

8.2 Layoff Procedures

In the event of a layoff, employees will be laid off in the following order:

1. Any temporary, seasonal and any other non-union employee classification that is performing duties essentially similar to jobs performed by bargaining unit members.
2. Employees who have retired from the district and returned to work in a bargaining unit position, unless there are no current DESPA members who have the skills and ability to perform the work.
3. Part-time employees (10-month employees are not considered part-time) shall be terminated before any reduction in force of full-time employees of the bargaining unit shall commence.
4. Employees shall be laid off in the inverse order of their seniority within the categories of position established in Section 8.3 below.
5. Employees who are subject to a layoff will have an opportunity to provide Human Resources with up to date information on their work experience, job skills and any additional certifications, degrees or other educational experiences to be used for consideration of other positions.

8.3 Position Categories

For the purpose of this article categories of position will be by salary grade as indicated on the Job Matrix in Appendix B.

8.4 Bumping Rights

a. Members affected by a reduction in force have rights to bump into another bargaining unit position. Members may be placed in a vacant position or replace a current bargaining unit member according to their seniority, and if they meet the minimum qualifications of the position as outlined on the job description as outlined in the following steps:

    1. Reduced members will first be placed in an available vacant position within their current category.
    2. If there are no vacant positions within their category, then they would be placed in a vacant position outside of their category that is lower than their current salary level.
    3. If there are no vacant positions outside of their category, they then may bump a least senior member within their category starting with the least senior member if they are qualified to do the position as outlined on the job description.
    4. If they are unable to secure a position as outlined in steps 1 through 3 they would be laid off and placed on recall.
    5. A member may accept a layoff instead of bumping into another position.

b. Any member who is placed into a position due to a RIF, will be subject to a probationary period in accordance with Article 17, Section 1.
c. Placement on the salary schedule will be on the employee's current step in the salary level for the position they are bumping into.
d. If as result of reduction in force a position becomes vacant and is unable to be filled by an employee who is being reduced, the position will be posted internally for five days to allow the opportunity for current members to apply and be considered for the position. The position will be filled by a current

DESPA member unless there are no members who meet the minimum qualifications for the position and apply or no members apply for the position. In this case the position may be filled by an outside candidate.

8.5 Recall Rights and Procedures

a. If a member is unable to secure an immediate position through bumping and/or seniority, said members shall be laid off subject to recall.
b. Members on layoff shall retain their right to recall for twelve (12) months from the beginning of the school year following the year he/she was released.
c. If a bargaining unit position vacancy occurs within this twelve (12) month period, employees subject to recall shall be recalled to work in the reverse order of layoff by category, provided they are capable of returning to work and performing the minimum duties required of the vacant position.
d. The member recall seniority list shall list members by categories of position as established in Section 8.3 above.
e. A member subject to recall may refuse a position that becomes available one time and still will retain his/her seniority status on the recall list.
f. A member who refuses recall for a position for which he/she is qualified for the second time shall be considered as having voluntarily terminated their employment.
g. The District shall not hire anyone to a position until recall has been completed for that category of position.

8.6 Substitute List

A laid off employee shall, upon application and at his/her option, be granted priority status on the substitute list according to his/her seniority with the district, provided such employee is fully qualified to perform the job in question.

8.7 Employee's Obligation to Respond to Recall

a. It shall be the employee's responsibility to keep the employer notified as to his/her current mailing address and phone number.
b. Notices to recall shall be sent by registered or certified mail to the employee's address shown on the employer's records, and shall state the start date, position title, building and supervisor for which the employee is being recalled for.
c. A recalled employee shall be given three (3) working days from date of receipt of said notice to respond as to whether or not they accept the position.
d. An employee who fails to respond within such time period shall forfeit his/her recall rights and it shall be deemed a voluntary quit

8.8 Bumping and/or Return Conditions

a. All benefits to which an employee was entitled at the time of his/her layoff including, will be restored or continued to the employee upon his/her return to active employment, not to include any time paid out or reported for IMRF credit.

b. Placement on the salary schedule will be on the same step the employee was on when reduced but in the salary level for the position they are being recalled to.
c. DESPA will be notified of changes to a member's status on recall within 14 days of the change.
d. If recalled in a different position from when the employee was laid off, the recalled member would be subject to the probationary language in accordance with Article 17, Section 1.

ARTICLE IX
SENIORITY

9.1 Definition

Seniority shall be defined as the length of continuous full or part-time service in the District within a bargaining unit position

9.2 Seniority Conflicts

If it becomes necessary to resolve conflicts of seniority between employees with the identical length of continuous service within the District, the following factors shall be used in this order:

a. Length of full-time service
b. Part-time service
c. Lot

9.3 Purpose of Seniority

The District will use seniority as one of the criteria for the purpose of employee promotion, retention, placement, and layoff.

9.4 Breaking of Seniority

Seniority shall be broken by discharge for cause, resignation, retirement, or being laid off. If a reduction in force is in effect, the member shall retain seniority for recall purposes. However, seniority shall not accrue while a member is not working as a result of a reduction in force.

9.5 Seniority List

An updated seniority list shall be provided annually to the DESPA President prior to February 1 of each year.

ARTICLE X
JOB DESCRIPTIONS, NEW POSITIONS & RECLASSIFICATIONS

10.1 Job Descriptions

a. Job descriptions will contain the following elements: Position code, job title, employee group, salary grade, FLSA status, and supervisor's job title, date of preparation or update, purpose of job, classification level, required knowledge, skills, and abilities, essential duties, other duties and American with Disabilities (ADA)-related factors.
b. All new job descriptions will be reviewed by the Union and supervisor prior to implementation, distribution or posting.
c. If the Union does not agree with elements of the job description, within ten (10) working days of receiving the job description, the Union has the right to request a meeting with Human Resources, to discuss their concerns or objections.
d. If the parties cannot come to an agreement regarding the job description, the Chief Legal Counsel will make the final decision and will provide a copy of the final job description to the Union and supervisor. This will become the official job description until such time that modifications are made in the job.

10.2 New Positions

a. When the Board determines that a new position needs to be created, HR will meet with the intended supervisor to develop a job description in accordance with the Job Description section of this article. A Position Description Questionnaire (PDQ) will be used to assist in the creation of the job description.
b. Upon development of the Job Description, HR will meet with the Association President to discuss the classification placement of the new position.
c. The Position can be posted once the final job description has been approved as indicated in the Job Description section of this article.

10.3 Request for Position Classification Review

If an employee believes that the essential duties or another major element of his or her position has changed substantially, they may request that his/her position be reviewed by HR for possible reclassification, by following the process below:

a. Employee completes a new PDQ and highlights those areas that were not included in the original PDQ.
b. Provide a written rationale with specific reasons as to why their position should be reevaluated.
c. Submit PDQ and rationale to Supervisor and HR.
d. The Supervisors section must be completed by the Supervisor within five (5) working days of receipt of the PDQ from the employee and submitted to HR and copied to the employee.
e. A supervisor cannot deny an employee the opportunity to submit but can express concerns on the supervisor portion of the PDQ.
f. If the supervisor does not forward the PDQ to HR and the employee within the specified timeframe, then it will be assumed that the supervisor is in agreement with the PDQ.
h. Within seven (7) days, the DESPA President and the Assistant Superintendent of Human Resources will meet to review the merits of the

submitted PDQ. Subsequently, a follow-up meeting will be scheduled with the employee to inform the employee of the results of the PDQ review.

i. If the position has been determined that it should be reclassified, the effective date of a position reclassification will be the date upon which the PDQ was submitted by the employee to his or her supervisor for review.

j. If the position has been determined that it should be reclassified, a new job description based on the most recently evaluated PDQ will be written and maintained by the Human Resources Department.

k. If the position has been determined that it should be reclassified, the incumbent will move to the new salary grade's highest step closest to their current salary. The member would then move one step for each grade level change.

l. Requests for a position reclassification review may be submitted anytime during the year, but only once in a 12-month period.

ARTICLE XI
VACANCIES, PROMOTION, TRANSFERS

11.1 Temporary Vacancy/Upgrade

Filling a Higher Paid Job Classification

When an employee is assigned to temporarily fill a position due to a vacancy, except for a vacation, for a higher paid job classification for at least ten (10) consecutive working days, the employee shall receive the higher wage rate of position for the entire period of the temporary vacancy. Any paid vacation or holiday taken during this time will also be compensated at the higher rate. An employee may request a meeting with the Association and the Assistant Superintendent of Human Resources to review such assignment. Tasks being performed during the temporary assignment shall be reviewed followed by a recommendation to modify the employee's wage.

Filling an Equal or Lower Paid Job Classification

When a member is assigned to temporarily fill a position due to a vacancy, except for a vacation, for an equal or lower paid job classification for at least ten (10) consecutive working days, and no sub is available, the member shall meet with their supervisor to discuss the prioritization of the member's work during the vacancy timeframe. If the supervisor determines that the revised workload cannot be completed during the member's assigned work day, overtime may be offered.

11.2 Vacancies

For the purpose of this section, a vacancy is defined as an opening. When a position is posted, all members of the bargaining unit shall have a right to an interview for the position. Employees during the probationary period shall be

eligible to apply to vacant positions upon successful completion of the probationary period. The following procedures will be used to fill vacancies.

a. The position shall be posted for five (5) working days.

b. Members of the bargaining unit who apply for, but are not selected for a position subject to this article, may request in writing and shall receive a written list/description of what he or she should do to improve their candidacy from the District Personnel Office.

c. Positions posted shall have an effective date listed.

d. Members applying for transfers shall receive consideration based on the needs of the District.

e. When an employee transfers from one work center to another due to an open position, he/she shall report to the new work center no later than twenty (20) workdays after the position for which he/she is vacating is posted.

f. An employee who applies and accepts a new position within the bargaining unit shall be considered a special probationary employee, and must successfully complete a thirty (30) work day probationary period before being permanently appointed to the position. The district shall give the promoted member of the bargaining unit training and reasonable assistance to enable him/her to perform up to the district's standards for the position. At the end of that period the member will be given an evaluation that shall confirm the position or state the reasons he/she is being denied the position and being reassigned by the Assistant Superintendent of Human Resources to a position within his/her former category. Nothing in this section shall prevent the District from dismissing a member under the provisions of Article 17.

g. It is agreed that employees should be encouraged to advance in their professional and personal growth. Accordingly, employees will be provided with opportunities to gain new skills and knowledge. As they progress in their jobs, it is preferred that CUSD 300 employees will be given full consideration for jobs requiring higher levels of skill, knowledge and pay. Accordingly, all employees having the minimum qualifications for a vacant position will be granted an interview. If an employee is not hired, they may request in writing and shall receive a written list/description of what he or she should do to improve their candidacy from the District Personnel Office. This feedback will be provided in a spirit of continuous growth to assist them in their efforts to improve and advance.

11.3 Involuntary Transfers

An involuntary transfer is defined as a transfer which is not agreeable to the employee involved in the transfer. It is agreed that best practice is to maintain an employee within the same position and shift that they were hired into. If the

district has a legitimate business need to transfer an employee due to an emergency or extenuating circumstances or where the involuntary transfer would involve a change in shifts, the District may convene a transfer meeting with DESPA in order to discuss the rationale for the transfer**.** In the event that the need arises to redirect staffing within shifts in a building, employees will be transferred by seniority within that building.

If there is an agreement amongst the District and DESPA, the employee(s) shall be given a fifteen (15) working days' notice of the involuntary transfer. Employees shall not be required to involuntarily transfer more than once within a twelve (12) month period. Employees who are transferred involuntarily to second or third shift shall be compensated by receiving an additional $.75 per hour.

ARTICLE XII
EMPLOYEE RIGHTS AND RESPONSIBILITIES

12.1 Breaks & Lunch

All DESPA members will work eight (8) hours per day, five (5) days per week with a duty free (1/2) one half hour unpaid lunch period. Each employee shall be allowed a fifteen (15) minute break for each four hours worked. Breaks are inclusive of an employee's work day. If a break is not taken, the employee may not extend lunch period or leave his or her regular hours early unless there is prior written approval from the building administrator. **A break or breaks may be combined with a duty free lunch period if mutually agreed to by the administrator and employee.** Breaks and lunch schedule shall be determined ~~mutually by the administrator and employees~~ **based on the needs of employees' assigned building**.

The District will credit all in-attendance DESPA employees with a daily, automatic half hour (30 minutes) lunch period in the timekeeping system, so employees will not be required to swipe their time cards when they take and return from their half hour (30 minute) lunch period.

DESPA employees are responsible for notifying their supervisor if they miss or plan to miss an entire lunch period, or any portion thereof, that they are/were unable to take their full half hour (30 minute) lunch period. DESPA acknowledges that their employees must notify their supervisor of such information, so the supervisor can make necessary changes to the employee's timekeeping system record.

12.2 Leaving Building

A member may leave the building during his/her lunch break so long as notification is given to the principal or other available supervisor.

12.3 Summer Schedule

During summer months and/or days when students are not in attendance, supervisors and the Head Custodian will consider adjustments to starting and ending times for convenience, efficiency and comfort of employees. It is

understood by all parties that the final decision for establishment of starting and ending rest with the Superintendent or designee. **Employees will be notified of any change in summer work hours by the Superintendent or designee no later than April 15 prior to the start of the summer.**

12.4 Attendance in Building

Custodians will be expected to be in the building during the normal school day unless they have made arrangements with the principal and/or their immediate supervisor that they will be out of the building on school business.

12.5 Reporting to Work

Any member who is unable to report for work must notify the appropriate person(s) as designated by the immediate supervisor. Members will attempt to do this as soon as possible.

12.6 Unapproved Absences

Employees who do not report to work and do not have available approved leave day(s) may be subject to discipline.

12.7 Work Schedule

a. A full-time employee's workweek shall consist of forty (40) hours, Monday through Friday or Tuesday through Saturday, as defined in the job description. A part-time employee's workweek shall consist of a number of hours less than forty (40) determined by the District's administration as defined in the job description.

   For purposes of the Federal Labor Standards Act (FLSA), the workweek shall be defined as Sunday through Saturday.

   For the purposes of calculating overtime, all hours (including holidays) shall be included and applied to meet the forty (40) hour standard for the calculation of overtime. Work beyond forty (40) hours in a workweek shall be given either overtime pay or compensatory time at the rate of one and one-half times the employee's regular rate of pay.

   In accordance with the FLSA, the employee shall determine whether the compensation shall be in overtime pay or compensatory time. Compensatory time shall be taken within the two-week period from the time worked. All work that is completed above and beyond the regular forty (40) hour workweek by the employee at his/her regular work location with advanced approval shall be compensated for that time in accordance with the FLSA.

b. The starting and ending time for all employees will be established in accordance with the operational requirements of the District, but may only fluctuate by two hours from the shift in which they hired into or their current position as of July 1, 2013. Employees shall be assigned their specific daily work hours 10 days prior to the first student attendance day of the school year. Supervisors shall endeavor to maintain these hours,

except in those instances when emergencies exist which would interfere with the daily operation of the schools. During PTC, Hallway and Parking Lot Supervisors' work hours will be adjusted to meet the needs of their specific base building.

c. Flex time allows members of the bargaining unit to vary their normally assigned work schedule, while still requiring members to work their prescribed number of hours as defined in Section 12.7 of this Agreement.

Members of the bargaining unit are permitted to use flex time if it is mutually agreed to by the member and his/her direct supervisor in advance of the requested time off. The member is required to submit all flex time requests to his/her direct supervisor. The use of flex time shall be limited to no more than two (2) hours per week, **with the exception of Family Student Liaisons and Parent Educators who may flex up to four (4) hours per week**. The hours taken as flex time must be accounted for or made up, within the same member workweek in which the flex time is taken.

d. Ten Month Employees will work the following days during each fiscal year (July 1 – June 30): (see the following chart)

	10 Month Clerical including FSLs	**Hallway and Parking Lot Supervisors**
Student Attendance Days- per Calendar approved by BOE (174 days)	YES	YES
Parent Teacher Conference Days (2 days)	YES	YES (PTC Hours) see 12.7.b
District identified Inservice Days prior to the first day of student attendance (3 days)	YES	YES
A maximum of 2 additional days, upon mutual agreement between the employee and building administrator, that include any of the following: ● 2 days before the first district in-service days or, ● 2 days after the last day of student attendance or, ● 1 day before the first district in-service days and/or 1 day after the last day of student attendance.	YES	YES, but no benefit time will be used if these days are not worked
SIP/PD Days within the School Year (2 days) as of 2022-2023 school year	YES	YES
Kane County Day (1 day)	YES	YES ● If employees' scheduled start time is before the start of the school day- supports host building. ● If employees' scheduled start time is during the school day- remains at base building.
Snow Days - Inclement Weather (no students present) Attendance Day will be made up at a later time	NO	NO
District is closed due to inclement weather (no student or staff present) Attendance Day will be made up at a later time.	NO	NO
E-Learning Days (due to inclement weather or any other district decision) - Students not physically present, but still required to do schooling from home. No make-up Attendance Day required.	YES	OPTIONAL WORK DAY No work, no pay, or use benefit time

Material Distribution Days would be considered extra work for 10-month DESPA members.

12.8 Overtime

Overtime shall not be scheduled last minute unless it is considered an emergency. Overtime shall be offered to members of the bargaining unit within each work location as follows:

a. **Overtime List.** Overtime shall be offered to members of the bargaining unit qualified to do the work, as per their current job description and position held at the time the OT list is created. Each qualified member must submit their names and preferred method of communication for the purposes of OT assignments.

Each school year the direct supervisor will create an overtime list(s) based on the active staff members no later than 10 days after the first day of student attendance. Members who chose not to submit their name to the OT list as described above will not be able to add their name to the OT list until the following school year. New hires or internal transferred DESPA employees will have the opportunity to add their name to the OT list within 10 days of their start date.

Seniority shall be determined by the first date of employment into a position covered by this agreement. Ties will be broken by drawing by lot.

Each building or department will maintain its own OT list. There may also be multiple OT lists within a building or department. A member's placement on their building/department's OT list will be based on his/her seniority in DESPA.

- School Sites OT Lists:
  - Clerical
  - FLS/Translators/Parent Educators
  - Custodial
  - If applicable:
    - Grounds
    - Maintenance
    - Hallway and Parking Lot Supervisors
- Central Office Clerical Staff OT Lists:
  - By Department and job classifications
- B&G Department OT Lists:
  - Clerical
  - Grounds
  - Maintenance
  - Custodial
  - Trades by job classifications

b. **Offering Overtime.** The supervisor shall offer overtime using the overtime list. The offer shall be made to members qualified to perform

the work in the order their names appear on the corresponding OT list. Once an offer has been accepted, the name following that of the individual who accepted the work will be the first one offered the next opportunity for overtime.

With respect to building rentals, DESPA employees shall be assigned through the overtime procedure to staff District building sites when outside organizations are utilizing District properties. The assignments will be done based on needs of the organization initiating the rental agreement.

c. **Refusing Overtime.** If all of the members of the bargaining unit whose names appear on the overtime list refuse an offer of overtime, the supervisor may offer the overtime work to a member of the bargaining unit, qualified to do the work at the assigned base building. If the supervisor is unable to obtain a volunteer for the overtime, the supervisor will assign the least senior individual on the overtime list to do the work.

d. **Emergencies.** In situations where the district's ability to function is jeopardized, or there is danger to life and/or property, the district may assign someone to do the work.

e. **Overtime Scheduling**. Overtime opportunities shall be assigned as soon as it is known to the employee's supervisor of any upcoming OT opportunities. Overtime offered to a member of the bargaining unit, whether accepted or refused, shall be recorded on the OT list. An employee has the right to review the OT list. OT list records will be kept for the duration of the current contract. Supervisors shall make reasonable efforts to balance the amount of overtime members of the bargaining unit are offered annually.

f. **Overtime Approval.** All overtime must be authorized by the supervisor in writing. Members of the bargaining unit shall be informed in advance of any schedule changes that are necessitated by absenteeism, vacation, etc. When payment is authorized, it shall be at the rate of one and one-half times the regular pay. Authorized overtime on Sundays and holidays shall be paid at the rate of two times the regular pay.

g. **Overtime Payment.** Payment for overtime will be applied to all hours in excess of forty (40) per five-day workweek, for non-emergency work overload.

12.9 Travel Reimbursement

An employee who uses his/her own personal automobile when on school business as approved by the immediate supervisor, shall be reimbursed by the Board of Education at a rate equivalent to the IRS mileage allowance.

12.10 Dress Attire

It is agreed that the attire of staff is important in creating a positive environment for students, staff, parents and the community by wearing business casual attire.

a. **Secretarial Staff**

During the regular school year casual business attire must be worn. This is defined as polished tops like blouses or sweaters with versatile bottoms such as tailored bottoms, well fitted classic jeans or skirts. No torn or ripped jeans.

~~During the regular school year on school determined spirit day(s) and or school determined casual days, jeans may be worn. Denim attire should be well maintained.~~

During the summer months, shorts of appropriate length may be worn. In addition, skirts must be of reasonable length, all blouses and tee shirts must be appropriate for school environment.

b. **Custodians/Maintenance**

The District agrees to provide each employee with an appropriate uniform, including a rain jacket, upon commencement of employment. The provided uniform is required to be worn on a daily basis and maintained in a presentable manner. Additional uniforms shall be distributed on an annual basis.

It is a recommendation to all employees to wear appropriate footwear. However, if specialty footwear is required by an authorized supervisor, such footwear shall be provided at no cost to the employee. The expense of such footwear shall be assumed by the building and or department. Review of this paragraph shall be made at the conclusion of each regular school year.

Rubber boots will be provided to any employee, upon the employee's request. Requests for rubber boots must be submitted to the Director of Facilities.

If safety equipment is required to perform any task, the District shall provide said safety equipment at no expense to the employee.

During the summer months, shorts of an appropriate length may be worn with District tee shirt.

c. **Buildings & Grounds**

In addition to the aforementioned in the Custodian section, the District shall provide appropriate footwear, caps and coats to each employee. Replacement articles shall be distributed on an annual basis.

During the summer months, those employees who work outside maintaining the grounds may not wear shorts of any length.

d. **Security Personnel**
The District agrees to provide each employee with an appropriate uniform, including a rain jacket and security vest. The provided uniform is required to be worn on a daily basis and maintained in a presentable manner.

e. **Replacement Attire**
In the event a District provided uniform, rain jacket or footwear becomes worn, non-functioning or unpresentable, the employee shall return the item to the Director of Facilities (Custodian/Maintenance and Buildings and Grounds employees) or the Director of Safety (Security employees) for replacement.

12.11 Member to Member Conflicts

A written complaint regarding a DESPA member, shall go directly to your DESPA building representative and/or the DESPA Executive Board.

ARTICLE XIII
EMERGENCY CLOSING

13.1 Inclement Weather

a. In the event that the Superintendent or his/her designee cancels classes prior to the start of a school attendance day due to inclement weather, it is expected that employees will report to work.

1. If an employee is unable to report to work at his/her starting time, he/she must contact his/her building administrator.

2. If an employee arrives up to one hour late, he/she will be paid for a full day and shall not be charged with loss of pay or deduction of any leave day.

3. In the event that a member does not report to work, he/she will need to utilize a benefit day. A sick day may be used in the event the employee does not have any vacation or personal time available. If the employee has no benefit days to claim, they will be docked for the hours missed with no recourse to the member.

4. The final decision on whether the District is to open shall rest with the Superintendent.

b. If the Superintendent or his/her designee cancels classes and releases students prior to the end of the school day due to inclement weather, employees are expected to remain at work for the remainder of their work day. Employees, who are concerned about road conditions and/or

the weather, may with the approval of his/her supervisor leave work early but will need to utilize benefit time for the hours they do not work.

c. Ten Month Employees do not have to work snow days (no student attendance), however, if they do not work on those days, they will not receive pay. These employees may work on a snow day if they are able to report to work and if so, will receive pay for the hours they work. If the District is closed due to inclement weather (no student or staff attendance), Ten Month Employees will not be paid. However, they will have the opportunity to make up the missed day(s) at the end of the school year.

13.2 Other Emergency Closings

In the event that a building, and/or the District is closed due to an emergency that is not weather related, employees are expected to report and/or remain at work for their entire shift; unless, it has been determined by the District that the building(s) are unsafe for employees to enter or remain. In this case, employees will not suffer loss of pay or benefits for the time that they are not allowed to occupy their work area.

13.3 District Closed Due to Attendance

On days the Board of Education declares the District closed due to the possibility that attendance will be too low, among employees, and students**,** members of the bargaining unit shall not be subject to a reduction in pay for said day.

13.4 Call Back

An employee may be called back to work due to a breakdown, fire, or vandalism, he or she shall be paid at a minimum of two hours. If the call requires more than two hours, additional hours shall be compensated.

13.5 Mileage Reimbursement

He or she shall receive the mileage reimbursement at the Board approved rate for both the distance from home to work and work to home.

ARTICLE XIV
BUILDING CHECKS

14.1 Building Check

Members who are required by the building administrator to check a building outside of their regularly scheduled work hours will be paid two (2) hours for arriving at the site plus actual time worked at the site.

14.2 Open Building

If a member of the bargaining unit is requested by the principal or supervisor to open the building at any other time than his/her regular work hours or days, he /she shall be paid two (2) hours for arriving at the site plus actual time worked at the site.

ARTICLE XV
PAID LEAVES

15.1 Sick Leave Days

a. Employees hired after July 1 shall accrue one (1) sick day per month up to the second July 1 of employment. Employees, who have been employed with the District beyond the second July 1, shall receive 12 sick days on July 1 of each year.

b. Sick leave may be used for absences due to an illness, injury, or medical appointment of the employee, the employee's child, spouse, domestic partner, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent. Sick leave may also be used for the birth, adoption, or placement for adoption. Unused sick leave shall accumulate without limitation.

c. The immediate family will be defined as parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law and legal guardians and significant other.

d. Any employee absent for three (3) continuous working days or more may be required to submit a medical report of illness to his/her supervisor.

e. Any employee who has been hospitalized shall present medical clearance, signed by his/her physician, before returning to work.

15.2 Reporting Sick Leave

Employees are responsible for notifying the supervisor or designee, unless the employee is hospitalized, for illness or use of sick leave. The employee shall report to a supervisor or designee at least two (2) hours prior to the start of the employees shift. All employees are also responsible for entering their sick time in the District's electronic absence system.

15.3 Sick Leave Bank

A sick leave bank shall be maintained for members of the bargaining unit as follows.

15.4 Donation

Members of the bargaining unit, upon ratification of this agreement, shall contribute one day to establish a sick leave bank. Members employed after the date of ratification, shall upon **completion of their probationary period**, ~~advancing on the salary schedule~~, as set forth in Article ~~XXI~~ **XVII** of the negotiated agreement contribute, one day. If the bank is depleted to under 100 days, each member of the bargaining unit shall contribute an additional one day.

15.5 Procedure

Members who have exhausted their personal allotment of paid benefit days (sick, personal and vacation) may petition the sick leave bank for additional days subject to the following restrictions:

a. Employee has been employed for one calendar year.

b. The absence is caused by a personal medical condition that is not the result of elective cosmetic surgery and the duration of the condition is at least ten consecutive work days.

c. The member has had three (3) unpaid days of absence caused by a qualifying condition.

d. The sick leave bank committee will consist of the DESPA President who shall review and recommend sick day leave grants according to contractual guidelines. The district shall grant all sick leaves recommended by DESPA that conform to written guidelines. The sick leave bank is intended for periods of unexpected absence from work due to the incapacitating nature of illness, injury off the job, disability, or quarantine due to a contagious disease. The member forwards a request for days from the bank to the DESPA President, accompanied by a statement from the treating physician that describes the condition, providing a prognosis as to the petitioner's ability to work with or without accommodation and the estimated duration of the condition. If the employee can work with an accommodation, that accommodation must be specified. The DESPA President shall forward the application to the administrator designated by the Superintendent to oversee personnel functions. The District may seek, at its own expense, a second medical opinion.

e. Personnel will respond in writing, either granting days from the bank, or denying the request. In cases where the request is denied, the reasons for denial will be provided in writing. Denials may be appealed to a hearing board consisting of the administrator designated to handle personnel matters, the DESPA President, or designee, and a third party agreed to by the first two parties named. Decisions of this hearing board are not subject to the grievance procedure set forth in Article VII of the negotiated agreement.

f. A member of the bargaining unit is eligible to draw no more than thirty (30) days per year from the bank, or to the highest number of days accrued over the employment of that member with the District as an employee within this bargaining unit.

g. An employee maintains the right to appeal the number of days that may be withdrawn from the bank. Such appeal shall be heard by the Superintendent or designee and the DESPA President.

15.6 Personal Business Days

Upon completion of the probationary period, the District shall advance three (3) personal days to each employee on an annual basis. If an employee is less than full-time, personal days shall be pro-rated. Personal days may accumulate to a maximum of five (5) days. Unused days in excess of five (5) become accumulated sick days. Usage of personal days shall be limited to **three (3)** ~~two (2)~~ per occurrence. Requests for leave shall be considered upon completion of a Personal Leave Day Form found in Appendix D**.** The form may be sent via email to the direct supervisor for approval.

15.7 Notification of Accumulated Leave Balances

Total accumulated leave time which includes sick, personal, and vacation time will be listed on individual pay check stubs**.**

15.8 Personal Leave Application

Written applications for such leave shall be made to the immediate supervisor on the appropriate form at least 48 hours prior to such leave, provided that in an extraordinary circumstance, such application may be made at a later time accompanied with an explanation. If an extraordinary circumstance does arise, the member of the bargaining unit will notify the immediate supervisor prior to the commencement of his/her shift.

15.9 Excused Absence Before or After a Holiday

An administrator may approve requests for an excused absence on a regularly scheduled workday prior to or after a holiday. A minimum of 50% of building staff from the secretarial and custodial group exclusive of each other must be available for work on either day.

15.10 Vacations

For all full-time 12-month employees, vacation time will be accrued on a bi-weekly basis.

The following schedule will be used for paid vacation allowance:

Employment Service	Vacation
Beginning first day to conclusion of 5th year	2 weeks of vacation w/pay
Beginning 6th year to conclusion of 13th year	3 weeks of vacation w/pay
Beginning 14th year to conclusion of 20th year	4 weeks of vacation w/pay

21 years to 25 add one (1) additional vacation day per year for a maximum of twenty-five (25) days or five (5) weeks of vacation at 25 years of employment.

For 10-month DESPA members who transition to 12-month DESPA position with 6-13 years of service within a DESPA position (as a 10-month DESPA member), an additional 5 days of vacation time will be accrued in their first year as a 12-month employee. These additional vacation days are provided on a one-time basis; after completion of their first year as a 12-month employee, the member will revert back to the

accruement schedule detailed above based on the number of years of service as a 12-month employee.

For 10-month DESPA members who transition to 12-month DESPA position with 14-20 years of service within a DESPA position (as a 10-month DESPA member), an additional 10 days of vacation time will be accrued in their first year as a 12-month employee. These additional vacation days are provided on a one-time basis; after completion of their first year as a 12-month employee, the member will revert back to the accruement schedule detailed above based on the number of years of service as a 12-month employee.

15.11 Maximum Vacation

The maximum vacation that will be granted to any full-time, twelve (12) month employee is twenty-five (25) days.

The maximum amount of vacation time a member can accrue in their vacation bank shall be limited to fifteen (15) days more than their annual vacation accrual rate set forth in this Agreement. During periods of construction or other major disruptions of a similar type at work site with ten (10) or more members, the District may deny a vacation request, if the site is reduced by more than 10% of the workforce. At a worksite with less than ten (10) members, the district may deny a vacation request, if the site is reduced by more than half of the workforce. The District will inform DESPA twenty (20) days in advance prior to invoking this limitation.

15.12 Vacation Requests

Requests for vacation must be submitted in writing to the immediate supervisor for approval five (5) working days in advance. This requirement may be waived with the consent of the supervisor. **Supervisors will return signed vacation requests indicating approval or denial back to employees within seventy-two (72) hours of receipt. In the event a supervisor is scheduled to be absent for more than three (3) working days, the supervisor will designate an individual to receive/approve/deny vacation requests in their absence.** Requests for a vacation day prior to or after the Thanksgiving and Christmas holidays must be submitted in writing to the immediate supervisor for approval ten (10) working days in advance. In the event of a resignation or retirement, vacation time that has not been used will be remunerated on a prorated basis against earned vacation.

15.13 Non-Approved Vacation Periods

Requests for use of vacation time will not be approved during the following periods of the year unless approved by the Superintendent or his/her designee:

a. Prior week that the regular school year commences.
b. First week that the regular school year commences.
c. Last week that the regular school year ends.

15.14 Holidays

The following holidays will be observed by the school district when they fall within the normal work week of Monday to Friday. When competent legal authority removes one of the holidays listed below from the days the district is required to be closed, the District and Association shall meet to mutually agree to a replacement date for loss of holiday. In addition to the holidays listed below, members shall receive two paid days off over winter break as designated annually by the school calendar.

Labor Day	December 31
Columbus Day	January 1
Day before Thanksgiving	Martin Luther King Day
Thanksgiving Day	Presidents Day
Friday after Thanksgiving	District Holiday consistent with District calendar
December 24	Memorial Day
December 25	Fourth of July

15.15 Holidays That Fall on a Weekend

Should any of the following days, December 24, 25, 31, January 1 fall on a weekend, the holidays will be used during the winter break. Should the Fourth of July fall on a weekend, the preceding Friday or following Monday will be declared the holiday by the District.

15.16 Religious Holidays

For those individuals who wish to observe major religious holidays of their faith, the individual may be permitted to use up to two (2) unpaid days. Such requests shall be in writing at least ten (10) days prior to the holiday and must be approved by Human Resources.

15.17 Holidays During the School Year

During the regular school year defined as August through May (for this article) the following will apply to allow employees better use of their holiday:

a. An administrator may approve requests for an excused absence on a regularly scheduled workday prior to or after a holiday. With the exception of **the day before and after July 4**, **the weeks of** Thanksgiving~~,~~ ~~and~~ Christmas, **and New Years, and Good Friday on years students are not in attendance** a minimum of 50% of staff from the building secretaries, custodial group, and administrative support, exclusive of each other, must be available for work on either day. An administrator may choose to close the building the day before or after the Thanksgiving and Christmas holiday.

b. Holiday pay shall be afforded to the employee when the employee works the day before or after a holiday.

c. If an employee is ill and has been admitted to a hospital and/or has not been released to work by his/her physician, the District shall advance holiday pay and deduct sick days accordingly.

d. Ten Month Employees will have the following holidays, personal days and sick days:
Holidays: consistent with this article of the contract with the exception of Fourth of July.
Three (3) Personal Days (total of 24 hours)
Ten (10) Sick Days (total of 80 hours)

15.18 Jury and Court Leave

Each employee shall be excused from his/her regularly assigned duties for jury duty. He/she shall be paid the difference between the regular rate and the jury fee or return the difference if the fee is greater than the pay.

15.19 Funeral Leave

Each employee shall be given three (3) days funeral leave with pay for a death in the immediate family. The immediate family will be defined as husband, wife or child (including in-laws), or parent (including in-laws), siblings (including in-laws), grandparents, uncle or aunt, **or nephew or niece** of the employee. The above will be interpreted to mean three (3) days at a time or a total of three (3) funeral days per year. In the event of a death of a spouse or child, the employee will be granted one additional funeral day with pay (for a total of four (4) funeral days per year). If additional days are required, the employee may request to use personal, vacation or sick days. Upon return, employees must provide written documentation to the District to support a request for funeral leave.

15.20 Association Leave

As needed, The DESPA President shall be released from her/his regularly assigned duties on early release or late start days. This time shall be used for the purpose of conducting DESPA business and meeting with DESPA members. The DESPA President shall notify both her/his supervisor and the supervisor of the members she/he plans to meet with (if applicable) no later than five (5) business days prior to the release. This notification shall be in the form of the DESPA Association Release Notice contained in Appendix G. The DESPA President shall not meet with more than three members at one time during early release or late start days. The DESPA President may meet with members on District property on early release or late start days only if space is available at the building she/he will be visiting. The building principal/site manager (or designee) will be responsible for notifying the DESPA President of available meeting space. The DESPA President's time used during early release or late start days shall be considered DESPA release time and shall not be subtracted from the Association Leave time. All other members who meet with the DESPA President during this time will be charged against Association Leave time.

In the event that a DESPA member requires the use of Association Leave for the purpose of conducting DESPA business outside of an early release or late start day, the DESPA President shall provide advance email notice

to his/her supervisor and to the supervisors of any members with whom he/she plans to meet. To the greatest extent possible, such notice shall be provided no later than three (3) business days prior to the requested release. The notification shall include the date and time period of the leave.

In the event DESPA desires to send representatives to local, state, or national conferences, or other business pertinent to organizational affairs, these representatives may be excused without loss of salary or loss of sick days or loss of personal days. A maximum of 320 hours per year, may be used by the Association President or his/her designee for association business or school improvement activities. However, no one individual may be excused for such activities for more than 40 work hours without the consent of both parties to this agreement. The DESPA President shall notify the District ten (10) days in advance of the date the time will be used. The parties agree that DESPA shall not be charged with Association Leave time to attend a meeting at the request of the District. However, Association Leave time will be charged for meetings with the District that are scheduled at DESPA's request.

15.21 Use of Benefit Increments

The School District will allow employees to use benefit time as defined in this contract in fifteen (15) minute increments.

15.22 Secretaries Role in Tracking Benefit Time

The parties acknowledge that building secretaries do not have the authority to approve or deny employees' requests to use benefit time and/or requests or exceptions to their regularly scheduled work hours as described under this contract. The parties also acknowledge that building secretaries do not have the authority or the responsibility to verify the accuracy or appropriateness of benefit time use and/or work hours submitted by employees, and that the building secretaries' role in tracking employees use of benefit time and/or work hours is purely for administrative purposes.

15.23 Substitutes for Secretarial Extended Absence

For anticipated absences of two continuous weeks or more which occur during the school year when students are present, the District will make every effort to hire a qualified substitute to cover the work load at the beginning of the period of absence. When absences are not anticipated, the District will make every effort to hire a qualified substitute after five consecutive school days of absence.

Such temporary employees shall not occupy a substitute position for more than seventy-five (75) continuous days. These temporary employees shall be evaluated on the same basis and timeline as other probationary employees. At seventy-five (75) days of continuous employment a temporary employee will become a permanent employee if they are fully qualified and appropriately evaluated. They also become a part of the bargaining unit on day seventy-sixth (76) of their employment.

An employee shall have the right to return to their same position for the remainder of the school year in which the absence occurs. If the absence occurs in the summer months, return rights will extend through the following school year.

ARTICLE XVI
LEAVES OF ABSENCE

16.1 Unpaid Leave

Leave of absence may be granted for conditions of ill health, military service, or other reasons approved by the Board. Seniority shall be retained during an authorized leave of absence. No employee will be granted leave of absence to seek employment elsewhere. Any employee who obtains employment elsewhere automatically forfeits seniority rights, and employment is terminated. An employee must have completed the probationary period prior to being eligible for an approved leave of absence. A written request must be submitted to Personnel for approval.

16.2 Maternity Leave of Absence

The Board shall grant a maternity leave, without pay, to non-probationary employees for not more than six (6) months. The leave will commence upon the request of the employee and her physician. The employee will be allowed to return to work upon release by her physician. Notice of return must be made to the Personnel Office thirty (30) days prior to her return.

The employee will be given the opportunity to continue insurance coverage as set forth in the agreement during the leave of absence, but will be required to pay all premiums connected with this coverage after being absent on leave for twelve (12) weeks. All premiums must be paid in advance of the month due.

16.3 Family and Medical Leave Act (FMLA)

Employees of the bargaining unit will be afforded FMLA leave pursuant to the District's FMLA policy (See Board of Education Policy).

16.4 Military Service

Employees are eligible for military leave, in accordance with applicable state and federal law. In addition, employees who are called to active military duty, as prescribed by law, shall not suffer loss of salary or benefits due to being called to active duty. The employee shall continue to receive the same regular base salary plus any health insurance benefits he or she was receiving at the time of being called to active duty and other benefits he or she was receiving or accruing at that time, minus the amount of base pay received for military service for the duration of his or her active military service. Members of the bargaining unit shall immediately notify their supervisor or building principal upon receipt of a call to active duty. The aforementioned procedure shall be in force during the school term or work year and applies to those situations in which the member of the bargaining unit has no choice in when her/his service is to take place.

ARTICLE XVII

Job Security

17.1 Probationary Period

For the first one hundred and twenty (120) workdays of employment, the employee shall be in a probationary period. The district may terminate a probationary employee for any reason within these one hundred and twenty (120) workdays. Such terminations shall not be subject to the grievance procedure. The district may request, and the union will not unduly deny an extension of the probationary period for up to one hundred and twenty (120) workdays.

The evaluation form in Appendix E shall be used at least one time after the 55th day, but prior to the 80th day and one time within ten (10) days of the probationary period ending (days 110-120) to evaluate the performance of that probationary employee. Should the probationary period be extended; the District and the Union will agree to no more than two (2) additional evaluations. The probationary employee and supervisor shall meet to review the evaluation upon commencement of employment. Furthermore, the employee and supervisor shall agree on dates of the evaluation conference at that time. Every attempt to assist the probationary employee shall be afforded to successfully complete the probationary period. Failure to complete the evaluation form prior to the 80th and 120th day shall be interpreted to mean that adequate improvement has taken place. Said employee shall advance to non-probationary status.

17.2 Discipline

Discipline is intended to correct inappropriate behavior and will not be administered in an arbitrary and/or capricious manner. The parties agree that the District shall only discipline employees for just cause. In most cases, progressive discipline shall be used. However, there are situations involving severe misconduct where immediate disciplinary action may be taken. In such cases, suspension or dismissal may result, but may not be administered in an arbitrary and/or capricious manner.

Disciplinary action shall be conducted pursuant to the following.

17.2.1 Notification

An employee has the right to have an Association representative present when the employee is called to appear before a supervisor, administrator, or the Board to discuss matters that the employee reasonably believes may lead to disciplinary action against the employee. The employee shall be afforded at least twenty-four (24) hours to secure such representation.

DESPA and the member will be notified of the results, in writing, of any disciplinary action when an employee has been disciplined or discharged. Such notification will occur within forty-eight (48) hours.

17.2.2 Representation

In the event a member of the bargaining unit is required to attend a meeting that the District anticipates may result in some disciplinary action being taken against the member, that member and DESPA will be given written notification of such, at least twenty-four (24) hours in advance of the meeting, along with the reasons for the meeting as well as informing him/her of their right to representation by the Association.

At the conclusion of the meeting the parties may agree to forego a follow-up meeting and issue the resolution in writing to the member and the member's representative.

If in the course of a meeting, information develops that may cause some disciplinary action to be taken against a member of the bargaining unit present at the meeting, that member will be advised of his or her right to representation and, at the option of the employee, the meeting will be rescheduled to a later date, but no sooner than twenty-four (24) hours, in order for the member to secure representation.

17.2.3 Procedures

The following procedures are to be used in disciplining members:

a. Written Warning I
b. Written Warning II
c. Recommendation for Suspension
d. Recommendation for Dismissal

17.2.4 Just Cause

Employees shall not be disciplined or dismissed from employment without just cause. Just Cause will be afforded to employees as follows:

a. Did the District give to the employee forewarning or foreknowledge of the possible or probable disciplinary consequences of the employee's conduct? However, certain offenses so serious that any employee in the industrial society may properly be expected to know already that such conduct is offensive and punishable.

b. Was the District's rule or managerial order reasonably related to (a) the orderly, efficient, and safe operation of the company's business and (b) the performance that the company might properly expect of the employee?

c. Did the District, before administering discipline to an employee, make an effort to discover whether the employee did in fact violate or disobey a rule or order of management?

d. Was the District's investigation conducted fairly and objectively?

e. At the investigation, did the "judge" obtain substantial evidence or proof that the employee was guilty as charged?

f. Has the District applied its rules, orders, and penalties evenhandedly and without discrimination to all employees?

g. Was the degree of discipline administered by the District in a particular case reasonably relative to (a) the seriousness of the District's proven offense and (b) the record of the employee in his/her service with the District?

17.2.5 Administrative Leave

If an employee is placed on paid administrative leave, the District shall provide notice of such leave to DESPA. The employee will not suffer loss of pay or benefits during such leave.

17.2.6 Request to Remove Documented Written Warning I

A DESPA Member may request that a documented Written Warning I be removed from their personnel file. Such requests should be submitted to the Assistant Superintendent of Human Resources. Upon submission, the request shall be reviewed and considered by a committee consisting of a member appointed by the DESPA President, a representative appointed by the Superintendent and a third party selected by the first two.

Upon the member's written request, a documented Written Warning I may be removed from the member's personnel file after five (5) years from the date of the documented Written Warning I, assuming no similar disciplinary infraction has occurred during this time. If an incident directly related to the documented Written Warning I happens within the five (5) year time window, the original documented Written Warning I will remain in the personnel file. Once a documented Written Warning I is removed from the personnel file, the infraction cannot be referenced in the future disciplinary proceedings.

ARTICLE XVIII
PROFESSIONAL GROWTH

18.1 Employee Training and Professional Development

The District and DESPA shall form a committee(s) to develop a comprehensive professional development. Nine (9) DESPA representatives appointed by the Association President, will participate in the committee. The committee will meet on a quarterly basis unless the District and DESPA agree a meeting is not needed. The committee facilitators will hold a pre-planning meeting prior to the quarterly meetings. The comprehensive professional development package shall include, but not be limited to an onboarding framework for new members of the bargaining unit; an advanced professional development schedule that will aim to qualify members of the bargaining unit to perform all of the functions associated with their position as well as maximize the members' potential and a departmental refresher training schedule to be conducted on a periodic basis to be determined. The committee will work through the term of this contract to

develop the comprehensive professional development package including the onboarding frameworks.

Beginning in the 2023-2024 school year, the committee with provide an overview of the professional development plan for members by July 1 each year, unless an alternate date is mutually agreed upon.

The costs of the training shall be assumed by the District.

The parties agree that employees shall not advance on the salary schedule or receive additional compensation as a result of their completion of the professional development coursework set forth above.

Orientation

New employees shall attend District paid employee orientation/onboarding prior to the employee beginning their job responsibilities. The orientation/onboarding will consist of one-half (½) day of Human Resources training for overview of District operating procedures and one-half (½) day of orientation/onboarding with a designated Central Office administrator based on the new employee's position.

Additionally, the new employee will be assigned (pending availability) a DESPA mentor that will focus on integrating the employee into their new role. The DESPA mentor will be responsible for scheduling up to two full work days with the new employee at the mentor's assigned work location/building. These days must be scheduled within the first two weeks following the new employee's onboarding with Human Resources/Central Office.

DESPA will appoint a member in each job category to assume the Mentor role and provide notice to the Assistant Superintendent of Human Resources of the designation. When the Assistant Superintendent of Human Resources is notified that a new hire is reporting to Central Office orientation, the Assistant Superintendent of Human Resources will then notify the designated mentor. Both the DESPA assigned mentor and the new employee may receive up to two hours of additional pay (at their respective hourly rate) for work performed outside of their normal work day (i.e. before/after work hours or during lunch/break times).

DESPA will select members to act as a mentor based on their performance evaluations, experience and ability to provide trusted knowledge and training new employees. DESPA expects the mentor to follow established DESPA procedures, including checking in with the new employee on a regular basis and being available to answer questions as needed.

18.2 Evaluation

a. All employees shall receive one (1) evaluation per school year on the appropriate evaluation form found in Appendix E. Any evaluation of an employee's performance must be with the employee's knowledge.

b. Evaluations may be conducted during the school year; however, it is encouraged to complete the evaluation during the summer months.

c. An annual evaluation conference shall occur between the employee and up to two direct supervisor(s) Input obtained from other supervisory staff that has provided direction to the employee may be included provided that the information is substantiated with documentation**.**

d. Expectations for the following year will be set and discussed at the completion of the annual evaluation conference of the preceding year.

e. In the event the employee disagrees with the comments on the evaluation, he/she may attach a written response to the evaluation within fifteen (15) working days that will be placed in the employee's file in the Personnel Office.

f. Any informal or formal evaluation shall be removed if it is found to be untrue.

g. In the event an employee, through voluntary or involuntary manner, transfers to a different building site, the employee may request an evaluation from the current administrator**.**

h. In the event a non-probationary Employee, is rated unsatisfactory, that Employee will be evaluated at the end of each ninety (90) day period thereafter until such time as he/she is either rated satisfactory, or recommended for dismissal, or transferred to a position that the employee is better suited to perform.

18.3 Transfers

In the event an employee, through voluntary or involuntary manner, transfers to a different building site, the employee may request an evaluation from the current administrator**.**

18.4 Tuition Reimbursement

DESPA employees who successfully complete an approved course/program with a minimum grade of "B" or "pass" shall be eligible for tuition reimbursement at $86 per credit hour for a maximum of nine (9) credit hours per fiscal year. Course work must be offered by an accredited institution or approved provider and completed outside of work hours.

Requests for tuition reimbursement must be made at least thirty (30) days prior to the start of the course. The employee must fill out the tuition reimbursement request form and submit it to the employee's direct supervisor and the Assistant

Superintendent of Human Resources (Appendix H). The Assistant Superintendent of Human Resources will notify the employee and the DESPA President if any request for tuition reimbursement is accepted or denied, with reasons if denied. Within thirty (30) days following the completion of the course, the employee will submit documentation of course completion to the Human Resources Department. The District will provide reimbursement within thirty (30) days of receipt of the documentation.

ARTICLE XIX
INSURANCE BENEFITS

19.1 Dental, Health and Vision Coverage

The parties agree that employees shall pay the same percentage of the cost of dental, health and vision benefits offered by the district as employees represented by LEAD. Part-time employees shall have the benefits pro-rated.

19.2 Term Life Insurance

The district shall provide each member of the bargaining unit who work thirty (30) hours or more per week, with a $50,000 term life insurance policy.

ARTICLE XX
RETIREMENT

20.1 Payment of Unused Sick Days

Employees who retire from the District through IMRF after completing at least ten (10) years of continuous service, shall receive separation pay equal to the per diem rate of the member for unused sick leave up to eighty (80) days. Payment shall be made in the second full calendar month following the month in which the employee retires from the District through IMRF, less any applicable deductions required by law. The employee may divide or distribute these days however they choose between IMRF usage and separation pay. Under no circumstance may days be used for both purposes.

20.2 HRA Incentive

Eligibility: Members will be eligible for a Health Reimbursement Arrangement (HRA) regular retirement incentive if they meet the following criteria:

a. **The member has served a minimum of ten (10) consecutive years in the District.**
b. **The member is eligible for "regular retirement" pursuant to State Law and the definition of "regular retirement" as defined by IMRF.**

Notice of Retirement: Members must present the District with an irrevocable letter of retirement no later than sixty (60) days immediately preceding their date of retirement. The irrevocable notice of retirement may be appealed to the Board of Education if one of the following conditions exist:

a. **death of a Member's spouse or child;**

b. **life threatening illness of a Member, spouse or child as certified in writing by a physician licensed to practice medicine in all of its branches; or**

c. **other unforeseen circumstances subject to the sole discretion of the Board.**

The decision of the Board involving unforeseen circumstances is not subject to the grievance process.

HRA Incentive: The District shall contribute $300 for each year of creditable service within D300 to an HRA account specifically designated for the employee immediately after the employee's retirement. Such payment shall be made in the form of a one-time lump-sum retirement incentive payment to an HRA account for the retiree. The lump-sum retirement incentive payment will be made after the individual's retirement with the District, and within thirty (30) days after the individual's final paycheck for regular earnings.

ARTICLE XXI
SALARY

21.1 Compensation

All members of the bargaining unit shall be compensated as provided on the schedules contained in this contract. The following guidelines apply:

a. Eligible members of the bargaining unit shall advance a step on the salary schedule on July 1 of each year of the contract schedule.

b. People advancing into a new position at a higher level will be placed at the highest step closest to their current rate of pay and the member would then move one additional step for each grade level change.

c. People advancing into a new position at a lower level will be placed at the highest step closest to the current rate of pay and the member would then move one additional step down for each grade level change.

d. New Hires will be placed at step 1 on the salary schedule. New members who complete the probationary period after April 1 will not advance a step on the salary schedule until the following year, July 1.

e. Salary Job Matrix - See Appendix B

f. Salary Schedules 2022-2025 - See Appendix C

21.2 Hard to Fill Positions

The parties recognize that certain positions are "hard to fill", which include the following: mason, plumber, electrician, carpenter and HVAC. For these "hard to fill" positions, initial salary placement may be higher than entry level, but shall not exceed step 4 in the appropriate salary level, provided that all current employees in the same position and possessing equal qualifications shall not

be paid less than the new employee. During the term of this Agreement, if the District determines that any other position is "hard to fill", the Director of Human Resources or designee shall confer with DESPA and jointly determine whether the position in question is "hard to fill." The parties agree that secretarial and custodial positions shall not be deemed "hard to fill".

21.3 Direct Deposit

All employees shall be enrolled in the direct deposit of their paychecks.

21.4 Electronic W2's

All employees will receive their W-2 forms electronically.

21.5 Ten Month Employee Pay Cycle

Ten Month Employees will be paid directly from the time clocks (over 10 months), meaning their pay will not be spread over 12 months. A "holdback" of pay no more than two (2) weeks may begin the pay cycle due to payroll processing.

ARTICLE XXII
EFFECT OF AGREEMENT

22.1 Complete Agreement

The parties acknowledge that during the negotiations which resulted in this agreement and its appendixes, each has the unlimited right and opportunity to make demands and proposals, and that the understanding and agreements arrived at by the parties after the exercise of that right are fully and completely set forth in this agreement.

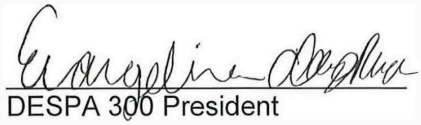
22.2 Any Clause Deemed Illegal

Should any Article, Section, or clause of this agreement be declared illegal by a court of competent jurisdiction, said Article, Section or clause, as the case may be, shall automatically be deleted from this agreement to the extent that it violates the law but the remaining Articles, Sections, and clauses shall remain in full force and effect for the duration of this agreement, if not affected by the deleted Article, Section, or clause.

22.3 Duration

This agreement shall continue in full force and effect from July 1, 2026~~2~~ through June 30, 2029~~5~~. Either party may notify the other in writing no less than sixty (60) days prior to the expiration date of its desire to modify, amend, or terminate this agreement.

For DESPA:



DESPA 300 President

08/24/2022
Date

For the Board:



CUSD 300 Board of Education

06/14/2022
Date

Appendix A
DESPA Grievance Form

Grievance Number:

Date of Grievance:

Grievant:

Statement of the Grievance:

Contract Article Violated:

Remedy Sought:

Date Grievance Filed/Mailed/Faxed:

Signature _____

cc: DESPA PRESIDENT

APPENDIX B
DESPA JOB CLASSIFICATION LEVEL MATRIX

Level	Position	Maintenance	Miscellaneous
A	Front Desk/Receptionist Specialist Hall Monitor/Parking Lot Security Office Clerk	Custodian Groundskeeper	
B	District Clerical Secretary - Athletic Secretary - Attendance (MS, HS) Secretary - Bookkeeper Secretary - Dean Secretary - Guidance Office Secretary - Office (Pre K - 12) Secretary - Registrar Specialist - Education Services Specialist - Purchasing	Groundskeeper - Lead Night Supervisor	
C	Assistant - Accounts Receivable Assistant - Buildings & Grounds Assistant - Director of Communications Assistant - Director of Technology Assistant - Director of Transportation and Safety Assistant - Early Childhood Assistant - Education Services Assistant - Finance Assistant - Purchasing Assistant - Teaching & Learning Secretary - Principal Specialist - Finance Accounting Specialist - Finance Accounts Payable Specialist - Finance Payroll Specialist - Finance Student Accounts Specialist - Human Resources	Head Custodian (ES, MS) B & G Maintenance Laborer	
D	Administrative Assistant - Education Services Administrative Assistant - Teaching & Learning Specialist - Inventory & Asset Control	Head Custodian (HS) Maintenance (District) Maintenance (HS)	District TPI/Community School Liaison District Translator Family School Liaison Parent Educator School Translator
E		Painter I	Parent Educator - Lead
F		Carpenter I Electrician I HVAC-R Technician I Mason I Painter II Plumber I	Specialist - Student Information System
G		Carpenter II Electrician II HVAC-R Technician II Mason II Painter III Plumber II	
H		Carpenter III Electrician III HVAC-R Technician III Mason III Plumber III	

APPENDIX C
SALARY SCHEDULES

2022-2023								
LVL	A	B	C	D	E	F	G	H
1	$ 17.5105	$ 18.5609	$ 19.6749	$ 20.8557	$ 22.1070	$ 24.3176	$ 29.7885	$ 32.7674
2	$ 17.7813	$ 18.8480	$ 19.9792	$ 21.1782	$ 22.4488	$ 24.6938	$ 30.2492	$ 33.2741
3	$ 18.0521	$ 19.1350	$ 20.2835	$ 21.5007	$ 22.7906	$ 25.0698	$ 30.7099	$ 33.7808
4	$ 18.3312	$ 19.4309	$ 20.5971	$ 21.8331	$ 23.1431	$ 25.4575	$ 31.1848	$ 34.3032
5	$ 18.6104	$ 19.7268	$ 20.9107	$ 22.1657	$ 23.4956	$ 25.8451	$ 31.6596	$ 34.8256
6	$ 18.8982	$ 20.0318	$ 21.2342	$ 22.5084	$ 23.8589	$ 26.2448	$ 32.1492	$ 35.3641
7	$ 19.1860	$ 20.3368	$ 21.5575	$ 22.8511	$ 24.2222	$ 26.6445	$ 32.6388	$ 35.9027
8	$ 19.4826	$ 20.6514	$ 21.8909	$ 23.2045	$ 24.5968	$ 27.0565	$ 33.1435	$ 36.4579
9	$ 19.7794	$ 20.9659	$ 22.2242	$ 23.5579	$ 24.9713	$ 27.4685	$ 33.6483	$ 37.0130
10	$ 20.1085	$ 21.3152	$ 22.5938	$ 23.9500	$ 25.3459	$ 27.8806	$ 34.1899	$ 37.6088
11	$ 20.4148	$ 21.6398	$ 22.9379	$ 24.3146	$ 25.7261	$ 28.2988	$ 34.7079	$ 38.1787
12	$ 20.7256	$ 21.9694	$ 23.2872	$ 24.6850	$ 26.1120	$ 28.7232	$ 35.2338	$ 38.7572
13	$ 21.0412	$ 22.3039	$ 23.6418	$ 25.0609	$ 26.5037	$ 29.1541	$ 35.7676	$ 39.3444
14	$ 21.3617	$ 22.6435	$ 24.0019	$ 25.4425	$ 26.9012	$ 29.5914	$ 36.3097	$ 39.9407
15	$ 21.6725	$ 22.9728	$ 24.3512	$ 25.8126	$ 27.3047	$ 30.0352	$ 36.8433	$ 40.5277
16	$ 22.0027	$ 23.3226	$ 24.7221	$ 26.2057	$ 27.7143	$ 30.4858	$ 37.4016	$ 41.1418
17	$ 22.3224	$ 23.6621	$ 25.0816	$ 26.5871	$ 28.1300	$ 30.9431	$ 37.9513	$ 41.7464
18	$ 22.6624	$ 24.0224	$ 25.4636	$ 26.9919	$ 28.5519	$ 31.4072	$ 38.5263	$ 42.3790
19	$ 22.9926	$ 24.3722	$ 25.8340	$ 27.3847	$ 28.9802	$ 31.8783	$ 39.0929	$ 43.0022
20	$ 23.3428	$ 24.7434	$ 26.2274	$ 27.8017	$ 29.4150	$ 32.3566	$ 39.6853	$ 43.6538
21	$ 23.6929	$ 25.1146	$ 26.6208	$ 28.2187	$ 29.8562	$ 32.8419	$ 40.2805	$ 44.3087
22	$ 24.0483	$ 25.4912	$ 27.0201	$ 28.6420	$ 30.3041	$ 33.3346	$ 40.8848	$ 44.9732
23	$ 24.4090	$ 25.8737	$ 27.4254	$ 29.0716	$ 30.7586	$ 33.8346	$ 41.4981	$ 45.6478
24	$ 24.7751	$ 26.2618	$ 27.8368	$ 29.5076	$ 31.2201	$ 34.3420	$ 42.1206	$ 46.3326
25	$ 25.1468	$ 26.6557	$ 28.2544	$ 29.9503	$ 31.6884	$ 34.8571	$ 42.7523	$ 47.0276

2023-2024								
LVL	A	B	C	D	E	F	G	H
1	$ 17.9483	$ 19.0249	$ 20.1668	$ 21.3771	$ 22.6597	$ 24.9256	$ 30.5333	$ 33.5866
2	$ 18.2258	$ 19.3192	$ 20.4787	$ 21.7076	$ 23.0101	$ 25.3111	$ 31.0055	$ 34.1060
3	$ 18.5034	$ 19.6134	$ 20.7906	$ 22.0382	$ 23.3604	$ 25.6965	$ 31.4776	$ 34.6254
4	$ 18.7895	$ 19.9167	$ 21.1120	$ 22.3789	$ 23.7217	$ 26.0939	$ 31.9644	$ 35.1608
5	$ 19.0757	$ 20.2200	$ 21.4335	$ 22.7198	$ 24.0830	$ 26.4912	$ 32.4511	$ 35.6962
6	$ 19.3706	$ 20.5326	$ 21.7650	$ 23.0711	$ 24.4554	$ 26.9009	$ 32.9529	$ 36.2482
7	$ 19.6657	$ 20.8452	$ 22.0964	$ 23.4224	$ 24.8278	$ 27.3106	$ 33.4548	$ 36.8003
8	$ 19.9697	$ 21.1676	$ 22.4381	$ 23.7846	$ 25.2117	$ 27.7329	$ 33.9721	$ 37.3693
9	$ 20.2739	$ 21.4900	$ 22.7799	$ 24.1469	$ 25.5956	$ 28.1552	$ 34.4895	$ 37.9384
10	$ 20.6112	$ 21.8481	$ 23.1587	$ 24.5488	$ 25.9796	$ 28.5776	$ 35.0446	$ 38.5490
11	$ 20.9251	$ 22.1808	$ 23.5113	$ 24.9225	$ 26.3692	$ 29.0062	$ 35.5756	$ 39.1331
12	$ 21.2437	$ 22.5187	$ 23.8694	$ 25.3021	$ 26.7648	$ 29.4413	$ 36.1146	$ 39.7262
13	$ 21.5673	$ 22.8615	$ 24.2328	$ 25.6874	$ 27.1663	$ 29.8829	$ 36.6618	$ 40.3280
14	$ 21.8957	$ 23.2096	$ 24.6019	$ 26.0785	$ 27.5737	$ 30.3312	$ 37.2174	$ 40.9392
15	$ 22.2143	$ 23.5471	$ 24.9599	$ 26.4579	$ 27.9874	$ 30.7861	$ 37.7644	$ 41.5409
16	$ 22.5527	$ 23.9057	$ 25.3402	$ 26.8608	$ 28.4072	$ 31.2480	$ 38.3366	$ 42.1703
17	$ 22.8804	$ 24.2536	$ 25.7086	$ 27.2518	$ 28.8332	$ 31.7167	$ 38.9001	$ 42.7901
18	$ 23.2289	$ 24.6229	$ 26.1002	$ 27.6667	$ 29.2657	$ 32.1924	$ 39.4895	$ 43.4385
19	$ 23.5674	$ 24.9815	$ 26.4799	$ 28.0693	$ 29.7047	$ 32.6753	$ 40.0702	$ 44.0772
20	$ 23.9263	$ 25.3620	$ 26.8831	$ 28.4967	$ 30.1504	$ 33.1655	$ 40.6774	$ 44.7452
21	$ 24.2852	$ 25.7425	$ 27.2863	$ 28.9241	$ 30.6026	$ 33.6629	$ 41.2876	$ 45.4164
22	$ 24.6495	$ 26.1285	$ 27.6956	$ 29.3580	$ 31.0617	$ 34.1679	$ 41.9069	$ 46.0976
23	$ 25.0193	$ 26.5205	$ 28.1111	$ 29.7984	$ 31.5276	$ 34.6804	$ 42.5356	$ 46.7890
24	$ 25.3945	$ 26.9183	$ 28.5328	$ 30.2453	$ 32.0006	$ 35.2006	$ 43.1736	$ 47.4909
25	$ 25.7754	$ 27.3221	$ 28.9607	$ 30.6991	$ 32.4806	$ 35.7286	$ 43.8211	$ 48.2033

2024-2025								
LVL	A	B	C	D	E	F	G	H
1	$ 18.3970	$ 19.5005	$ 20.6710	$ 21.9115	$ 23.2261	$ 25.5487	$ 31.2966	$ 34.4262
2	$ 18.6815	$ 19.8021	$ 20.9907	$ 22.2503	$ 23.5853	$ 25.9439	$ 31.7806	$ 34.9586
3	$ 18.9659	$ 20.1037	$ 21.3104	$ 22.5891	$ 23.9444	$ 26.3389	$ 32.2646	$ 35.4910
4	$ 19.2592	$ 20.4146	$ 21.6399	$ 22.9384	$ 24.3147	$ 26.7463	$ 32.7635	$ 36.0398
5	$ 19.5526	$ 20.7255	$ 21.9693	$ 23.2878	$ 24.6851	$ 27.1535	$ 33.2624	$ 36.5886
6	$ 19.8549	$ 21.0459	$ 22.3091	$ 23.6478	$ 25.0668	$ 27.5734	$ 33.7767	$ 37.1544
7	$ 20.1573	$ 21.3664	$ 22.6488	$ 24.0080	$ 25.4485	$ 27.9934	$ 34.2912	$ 37.7203
8	$ 20.4689	$ 21.6968	$ 22.9991	$ 24.3792	$ 25.8420	$ 28.4262	$ 34.8214	$ 38.3036
9	$ 20.7807	$ 22.0273	$ 23.3493	$ 24.7506	$ 26.2355	$ 28.8591	$ 35.3517	$ 38.8868
10	$ 21.1265	$ 22.3943	$ 23.7377	$ 25.1625	$ 26.6290	$ 29.2921	$ 35.9207	$ 39.5127
11	$ 21.4483	$ 22.7353	$ 24.0991	$ 25.5456	$ 27.0284	$ 29.7314	$ 36.4650	$ 40.1115
12	$ 21.7748	$ 23.0816	$ 24.4661	$ 25.9346	$ 27.4339	$ 30.1773	$ 37.0175	$ 40.7193
13	$ 22.1065	$ 23.4331	$ 24.8386	$ 26.3296	$ 27.8454	$ 30.6300	$ 37.5784	$ 41.3362
14	$ 22.4431	$ 23.7899	$ 25.2170	$ 26.7305	$ 28.2631	$ 31.0894	$ 38.1478	$ 41.9626
15	$ 22.7697	$ 24.1358	$ 25.5839	$ 27.1194	$ 28.6871	$ 31.5557	$ 38.7085	$ 42.5794
16	$ 23.1165	$ 24.5033	$ 25.9737	$ 27.5323	$ 29.1173	$ 32.0292	$ 39.2950	$ 43.2246
17	$ 23.4524	$ 24.8600	$ 26.3513	$ 27.9331	$ 29.5540	$ 32.5096	$ 39.8726	$ 43.8598
18	$ 23.8096	$ 25.2385	$ 26.7527	$ 28.3583	$ 29.9974	$ 32.9972	$ 40.4767	$ 44.5244
19	$ 24.1566	$ 25.6060	$ 27.1419	$ 28.7710	$ 30.4473	$ 33.4921	$ 41.0720	$ 45.1792
20	$ 24.5245	$ 25.9961	$ 27.5552	$ 29.2091	$ 30.9041	$ 33.9946	$ 41.6944	$ 45.8638
21	$ 24.8924	$ 26.3860	$ 27.9685	$ 29.6472	$ 31.3677	$ 34.5045	$ 42.3197	$ 46.5518
22	$ 25.2658	$ 26.7817	$ 28.3880	$ 30.0920	$ 31.8382	$ 35.0221	$ 42.9546	$ 47.2500
23	$ 25.6447	$ 27.1835	$ 28.8138	$ 30.5433	$ 32.3158	$ 35.5474	$ 43.5990	$ 47.9588
24	$ 26.0293	$ 27.5913	$ 29.2461	$ 31.0015	$ 32.8006	$ 36.0806	$ 44.2529	$ 48.6782
25	$ 26.4198	$ 28.0051	$ 29.6847	$ 31.4665	$ 33.2926	$ 36.6218	$ 44.9167	$ 49.4084

2026-2027								
New	1	2	3	4	5	6	7	8
A	$20.04	$21.25	$22.52	$23.87	$25.30	$27.82	$34.08	$37.49
B	$20.44	$21.67	$22.97	$24.34	$25.80	$28.38	$34.76	$38.24
C	$20.85	$22.11	$23.43	$24.83	$26.32	$28.95	$35.45	$39.00
D	$21.26	$22.55	$23.90	$25.33	$26.84	$29.52	$36.16	$39.78
E	$21.69	$23.00	$24.38	$25.83	$27.38	$30.11	$36.88	$40.58
F	$22.12	$23.46	$24.87	$26.35	$27.93	$30.72	$37.62	$41.39
G	$22.56	$23.93	$25.36	$26.88	$28.49	$31.33	$38.37	$42.21
H	$23.02	$24.41	$25.87	$27.42	$29.06	$31.96	$39.14	$43.06
I	$23.48	$24.90	$26.39	$27.96	$29.64	$32.60	$39.93	$43.92
J	$23.95	$25.39	$26.92	$28.52	$30.23	$33.25	$40.72	$44.80
K	$24.42	$25.90	$27.45	$29.09	$30.83	$33.91	$41.54	$45.69
L	$24.91	$26.42	$28.00	$29.68	$31.45	$34.59	$42.37	$46.61
M	$25.41	$26.95	$28.56	$30.27	$32.08	$35.28	$43.22	$47.54
N	$25.92	$27.49	$29.13	$30.88	$32.72	$35.99	$44.08	$48.49
O	$26.44	$28.04	$29.72	$31.49	$33.38	$36.71	$44.96	$49.46
P	$26.97	$28.60	$30.31	$32.12	$34.04	$37.44	$45.86	$50.45
Q	$27.51	$29.17	$30.92	$32.76	$34.72	$38.19	$46.78	$51.46
R	$28.06	$29.75	$31.54	$33.42	$35.42	$38.96	$47.71	$52.49
S	$28.62	$30.35	$32.17	$34.09	$36.13	$39.74	$48.67	$53.54
T	$29.19	$30.96	$32.81	$34.77	$36.85	$40.53	$49.64	$54.61
U	$29.77	$31.57	$33.47	$35.47	$37.59	$41.34	$50.63	$55.70
V	$30.37	$32.21	$34.14	$36.18	$38.34	$42.17	$51.65	$56.82
W	$30.98	$32.85	$34.82	$36.90	$39.11	$43.01	$52.68	$57.95
X	$31.60	$33.51	$35.52	$37.64	$39.89	$43.87	$53.73	$59.11
Y	$32.23	$34.18	$36.23	$38.39	$40.69	$44.75	$54.81	$60.29

2027-2028								
New	1	2	3	4	5	6	7	8
A	$20.54	$21.78	$23.09	$24.46	$25.93	$28.52	$34.93	$38.42
B	$20.95	$22.22	$23.55	$24.95	$26.45	$29.09	$35.63	$39.19
C	$21.37	$22.66	$24.02	$25.45	$26.97	$29.67	$36.34	$39.97
D	$21.79	$23.11	$24.50	$25.96	$27.51	$30.26	$37.07	$40.77
E	$22.23	$23.58	$24.99	$26.48	$28.06	$30.87	$37.81	$41.59
F	$22.68	$24.05	$25.49	$27.01	$28.63	$31.49	$38.56	$42.42
G	$23.13	$24.53	$26.00	$27.55	$29.20	$32.11	$39.33	$43.27
H	$23.59	$25.02	$26.52	$28.10	$29.78	$32.76	$40.12	$44.14
I	$24.06	$25.52	$27.05	$28.66	$30.38	$33.41	$40.92	$45.02
J	$24.54	$26.03	$27.59	$29.24	$30.99	$34.08	$41.74	$45.92
K	$25.04	$26.55	$28.14	$29.82	$31.61	$34.76	$42.58	$46.84
L	$25.54	$27.08	$28.70	$30.42	$32.24	$35.46	$43.43	$47.77
M	$26.05	$27.62	$29.28	$31.03	$32.88	$36.17	$44.30	$48.73
N	$26.57	$28.17	$29.86	$31.65	$33.54	$36.89	$45.18	$49.70
O	$27.10	$28.74	$30.46	$32.28	$34.21	$37.63	$46.09	$50.70
P	$27.64	$29.31	$31.07	$32.93	$34.89	$38.38	$47.01	$51.71
Q	$28.19	$29.90	$31.69	$33.58	$35.59	$39.15	$47.95	$52.75
R	$28.76	$30.50	$32.32	$34.26	$36.30	$39.93	$48.91	$53.80
S	$29.33	$31.11	$32.97	$34.94	$37.03	$40.73	$49.89	$54.88
T	$29.92	$31.73	$33.63	$35.64	$37.77	$41.54	$50.88	$55.97
U	$30.52	$32.36	$34.30	$36.35	$38.53	$42.37	$51.90	$57.09
V	$31.13	$33.01	$34.99	$37.08	$39.30	$43.22	$52.94	$58.24
W	$31.75	$33.67	$35.69	$37.82	$40.08	$44.09	$54.00	$59.40
X	$32.39	$34.34	$36.40	$38.58	$40.88	$44.97	$55.08	$60.59
Y	$33.03	$35.03	$37.13	$39.35	$41.70	$45.87	$56.18	$61.80

2028-2029								
New	1	2	3	4	5	6	7	8
A	$20.95	$22.22	$23.55	$24.95	$26.45	$29.09	$35.63	$39.19
B	$21.37	$22.66	$24.02	$25.45	$26.97	$29.67	$36.34	$39.97
C	$21.79	$23.11	$24.50	$25.96	$27.51	$30.26	$37.07	$40.77
D	$22.23	$23.58	$24.99	$26.48	$28.06	$30.87	$37.81	$41.59
E	$22.68	$24.05	$25.49	$27.01	$28.63	$31.49	$38.56	$42.42
F	$23.13	$24.53	$26.00	$27.55	$29.20	$32.11	$39.33	$43.27
G	$23.59	$25.02	$26.52	$28.10	$29.78	$32.76	$40.12	$44.14
H	$24.06	$25.52	$27.05	$28.66	$30.38	$33.41	$40.92	$45.02
I	$24.54	$26.03	$27.59	$29.24	$30.99	$34.08	$41.74	$45.92
J	$25.04	$26.55	$28.14	$29.82	$31.61	$34.76	$42.58	$46.84
K	$25.54	$27.08	$28.70	$30.42	$32.24	$35.46	$43.43	$47.77
L	$26.05	$27.62	$29.28	$31.03	$32.88	$36.17	$44.30	$48.73
M	$26.57	$28.17	$29.86	$31.65	$33.54	$36.89	$45.18	$49.70
N	$27.10	$28.74	$30.46	$32.28	$34.21	$37.63	$46.09	$50.70
O	$27.64	$29.31	$31.07	$32.93	$34.89	$38.38	$47.01	$51.71
P	$28.19	$29.90	$31.69	$33.58	$35.59	$39.15	$47.95	$52.75
Q	$28.76	$30.50	$32.32	$34.26	$36.30	$39.93	$48.91	$53.80
R	$29.33	$31.11	$32.97	$34.94	$37.03	$40.73	$49.89	$54.88
S	$29.92	$31.73	$33.63	$35.64	$37.77	$41.54	$50.88	$55.97
T	$30.52	$32.36	$34.30	$36.35	$38.53	$42.37	$51.90	$57.09
U	$31.13	$33.01	$34.99	$37.08	$39.30	$43.22	$52.94	$58.24
V	$31.75	$33.67	$35.69	$37.82	$40.08	$44.09	$54.00	$59.40
W	$32.39	$34.34	$36.40	$38.58	$40.88	$44.97	$55.08	$60.59
X	$33.03	$35.03	$37.13	$39.35	$41.70	$45.87	$56.18	$61.80
Y	$33.69	$35.73	$37.87	$40.14	$42.54	$46.79	$57.30	$63.04

APPENDIX D
PROFESSIONAL/BENEFIT DAY REQUEST

Professional/Benefit Day Request for DESPA Employees

Exhibit – Personal Day, Vacation Day, Religious Holiday, Out-of-Building or Conference Form

After entering your absence in Smartfind, complete this form; save completed form to your computer, then email as an attachment to your immediate supervisor. If no computer access, complete form & print for supervisor approval.

TO: _____

FROM: _____

EMPLOYEE ID#: _____

BUILDING or DEPT: _____

DATE SUBMITTED: _____

SMARTFIND JOB CODE: _____

REASON FOR ABSENCE:

*Must submit a Professional Development Pre-Approval Form to your immediate supervisor along with this completed form

Personal Day
Date(s) Requested _____

***Out-of-District Conference**
Date(s) Requested _____

Jury Duty
Date(s) Requested _____

Military Absence
Date(s) Requested _____

Bereavement
Date(s) Requested _____

Vacation Day
Date(s) Requested _____

Religious Holiday
Date(s) Requested _____

Employee Signature _____

Supervisor/Principal Signature _____

Date Approved _____ **Date Denied** _____

Email completed form to your immediate supervisor for approval; if absence is not approved, delete in Smartfind

Revised: August 2022

SUBSTITUTE CUSTODIANS
Vacation Day/Personal Day Request Form

All requests for vacation/personal days must be approved in advance by the principal at whose building you are presently working at. They must approve your request for days off. Please complete this form when requesting vacation/personal days. Then have this form faxed to the Buildings & Grounds office for final approval. If you are not assigned to a specific building, your form will go directly through Buildings & Grounds.

EMPLOYEE NAME (Please Print): _____

EMPLOYEE I.D. NUMBER: _____

EMPLOYEE SIGNATURE: _____

DATE(S) REQUESTED FOR VACATION:

_____

_____

_____

DATE(S) REQUESTED FOR PERSONAL DAY(S):

_____

_____

_____

School: _____ Date: _____

Principal/Asst. Principal _____

_____
Buildings & Grounds Supervisor's Signature

_____
Date

cc: Assigned School Principal
B & G Supervisor
Employee
Employee File

APPENDIX E
EVALUATION FORMS

COMMUNITY UNITY SCHOOL DISTRICT 300

DESPA Evaluation Form

All Custodian (A-D), All Groundskeeper (A-B), Secretary, Support Staff, Principal Secretary, Head Custodian, and Maintenance

Employee Name: _____ Employee ID#: _____

Job Title: _____ Building/Department: _____

Evaluator Name (Print): _____ Date: _____

EXPLANATION OF RATINGS

Level 4 - Exceeds Expectations
Performance is consistently completed at a level which exceeds expectations and often goes above and beyond the requirements of the position. Is a model/exemplar for others.
Level 3 - Meets Expectations
Performance consistently meets the requirements of the position.
Level 2 - Needs Improvement
Performance does not always meet the expectations. Improvement is required in order to consistently meet expectations of the position.
Level 1 - Unsatisfactory
Performance does not meet the expectations of the position. Performance requires corrective action.

PERFORMANCE RESPONSIBILITIES						
Performance	**4**	**3**	**2**	**1**	**N/A**	Comments/Evidence
Works courteously and cooperatively with staff and community using the facility						
Demonstrates ability to work independently and as a team with minimal direction to resolve issues						
Demonstrates ability to work effectively with staff						
Interacts courteously with students						
Interacts courteously with parents						
Responds and assists accurately and timely to inquiries from parents, staff, and public						
Personal appearance						
Efficiently and effectively completes all assigned tasks.						
Performs essential job duties delineated in employee's job description						
Provides students and staff with a safe, clean, and comfortable environment						
Successfully completes work on schedule						
Shows initiative to improve job performance						
Demonstrates flexibility and cooperativeness when special assignments are assigned						
Demonstrates a positive attitude which reflects support of district goals and policies						
Possesses the ability to communicate clearly and effectively						
Attendance/Punctuality						
Deals with confidential items in a professional manner						
Drives district vehicle(s) in accordance with applicable laws and district policies.						
Ensures applicable equipment is operational, well maintained, and meets safety standards						
Demonstrates proficiency in using equipment involved with assigned work						

Performance	4	3	2	1	N/A	Comments/Evidence
Consistently performs job duties while following safe working practices						
Maintains knowledge, skills, and certifications necessary to perform duties						
Additional ratings for the following positions						
Principal Secretary, Head Custodian, Maintenance (District & HS), Groundskeeper Lead, and Night Supervisor						
Performance	**4**	**3**	**2**	**1**	**N/A**	Comments/Evidence
Demonstrates ability to organize assigned tasks and duties						
Demonstrates ability to supervise and monitor tasks and duties applicable to your position						
Demonstrates long term planning skills with regard to minor and major building needs						
Receives directives daily from direct supervisor and delegates accordingly						

Commendable Areas

Improvable Areas - If the employee is rated unsatisfactory in any of the responsibilities, you must provide comments and/or evidence to support such rating.

Evaluator Signature _____ Date _____

Employee Signature* _____ Date _____

* Employee signature indicates that this evaluation report was discussed with the employee. Employee signature does not indicate agreement with the content of the evaluation.

COMMUNITY UNITY SCHOOL DISTRICT 300

DESPA Evaluation Form

Administrative Assistants (Ed. Services & T/L)

Employee Name: _____ Employee ID#: _____

Job Title: _____ Building/Department: _____

Evaluator Name (Print): _____ Date: _____

EXPLANATION OF RATINGS

Level 4 - Exceeds Expectations
Performance is consistently completed at a level which exceeds expectations and often goes above and beyond the requirements of the position. Is a model/exemplar for others.
Level 3 - Meets Expectations
Performance consistently meets the requirements of the position.
Level 2 - Needs Improvement
Performance does not always meet the expectations. Improvement is required in order to consistently meet expectations of the position.
Level 1 - Unsatisfactory
Performance does not meet the expectations of the position. Performance requires corrective action.

PERFORMANCE RESPONSIBILITIES						
Performance	**4**	**3**	**2**	**1**	**N/A**	Comments/Evidence
Works courteously and cooperatively with staff and community using the facility						
Demonstrates ability to work independently and as a team with minimal direction to resolve issues						
Demonstrates ability to work effectively with staff						
Interacts courteously with students						
Interacts courteously with parents						
Responds and assists accurately and timely to inquiries from parents, staff, and public						
Personal appearance						
Efficiently and effectively completes all assigned tasks						
Performs essential job duties delineated in employee's job description						
Provides students and staff with a safe, clean, and comfortable environment						
Successfully completes work on schedule						
Shows initiative to improve job performance						
Demonstrates flexibility and cooperativeness when special assignments are assigned						
Demonstrates a positive attitude which reflects support of district goals and policies						
Possesses the ability to communicate clearly and effectively						
Attendance/Punctuality						
Deals with confidential items in a professional manner						
Ensures applicable equipment is operational, well maintained, and meets safety standards						
Demonstrates proficiency in using equipment involved with assigned work						

Performance	4	3	2	1	N/A	Comments/Evidence
Prepares, maintains, and updates electronic records						
Assists in providing support services to students and families						
Supports the planning and execution of meetings						
Demonstrates ability to oversee and maintain large projects assigned						

Commendable Areas

Improvable Areas - If the employee is rated unsatisfactory in any of the responsibilities, you must provide comments and/or evidence to support such rating.

Evaluator Signature _____ Date _____

Employee Signature* _____ Date _____

* Employee signature indicates that this evaluation report was discussed with the employee. Employee signature does not indicate agreement with the content of the evaluation.

COMMUNITY UNITY SCHOOL DISTRICT 300

DESPA Evaluation Form

FSL, CSL, Translators

Employee Name: _____ Employee ID#: _____

Job Title: _____ Building/Department: _____

Evaluator Name (Print): _____ Date: _____

EXPLANATION OF RATINGS

Level 4 - Exceeds Expectations
Performance is consistently completed at a level which exceeds expectations and often goes above and beyond the requirements of the position. Is a model/exemplar for others.
Level 3 - Meets Expectations
Performance consistently meets the requirements of the position.
Level 2 - Needs Improvement
Performance does not always meet the expectations. Improvement is required in order to consistently meet expectations of the position.
Level 1 - Unsatisfactory
Performance does not meet the expectations of the position. Performance requires corrective action.

PERFORMANCE RESPONSIBILITIES						
Performance	**4**	**3**	**2**	**1**	**N/A**	Comments/Evidence
Works courteously and cooperatively with staff and community using the facility						
Demonstrates ability to work independently and as a team with minimal direction to resolve issues						
Demonstrates ability to work effectively with staff						
Interacts courteously with students						
Interacts courteously with parents						
Responds and assists accurately and timely to inquiries from parents, staff, and public						
Personal appearance						
Efficiently and effectively completes all assigned tasks.						
Performs essential job duties delineated in employee's job description						
Provides students and staff with a safe, clean, and comfortable environment						
Successfully completes work on schedule						
Shows initiative to improve job performance						
Demonstrates flexibility and cooperativeness when special assignments are assigned						
Demonstrates a positive attitude which reflects support of district goals and policies						
Possesses the ability to communicate clearly and effectively						
Attendance/Punctuality						
Deals with confidential items in a professional manner						
Ensures applicable equipment is operational, well maintained, and meets safety standards						
Demonstrates proficiency in using equipment involved with assigned work						
Successfully acts as a liaison between the school and community						

Performance	4	3	2	1	N/A	Comments/Evidence
Translates and interprets, facilitates, or provides information for families and building staff						
Maintains documentation per grant requirements and regulations, i.e. Parental Involvement Binder						
Schedules, organizes, promotes, and conducts school activities to increase participation in various meetings, activities, and events						
Assists families in crisis by securing basic needs						
Assist families and students with the registration process and adapting to their new school						
Recruits parents and community and coordinate schedules to efficiently use volunteer time and services						
Acts as an advocate for families, educate parents/students of their rights, available services, and finding community resources						
Assists with written, editing, and oral district translations						
Provides written, editing, and oral translations for parents, students, and staff and schedule/organize requests, if needed						

Commendable Areas

Improvable Areas - If the employee is rated unsatisfactory in any of the responsibilities, you must provide comments and/or evidence to support such rating.

Evaluator Signature _____ Date _____

Employee Signature* _____ Date _____

* Employee signature indicates that this evaluation report was discussed with the employee. Employee signature does not indicate agreement with the content of the evaluation.

COMMUNITY UNITY SCHOOL DISTRICT 300

DESPA Evaluation Form

Parent Educator and Parent Educator - Lead

Employee Name: _____ Employee ID#: _____

Job Title: _____ Building/Department: _____

Evaluator Name (Print): _____ Date: _____

EXPLANATION OF RATINGS

Level 4 - Exceeds Expectations
Performance is consistently completed at a level which exceeds expectations and often goes above and beyond the requirements of the position. Is a model/exemplar for others.
Level 3 - Meets Expectations
Performance consistently meets the requirements of the position.
Level 2 - Needs Improvement
Performance does not always meet the expectations. Improvement is required in order to consistently meet expectations of the position.
Level 1 - Unsatisfactory
Performance does not meet the expectations of the position. Performance requires corrective action.

PERFORMANCE RESPONSIBILITIES						
Performance	**4**	**3**	**2**	**1**	**N/A**	Comments/Evidence
Works courteously and cooperatively with staff and community using the facility						
Demonstrates ability to work independently and as a team with minimal direction to resolve issues						
Demonstrates ability to work effectively with staff						
Interacts courteously with students						
Interacts courteously with parents						
Responds and assists accurately and timely to inquiries from parents, staff, and public						
Personal appearance						
Efficiently and effectively completes all assigned tasks.						
Performs essential job duties delineated in employee's job description						
Provides students and staff with a safe, clean, and comfortable environment						
Successfully completes work on schedule						
Shows initiative to improve job performance						
Demonstrates flexibility and cooperativeness when special assignments are assigned						
Demonstrates a positive attitude which reflects support of district goals and policies						
Possesses the ability to communicate clearly and effectively						
Attendance/Punctuality						
Deals with confidential items in a professional manner						
Ensures applicable equipment is operational, well maintained, and meets safety standards						
Demonstrates proficiency in using equipment involved with assigned work						
Successfully provides proactive intervention, support, and training to at-risk parents						
Successfully provides opportunities for families to increase their involvement in the program						

Performance	4	3	2	1	N/A	Comments/Evidence
Successfully recruits young parents into the program and develop supportive and trusting relationships with them						
Efficiently and effectively documents parent time in the program and determines ways to increase parent commitment and motivation to stay involved						
Efficiently and effectively translates and interprets information for families and staff						
Additional ratings for the following positions						
Parent Educator - Lead						
Performance	**4**	**3**	**2**	**1**	**N/A**	Comments/Evidence
Assists with monthly newsletter						
Maintains fidelity to the Parents as Teachers model						
Uses PAT Quality Assurance Blueprint to monitor all areas of the program						
Provides monthly reflective supervision to Parent Educators						
Holds staff monthly meetings with Parent Educators						
Monitors monthly reporting						
Assists in the planning of monthly parent meetings and Parent Cafes						
Assists in creating a formal IFSP and transition plan						
Assists in creating and implementing a Policy and Procedure Manual						
Assists in creating a Professional Development Plan						

Commendable Areas

Improvable Areas - If the employee is rated unsatisfactory in any of the responsibilities, you must provide comments and/or evidence to support such rating.

Evaluator Signature _____ Date _____

Employee Signature* _____ Date _____

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COMMUNITY UNITY SCHOOL DISTRICT 300

DESPA Evaluation Form

Bilingual Speech and Language Program Assistant

Employee Name: _____ Employee ID#: _____

Job Title: _____ Building/Department: _____

Evaluator Name (Print): _____ Date: _____

EXPLANATION OF RATINGS

Level 4 - Exceeds Expectations
Performance is consistently completed at a level which exceeds expectations and often goes above and beyond the requirements of the position. Is a model/exemplar for others.
Level 3 - Meets Expectations
Performance consistently meets the requirements of the position.
Level 2 - Needs Improvement
Performance does not always meet the expectations. Improvement is required in order to consistently meet expectations of the position.
Level 1 - Unsatisfactory
Performance does not meet the expectations of the position. Performance requires corrective action.

PERFORMANCE RESPONSIBILITIES						
Performance	**4**	**3**	**2**	**1**	**N/A**	Comments/Evidence
Works courteously and cooperatively with staff and community using the facility						
Demonstrates ability to work independently and as a team with minimal direction to resolve issues						
Demonstrates ability to work effectively with staff						
Interacts courteously with students						
Interacts courteously with parents						
Responds and assists accurately and timely to inquiries from parents, staff, and public						
Personal appearance						
Efficiently and effectively completes all assigned tasks.						
Performs essential job duties delineated in employee's job description						
Provides students and staff with a safe, clean, and comfortable environment						
Successfully completes work on schedule						
Shows initiative to improve job performance						
Demonstrates flexibility and cooperativeness when special assignments are assigned						
Demonstrates a positive attitude which reflects support of district goals and policies						
Possesses the ability to communicate clearly and effectively						
Attendance/Punctuality						
Deals with confidential items in a professional manner						
Drives district vehicle(s) in accordance with applicable laws and district policies.						
Ensures applicable equipment is operational, well maintained, and meets safety standards						
Demonstrates proficiency in using equipment involved with assigned work						

Performance	4	3	2	1	N/A	Comments/Evidence
Maintains knowledge, skills, and certifications necessary to perform duties						
Assist the Speech and Language Pathologist with therapy in the student's native language						
Assist in testing, screening, and evaluation of students, and scheduling IEP meetings						
Provide safe passage for students, act as a resource person, and provide support in unstructured settings for students						
Travel within the district as needed						
Assist with the student development of organizational and study skills						
Implement and monitor a behavior management program						
Monitor and document students' classroom performance and behavior						

Commendable Areas

Improvable Areas - If the employee is rated unsatisfactory in any of the responsibilities, you must provide comments and/or evidence to support such rating.

Evaluator Signature _____ Date _____

Employee Signature* _____ Date _____

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COMMUNITY UNITY SCHOOL DISTRICT 300

DESPA Evaluation Form

Attendance Specialist

Employee Name: _____ Employee ID#: _____

Job Title: _____ Building/Department: _____

Evaluator Name (Print): _____ Date: _____

EXPLANATION OF RATINGS

Level 4 - Exceeds Expectations
Performance is consistently completed at a level which exceeds expectations and often goes above and beyond the requirements of the position. Is a model/exemplar for others.
Level 3 - Meets Expectations
Performance consistently meets the requirements of the position.
Level 2 - Needs Improvement
Performance does not always meet the expectations. Improvement is required in order to consistently meet expectations of the position.
Level 1 - Unsatisfactory
Performance does not meet the expectations of the position. Performance requires corrective action.

PERFORMANCE RESPONSIBILITIES						
Performance	**4**	**3**	**2**	**1**	**N/A**	Comments/Evidence
Works courteously and cooperatively with staff and community using the facility						
Demonstrates ability to work independently and as a team with minimal direction to resolve issues						
Demonstrates ability to work effectively with staff						
Interacts courteously with students						
Interacts courteously with parents						
Responds and assists accurately and timely to inquiries from parents, staff, and public						
Personal appearance						
Efficiently and effectively completes all assigned tasks						
Performs essential job duties delineated in employee's job description						
Provides students and staff with a safe, clean, and comfortable environment						
Successfully completes work on schedule						
Shows initiative to improve job performance						
Demonstrates flexibility and cooperativeness when special assignments are assigned						
Demonstrates a positive attitude which reflects support of district goals and policies						
Possesses the ability to communicate clearly and effectively						
Attendance/Punctuality						
Deals with confidential items in a professional manner						
Ensures applicable equipment is operational, well maintained, and meets safety standards						

Performance	4	3	2	1	N/A	Comments/Evidence
Demonstrates proficiency in using equipment involved with assigned work						
Meets with and advises truant/absent students to improve attendance						
Engages parents and students to improve student attendance						
Coordinates with staff to monitor attendance issues and review attendance reports for accuracy						
Coordinates with Kane County Truancy Office to monitor chronic attendance issues						
Supervises hallways to ensure student attendance						

Commendable Areas

Improvable Areas - If the employee is rated unsatisfactory in any of the responsibilities, you must provide comments and/or evidence to support such rating.

Evaluator Signature _____ Date _____

Employee Signature* _____ Date _____

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COMMUNITY UNITY SCHOOL DISTRICT 300

DESPA Evaluation Form

Specialist - SIS

Employee Name: _____ Employee ID#: _____

Job Title: _____ Building/Department: _____

Evaluator Name (Print): _____ Date: _____

EXPLANATION OF RATINGS

Level 4 - Exceeds Expectations
Performance is consistently completed at a level which exceeds expectations and often goes above and beyond the requirements of the position. Is a model/exemplar for others.
Level 3 - Meets Expectations
Performance consistently meets the requirements of the position.
Level 2 - Needs Improvement
Performance does not always meet the expectations. Improvement is required in order to consistently meet expectations of the position.
Level 1 - Unsatisfactory
Performance does not meet the expectations of the position. Performance requires corrective action.

PERFORMANCE RESPONSIBILITIES						
Performance	**4**	**3**	**2**	**1**	**N/A**	Comments/Evidence
Works courteously and cooperatively with staff and community using the facility						
Demonstrates ability to work independently and as a team with minimal direction to resolve issues						
Demonstrates ability to work effectively with staff						
Interacts courteously with students						
Interacts courteously with parents						
Responds and assists accurately and timely to inquiries from parents, staff, and public						
Personal appearance						
Efficiently and effectively completes all assigned tasks						
Performs essential job duties delineated in employee's job description						
Provides students and staff with a safe, clean, and comfortable environment						
Successfully completes work on schedule						
Shows initiative to improve job performance						
Demonstrates flexibility and cooperativeness when special assignments are assigned						
Demonstrates a positive attitude which reflects support of district goals and policies						
Possesses the ability to communicate clearly and effectively						
Attendance/Punctuality						
Deals with confidential items in a professional manner						
Ensures applicable equipment is operational, well maintained, and meets safety standards						
Demonstrates proficiency in using equipment involved with assigned work						

Performance	4	3	2	1	N/A	Comments/Evidence
Successfully maintains data integrity for reporting and in support of data driven decisions						
Successfully trains and supports Student Information System and ISBE/IWAS end users						
Successfully coordinates and manages SIS portal, policy, procedure, and instructions for parents, students, and staff						
Successfully develops and maintains policy and procedure for census modules and on-line registrations						
Successfully maintains SIS Help Desk						

Commendable Areas

Improvable Areas - If the employee is rated unsatisfactory in any of the responsibilities, you must provide comments and/or evidence to support such rating.

Evaluator Signature _____ Date _____

Employee Signature* _____ Date _____

* Employee signature indicates that this evaluation report was discussed with the employee. Employee signature does not indicate agreement with the content of the evaluation.

COMMUNITY UNITY SCHOOL DISTRICT 300

DESPA Evaluation Form

Trades (F/I, G/II, and H/III)

Employee Name: _____ Employee ID#: _____

Job Title: _____ Building/Department: _____

Evaluator Name (Print): _____ Date: _____

EXPLANATION OF RATINGS

Level 4 - Exceeds Expectations
Performance is consistently completed at a level which exceeds expectations and often goes above and beyond the requirements of the position. Is a model/exemplar for others.
Level 3 - Meets Expectations
Performance consistently meets the requirements of the position.
Level 2 - Needs Improvement
Performance does not always meet the expectations. Improvement is required in order to consistently meet expectations of the position.
Level 1 - Unsatisfactory
Performance does not meet the expectations of the position. Performance requires corrective action.

PERFORMANCE RESPONSIBILITIES						
Ratings for Trades F/I, G/II, and H/III						
Performance	**4**	**3**	**2**	**1**	**N/A**	Comments/Evidence
Works courteously and cooperatively with staff and community using the facility						
Demonstrates ability to work independently and as a team with minimal direction to resolve issues						
Demonstrates ability to work effectively with staff						
Interacts courteously with students						
Interacts courteously with parents						
Responds and assists accurately and timely to inquiries from parents, staff, and public						
Personal appearance						
Efficiently and effectively completes all assigned tasks.						
Performs essential job duties delineated in employee's job description						
Provides students and staff with a safe, clean, and comfortable environment						
Successfully completes work on schedule						
Shows initiative to improve job performance						
Demonstrates flexibility and cooperativeness when special assignments are assigned						
Demonstrates a positive attitude which reflects support of district goals and policies						
Possesses the ability to communicate clearly and effectively						
Attendance/Punctuality						
Deals with confidential items in a professional manner						
Drives district vehicle(s) in accordance with applicable laws and district policies.						
Ensures applicable equipment is operational, well maintained, and meets safety standards						
Demonstrates proficiency in using equipment involved with assigned work						

Performance	4	3	2	1	N/A	Comments/Evidence
Properly monitors and maintains inventory to successfully completes assigned tasks						
Schedules and coordinates repairs accurately and timely via the work order system						
Consistently performs job duties while following safe working practices						
Maintains knowledge, skills, and certifications necessary to perform duties						
Additional ratings for the following positions, including the above						
Only Grade G/II and Grade H/III						
Performance	**4**	**3**	**2**	**1**	**N/A**	Comments/Evidence
Receives directives daily from direct supervisor and delegates accordingly						
Works effectively and timely in conjunction with outside vendors						
Demonstrates ability to organize assigned tasks and duties						
Demonstrates ability to supervise and monitor tasks and duties applicable to your position						
Demonstrates long term planning skills with regard to minor and major building needs						
Demonstrates ability to oversee and maintain large projects assigned						
Additional ratings for the following positions, including the above						
Only Grade H/III						
Performance	**4**	**3**	**2**	**1**	**N/A**	Comments/Evidence
Effectively and efficiently coordinates the activities of outside vendors, as needed						
Accurately develops estimates of required materials and labor for projects						
Successfully executes complicated procedures independently and as the lead worker for more complex projects						
Demonstrates ability to communicate in a manner to understand and influence others						

Commendable Areas

Improvable Areas - If the employee is rated unsatisfactory in any of the responsibilities, you must provide comments and/or evidence to support such rating.

Evaluator Signature _____ Date _____

Employee Signature* _____ Date _____

* Employee signature indicates that this evaluation report was discussed with the employee. Employee signature does not indicate agreement with the content of the evaluation.

APPENDIX F
JOB DESCRIPTIONS

Job descriptions will be developed as in accordance with Article 10**

APPENDIX G
ASSOCIATION LEAVE NOTIFICATION FORM

Association Leave Notification Form

DESPA
District 300 Education Services Personnel Association

This is an official notice of Association Leave. Pursuant to Section 16.20 of the Collective Bargaining Agreement, the DESPA President is requesting to meet with DESPA members on District property during an early release day.

This notice must be provided to all Supervisors designated below within five (5) days of the requested leave. Upon receipt of this notice, the building principal/site manager (or designee) at the requested meeting location must notify the DESPA President of available meeting space at their building/site.

DESPA President Supervisor: _____

DESPA members Supervisor(s): _____

Building Principal/Site Manger (if different than above): _____

Date of Requested Leave: _____

Time of Requested Leave: _____

District 300 Location Requested: _____

DESPA Member Attendees: _____

_____

_____

The purpose of this meeting is to conduct official union business. Every effort will be made to not cause any major disruptions.

APPENDIX H
TUITION REIMBURSEMENT

COMMUNITY UNIT SCHOOL DISTRICT 300
REQUEST FOR APPROVAL OF TUITION REIMBURSEMENT - DESPA

NAME _____ EMPLOYEE ID# _____

CURRENT ASSIGNMENT: _____ BUILDING: _____

STEP 1 - PRE-APPROVAL:

1. Program/Course of Study: _____
2. Complete Accredited Institution Information College/University: _____
3. Semester (check all that apply): _____ Fall _____ Spring _____ Summer
4. Semester start date: _____
5. Attach course description for classes being requested for pre-approval.
6. Please include a link to the course or degree program: _____
7. Please explain the degree program that you currently are pursuing (attach separate piece of paper if additional space is needed): _____
   _____
8. Please describe the courses that you wish to take, including the number of credit hours to be awarded for each course of the degree program that you are pursuing: _____
   _____
   _____
9. Please provide a brief statement of how each course (or program) will impact your position or the district as a whole:
   _____
   _____
   _____
10. Submit this form with additional documentation via email to HR.LaneChangeTuition@D300.Org.

Must submit no later than **30 Days PRIOR to start of course**. Employees who successfully complete an approved course/program shall be eligible for tuition reimbursement at $86 per credit hour for a maximum of nine (9) credit hours per fiscal year (July-June). Course work must be offered by an accredited institution.

_____ Approved
_____ Denied (reason): _____
_____

_____ _____
Assistant Superintendent of Human Resources Date

STEP II - REIMBURSEMENT:

- To receive tuition reimbursement, you must receive a Grade of "B" or above.
- Within thirty (30) Days following completion of the course submit documentation of course completion along with your pre-approval to Human Resources.
- The District will provide reimbursement within 30 days of receipt of the documentation.

HR DEPARTMENT USE ONLY

_____ _____
Date documentation received by HR Signature (HR Department)

_____
Date submitted to payroll