



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

**Tuesday, February 17, 2026 6:00 PM**

**Mission**

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

**Agenda**

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

1. Call to Order/Roll Call (6:00 pm)
2. Adjourn Closed Session (Policy 2:200)
  - a. Discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1)
3. Reconvene to Open Session/Roll Call (7:00 p.m.)
4. Pledge of Allegiance
5. Approval of Agenda
6. Superintendent Report
7. Information & Presentations
  - a. Presentation - Proposal for Sherwood Playground (Policy 4:150)
  - b. Presentation - Proposal Recommendation Dual Language Evaluation (Policy 6:10)
  - c. Presentation - First Reading New Board Policy 6:238 Use of Generative Artificial Intelligence (Policy 2:240)
  - d. Freedom of Information Requests (Policy 2:250)
8. Public Comments Related to Matters on the Agenda (Policy 2:230) *The Board welcomes comments and gives them serious consideration. The first community participation is solely for comments about*

*matters on this agenda. Comments are limited to three minutes per speaker and will become part of the public record. Individual topics will have a limit of 30 minutes.*

9. Action Items
  - a. Administrator Contract Recommendations (Policy 3:50)
    - i. Principal for Indian Trail Elementary School
    - ii. Student Services Coordinator
  - b. Approval of Meeting Minutes (Policy 2:220)
    - i. Regular Meeting Minutes - January 20, 2026
    - ii. Closed Session Minutes - January 20, 2026
    - iii. Committee of the Whole Meeting - February 3, 2026
  - c. Consent Agenda (Policy 2:220)
    - i. Personnel Recommendations: Employment, Resignation, Retirement & Leave of Absence (Policy 5:30)
    - ii. Bill List (Policy 4:50)
    - iii. Treasurer's Report - January 2026 (Policy 4:80)
    - iv. Destruction of Closed Session Recordings from August 13, 2024 (Policy 2:220)
  - d. Approval of Amended 2026-27 School Calendar (Policy 6:20)
  - e. Approval of Policy Updates (Policy 2:240)
    - 2:120 Board Member Development
    - 2:150 Committees
    - 2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited
    - 4:10 Fiscal and Business Management
    - 4:30 Revenue and Investments
    - 4:80 Accounting and Audits
    - 4:140 Waiver of Student Fees
    - 4:190 Targeted School Violence Prevention Program
    - 5:10 Equal Employment Opportunity and Minority Recruitment
    - 5:90 Abused and Neglected Child Reporting
    - 5:100 Staff Development Program
    - 5:190 Teacher Qualifications
    - 5:200 Terms and Conditions of Employment and Dismissal
    - 5:220 Substitute Teachers
    - 5:280 Duties and Qualifications
    - 5:300 Schedules and Employment Year
    - 6:20 School Year Calendar and Day
    - 6:40 Curriculum Development
    - 6:60 Curriculum Content
    - 6:130 Program for the Gifted
    - 6:160 English Learners
    - 6:260 Complaints About Curriculum, Instructional Materials, and Programs
    - 6:280 Grading and Promotion (Periodic Review)
    - 7:10 Equal Educational Opportunities

- 7:70 Attendance and Truancy
  - 7:150 Agency and Law Enforcement Requests (Renamed)
  - 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment
  - 7:190 Student Behavior
  - 7:290 Suicide and Depression Awareness and Prevention
  - 7:310 Restrictions on Publications; Elementary Schools
  - 7:340 Student Records
  - 8:30 Visitors and Conduct on School Property
- f. Approval of Proposal for Evaluation of Dual Language Program (Policy 6:10)
10. Public Comments - *The Board welcomes comments and gives them serious consideration. Comments are limited to three minutes per speaker and will become part of the public record. Individual topics will have a limit of 30 minutes.*
  11. Committee Reports (Policy 2:150)
  12. Board/Superintendent Other
  13. Closed Session (Policy 2:200)
    - a. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1)
  14. Adjournment



# **Superintendent's Report Board of Education Meeting**

**February 17, 2026  
Dr. Michael Lubelfeld  
Superintendent of Schools**

# STRATEGIC CHANGE AGENDA

APPROVED BY THE BOARD OF EDUCATION IN MARCH 2025



**INSPIRE. INNOVATE. ENGAGE.**

# AGENDA DE CAMBIO ESTRATÉGICO

APROBADO POR LA JUNTA DE EDUCACIÓN EN MARZO DE 2025



**INSPIRAR. INNOVAR. INVOLUCRAR.**



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**NORTH SHORE**  
SCHOOL DISTRICT 112

# MISSION

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



# VALUES

Compassion

Connection

Equity

Growth

Integrity

Safety



# RECOGNITION



Those Who Excel Award of Excellence:

- **Lauren Bianchini**, Sherwood

Those Who Excel Award of Special Recognition:

- **Maddie Bogart**, Northwood
- **Emma Homer**, Edgewood

# 5ESSENTIALS SURVEY

- **What it is:** Statewide survey measuring 5 key indicators of school success: Leadership, Teaching, Family Involvement, Environment, and Instruction
- **Why it matters:** Results provide our district with a roadmap for school improvement planning and strategic initiatives at each school
- **We need your input:** 20% parent/guardian participation required for each school to receive validated results that guide improvements
- **Take action:** Confidential survey open through March 20 at [www.nssd112.org/5Essentials](http://www.nssd112.org/5Essentials)



[www.nssd112.org/5Essentials](http://www.nssd112.org/5Essentials)

# 2026-2027 REGISTRATION

- **K-8 Registration is Open**

All students, new and returning, must be registered

- **Dual Language Application**

Open until February 28

- **Early Childhood**

Rolling enrollment based on screening and birthdate

[www.nssd112.org/registration](http://www.nssd112.org/registration)

# FEBRUARY/MARCH CALENDAR

- Feb. 24: Bilingual Parent Advisory Committee (BPAC) Meeting
- Mar. 03: Board of Education Facilities Committee Meeting
- Mar. 10: Board of Education Finance Committee Meeting
- Mar. 17: Regular Board of Education Meeting
- Mar. 19:
  - Early Release (No Early Childhood)
  - Parent-Teacher Conferences (In Person)
- Mar. 20:
  - No Student Attendance
  - Parent-Teacher Conferences (Virtual)

# BLACK HISTORY MONTH

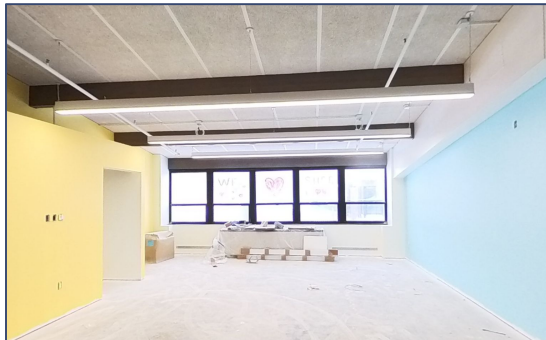
## Resources for Parents/Guardians and Families (Links also available in our most recent e-newsletter)



- [Black History Month Resources](#) (National Museum of African American History & Culture)
- [Celebrating Black Leaders](#) (PBS)
- [What is the CROWN Act?](#) (Anti-Defamation League)
- [Black History Month Exhibits and Collections](#) ([BlackHistoryMonth.gov](http://BlackHistoryMonth.gov))
- [Brown v. Board of Education](#) (National Museum of American History)

# PHASE 2 UPDATE

Sherwood



Braeside



# K-5 DUAL LANGUAGE PROGRAM TRANSITION

- **2025-2026:** Superintendent's Task Force convenes to guide the transition
- **2026-2027:** All dual language kindergarten students attend Oak Terrace
- **2027-2028:** All K-5 dual language students attend Oak Terrace, Red Oak closes, early childhood returns to Green Bay School

## Task Force Update:

- Conducting RFP process for DL program audit and needs assessment
- Hosting three family engagement events at Oak Terrace this month
- Reviewing feedback for playground and outdoor space at Oak Terrace
- Full Task Force Meeting: Next meeting on 4/16

[www.nssd112.org/dual-language-transition](http://www.nssd112.org/dual-language-transition)

# SMART SOCIAL WEBINARS

- **Feb. 24 @ 6 p.m.**  
Avoiding Strangers & Dangerous Situations: Help Your Child Stay Safe Online
- **Feb. 25 @ 6 p.m.**  
Pros and Cons of Video Games: What Parents Need to Know
- **Feb. 26 @ 6 p.m.**  
Avoiding Strangers & Dangerous Situations: Help Your Child Stay Safe Online

Visit [www.nssd112.org/SmartSocial](http://www.nssd112.org/SmartSocial) to learn more and register  
Use zip code [60040](#) when registering

# MENTAL HEALTH RESOURCES



Referral**GPS**



Visit [nssd112.org/resources](https://nssd112.org/resources) to learn more.



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# NORTH SHORE

SCHOOL DISTRICT 112

Date: February 17, 2026  
To: Members of the Board of Education,  
Dr. Michael Lubelfeld, Superintendent  
From: Dr. Monica Schroeder, Deputy Superintendent  
Subject: Sherwood Playground  
Policy Alignment: 4:150 Facility Management and Building Programs  
4:60 Purchases and Contracts  
Disposition: Information

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## Executive Summary:

District 112 has partnered with Margaret Chaidez, from Play Illinois to create a universal design playground at Sherwood (on the south side of the building, replacing the current playground). Universal design playgrounds create inclusive, accessible, and stimulating play environments for students of all abilities by integrating physical, sensory, and social needs.

Margaret Chaidez previously worked on the playground at Braeside and Ravinia elementary schools. The playground design process at Sherwood Elementary was a collaborative effort, with input curated from students, staff, parents, and the PTO to ensure the goal of creating an inclusive playground was met. Surveys were distributed, and school feedback sessions were held with staff, students, and families to gather diverse perspectives.

We began with three playground design options, including one with ramps. Based on the collective feedback, a universal design was selected that offers graduated challenge levels, enabling students of varying abilities to play side-by-side. The design features defined social zones for parallel, cooperative, and solitary play, as well as a range of play events to meet the developmental needs of all students.

The proposed design was presented to each grade level in December, and students provided feedback on equipment colors, specific pieces, and ways to incorporate Sherwood Elementary's values. Feedback was gathered in group settings and through classroom activities, allowing thoughtful consideration.

The final design reflects a collaborative approach to ensure all students have a safe and welcoming place to play together, honoring the input and aspirations of the entire school community.

The 5-year capital plan and our budget accounted for the playground. The estimated cost is \$381,751.69.

The board will be asked to take action at the March 17, 2026, board meeting. We are seeking to install the playground this summer.

**Recommendation:**  
Information



# North Shore School District #112

## Sherwood Elementary Inclusive Playground Summer 2026

**PLAY**  
ILLINOIS

# About Play Illinois

- Illinois-based rep firm for BCI Burke Commercial Play Equipment based in Fond du Lac, WI.
- Started as a Burke Customer in 2016
  - Raised \$600,000 to build the first inclusive playground at my youngest son's elementary school in Downers Grove.
- Certified ADA Coordinator and Project Manager
  - Help educate communities about the importance of inclusion.
  - Partner with school districts to bring inclusive play to every school.
  - Share resources and expertise to position the District as a model for inclusive play.

# Owen's Playground for Kids of All Abilities (2016)



# Braeside Elementary (2023)



- Capacity: 122
- Total SF: 1,970
- Total Project Cost: \$328,007.51
- Total Number of Play Events: 28
- Total Number of Elevated Play Events: 15
- Total Number of Play Events Accessible by Transfer Station or Ramp: 9
- Total Number of Ground Play Events: 13

# Braeside Elementary (2023)



# Ravinia Elementary (2025)



- Capacity: 177
- Total SF: 2,140
- Total Project Cost: \$410,600.06
- Total Number of Play Events: 29
- Total Number of Elevated Play Events: 11
- Total Number of Play Events Accessible by Transfer Station or Ramp: 8
- Total Number of Ground Play Events: 22

# Ravinia Elementary (2025)



# Planning Process: Collaborative Approach

- **Goals:** Foster Sherwood Elementary community ownership, gather feedback, and ensure every student is represented on the playground.
- **Methods:** In-Person meetings, surveys and classroom activities.
  - Six in-person feedback sessions including an afternoon gathering input from all grade levels.
- **Participants:** Sherwood Elementary Staff, PTO members, families and students.



# Students Wishlist

- Floor is hot-lava obstacle course
- Quiet places for students to sit with friends or read a book
- Swings, monkey bars and slides
- Shade
- Include activities so every student can play on the playground
- Surprise play spaces underneath the structure
- No wood chips



**Defined social zones for parallel, cooperative, and solitary play. Design should meet the developmental needs of ALL students.**

# Sherwood Elementary Design

PROPOSAL #: 129-202899-3

SHERWOOD ELEMENTARY

**Burke**  
PLAY THAT MOVES YOU.  
BCBURKE.COM • 800.266.1250

**COLOR KEY**

- SILVER
- GRANITE
- GRAY
- REDWOOD
- BLACK
- NAVY
- GRAY/BLACK
- REDWOOD/BLACK
- BLACK/GRAY



**PLAY ILLINOIS**  
PARK & PLAYGROUND SOLUTIONS

3D Designer: Kinohi

STABILITY SANCTUARY

SERENITY SPOT

STRIVE™ INCLUSIVE SWITCHBACK CLIMBER

PLAYENSEMBLE® CHIMES HUE

360 LOOP® CONNECTION SLIDE

VOLTA® INCLUSIVE SPINNER

FREEDOM SWING

- Total SF: 4,000
- Capacity: 161 students
- Project Cost: \$381,751.69
- Total Number of Play Events: 49
- Total Number of Elevated Play Events: 18
- Total Number of Play Events Accessible by Transfer Station: 18
- Total Number of Ground Play Events: 31

PLAY  
ILLINOIS

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It's the Burke Advantage!

**COMPONENT LIST:**

INCLUSIVE PLAY EVENTS: **ADA**

- ① SINGLE POST SWINGS
- ADA** ② CLASSIC GAME RING PANEL
- ADA** ③ COMMUNICATION PANEL
- ADA** ④ PROPELLER RING PANEL
- ADA** ⑤ VOLTA INCLUSIVE SPINNER
- ADA** ⑥ GAMES PLAYFUL BENCH
- ADA** ⑦ SERENITY SPOT PRIMARY
- ADA** ⑧ STEM PLAYFUL BENCH
- ADA** ⑨ WAVER RING PANEL
- ADA** ⑩ STABILITY SANCTUARY
- ADA** ⑪ NATUREPLAY CHARACTERS - BEAR
- ⑫ TRACKS 2-SIDED PLAY PANEL
- ⑬ RAIN WHEEL PANEL
- ⑭ JUNGLE VINE CLIMBER
- ⑮ CUSTOM PANEL
- ADA** ⑯ 360 LOOP CONNECTION SLIDE
- ADA** ⑰ 360 LOOP CONNECTION POD
- ⑱ NATUREPLAY SPLIT LOG CLIMBER
- ⑲ TERREX CLIMBER
- ⑳ SEEK'N'FIND PLAY PANEL
- ㉑ S HORIZONTAL LADDER
- ADA** ㉒ PLAYENSEMBLE BONGO SET
- ADA** ㉓ NATUREPLAY CHARACTERS RACCOON
- ㉔ MODO CLIMBER
- ADA** ㉕ PLAYENSEMBLE CHIMES HUE
- ADA** ㉖ NICHE CAPSULE NANO
- ㉗ CLIMB CROSS
- ㉘ NATUREPLAY WOODLAND CLIMBER
- ㉙ TREE BRANCH CLIMBER
- ㉚ VELO SLIDE
- ㉛ CLIFF CREST CLIMBER
- ㉜ STRIVE INCLUSIVE SWITCHBACK CLIMBER
- ㉝ NATUREPLAY CHARACTERS - OWL





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**NORTH SHORE**  
SCHOOL DISTRICT 112

Date: February 17, 2026

To: Dr. Michael Lubefeld, Superintendent of Schools  
Members of the Board of Education

From: Dr. Michael Rodrigo, Assistant Superintendent for Teaching and Learning

Subject: Dual Language Program Evaluation

Policy Alignment: 6:160 English Learners

Disposition: Information and Action

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### **Executive Summary:**

Following the update provided at the February 3, 2026, Committee of the Whole Meeting, this summary outlines the recommendation to select **Paridad Consulting** to conduct a comprehensive evaluation of the District 112 K-5 Dual Language Program. As the program approaches its 30th year, this external evaluation is a critical step in ensuring academic excellence and curriculum coherence ahead of the K-5 consolidation at Oak Terrace School in the 2027-2028 school year.

The district executed a rigorous and specialized Request for Proposal (RFP) process beginning in October 2025:

- **Strategic Partnership:** The RFP sought a vendor with deep expertise in the "Three Pillars of Dual Language": High Academic Achievement, Bilingualism/Biliteracy, and Sociocultural Competence.
- **Collaborative Review:** The selection process was conducted by the Student Success Subcommittee of the Dual Language Task Force.
- **Comprehensive Scope:** The evaluation will focus on student outcomes, instructional model analysis, biliteracy assessment frameworks, and optimal class sizes.

Paridad Consulting was identified due to its specialized experience in strengthening dual language programs serving multilingual learners. Their work will provide the district with actionable recommendations to enhance program effectiveness and support the upcoming school consolidation. The cost of the proposal is \$142,612.

**Recommendation:**

Information &

Action: Roll call vote to approve the proposal from Paridad Consulting for \$142,612 as presented.



# **Recommendation for the Evaluation of the Dual Language Program**

**February 17, 2026**

**Dr. Michael Rodrigo**

**Assistant Superintendent of Teaching & Learning**

# Student Success Subcommittee

Leanne Berzanski

Caitlin Castro

Enrique Castro

Sarah Gord

Sarah Jablonski

Rudy Lagunas

Chelsey Maxwell

Emma Milner-Gorvine

Kristin O'Rourke Salamanca

Kaye Piña

Lauren Polakoff

Sarah Ramp

Michael Rodrigo

Jenny Schwind

Doug Smithenry

# Connection to the Strategic Change Agenda



**Goal Area 1:** Student Success & Well-Being

**Goal Area 3:** Attract, Develop, Retain Quality Staff & Strategic Use of Resources



# PILLARS OF DUAL LANGUAGE EDUCATION

THE WHAT  
(GOALS)

High Academic  
Achievement

Bilingualism  
& Biliteracy

Sociocultural  
Competence

THE WHY

Equity & Social Justice (Critical Consciousness)

THE WHO

Emergent Bilinguals (English Learners)

# Our Tasks



Select a third party to conduct a **needs assessment** and **audit of the K-5 Dual Language Program**

# MEETING TIMELINE & OBJECTIVES



## Meeting 1 (10/23)

### Launch & Framing

Set the stage, build shared understanding, and define what teachers need from the audit.

## Meeting 2 (11/4)

### Teacher Input on Needs & Supports

Finalize RFP scope/questions and gather teacher priorities on professional development and

## Meeting 3 (12/2)

### Review Draft Request For Proposal

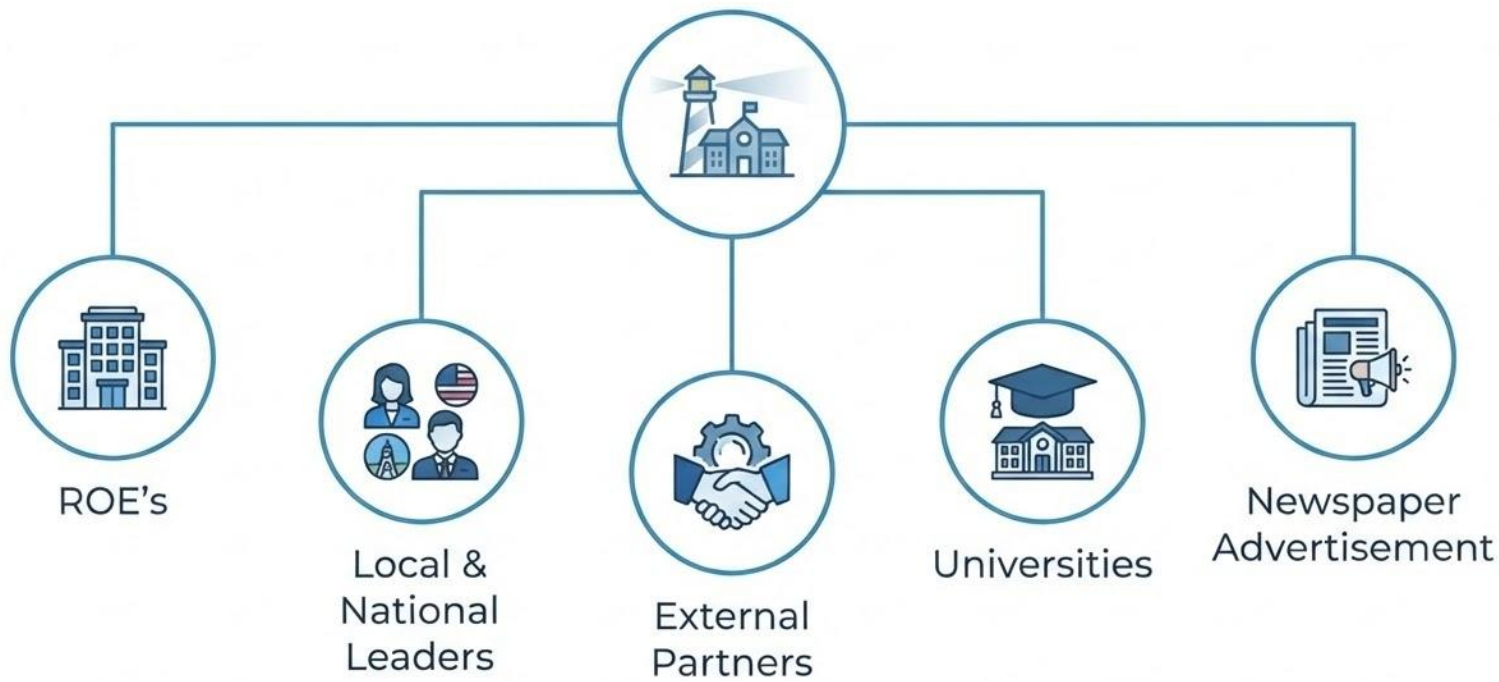
Teachers will provide feedback on the revisions made to the Request for Proposal.

## Meeting 4 (1/29)

### Recommendations & Teacher Voice

Review and rate proposals.

# Distribution



# Session 4: Evaluation



# Evaluation Rubric

- Quality and Clarity of the Proposed Methodology
- Completeness and Actionability of Deliverables
- Timeline Feasibility
- Expertise in Dual Language Program Evaluation
- Experience Working with Public School Districts
- References



# Committee Feedback



“This is the best one yet! Wonderfully **thorough** proposal grounded in CAL's guiding principles. They are local, **deeply understand DL** and are familiar with how our program works.”

# Committee Feedback



“Everything was very well detailed. They are going to look through **each part** of our RFP in detail. Their observations are described in **detail** and seem like an appropriate length.”

# Committee Feedback



“Proposal is probably the **best** one we've read; methodology, frameworks and timelines are very detailed with specific deliverables per section and phase. **Excellent References.**”

# Dual Language Vendor Recommendation



# Former State Superintendent: Dr. Carmen Ayala

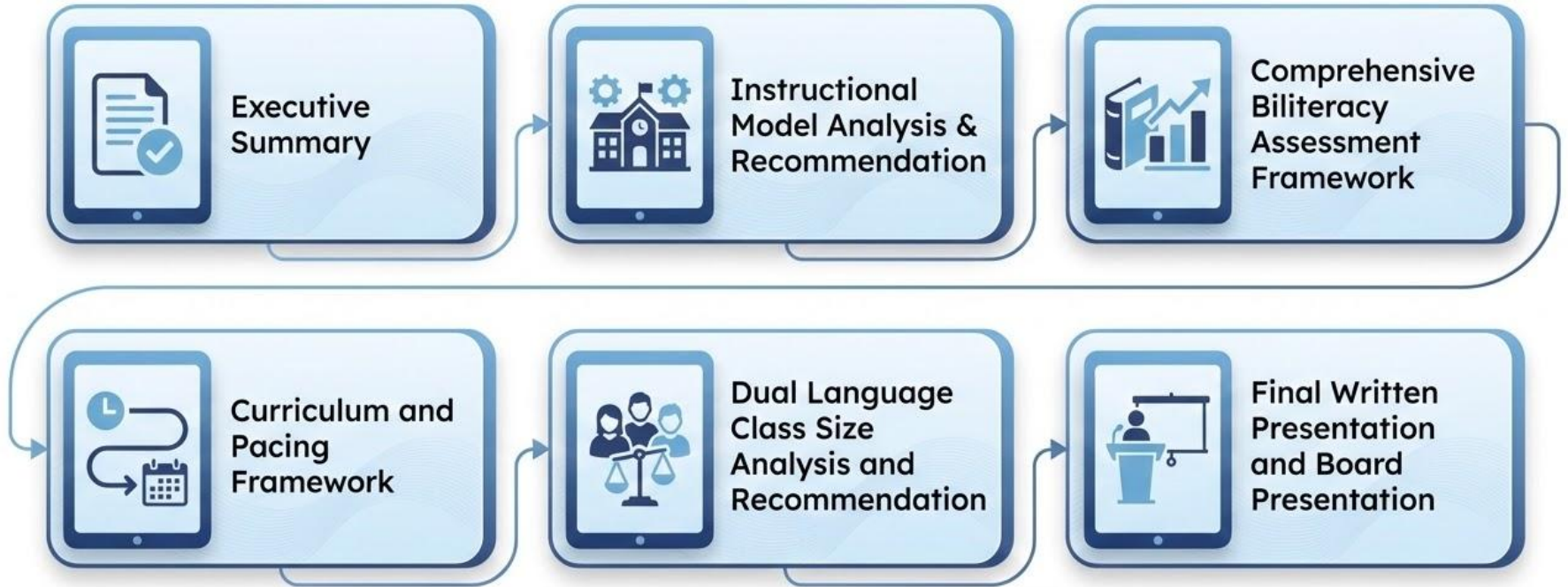
“I can guarantee that work of Paridad’s evaluation will be of the highest quality.”

# Recommendation: Paridad Team

The project features a team of locally and nationally recognized experts in multilingual education:

- **John F. Hilliard (Project Director):** President of Paridad and former New York State Bilingual Teacher of the Year.
- **Cristina Sánchez-López (Lead Researcher):** Expert in supporting multilingual learners with disabilities.
- **Dr. Margo Gottlieb (Senior Evaluation Consultant):** Co-founder of the WIDA Consortium, specializing in assessment frameworks.
- **Dr. Fred Genesee (Data Analyst):** Professor Emeritus at McGill University and renowned researcher in bilingualism.

# Deliverables



# Cost = \$141,612

- **Comprehensive Project Scope:** The cost covers a 24-week, multi-phased evaluation including deep-dive data analysis, extensive on-site observations, and community engagement.
- **National Expertise:** Funding secures a team of four industry-leading consultants with specialized expertise in dual language research, WIDA standards, and Illinois-specific implementation.
- **Final Strategic Deliverables:** The fee includes the development of four primary frameworks (Instructional Model, Assessment, Curriculum, and Class Size) and two formal executive presentations.

# Implementation Timeline

- **Evaluation Timeline:** March 2026 - September 2026
- **Next Step: Project Initiation/Planning**



# Thank You!





**Paridad Education Consulting**

5315 Clark St., #229  
Chicago IL 60640

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January 23, 2026

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

Dear Dr. Rodrigo and Members of the Selection Committee,

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

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

Paridad is uniquely positioned to address your evaluation needs with:

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

## PARIDAD

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

## COLLABORATING EXPERTS

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

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

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

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

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

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

Sincerely,



**John F. Hilliard**

President, Paridad Education Consulting  
jhilliard@paridad.us  
(312) 919-8980

**PROPOSAL FOR A COMPREHENSIVE EVALUATION  
North Shore School District 112 Dual Language Program**

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## **SECTION I: ORGANIZATION QUALIFICATIONS**

### **About Paridad Education Consulting**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **The Prism Model**

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

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

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

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

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

### **Deep Illinois Experience**

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

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

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

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

### **Organizational Independence**

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

## SECTION II: TEAM MEMBER BIOGRAPHIES

### PARIDAD ASSOCIATES

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

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

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

#### Relevant Experience:

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

#### Educational Background:

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

#### Publications:

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

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

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

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

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

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

#### **Relevant Experience:**

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

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

### **Educational Background:**

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

### **Publications:**

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

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

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

## **COLLABORATING EXPERTS**

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

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

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

### **Relevant Experience:**

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

### **Educational Background:**

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

### **Recognition:**

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

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

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

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

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

### **Relevant Experience:**

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

### **Education:**

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

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

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

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

## **SECTION III: PROPOSED METHODOLOGY**

### **Overview**

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

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

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

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

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

## **Activities:**

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

## **Deliverables:**

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

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

### **Student Achievement Data Analysis**

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

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

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

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

### **Bilingualism/Biliteracy Assessment Menu**

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

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

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

### **Analysis Menu:**

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

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

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

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

### **Observation Protocol:**

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

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

### **Observation Tools:**

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

### **Additional Focus:**

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

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

## **Comprehensive Stakeholder Engagement Plan**

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

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

#### **Participants:**

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

#### **Methods:**

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

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

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

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

#### **Participants:**

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

#### **Methods:**

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

### **Topics Menu:**

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

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

#### **Participants:**

- Students across dual language classrooms

#### **Methods:**

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

#### **Topics:**

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

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

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

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

## **Analysis Components:**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Framework Recommendations:**

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

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

- Grade-level pacing
- Language Arts and Mathematics Curriculum

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

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

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

### **Analysis Components:**

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

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

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

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

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

## Methods:

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

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

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

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

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

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

### **Data Integration and Analysis**

All quantitative and qualitative data will be synthesized to identify:

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

### **Report Development**

The final comprehensive report will include:

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

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

## **Presentations**

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

## **Quality Assurance and Validation**

Throughout the evaluation, Paridad will ensure:

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

## **SECTION IV: DELIVERABLES**

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

## 1. Comprehensive Written Report

### Components:

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

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

## 2. Committee Presentation

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

### Content:

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

- Prioritized recommendations
- Discussion and Q&A

**Materials Provided:**

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

**3. Board of Education Presentation**

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

**Content:**

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

**Materials Provided:**

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

**4. Additional Supporting Materials**

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

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

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

## SECTION V: TIMELINE

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

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

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

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

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

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

**Stakeholder Engagement**

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

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

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

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

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

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

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

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

**SECTION VI: DETAILED BUDGET**

**Budget Overview**

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

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

**Personnel Costs**

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

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

**Personnel Hours Breakdown:**

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

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

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

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

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

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

**Fred Genesee (40 hours)**

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

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

**Travel Notes:**

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

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

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

### Indirect Costs (Overhead)

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

### Budget Summary

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

### Payment Schedule

Paridad proposes the following payment schedule aligned with project milestones:

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

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

**Budget Notes**

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

**SECTION VII: REFERENCES**

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

**Reference 1: WIDA Consortium**

**Client:** WIDA & WCEPS

**Location:** Madison, WI

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

**Contact Person:**

Samuel Aguirre

Senior Director of the Consortium and State Relations Department at WIDA

WIDA Consortium

Phone: (608) 262-1493

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

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

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

**Project Date:** 2013-2017

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

**Client:** Illinois State Board of Education

**Location:** Springfield, Illinois

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

**Contact Person:**

Dr. Carmen Ayala (Former State Superintendent)

Illinois State Board of Education

Phone: 630-258-4555.

Email: ciayala@comcast.net

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

**Project Date:** 2020-2022

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

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

**Location:** Morton Grove, IL

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

**Contact Person:**

Tarin Kendrick

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

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

**Project Date:** 2023

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

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

### **SUMMARY**

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

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

We are committed to:

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

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

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

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

**Submitted by:**

**Paridad Education Consulting**

John F. Hilliard, President

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

Phone: (312) 919-8980

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

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



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**NORTH SHORE**  
SCHOOL DISTRICT 112

Date: February 17, 2026  
To: Members of the Board of Education  
From: Dr. Michael Lubefeld, Superintendent  
Subject: First Reading New Board Policy 6:238 Use of Generative Artificial Intelligence  
Policy Alignment: Policy 2:240  
Disposition: Information

---

### **Executive Summary:**

**Policy Development Process:** Executive Director Jeremy Wickham and I led a comprehensive five-month District Educational Technology Committee process from October 2025 through January 2026 to develop Policy 6:238 governing the use of Artificial Intelligence(AI) in North Shore School District 112. This deliberative process engaged administrators, teachers, students, and community stakeholders in examining the pedagogical, ethical, and operational implications of generative AI tools in our schools. The committee was conducted in parallel to action research programs at Oak Terrace Elementary (4th grade) and Edgewood Middle School (8th grade), gathering empirical data on student outcomes, staff readiness, and implementation models. Significantly, two 8th-grade students who participated in the middle school AI creation pilot earned full voting rights on the Technology Committee and are co-authoring this policy alongside district leadership. This illustrates the District's structural commitment to student voice in governance.

**Why a Separate Policy Process Was Necessary:** Unlike routine technology updates that fall under our existing Acceptable Use Policy, generative AI tools fundamentally change the nature of authorship, learning, and student work itself. The questions this technology raises—What constitutes original student work? How do we protect student data when AI platforms change weekly? How do we teach critical evaluation of AI-generated content?—required a specialized approach that our current policies were not designed to address.

This proposed policy establishes five core principles—Human-Centered Use, Educational Purpose, Safety/Privacy/Equity, Innovation with Guardrails, and AI Literacy—that position our district to lead responsibly in this space while protecting what matters most: student agency, data privacy, and authentic learning.

At the February 17, 2026, Regular Board meeting, Mr. Wickham and I will make a formal presentation to the Board and provide a draft of the proposed AI policy for review and discussion. Ideally, a final draft of the policy will be presented for a second reading and approval at the next regular board meeting in March 2026.

**Recommendation:**  
Information Only



**Presentation of Proposed Policy 6:238  
Board of Education Meeting**

**February 17, 2026**

**Dr. Michael Lubelfeld & Mr. Jeremy Wickham**

**Superintendent of Schools & Executive Director for Tech/Ops**

# MISSION

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





# The Future of Education: From the Printing Press to the Cosmos!

Inspire, Innovate, Engage



INSPIRE · INNOVATE · ENGAGE  
**NORTH SHORE**  
SCHOOL DISTRICT 112



# Committee Purpose & Goals



## Our Purpose

Develop comprehensive AI Guidelines for North Shore School District 112



## Responsible Use

Create AI Responsible Use Guidelines for students and staff



## Board Presentation

Prepare recommendations for Board presentation in January 2026

Working together to shape the future of AI in our educational community



*"Our goal is to create guidelines that balance innovation with responsibility, ensuring AI enhances learning while maintaining our educational values."*



# Timeline & Process



**October 9, 2025**

First Committee Meeting - Introduction & Foundation



**October 30, 2025**

Presentation from Higher Ed (future - "why") - begin depth of review



**December 4, 2025**

Preparation for actual policy recommendation (group work)



**January 14, 2026**

Board of Education Presentation Preparation



**January 22, 2026**

Board of Education Presentation



## Our Process

We'll work collaboratively through each phase, building on our collective expertise and insights to develop comprehensive guidelines that serve our educational community.

Each meeting builds toward our January Board presentation, with opportunities for input and refinement along the way.





# MEMBERS OF THE COMMITTEE

**Co-Chairs**, Michael Lubelfeld, Ed.D. Superintendent, Jeremy Wickham  
Executive Director for Technology & Operations



## Co-Chairs

Michael Lubelfeld, Ed.D.  
(Superintendent)

Jeremy Wickham  
(Executive Director for  
Tech & Ops)



## Board of Education

Art Kessler  
Jaret Fishman



## Students

Alice Banerji  
Fiona Stolarick



## Community & Parents

Elina Glusker (Community)  
Samantha Ziemianski  
Ben Rissman  
Joel Blumenfeld (Parents)



## Teachers

Adam Bergman  
Michael Buss  
Colleen Butler  
Rebecca Condon  
Mickey Kudia  
Jon, Mall  
Jess Nathan



## Building Administrators

Will Kaplan  
Dr. Tony Candela  
Rebecca Hansen  
Kevin Saunders



# What do teachers use AI for?



**Magic School AI**



**School AI**
















































**Gemini - Google  
Workspace for Education**



Magic Tools

Teacher Tools

 <b>Raina</b>   Have a question or request? Ask Raina, our trusted AI chatbot for educators.	 <b>Tool Recommendations</b>   Discover the best MagicSchool tools to use based on your specific needs!	 <b>Image Generator</b>   Generate and edit images with AI with Adobe Express.
 <b>Worksheet Generator</b>  Generate a worksheet based on any topic or text.	 <b>Multiple Choice Quiz / Assessment</b>  Generate a multiple choice assessment, quiz, or test based on any topic, standard(s), or criteria.	 <b>Text Rewriter</b>  Take any text and rewrite it with custom criteria.
 <b>Writing Feedback</b>  Generate feedback on student writing based on custom criteria or a rubric.	 <b>Report Card Comments</b>  Generate report card comments with a student's strengths and areas for growth.	 <b>Lesson Plan</b>  Generate a lesson plan based on a standard, topic, or objective.
 <b>Academic Content</b>  Generate custom academic content based on the criteria of your choice.	 <b>Presentation Generator</b>  Generate exportable slides based on a topic, text, YouTube video, or any uploaded content.	 <b>Professional Email</b>  Generate a professional email communication.
 <b>IEP Generator</b>  Generate a draft of an individualized education program (IEP) customized to a student's needs.	 <b>YouTube Video Questions</b>  Generate guiding questions aligned to a YouTube video.	 <b>Rubric Generator</b>  Generate a custom rubric for any assignment.
 <b>Text Proofreader</b>  Proofread any text - correcting grammar, spelling, punctuation and adding clarity.	 <b>Text Translator</b>  Translate any text or uploaded document into any language.	 <b>Informational Texts</b>  Generate original informational texts for your class, customized to the topic of your choice.
 <b>Email Responder</b>  Generate a custom professional email in response to an email that you received.	 <b>Text Dependent Questions</b>  Generate text-dependent questions based on any text.	 <b>Custom Chatbot</b>  Create a custom chatbot based on any criteria you choose!

ints



This dashboard showcases all usage data for North Shore School District 112 highlighting educator engagement with MagicSchool.

**Teacher Usage** Student Usage



Date: **Previous 12 months or this month** X

Time grouping: **Month** X

Tool Category

Tool Type

Tool

Email

## Teacher Usage

Generations

52,173

Total Users

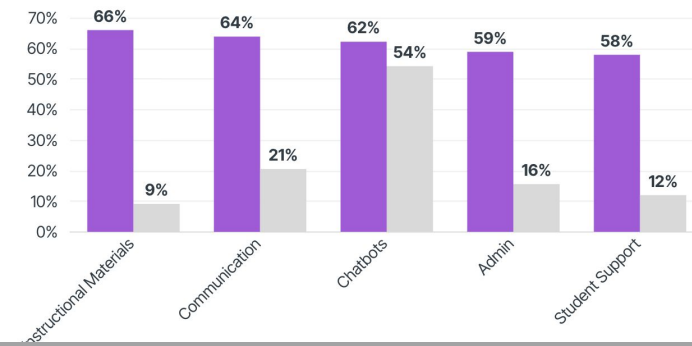
520

# Magic School Teacher Usage

## Tool Usage

Teacher Tool Usage by Category













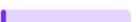








● % of Users ● % of Generations



# Magic School Top Teacher Tools

## Top Teacher Tools

...

	Tool Name	Custom	Generations	% of Generations	% of Users	Generations / User
	Raina	X	28,204 	54.1%	62.1%	108.1
	Report Card Comments	X	5,514 	10.6%	28.3%	46.3
	Text Rewriter	X	4,118 	7.9%	26.7%	36.8
	Worksheet Generator	X	1,820 	3.5%	41.0%	10.6
	Writing Feedback	X	1,555 	3.0%	8.8%	42.0
	Text Translator	X	1,115 	2.1%	10.2%	25.9
	Text Proofreader	X	780 	1.5%	5.7%	32.5
	Professional Email	X	771 	1.5%	29.5%	6.2
	Email Family	X	633 	1.2%	21.7%	7.0
	IEP Generator	X	500 	1.0%	16.0%	7.5

## Share MagicSchool Room



Visit: <https://student.magicschool.ai/s/join>  
and enter code:

**Da8X8g** 

Please be sure to comply with your local school and district policies when using AI with students. AI chatbots support student learning but may not be appropriate for every learner. Please monitor students for appropriate and effective usage.

# How are students using AI?



**Magic School AI**



**School AI**
























**Gemini - Google Workspace  
for Education**



**Playlab AI**




# Magic School Student Tools

 <b>AI Tutor</b> <span>Hot</span> ☆ Ask questions and get tutored on any topic or subject you are learning.	 <b>Writing Feedback</b> <span>Hot</span> ☆ Get feedback on your writing.	 <b>Image Generator</b> <span>Hot</span> ☆ Generate and edit images with AI with Adobe Express.
 <b>Raina for Students</b> ☆ Prompt and ask questions to Raina, our responsible AI chatbot built for students.	 <b>Custom Chatbot</b> ☆ Build a chatbot from scratch with any custom instructions for students to interact with!	 <b>Language Tutor</b> ☆ Learn and practice a new language with this AI tutor.
 <b>Research Assistant</b> ☆ Find information and sources for a research project.	 <b>Song Generator</b> ☆ Generate the lyrics to a custom song on any topic to the tune of popular songs.	 <b>Text Translator</b> ☆ Translate any text or uploaded document into any language.
 <b>Character Chatbot</b> ☆ Chat with any historic figure, author, or recognizable character from a story.	 <b>Create a Skit!</b> ☆ Create a skit for class or for fun!	 <b>Step by Step</b> ☆ Get step by step directions on any topic or task.
 <b>College &amp; Career Counselor</b> ☆ Ask any questions about college or careers.	 <b>Rap Battle</b> ☆ Create a rap battle between famous figures in history.	 <b>Idea Generator</b> ☆ Use AI as a thought partner to generate ideas on any topic.
 <b>5 Questions</b> ☆ Use AI to ask you 5 questions to push your thinking on any topic or idea.	 <b>Book Suggestions</b> ☆ Discover books that match your interests.	 <b>Text Rewriter</b> ☆ Take any text and rewrite it with custom criteria.
 <b>Text Summarizer</b> ☆ Summarize any text in whatever length you choose.	 <b>Expand on My Idea</b> ☆ Use AI as a thought partner to expand on your creativity.	 <b>Literary Devices</b> ☆ Generate examples of literary devices based on any topic to enhance writing.

MagicStudent

Student Tools

 You are previewing as a student Any output history for tools will be reset each time you preview.

## Use MagicSchool Responsibly

**Your Teacher Can See Your Activity in MagicSchool:** Please make sure to follow your school and classroom guidelines when interacting with the AI.

**Math Answers are Not Reliable:** Large Language Models can help you with step by step processes, but can not calculate math solutions accurately. Do not rely on AI for math solutions.

**Interacting With An AI Takes Practice:** Be clear and specific about what you need so the AI can give you a better answer. Try again if the first try isn't what you hoped for!

**AI is a Tool - Not a Replacement for Your Thinking:** See AI-generated content as something that can help assist you, but not the final version.

**Monitor for Bias and Accuracy:** AI might occasionally produce biased or incorrect content. Always double-check important information.

**Protect Privacy:** Don't include personal details like names or addresses. We strive to promptly remove any accidentally submitted information.

I acknowledge

 MagicStudent

Student Tools

# Oak Terrace AI Super Stars

Fun Exploration of AI at Oak Terrace



## AI Tutor for OT SuperStars

Hi There Super Star Students! We are here to help you with Artificial Intelligenc...



## Expand on My Idea

Hi There, Super Star Students! We are here to help you with Artificial Intelligenc...



## Idea Generator

Hi There Super Star Students! We are here to help you with Artificial Intelligenc...



## Research Assistant

Hi There, Super Star Students! We are here to help you with Artificial Intelligenc...



## Text Proofreader

Proofread any text with AI and receive suggested changes.



## Writing Feedback

Hi There, Super Star Students! We are here to help you with Artificial Intelligenc...

**Generations** ...

**233**

**Tools Used** ...

**10**

**Generations Per Student** ...

**4.8**

**Days with Room Activity** ...

**10**



INSPIRE · INNOVATE · ENGAGE  
**NORTH SHORE**  
SCHOOL DISTRICT 112



### AI Tutor for OT Super Stars

I would like to improve my writing skills by exploring new writing ideas, receiving support for my writing process, building my writing confidence, and getting tailored assistance for English learners. Can you help me with these topics?



### Research Assistant

Write an opinion essay discussing the significance of relying on friends during challenging times. Include specific examples and research to support your arguments.



### Expand on My Idea



### Research Assistant

MagicStudent ^

Student Tools





## Active users

**118** total unique users

## General usage

Total spaces launched












**760** spaces launched



Most active users

**1,162** total actions

# School AI Tools

 <b>Hi! I'm Dot!</b> "I'm the most powerful assistant yet. I can help with almost anything. Try my PowerUps!" <a href="#">Try the new experience!</a>	 <b>Coteacher</b> "I'm your all-purpose teaching assistant. What can I help you with?" <a href="#">Chat</a>	 <b>Space Designer</b> "I can help you design fun, engaging Spaces for your students!" <a href="#">Chat</a>	 <b>AI in Education Coach</b> "Questions about using AI in the classroom? I can help!" <a href="#">Chat</a>
 <b>Common Core Expert</b> "I'm an expert on teaching with Common Core Standards. How can I help?" <a href="#">Chat</a>	 <b>Curriculum Coach</b> "Working on a new course? Let me help you get organized and create the content you need." <a href="#">Chat</a>	 <b>Digital Literacy Coach</b> "Technology can make life easier! What technology can I help you master today?" <a href="#">Chat</a>	 <b>Essay Grading Assistant</b> "I can help you grade student essays using a specified rubric." <a href="#">Chat</a>
 <b>Field Trip Coordinator</b> "I can help you plan, organize, and manage a successful field trip. Where are we going?" <a href="#">Chat</a>	 <b>Project-Based Activity Expert</b> "I can help you brainstorm and plan engaging project-based student activities." <a href="#">Chat</a>	 <b>Research Assistant</b> "I'm capable of assisting you with research. What topic are we researching today?" <a href="#">Chat</a>	

# School AI “Space” for Exploration

## North Shore School District 112 AI Policy Navigator

Mixed audience guide to AI policy and procedures

\* Enhanced

This onboarding Space helps PK–20 stakeholders become confident with D112's AI Policy 6:238, the Responsible Use Guidelines, and the AI Review Process. Through guided prompts, policy heading Q&A, and scenario PowerUps, educators can track engagement and ensure compliance. The activity runs 12–20 min

[Preview & Launch](#)

## Mission Control is ready for take off

launch your students into this space using the access code or URL below.



**8 2 5 W - 3 T M 9**



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**NORTH SHORE**  
SCHOOL DISTRICT 112

# Google's Gemini

Hi Michael

## Where should we start?

Enter a prompt for Gemini

+ Tools

Guided Learning

Deep Research

Create videos (Veo 3.1)

Create images

Canvas

ing

Help me learn

Vids

Hello, Michael. Let's start creating.

Landscape

Portrait

Square



**Veo 3.1** New

Generate 8-second AI video clips by writing prompts and uploading images



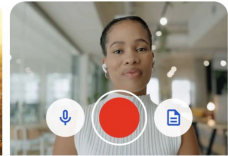
**AI avatar** New

Write a script, choose an avatar, and generate a video



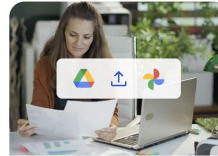
**Convert Slides**

Turn your presentations into videos with AI-generated voiceovers



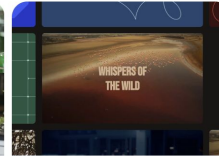
**Record**

Record yourself, your screen, or both



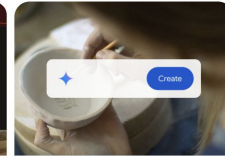
**Upload**

Use media from Drive, Photos, or your computer



**Templates**

Start with a beautifully-designed template



**Storyboard**

Generate a video outline, complete with stock media and an AI voiceover



# Google's Notebook LM - Tools & Studio

 Create report 

## Format

### Create Your Own

Craft reports your way by specifying structure, style, tone, and more

### Briefing Doc

Overview of your sources featuring key insights and quotes

### Study Guide

Short-answer quiz, suggested essay questions, and glossary of key terms

### Blog Post

Insightful takeaways distilled into a highly readable article

## Suggested Format

### Policy Briefing

An analysis of AI bias, data privacy, and responsible use policies for educational...

### Training Manual

A guide for educators on leveraging Google's AI tools for curriculum development...

### Informational Guide

A guide for parents on how to keep their children safe while using AI tools.

### Concept Explainer

An introduction to AI bias and why diversity is crucial for creating a fair technology.

## Studio



Audio... 



Video... 



Mind... 



Repor... 



Flash... 



Quiz 



Infogr... 



Slide... 



Data... 

Sharing a **GOOGLE GEM** with you!

## Parent Education on GEN AI in NSSD 112

<https://gemini.google.com/gem/1AmWU1zzRL4G6I3NWSkjK4TuawXGuhyUo?usp=sharing>

### Parent Education on GEN AI in NSSD 112

This assistant is designed for parents and caregivers in North Shore School District 112 to learn how our schools use a small set of approved generative AI tools: Google Gemini, Google's NotebookLM, Magic School AI, and SchoolAI. It explains, in clear and family-friendly language, why we use these tools, how they support teaching and learning, and what safeguards we have in place for student safety, privacy, and academic integrity. It also offers practical ideas for talking with your child about AI at home and using these tools responsibly, always reinforcing that AI complements, but never replaces, our professional educators.



# Guiding principles

## Proposed Board Policy 6:238

Principle	What it Means for Families
<b>Human-Centered Use</b>	AI does not replace professional judgment or student effort. Teachers remain responsible for instruction and assessment.
<b>Educational Purpose</b>	Use must align with schoolwork and comply with our "Acceptable Use" rules. It is a tool for learning, not a shortcut to avoid it.
<b>Safety, Privacy, &amp; Equity</b>	We use vetted, "District-Approved" tools with strict data protections to keep student information private.
<b>Innovation with Guardrails</b>	We continually review new tools and risks (like bias or accuracy) to ensure they are safe for our schools.
<b>AI Literacy</b>	We teach students how to identify bias, verify information, and use AI honestly.

## 1) Purpose and Scope

The District supports the **safe, ethical, equitable, transparent, and effective** use of artificial intelligence (“AI”), including generative and agentic systems, to enhance teaching, learning, and District operations while maintaining **human responsibility and oversight** (“human inquiry → AI support → human reflection and decision”).

The Board of Education recognizes the transformative potential of Artificial Intelligence (AI) to support and enhance student learning, increase educator effectiveness, and improve the efficiency of District operations. The District is committed to the responsible, ethical, transparent, and equitable integration of AI. The District’s electronic network remains part of the curriculum, not a public forum, and all use of AI must align with existing acceptable-use requirements.

**This policy applies to the use of AI Tools on District devices, accounts, and networks, all student use of AI Tools related to schoolwork and school activities, and all employee use of AI Tools related to District work or business.**

This policy establishes the framework for developing, implementing, and overseeing the use of AI to ensure it aligns with the District's educational philosophy, complies with all applicable laws, protects student and staff data, and prepares students for a future in which AI is prevalent. AI, Generative AI, Agentic AI, and similar tools are changing rapidly, and this policy will need periodic review to remain current and relevant.

This policy supplements other existing Board policies, including, but not limited to, those governing electronic networks, student data privacy and security, student behavior, and employee conduct.

# Policy and Procedures

# 6:238-AP1 Administrative Procedure

## AI Responsible Use Guidelines

### 6:238-AP1 Administrative Procedure – AI Responsible Use Guidelines

Use of AI Tools by District employees and students shall be consistent with Policy 6:238 Use of Generative Artificial Intelligence, these Responsible Use Guidelines, and all other policies, procedures, guidelines, and handbooks of the District.

Actor	Action
Superintendent or Designee	<ul style="list-style-type: none"><li>• Oversees:<ol style="list-style-type: none"><li>(1) developing, implementing, monitoring, and updating these District AI Responsible Use Guidelines for the ethical, equitable, and sustainable use of AI to enhance student learning, support educators, and/or contribute to District operations; and</li><li>(2) responding to issues that arise as students and educators use AI for learning.</li></ol></li><li>• Consults with the Board Attorney regarding the Guidelines, and/or contracts for AI-enabled tools, including whether parent consent should be obtained before students use certain AI-enabled tools.</li><li>• Notifies and educates staff, students, and parents/guardians about the District's Policy and AI Responsible Use Guidelines.</li><li>• Ensures that key content of the AI Responsible Use Guidelines and any updates made to them is communicated to staff, students, and parents/guardians.</li></ul>

### 6:238-AP2 Administrative Procedure - AI Tool Review and Approval Procedure

The District AI Tool Review and Approval Procedure shall be an enhanced version of the review procedure followed for approval of all technology, software, applications, accounts, and websites to be used on or through the District electronic networks as defined in Policy 6:235.

#### Who is involved?

- Requester (teacher/staff): initiates the request in LearnPlatform
- Teaching & Learning: confirms instructional purpose/fit and implementation readiness
- Technology Services / Data Privacy Officer: reviews privacy, security, and technical requirements (SSO, rostering/data flow, access controls, etc.)
- Business Services / Legal (as needed): confirms contract terms and required agreements

#### What is the process?

1. Staff member submits a tool request in LearnPlatform
2. Instructional review (purpose, grade levels, intended use, alignment with District 112 Teaching and Learning Department instructional guidance).
3. Privacy, security, and compliance review verifies:
  - a. what data the tool collects/uses (including whether it involves student/staff PII or other student data, biometric data, or other data treated as confidential by the District),
  - b. vendor's terms and practices meet applicable student data privacy requirements (including SOPPA and aligned expectations under FERPA/COPPA, as applicable),
  - c. required SOPPA written agreements (e.g., District/NDPA-style agreement where applicable) are in place when applicable,
  - d. required contractual protections are included to protect student/staff PII and other

## 6:238-AP2 Administrative Procedure AI Tool Review and Approval Procedure

### **When can a District staff member use a specific AI Tool?**

A District staff member can use an AI tool 1) on the District network (including District devices, technology, and accounts), or 2) outside of the District network for District business, curricular, or instructional purposes, only when the tool is District-approved (on the approved list) and used within the approved conditions.

If a staff member wants to use an AI tool on the District network (or outside the District network but for District business, curricular, or instructional purposes) and that AI tool is not on the District-approved list or is not approved for the desired use, the staff member should submit an approval request through LearnPlatform and wait for the review outcome.

# Hands On Parent Education Workshop



## Date:

Wednesday, April 8, 2026



## Time:

6:30pm - 8:00pm



## Location:

Edgewood Middle School Cafeteria  
929 Edgewood Road, Highland Park, IL 60035



## Topics Addressed:



General Artificial  
Intelligence Literacy



Hands On Usage of  
Google's Notebook LM



Experience with other  
tools in use in District 112

## 6:238 Use of Generative Artificial Intelligence

### 1) Purpose and Scope

The District supports the safe, ethical, equitable, transparent, and effective use of artificial intelligence (“AI”), including generative and agentic systems, to enhance teaching, learning, and District operations while maintaining human responsibility and oversight (“human inquiry → AI support → human reflection and decision”).

The Board of Education recognizes the transformative potential of Artificial Intelligence (AI) to support and enhance student learning, increase educator effectiveness, and improve the efficiency of District operations. The District is committed to the responsible, ethical, transparent, and equitable integration of AI. The District’s electronic network remains part of the curriculum, not a public forum, and all use of AI must align with existing acceptable-use requirements.

This policy applies to the use of AI Tools on District devices, accounts, and networks, all student use of AI Tools related to schoolwork and school activities, and all employee use of AI Tools related to District work or business.

This policy establishes the framework for developing, implementing, and overseeing the use of AI to ensure it aligns with the District’s educational philosophy, complies with all applicable laws, protects student and staff data, and prepares students for a future in which AI is prevalent. AI, Generative AI, Agentic AI, and similar tools are changing rapidly, and this policy will need periodic review to remain current and relevant.

This policy supplements other existing Board policies, including, but not limited to, those governing electronic networks, student data privacy and security, student behavior, and employee conduct.

### 2) Definitions

- Artificial Intelligence (AI): Machine-based systems that generate outputs (e.g., predictions, recommendations, content, or decisions) from inputs and may influence physical or virtual environments.
- Generative AI: AI systems that produce content (e.g., text, images, audio/video, code) in response to prompts.
- Agentic AI: AI systems that can plan, sequence, or execute tasks toward a goal with limited ongoing user input (including use of tools, actions, or integrations).
- AI Tool: Any software, application, website, or other technology tool that is enabled by or uses AI.
- District-Approved AI Tool: Any AI Tool vetted and authorized by the District through administrative procedures aligned to Board policy and applicable law (including required data privacy agreements).

- Personally Identifiable Information (PII): Information that can identify a student or staff member directly or indirectly, including information protected by law or Board policy.

### **3) Guiding Principles**

#### **A. Human-Centered Use**

AI may support learning and work, but it does not replace professional judgment, critical thinking, or student intellectual effort. District staff remain responsible for instructional decisions, supervision, and assessment practices.

#### **B. Educational Purpose and Acceptable Use**

AI use must support legitimate educational and operational purposes and comply with District acceptable use requirements and supervision/monitoring practices.

#### **C. Safety, Privacy, and Equity**

The District will implement reasonable safeguards (e.g., vetting, filtering, supervision, training, and contractual privacy protections) and strive for equitable access to AI-enabled learning opportunities.

#### **D. Innovation with Guardrails**

The District will continually evaluate emerging AI capabilities to improve teaching, learning, and operations while managing risk through governance and oversight.

#### **E. AI Literacy for Students and Staff**

The District will provide developmentally appropriate instruction and training emphasizing accuracy, bias awareness, privacy, and responsible use, while prioritizing critical thinking and reasoning.

### **4) Legal Compliance**

Use of AI must comply with applicable federal and state laws and regulations, including, but not limited to student privacy, children’s online protections, internet safety requirements, and laws governing students with disabilities. The Superintendent or designee shall ensure District AI procedures remain aligned with evolving legal requirements and statewide guidance as it becomes available.

### **5) Governance & Planning**

#### **A. Superintendent Authority and Implementation**

The Superintendent or designee shall develop and maintain Administrative Procedures (“AI Responsible Use Guidelines”) that operationalize this policy, including:

- vetting and approval of AI Tools,
- student and staff expectations for disclosure and integrity, and

- communications to families and the community.

## **B. Advisory Committee**

The Superintendent may convene an administrative cross-functional advisory committee (e.g., Educational Technology Committee) that may include, in the Superintendent's discretion, administrators, educators, students, families, and subject-matter experts to provide feedback on implementation of AI Tools and associated risk management, equity, and training needs.

## **C. Annual Reporting and Review**

The Superintendent shall report to the Board at least annually on implementation status, trends, risks, and recommended updates to this policy and related procedures.

## **6) Acceptable and Prohibited Uses**

### **A. Permitted Uses**

When using District-approved tools and consistent with procedures, AI Tools may be used to support and enhance teaching, learning, and District operations while maintaining human responsibility and oversight.

### **B. Prohibited / High-Risk Uses**

The use of AI to create, solicit, share, or distribute harassing, discriminatory, sexually explicit, threatening, or deceptive content, including use of deepfakes or impersonation, is strictly prohibited.

The following actions and practices are prohibited, except as may be explicitly authorized in writing by the Superintendent or designee in isolated situations when necessary or prudent and in compliance with applicable law and Board Policy:

1. AI-only decisions that materially affect a student's rights, safety, placement, discipline, evaluation, or access to services.
2. Use of non-approved AI Tools for District work or student activities.
3. Bypass of District security controls, filtering, supervision, or monitoring.

## **7) Privacy, Security, and Data Handling**

### **A. Data Minimization and Protection**

Students and staff shall not enter PII or confidential information into AI Tools unless the tool is District-approved for that purpose and such use is authorized and supervised pursuant to administrative procedures.

### **B. Education Records**

AI outputs that become part of a student's education record shall be handled consistent with applicable privacy requirements and District record practices.

### C. Monitoring

Use of District electronic networks, including all District technology resources, is subject to monitoring consistent with District policy and law.

## 8) Student Use

Students may use District-approved AI Tools in support of their learning, consistent with teacher direction and attribution of usage.

## 9) Staff Use

Staff may use District-approved AI Tools to support instruction and operations while:

- exercising professional judgment,
- verifying accuracy and appropriateness,
- protecting PII and other confidential information, and
- complying with policy, procedures, and ethical expectations.

## 10) AI Tool Vendor Management

Before deployment on District devices, accounts, or networks and before any use by students for school purposes or by District staff for District work or business, AI Tools must undergo District review as defined in administrative procedures, including privacy/security evaluation, required agreements, and ongoing monitoring. The District will maintain and publish (as appropriate) an up-to-date list of District-approved AI Tools.

## 11) Accessibility & Accommodations

AI use shall support accessibility and comply with legal requirements for students and staff with disabilities. Any required supports will be provided in a manner consistent with IDEA/Section 504/ADA, as applicable.

## 12) Monitoring, Accountability, and Enforcement

Violations of this policy or related administrative procedures may result in consequences consistent with Board policy, student behavior expectations and procedures, employee conduct expectations, and applicable law.

## 13) Review Cycle

This policy shall be reviewed periodically and at least annually in conjunction with the Superintendent's reporting and updates to administrative procedures.

**LEGAL REF.**

**15 U.S.C. §§6501-6506, Children's Online Privacy Protection Act**

**20 U.S.C. § 1232g, Family Educational Rights and Privacy Act**

**20 U.S.C. § 1400 et seq., Individuals with Disabilities Education Act**

**47 U.S.C. §254(l), Children's Internet Protection Act**

**105 ILCS 85/, Student Online Personal Protection Act**

**CROSS REF.**

**[5:100 \(Staff Development Program\)](#); [5:120 \(Employee Ethics; Code of Professional Conduct; and Conflict of Interest\)](#); [6:235 \(Access to Electronic Networks\)](#); [7:190 \(Student Behavior\)](#); [7:345 \(Use of Educational Technologies; Student Data Privacy and Security\)](#); [7:190 \(Student Behavior\)](#)**

**North Shore SD 112**

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**6:238-AP1 Administrative Procedure – AI Responsible Use Guidelines**

Use of AI Tools by District employees and students shall be consistent with Policy 6:238 Use of Generative Artificial Intelligence, these Responsible Use Guidelines, and all other policies, procedures, guidelines, and handbooks of the District.

Actor	Action
<p>Superintendent or Designee</p>	<ul style="list-style-type: none"> <li>● Oversees:                             <ol style="list-style-type: none"> <li>(1) developing, implementing, monitoring, and updating these District AI Responsible Use Guidelines for the ethical, equitable, and sustainable use of AI to enhance student learning, support educators, and/or contribute to District operations; and</li> <li>(2) responding to issues that arise as students and educators use AI for learning.</li> </ol> </li> <li>● Consults with the Board Attorney regarding the Guidelines, and/or contracts for AI-enabled tools, including whether parent consent should be obtained before students use certain AI-enabled tools.</li> <li>● Notifies and educates staff, students, and parents/guardians about the District's Policy and AI Responsible Use Guidelines.</li> <li>● Ensures that key content of the AI Responsible Use Guidelines and any updates made to them is communicated to staff, students, and parents/guardians.</li> <li>● Annually reports to the Board on the implementation of these AI Responsible Use Guidelines, and any updates made to them.</li> <li>● Ensures that any specific AI-enabled tools considered for use in the District are vetted and approved through the approval process outlined in these AI Responsible Use Guidelines which is aligned with Administrative Procedure</li> </ul>

**Revised Draft January 28, 2026 (ML)**

Actor	Action
	<p>7:345-AP Use of Educational Technologies; Student Data Privacy and Security.</p> <ul style="list-style-type: none"> <li>● Provides professional development opportunities/resources, as appropriate, to staff members who may utilize AI in their work.</li> <li>● In relation to the overall implementation of Policy 6:238, creates conditions to support the ability to:               <ol style="list-style-type: none"> <li>(1) Govern – assess opportunities that align with the Use of Artificial Intelligence (AI)-Enabled Tools subhead in Board Policy 6:235, <i>Access to Electronic Networks</i>.</li> <li>(2) Map – (1) recognize how opportunities are specific to different members of the District's learning community, (2) identify and document how AI-enabled tools might help to promote equity so that all students have the opportunity to learn, and (3) anticipate existing and potential risks posed by each type of use of AI, and (4) oversee implementation of student AI use as developmentally appropriate and implemented through the Teaching and Learning Department's curriculum implementation process.</li> <li>(3) Measure – (1) establish relationships with vendors that are able to measure the strength of an opportunity and quality of risk mitigation, advocating for more transparency and accountability from vendors, (2) gather and use evidence to measure the efficacy and risk mitigation of an AI-enabled system.</li> <li>(4) Manage – (1) strengthen capacity to manage implementation of new uses of technology so all members of the District's learning community can benefit, (2) increase professional learning opportunities for educators, including but not limited to, use of, and mitigation of risk of AI-enabled tools</li> </ol> </li> </ul>

**Revised Draft January 28, 2026 (ML)**

Actor	Action
<p>Educational Technology Committee</p>	<ul style="list-style-type: none"> <li>● May be convened at the discretion of the Superintendent to provide input on implementation of AI in the District, including to:               <ol style="list-style-type: none"> <li>(1) Identify specific goals regarding AI.</li> <li>(2) Identify current and potential uses of AI for student learning in the District.</li> <li>(3) Gather evidence on the uses both from published research and from experience in the District.</li> <li>(4) Collect information on topics related to the risks of these uses of AI, including data privacy, algorithmic bias, incorrect or misleading results (also referred to as <i>hallucinations</i>), content moderation that impacts learning, and equity risks.</li> <li>(5) Recommend professional development opportunities for educators and staff regarding the use of AI to support student learning.</li> <li>(6) Create a communication plan to keep the community informed about the Committee’s work.</li> <li>(7) Emphasize two-way communication with our strategic planners in deciding on how to inform the public of our AI use and adoption.</li> </ol> </li> <li>● The Superintendent may establish separate subcommittees within the Committee as needed to meet goals and fulfill deliverables.</li> <li>● To assist with the updates to these AI Responsible Use Guidelines, identify and document the opportunities and risks/challenges of the use of AI in the District.</li> <li>● The Committee also may make recommendations to the Superintendent in updates to these AI Responsible Use Guidelines for the ethical, equitable, and sustainable use of</li> </ul>

**Revised Draft January 28, 2026 (ML)**

Actor	Action
	AI to enhance student learning, support educators, and/or contribute to District operations.
Staff Members	<p><u>General</u>  Philosophically, the District and its staff will support the use of AI when it clearly advances learning, protects people, and reasonably justifies its environmental footprint. To this end, staff members will:</p> <ol style="list-style-type: none"> <li>(1) Participate in professional development related to AI, as applicable. Professional development will include multiple formats, human-to-human, in-person, small group/large group, as well as asynchronous and virtual sessions.</li> <li>(2) Understand and abide by Board Policy 6:235, <i>Access to Electronic Networks</i>, 6:235-AP1, <i>Acceptable Use of the District’s Electronic Networks</i>, Board Policy 6:238 <i>Use of Generative Artificial Intelligence</i>, and these 6:238-AP1 <i>AI Responsible Use Guidelines</i>.</li> <li>(3) Follow District 112 AI Tool Review and Approval Process and use only AI Tools that are approved pursuant to that process. <i>Students and staff shall not enter PII or confidential information into AI Tools unless the tool is District-approved for that specific purpose and such use is authorized. Student entry of PII into AI shall be supervised by staff.</i></li> <li>(4) Monitor AI Tools during use and notify the Superintendent or designee if an irregularity in the output of the tool is observed, such as bias, hallucination, or inaccuracy, USING THE TECH SERVICES NOTIFICATION SYSTEM TO DOCUMENT THE ISSUE. Upon receipt of the notification of an irregularity with an AI Tool, the Executive Director of Technology and Operations will discuss the notification with the Superintendent or, at the Superintendent’s direction, the head of the District Department utilizing the AI Tool. The Superintendent or designated head of District Department will determine the immediate action to be taken, which may include</li> </ol>

**Revised Draft January 28, 2026 (ML)**

Actor	Action
	<p>continued monitoring, testing, contact with the vendor, restriction on use, or other appropriate measure.</p> <p><u>Contracting</u> When contracting for third-party services in which the third party will provide services to students or work product to the District, staff should inquire as to whether AI Tools will be used outside the District network in the provision of such services or work product and the nature and purpose of the use of such tools. If inquiry reveals that the third party will use AI Tools in the provision of services to students or work product to the District, the staff member responsible for the contracting will consult with the Superintendent or designee.</p> <p><u>Teachers</u> Use of AI Tools by teachers in support of their teaching is optional and subject to their professional judgment. Teachers who choose to use AI Tools in support of their teaching will provide education and training to students with respect to the AI Tools implemented with students and the usage and conduct expectations related thereto. Teachers will include explicit AI parameters on syllabi/assignments. A Model AI Use Statement for Assignments is attached to these Guidelines as Appendix A. Teachers may require students to disclose AI assistance (tools used and how they were used) when AI is permitted. Student entry of PII into AI shall be supervised by staff.</p> <p><b>Note:</b> At the time of the writing of these Guidelines, the District does not endorse use of AI-detection tools, and no AI-detection tools are on the District approved technology list. If the District should approve use of AI-detection tools in the future, such tools shall not be used as the sole basis for academic or disciplinary decisions.</p>
Students	<ul style="list-style-type: none"> <li>● Student AI use will be developmentally appropriate and implemented pursuant to the Teaching and Learning Department’s curriculum implementation process. Students with disabilities may have unique needs and may require</li> </ul>

Revised Draft January 28, 2026 (ML)

Actor	Action
	<p>support beyond what the guidelines provide, and their needs will be considered consistent with the <i>Individuals with Disabilities Education Act</i> and other applicable law.</p> <ul style="list-style-type: none"><li data-bbox="565 411 1370 695">● Students will understand and abide by Board Policy 6:235, <i>Access to Electronic Networks</i>, administrative procedure 6:235-AP1, <i>Acceptable Use of the District’s Electronic Networks</i>, Board Policy 6:238 <i>Use of Generative Artificial Intelligence</i>, and these 6:238-AP1 <i>AI Responsible Use Guidelines</i>, as access to the District network and technology is granted on an age appropriate basis.</li><li data-bbox="565 741 1354 856">● Alleged misuse of AI Tools by students will be addressed in accordance with District student behavior policy and procedures</li></ul>

## Revised Draft January 28, 2026 (ML)

### 6:238-AP1, E1 Exhibit - Model AI Use Statement for Assignments

**AI Use for this assignment:** (select one)

**No AI allowed** — Submit only your original work.

**Limited AI** — You may use AI for brainstorming/outlining. Do not submit AI-generated text as your own. Disclose tools used and how.

**AI Allowed with Citation** — You may generate drafts or code using AI, but you must revise, fact-check, and **cite** the tool(s) and prompts used. AI output is your responsibility.

**Collaborative AI** — You may iterate with AI extensively. Submit your process log and final reflection.

**Unlimited AI** - You may use AI extensively.

## **6:238-AP2 Administrative Procedure - AI Tool Review and Approval Procedure**

The District AI Tool Review and Approval Procedure shall be an enhanced version of the review procedure followed for approval of all technology, software, applications, accounts, and websites to be used on or through the District electronic networks as defined in Policy 6:235.

### **Who is involved?**

- Requester (teacher/staff): initiates the request in LearnPlatform
- Teaching & Learning: confirms instructional purpose/fit and implementation readiness
- Technology Services / Data Privacy Officer: reviews privacy, security, and technical requirements (SSO, rostering/data flow, access controls, etc.)
- Business Services / Legal (as needed): confirms contract terms and required agreements

### **What is the process?**

1. Staff member submits a tool request in LearnPlatform
2. Instructional review (purpose, grade levels, intended use, alignment with District 112 Teaching and Learning Department instructional guidance).
3. Privacy, security, and compliance review verifies:
  - a. what data the tool collects/uses (including whether it involves student/staff PII or other student data, biometric data, or other data treated as confidential by the District),
  - b. vendor's terms and practices meet applicable student data privacy requirements (including SOPPA and aligned expectations under FERPA/COPPA, as applicable),
  - c. required SOPPA written agreements (e.g., District/NDPA-style agreement where applicable) are in place when applicable,
  - d. required contractual protections are included to protect student/staff PII and other confidential information: data minimization, retention/deletion, breach notification, and a prohibition on secondary use/sale of student data, and
  - e. appropriate data security practices are utilized by vendor.
4. Testing of the AI tool or review of vendor or third-party testing results for bias, hallucinations, and accuracy.
5. Decision: approved, approved with conditions (pilot/limited use), or not approved

## **Draft 1-15-26**

6. If approved, the tool is added to the District's approved list and monitored over time (renewals/changes trigger re-review)

### **When can a District staff member use a specific AI Tool?**

A District staff member can use an AI tool 1) on the District network (including District devices, technology, and accounts), or 2) outside of the District network for District business, curricular, or instructional purposes, only when the tool is District-approved (on the approved list) and used within the approved conditions.

If a staff member wants to use an AI tool on the District network (or outside the District network but for District business, curricular, or instructional purposes) and that AI tool is not on the District approved list or is not approved for the desired use, the staff member should submit an approval request through LearnPlatform and wait for the review outcome.



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# NORTH SHORE

SCHOOL DISTRICT 112

Date: February 17, 2026  
To: Board of Education  
From: Dr. Michael Lubefeld, Superintendent  
Subject: FOIA Requests  
Policy Alignment: Policy 2:250- Access to Public Records  
Disposition: Information

---

### **Executive Summary:**

Board Policy 2:250 Access to Public Records requires the Superintendent or designee(s) to report to the board at each regular Board meeting any Freedom of Information (FOIA) requests and the status of the District's response.

The following is a summary of recent requests the District received under the Freedom of Information Act:

- On January 15, 2026, the Illinois Retired Teachers Association submitted a request for a list of staff planning to retire in 2026. The District responded to the request on January 15, 2026.
- On January 20, 2026, Bill Meyer submitted a request for contracts relating to burglar/fire alarm and surveillance systems. The District responded to the request on January 27, 2026.
- On January 21, 2026, Joe States, of the Chicago Tribune, submitted a request for documents related to the food service RFP. The District responded to the request on January 27, 2026.
- On January 27, 2026, John Rood submitted a request for documents related to the Music and Arts Center. The District responded to the request on February 2, 2026.
- On February 2, 2026, John Rood submitted a request for additional documents related to the Music and Arts Center. The District responded to the request on February 6, 2026.
- On January 28, 2026, Bill Meyer submitted a request for contracts relating to burglar/fire alarm and surveillance systems. The District sent an extension notice on February 4, 2026 and responded to the request on February 10, 2026.

- On February 4, 2026, Chris Miller from Educators Support Network submitted a request for documents regarding purchasing approvals. The District responded to the request on February 10, 2026.

**Recommendation:**  
Information Only



INSPIRE • INNOVATE • ENGAGE  
**NORTH SHORE**  
SCHOOL DISTRICT 112

\*FOR IMMEDIATE RELEASE\*

## **North Shore School District 112 Board Approves New Principal at Indian Trail and Student Services Coordinator**

For more information or media inquiries, contact:

Ben Finfer, Director of Communications and Community Relations

Phone: 224-765-3013 Email: [bfinfer@nssd112.org](mailto:bfinfer@nssd112.org)

February 17, 2026

HIGHLAND PARK, IL and HIGHWOOD, IL – The North Shore School District 112 Board of Education on Tuesday approved the hiring of Sydnee McDermott as the new principal at Indian Trail Elementary School and Allyssa Pease as a new student services coordinator. Both will begin in their new roles on July 1, 2026.

Ms. McDermott currently serves as associate principal at Indian Trail. She previously served the district as a student services instructional coach and as a special education resource teacher. Ms. McDermott has a master's degree in educational administration from Southern Illinois University Edwardsville and a master's degree in urban education, policy and administration from Loyola Marymount University. She earned a bachelor's degree in business from Miami University, with a double major in marketing and management and leadership and a minor in Spanish. She also holds an Illinois Professional Educator License with endorsements including principal, director of special education, English as a second language, and Learning Behavior Specialist I.

"Sydnee has earned the trust of the Indian Trail community through her steady, student-centered leadership and the strong relationships she builds with staff, students, and families," Deputy Superintendent Monica Schroeder said. "We are proud to elevate a leader who has already served District 112 in meaningful roles, and her experience here will help her step into this position with a strong understanding of Indian Trail and how we support students."

Ms. Pease currently serves as assistant principal of student services in Harrison School District 36. She previously served as an MTSS coordinator and has classroom teaching experience across elementary and middle school grade levels. Ms. Pease earned a degree in early childhood education from Kendall College and completed an education leadership program through American College of Education. She is also in the process of earning a director of special education endorsement.

"We are thrilled to welcome Allyssa to our student services team," Assistant Superintendent for Student Services Holly Colin said. "She is a thoughtful, steady leader who brings a practical perspective and a clear focus on what students need day to day. We look forward to her partnership with our staff and families."

###



\*FOR IMMEDIATE RELEASE\*

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“We are thrilled to welcome Allyssa to our student services team,” Assistant Superintendent for Student Services Holly Colin said. “She is a thoughtful, steady leader who brings a practical perspective and a clear focus on what students need day to day. We look forward to her partnership with our staff and families.”

###



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

**January 20, 2026**

**Open Session Minutes**

*This meeting was streamed live and can be accessed online at  
<https://vimeo.com/user133899354>*

**Call to Order, Roll Call**

President Kessler called the meeting to order at 6:02 p.m.

**Members Present**

Jenny Butler, Lori Fink, Jaret Fishman, Lisa Hirsh, Melissa Itkin (arrived at 6:06 p.m.), Art Kessler

**Members Absent**

Bennett Lasko

**Administrators Present**

Dr. Michael Lubelfeld, Superintendent

Dr. Monica Schroeder, Deputy Superintendent

Mr. Jeremy Davis, Assistant Superintendent for Business Services

Dr. Holly Colin, Assistant Superintendent for Student Services

Dr. Michael Rodrigo, Assistant Superintendent for Teaching & Learning

Ms. Rachel Filippi, Executive Director for Personnel Services

Mr. Ben Finfer, Director of Communications & Community Relations

Mr. Jeremy Wickham, Executive Director for Technology and Operations

**Adjourn to Closed Session**

President Kessler asked for a motion to adjourn to closed session to discuss:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1)

Mr. Fishman moved, and Ms. Butler seconded the motion. President Kessler requested a roll call vote.

AYES: Butler, Fink, Fishman, Hirsh, Kessler

NAYS: None

The motion passed.

The Board adjourned to closed session at 6:03 p.m.

### **Reconvene to Open Session/Call to Order**

The Board reconvened to open session at 7:05 p.m.

### **Pledge of Allegiance**

President Kessler led the Pledge of Allegiance.

### **Approval of Agenda**

President Kessler asked for a motion to approve the agenda as presented. Ms. Butler moved, and Ms. Hirsh seconded the motion. Upon a voice vote, the agenda was unanimously approved.

### **Superintendent's Report**

- December/January calendar highlights included: Parent Safety Night on February 5, Early Release on February 13, no school for Presidents Day on February 16, and Bilingual Parent Advisory Committee meeting on February 24.
- 2026-27 Student Registration
  - New and returning K-8 students begin on February 2.
  - Applications for the Dual Language program open on February 2. Registration is open to incoming kindergarten and first-grade students.
  - Registration details and links are available on the District website.
- The Dual Language Task Force subcommittees continue to meet. The Student Success Committee is working on soliciting a Request for Proposals for a program evaluation. The Facilities Subcommittee is touring newly renovated buildings to pull ideas that can be applied to Oak Terrace. The Family Engagement Subcommittee is drafting a survey for Red Oak and Oak Terrace Families and planning family engagement events and activities for February.
- The District has partnered with Smart Social to offer parents online webinars on digital citizenship and social media safety for children. You can access the webinars at [www.nssd112.org/SmartSocial](http://www.nssd112.org/SmartSocial) (use Highwood zip code 60040 when registering).
- The District 112 Educational Technology Committee, led by Dr. Lubelfeld and Mr. Wickham, has met over the past few months to draft a comprehensive framework for the use of artificial intelligence within the district. They are looking at how to harness the good of generative AI for teachers and students while mitigating the risks. Their work included drafting a board policy and guidelines and exploring professional development pathways. The committee will present their work at a special Board Policy Committee meeting on January 22, and the draft policy will be presented to the entire board at the February 17th Regular Board meeting.

### **Update Food Service Request for Proposal Process**

Executive Director of Technology and Operations, Jeremy Wickham, and Director of Food Services, Georgette Franco, provided an update on the Food Service Request for Proposal (RFP) process. Currently, the District is operating under a one-year emergency contract and plans to expand food services to include all schools starting in the 2026-27 school year. This includes Wayne Thomas, who will temporarily operate at Elm Place during its construction. Due to these circumstances, the District must initiate a formal Request for Proposal (RFP) process to procure a Food Service Management Company (FSMC) for the 2026-27 school year. The District is collaborating with legal counsel throughout the RFP process and is actively refining the RFP. The RFP is being developed using the Illinois State Board of Education's standard legal and FSMC RFP templates. The aim is to maintain clarity, consistency, and compliance while keeping the process streamlined. To ensure transparency and avoid misunderstandings, all vendor communication related to the RFP will be conducted exclusively via email. Phone calls and individual emails will not be permitted, and all members of the RFP committee will have access to review vendor correspondence. The District will not conduct taste tests or site visits to other FSMC locations, nor engage in negotiations with responding vendors. The RFP award is expected to be announced on May 6, and a recommendation for approval will be presented to the Board at the May 19, 2026, Board meeting. Board members were pleased with the thorough process and appreciated the positive impact Ms. Franc has brought to the food service program. They were also happy that a long-standing goal for food equity across the district will finally be achieved.

### **Recommendation to Amend 2026-27 School Calendar**

Rachel Filippi presented an amended 2026-27 school calendar for the board's review. On July 8, 2025, the Board approved the 2026-27 school calendar; however, it was recently determined that the calendar exceeded the allowable number of student attendance days and staff workdays. To resolve this issue, the calendar has been revised to establish a new school end date of June 3, 2027. This adjustment ensures compliance with state instructional day requirements and aligns with the negotiated contractual obligations for staff. The revised calendar maintains all required instructional time, and no further changes to the overall structure of the school year are proposed. The Board will be asked to approve the revised calendar at the Regular Board meeting on February 17, 2026. Once approved, the revised calendar will be communicated to staff and families and posted on the website.

### **First Reading Policy Updates (Policy 2:240)**

Dr. Schroeder reported that the Board Policy Committee met on January 8th to review and discuss policy updates recommended by the Illinois Association of School Boards PRESS Issue 120. Based on the committee's recommendations, updates to the following policies were presented to the board for review: 2:120 Board Member Development, 2:150 Committees, 2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited, 4:10 Fiscal and Business Management, 4:30 Revenue and Investments, 4:80 Accounting and Audits, 4:140 Waiver of Student Fees, 4:190 Targeted School Violence Prevention Program, 5:10 Equal Employment Opportunity and Minority Recruitment, 5:90 Abused and Neglected Child Reporting, 5:100 Staff Development Program, 5:190 Teacher Qualifications, 5:200 Terms and Conditions of Employment and Dismissal, 5:220 Substitute Teachers, 5:280 Duties and Qualifications, 5:300 Schedules and Employment Year, 6:20 School Year Calendar and Day,

6:40 Curriculum Development, 6:60 Curriculum Content, 6:130 Program for the Gifted, 6:160 English Learners, 6:260 Complaints About Curriculum, Instructional Materials, and Programs , 6:280 Grading and Promotion (Periodic Review), 7:10 Equal Educational Opportunities, 7:70 Attendance and Truancy, 7:150 Agency and Law Enforcement Requests (Renamed), 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment, 7:190 Student Behavior, 7:290 Suicide and Depression Awareness and Prevention, 7:310 Restrictions on Publications; Elementary Schools, 7:340 Student Records, 8:30 Visitors and Conduct on School Property. The Board will be asked to approve the policy updates at the February 17 board meeting.

### **Freedom of Information Requests**

The Board was informed of the following requests the District received under the Freedom of Information Act:

- On December 4, 2025, Laura Grigsby from Whitted Takiff requested invoices for legal services. The District filed an extension notice on December 10, 2025, and sent responsive documents on December 17, 2025.
- On December 8, 2025, Max Binnington from Stop Secrecy submitted a request for documents relating to any investigations into allegations of misconduct or sexual assault. The District responded to the request on December 12, 2025.
- On December 8, 2025, Max Binnington from Stop Secrecy submitted a request for documents relating to any settlement agreements from litigation. The District responded to the request on December 12, 2025.
- On December 15, 2025, Oshea Smith submitted a request for a summary of purchase orders. The District responded to the request on December 17, 2025.
- On December 16, 2025, CT Mills from the Educators Support Network submitted a request for the current staff listing. The District responded to the request on December 17, 2025.
- On December 19, 2025, Enrique Campos submitted a request for paint invoices. The District responded to the request on January 5, 2026.
- On January 2, 2026, Owen Wang from the Lake County Gazette sent a request for collective bargaining agreements. The District responded to the request on January 8, 2026.
- On January 2, 2026, Owen Wang sent a request for copies of vendor contracts. The District responded to the request on January 7, 2026.

### **Public Comments Related to Matters on the Agenda**

Jennifer Futterman, a parent, thanked the board for providing food service for all schools next year. As the zero-waste coordinator, she has been excited to see more reusables implemented in the lunchroom and appreciates Ms. Franco's (food service manager) efforts. She suggested there may be grants available to further the District's recycling and sustainability efforts.

## Approval of Meeting Minutes - November 18, 2025

President Kessler asked for a motion to approve the Regular Meeting Minutes and Closed Session Minutes from November 18, 2025, as presented. Mr. Fishman moved, and Ms. Itkin seconded the motion. Upon a voice vote, the motion was approved (6-0). Ms. Hirsh abstained.

### Consent Agenda

The Board utilizes a consent agenda for various routine action items, which allows the Board to approve items in a single motion unless the Board or the Superintendent requests otherwise.

President Kessler asked for a motion to approve the consent agenda as follows:

- Personnel RecommendationsNicole Harris
  - Resignations
    - Resignation of **Begonia Cuniff**, Administrative Assistant for Operations, effective January 20, 2026
  - Retirements
    - Retirement of **Mirela Vesa**, Individualized Learning Teacher at Ravinia, effective at the end of the 2029-30 school year.
    - Retirement of **Jennifer Cotell**, Bilingual Reading Specialist at Red Oak, effective end of the 2025-26 school year.
  - Unpaid Leave of Absence
    - Unpaid leave of absence for **Haley Levitan**, full-time psychologist at Wayne Thomas, effective 2026-27 school year
  - Extra Duty Stipends
    - Stipend for **Lauren Argenio** for Book Match at Oak Terrace, to be paid on March 15, 2026
    - Stipend for **Amanda Roark** for Co-Musical Director at Northwood, to be paid on May 15, 2026
    - Stipend for **Jennifer Klein** for Book Match at Ravinia, to be paid on March 15, 2026
    - Stipend for **Alivia Cohen** for Chroographer at Northwood, to be paid on May 15, 2026
    - Stipend for **Paloma Albarran** for Crochet Club at Ravinia for 40 hours
    - Stipend for **Anna Mellas** for Crochet Club at Ravinia for 40 hours
    - Stipend for **Kevin Schlacks** for Team Sports Club for 10 hours
    - Stipend for **Viletta Sandiford** for Arts and Crafts Club at Oak Terrace for 16 hours
    - Stipend for **Sarah Pasquesi** for Arts and Crafts Club at Oak Terrace for 16 hours
- Bill List
- Treasurer's Report for December 2025
- Destruction of Closed Session Recordings from July 16, 2024

Mr. Fishman moved, and Ms. Butler seconded the motion to approve the Consent Agenda as presented. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Hirsh, Itkin, Kessler

NAYS: None

The motion passed.

### **Approval of 3-Year Lease Extension - Warehouse Storage**

The 3-year lease extension for the off-site storage facility which was discussed in December, was presented for approval. President Kessler asked for a motion to approve the lease extension for a term commencing on July 1, 2026, and ending on June 30, 2029, as presented. Ms. Butler moved, and Mr. Fishman seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Itkin, Hirsh, Kessler

NAYS: None

The motion passed.

### **Recommendation for 2026-27 Student Fees**

Mr. Davis recommended approval of the 2026-27 student fee schedule. These fees, which had been discussed at the December Board meeting, are as follows:

- Registration Fee (Grades K-8): \$195.00
- Transportation Fee: \$495.00
- Milk Fee: \$70.00
- Early Childhood Fee: \$4,000 - This fee will apply only if NSSD 112 does not receive the Preschool For All (PFA) Grant. If the District is awarded the PFA Grant, the fee will be \$0, as a requirement of the grant is to provide preschool free of charge to all participants.

President Kessler asked for a motion to approve the 2026-27 student fees as presented. Ms. Fink moved, and Ms. Itkin seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Itkin, Hirsh, Kessler

NAYS: None

The motion passed.

### **Vote to Affirm, Reverse, or Amend the Superintendent's Decision Regarding Uniform Grievance Procedure Complaint**

The Board recently received an appeal request to the superintendent's decision on a uniform grievance complaint. In accordance with Board Policy 2:260, the Board convened in closed session to review the complaint and discuss the components of the investigation's findings to determine whether to affirm, reverse, or amend the superintendent's decision. Mr. Kessler emphasized the Board's seriousness in addressing these complaints and reiterated the importance of high-level customer service and communication from the administration. President Kessler asked for a motion to affirm the superintendent's decision regarding the uniform grievance procedure complaint. Ms. Hirsh moved, and Ms. Butler seconded the motion. President Kessler requested a roll call vote:

AYES: Butler, Fink, Fishman, Itkin, Hirsh, Kessler

NAYS: None

The motion passed.

## Public Comments

None

## Committee/Liaison Reports

- **Highland Park Human Relations Advisory Group (HRAG)** - Ms. Fink reported that the MLK Day event was a great success. She thanked the many volunteers and families who came out to support the event.
- **Highwood Library & Community Center** - Ms. Fink highlighted some future offerings at the Highwood Public Library, including lessons on using Zoom/Google Meet, Teen drop-in time, and the availability of ebooks.
- **112 Education Foundation** - Ms. Itkin offered a reminder about the annual iRead Kick-Off on January 24 at Northwood and noted the many activities planned. The annual Reel Film Festival will be held on May 27, and the Art in Bloom art show will kick off on April 18 at Indian Trail with many art-related fun activities.
- **PTO Presidents Council** - Ms. Butler shared that at the December PTO Council meeting, discussions included school fees and student engagement survey results.
- **ED RED** - Mr. Fishman reported that he and Dr. Schroeder plan to attend the upcoming annual ED RED Legislative Dinner.
- **Policy Committee** - Ms. Hirsh reported that the Policy Committee met on January 8 to review the policy updates that were presented for first reading earlier in the agenda.
- **TrueNorth Educational Cooperative 804** - Ms. Hirsh shared that the Executive Committee met for the first time since the cooperative's restructuring. She thanked Dr. Lubelfeld and Dr. Schroeder for all their efforts and said it's exciting to see the member district superintendents collaborating together. Ms. Hirsh agreed to remain the District 112 representative on the Leadership Council.

## Adjournment

President Kessler asked for a motion to adjourn the Regular Meeting. Mr. Fishman moved, and Ms. Butler seconded the motion. Upon a voice vote, the motion was approved.

The meeting adjourned at 7:59 pm

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Art Kessler, President

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Jenny Butler, Secretary

Date of Approval: February 17, 2026



**Board of Education Committee of the Whole Meeting  
Northwood Middle School, 945 North Ave., Highland Park, IL 60035**

**February 3, 2026**

**Open Session Minutes**

**Call to Order, Roll Call**

President Kessler called the meeting to order at 7:01 p.m.

**Members Present:**

Jenny Butler, Lori Fink, Jaret Fishman, Lisa Hirsh, Melissa Itkin, Art Kessler, Bennett Lasko

**Members Absent:**

None

**Administrators Present:**

Dr. Michael Lubelfeld, Superintendent

Dr. Monica Schroeder, Deputy Superintendent

Mr. Jeremy Davis, Assistant Superintendent for Operations & Finance

Dr. Holly Colin, Assistant Superintendent for Student Services

Dr. Michael Rodrigo, Assistant Superintendent for Teaching & Learning

Mr. Ben Finfer, Director of Communications & Community Relations

Ms. Rachel Filippi, Executive Director of Personnel Services

Mr. Jeremy Wickham, Executive Director of Technology & Operations

**Approval of Agenda**

President Kessler asked for a motion to approve the agenda as presented. Ms. Hirsh moved, and Ms. Butler seconded the motion. Upon a voice vote, the motion was unanimously approved.

**Pledge of Allegiance**

President Kessler led the Pledge of Allegiance.

**Update on Winter Assessment Results**

Dr. Rodrigo was joined by principals Jamie Kahn and Will Kaplan to share an update on the Wildly Important Goals (WIGs) and student performance on the Winter MAP assessment.

- WIGs - In September, the administration established a Wildly Important Goal (WIG) to increase the percentage of students meeting and exceeding English Language Arts (ELA) proficiency (measured by IAR) by 6% by the 2026-2027 school year (from 74% to 80%). To help achieve this goal, the district is partnering with The Chicago Literacy Group (CLG) to provide professional development sessions to all teachers and principals

on applying the science of reading to the ELA curriculum. Literacy has been the major focus of grade-level and staff meetings, and Institute Days, where teachers discuss and analyze student data. The sessions have been very impactful, and teachers have expressed excitement over the training and applying what they learn in the classroom. Dual Language teachers from Red Oak and Oak Terrace are coming together to work with consultants from With Partner. They are learning to apply the CLG training to the Spanish Language Arts (SLA) curriculum. Building leaders recently presented updates on their WIG plans to the administration. Instructional coaching cycles are increasingly in demand under the new Student-Centered Coaching model, and the hope is that as more teachers see positive results, others will be open to the coaching concept.

- Winter Assessment - Dr. Rodrigo reported that District 112 students are achieving statistically expected growth in both Reading and Math, despite slight dips in middle school and specific elementary grades. He explained that ISBE updated state testing levels, establishing a new 2025 proficiency baseline, and therefore, student assessment data is not comparable to prior years. It was emphasized that Winter MAP scores are helpful to teachers as a single data point, but factors such as the winter plateau and the short instructional window since the fall MAP make winter assessment a weaker measure of student growth. To provide the clearest view of student progress, the administration suggests presenting IAR results each November and the fall-to-spring MAP results in June.

### **Update on the Dual Language Program Evaluation Request for Proposals**

Dr. Rodrigo and Mr. Castro, Director of Multilingual Services, presented an overview of the dual language program evaluation Request for Proposal (RFP) process. The district is initiating a search for an external expert consultant to conduct a comprehensive analysis of the Dual Language program.

- Since October, the Dual Language Task Force Student Success Subcommittee, which includes dual language teachers and administrators from Oak Terrace and Red Oak, has met multiple times to discuss the proposed needs assessment and program audit. They identified several key areas for the assessment to focus on, including student outcomes, curriculum coherence, and the instructional model. The primary objective is to obtain practical and actionable recommendations to impact the program, especially in preparation for consolidating the K-5 program at Oak Terrace School, starting in the 2027-2028 school year.
- The RFP was publicly distributed in December, generating significant interest; ten proposals were received. The subcommittee reviewed the submissions after redacting identifying information to eliminate bias. Proposals were assessed using a weighted rubric, resulting in the selection of the three highest-rated proposals.
- Dr. Rodrigo is currently conducting reference checks and plans to present a final vendor recommendation for Board approval at the Regular Board Meeting on February 17, 2026. It was noted that the evaluation process will begin immediately following board approval, with data collection continuing through June. A final report is expected in August or September 2026.

- Dr. Rodrigo mentioned that District 112 is participating in the ECRA EL Consortium, where ECRA is gathering and analyzing EL student assessment data from over 100 school districts, and their findings may also help inform the direction of the District 112 dual language program.

### **Superintendent Succession Plan**

Dr. Monica Schroeder, appointed as Superintendent in June 2024 (effective July 1, 2026, following Dr. Lubefeld's retirement), presented her detailed entry and transition plan for her shift from Deputy Superintendent. Her plan uses a phased, structured approach to leadership transition, designed to maintain stability and sustain excellence. It focuses on six critical domains: Board relations, community engagement, staff relationships, business and finance, instructional leadership, and annual goal setting.

- Dr. Schroeder highlighted key initiatives she helped lead during Phase 1 of her transition (2023-2025), including the design and construction oversight of facility upgrades, the recruitment of key administrative personnel, successful labor contract negotiations, the facilitation of the Strategic Change Agenda process, and the leadership of board committee meetings.
- Dr. Schroeder has taken on significant leadership responsibilities as part of the second phase of her transition plan, which commenced this school year. Her contributions include co-leading the summer administrator retreat, opening days, and leadership book study sessions. Currently, she is responsible for leading the weekly cabinet meetings, all board committee meetings, and the Committee of the Whole meetings. Furthermore, Dr. Schroeder is driving the implementation of the Strategic Change agenda and has established two Wildly Important Goals (WIGS) while also facilitating the Dual Language Task Force. She was instrumental in preventing the dissolution of the TrueNorth Cooperative. Dr. Schroeder is a recognized leader in the field, having presented at numerous national and local conferences and served as the President of the American Association of School Personnel Administrators (AASPA). She also takes pride in her involvement in several educational legislative initiatives.
- Dr. Schroeder's transition plan enters Phase 3 in July when she officially steps into the Superintendent role. Her immediate priorities include bolstering community and staff relations through meet-and-greet events involving students, parents, staff, and community partners. Furthermore, she will facilitate a summer Board retreat to establish working agreements and schedule one-on-one meetings with each board member. To enhance student participation and leadership, Dr. Schroeder is exploring a proposal to include four middle school students as junior school board members. Her operational focus will also include overseeing construction at Braeside and Wayne Thomas, and managing the return of Sherwood students and teachers to the newly constructed Sherwood building. Additionally, she will oversee the consolidation of the K-5 dual language program at Oak Terrace and the relocation of the Early Childhood program back to Green Bay.

### **Public Comments**

None

**Adjournment**

President Kessler asked for a motion to adjourn the meeting. Ms. Butler moved, and Mr. Fishman seconded the motion to adjourn. The motion was approved by voice vote.

The meeting adjourned at 9:58 p.m.

\_\_\_\_\_  
Art Kessler, President

\_\_\_\_\_  
Jenny Butler, Secretary

Date of Approval: February 17, 2026



Date: February 17, 2026  
 To: Dr. Michael Lubelfeld, Superintendent of Schools  
 Members of the Board of Education  
 From: Rachel Filippi, Executive Director of Personnel Services  
 Subject: Personnel Recommendations  
 Policy Alignment: Policy 5:30 Hiring Process and Criteria

**CERTIFIED STAFF RESIGNATION**

<u>NAME</u>	<u>FTE</u>	<u>POSITION</u>	<u>SCHOOL</u>	<u>EFFECTIVE DATE</u>
Kimberly Wagner	1.0	4th Grade Teacher	IT	2/27/2026
Lindsay Page	1.0	Special Ed Resource Teacher	EW	6/5/2026

**CERTIFIED STAFF UNPAID LEAVE OF ABSENCE**

<u>NAME</u>	<u>FTE</u>	<u>POSITION</u>	<u>SCHOOL</u>	<u>EFFECTIVE DATE</u>
Jackie Dorsen	1.0	Social Worker	IT	2026-2027

**CERTIFIED STAFF RETIREMENT**

<u>NAME</u>	<u>FTE</u>	<u>POSITION</u>	<u>SCHOOL</u>	<u>EFFECTIVE DATE - THE END OF</u>
John Whitehead	1.0	Social Studies Teacher	EW	2029-2030
Todd Wooten	1.0	Science Teacher	EW	2029-2030
Erin Kelly Lau	1.0	Library/Media Specialist	RA	2029-2030
Stephanie Dolby	1.0	2nd Grade Teacher	IT	2029-2030
Robin Leven	1.0	4th Grade Teacher	IT	2029-2030
Elysia Garcia	1.0	Bilingual Special Ed. Teacher	OT	2029-2030
Joanne Dimitriou	1.0	Spanish Teacher	EW	2029-2030
Edith Bonazza Cadenas	1.0	Dual Language Teacher	NW	2029-2030
Claudia Sink	1.0	Reading Development	OT	2029-2030

<u>NAME</u>	<u>FTE</u>	<u>POSITION</u>	<u>SCHOOL</u>	<u>EFFECTIVE DATE - THE END OF</u>
Elisa Mesinger	1.0	Special Ed. Resource	BR	2029-2030
Miriam Schuman	1.0	6th Grade Teacher	NW	2029-2030
Stephanie Rubin	1.0	Reading Specialist	WT	2029-2030

**CLASSIFIED PERSONNEL APPOINTMENT**

<u>NAME</u>	<u>FTE</u>	<u>POSITION</u>	<u>SCHOOL</u>	<u>EFFECTIVE DATE</u>
Kathryn Przybysz	1.0	Paraprofessional	SW	2/9/26
Brianna Brown	1.0	Paraprofessional	RA	2/6/26

**EXTRA DUTY STIPENDS**

<u>NAME</u>	<u>ACTIVITY</u>	<u>SCHOOL</u>	<u>HOURS/OTY</u>
Emma Homer	EPIC Week	EW	70
Abbey Munson	Lunch & Learn Leader	WT	20
Kristin Cochrane	NW Newspaper	NW	12
Grace DeGroot	NW Newspaper	NW	12
Jessica Marvin	NW Newspaper	NW	12

\*Denotes changes after original memo posting.

**Recommendation:** Roll call vote to approve the Personnel Report, as presented.

Board of Education

North Shore School District 112  
Highwood, Illinois

February 17, 2026

To the Board of Education:

We present for your approval for payment the following vendor disbursements:

EDUCATION FUND:	\$	1,341,174.71
FOOD SERVICE:	\$	101,116.93
OPERATIONS & MAINTENANCE:	\$	461,144.52
DEBT SERVICE FUND:	\$	0.00
TRANSPORTATION FUND:	\$	2,011,959.41
SECURITY 2022 REF:	\$	24,551.25
RAVINIA 2022 REF:	\$	84,423.99
BRAESIDE 2022 REF:	\$	532,344.56
WAYNE THOMAS 2022 REF:	\$	113,841.70
SHERWOOD 2022 REF:	\$	952,159.16
GEOHERMAL:	\$	0.00
ACTIVITY FUND:	\$	2,338.47
TOTAL	\$	5,625,054.70

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
252600257	REBECCA CONDON	01/26/2026	JUL25-DEC25	2025-2026 - PURCHASED SERVICES - TRAVEL	2102600292	51.94	51.94
10E200	2210 3000 30 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		51.94	
252600258	STEPHANIE ERIKSEN	01/26/2026	011626	HEALTH SERVICES PROF DEVELOPMENT - S.ERIKSEN	2122600400	45.00	45.00
10E200	2130 3000 35 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		45.00	
252600259	ALEC GIBRICK	01/26/2026	121025	WT / Mileage / Alec Gibrick	1102600069	13.86	13.86
10E110	1100 3000 30 000000			EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/PURCHASED		13.86	
252600260	SARAH GORD	01/26/2026	JUL25-DEC25	2025-2026 - PURCHASED SERVICES - TRAVEL	2102600293	35.49	35.49
10E200	2210 3000 30 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		35.49	
252600261	NATALIE KASTRUP	01/26/2026	JUL25-DEC25	2025-2026 - PURCHASED SERVICES - TRAVEL	2102600294	6.23	6.23
10E200	2210 3000 30 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		6.23	
252600262	LEAH KIMMELMAN	01/26/2026	JUL25-DEC25	2025-2026 - PURCHASED SERVICES - TRAVEL	2102600290	69.30	69.30
10E200	2210 3000 30 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		69.30	
252600263	LAURIE LENZINI	01/26/2026	012126	REIMBURSEMENT/OT	702600117	90.02	90.02
10E070	1100 4000 16 000000			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN		90.02	
252600264	LAURA MCKEVITT	01/26/2026	121825	MILEAGE REIMBURSEMENT/OT	702600118	13.06	13.06
10E070	1100 3000 30 000000			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/PURCHASED S		13.06	
252600265	PHYLLIS MIKELL	01/26/2026	011626	HEALTH SERVICES PROFESSIONAL DEVELOPMENT - P.MIKELL - REIMBURSE FOR REG FEE	2122600401	45.00	45.00
10E200	2130 3000 35 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		45.00	
252600266	EDUARDO ALEJANDRO OSORNIO	01/26/2026	JUL25-DEC25	2025-2026 - PURCHASED SERVICES - TRAVEL	2102600289	157.71	157.71
10E200	2210 3000 30 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		157.71	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				10 ACH	Check(s) For a Total of		527.61

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1034145	AT&T	01/26/2026	3152311119	INTERNET SERVICES, VITI, FY26	5552600071	3,594.04	3,594.04
10E200	2220 3261 42 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PHONE SECURITY/N		3,594.04	
1034146	COMMONWEALTH EDISON	01/26/2026	3615413000010926	MONTHLY ELECTRIC SERVICE AT VITI UNITS 1W, 2W, AND 3W. OKAY TO PAY.	2202600787	222.96	222.96
20E130	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/VITI BUILDING/OPER. & MAI		222.96	
1034147	COMMONWEALTH EDISON	01/26/2026	6552331222010726	MONTHLY ELECTRIC SERVICE AT BG WAREHOUSE. OKAY TO PAY.	2202600773	433.72	433.72
20E140	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/WAREHOUSE-BUFFALO GROVE/O		433.72	
1034148	COMMONWEALTH EDISON	01/26/2026	8356427000011226	MONTHLY ELECTRIC SERVICE AT OAK TERRACE. OKAY TO PAY.	2202600804	8,568.43	8,568.43
20E070	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		8,568.43	
1034149	COMMONWEALTH EDISON	01/26/2026	8682532000010926	MONTHLY ELECTRIC SERVICE AT VITI UNITS 1W, 2W, AND 3W. OKAY TO PAY.	2202600787	218.45	218.45
20E130	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/VITI BUILDING/OPER. & MAI		218.45	
1034150	COMMONWEALTH EDISON	01/26/2026	8979184000010926	MONTHLY ELECTRIC SERVICE AT VITI UNITS 1W, 2W, AND 3W. OKAY TO PAY.	2202600787	315.38	315.38
20E130	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/VITI BUILDING/OPER. & MAI		315.38	
1034151	LAKESHORE RECYCLING SYSTEMS	01/26/2026	LR6532723	TRASH AND RECYCLING SERVICES AT OPS BUILDING. OKAY TO PAY.	2202600788	84.97	84.97
20E150	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER.		84.97	
1034152	NORTH SHORE GAS	01/26/2026	5777207546	MONTHLY GAS SERVICE FOR BG WAREHOUSE. OKAY TO PAY.	2202600803	905.02	905.02
20E130	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/VITI BUILDING/OPER. & MAI		905.02	
1034153	PITNEY BOWES***	01/26/2026	900007561479011826	POSTAGE METER REFILL	2502600213	84.81	84.81

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200	1100 3000 48 000000			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED		84.81	
1034154	T MOBILE	01/26/2026	972282849012126	STUDENT HOTSPOTS #972282849	5552600042	765.00	765.00
10E200	2220 3000 42 090000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		765.00	
				10 Computer	Check(s) For a Total of		15,192.78

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	10	ACH	Checks For a Total of	527.61
	10	Computer	Checks For a Total of	15,192.78
Total For	20	Manual, Wire Tran, ACH & Computer Checks		15,720.39
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	15,720.39

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION FUND	0.00	0.00	4,971.46	4,971.46
20	OPERATIONS & MAINTENANCE FUND	0.00	0.00	10,748.93	10,748.93

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
252600273	MICHAEL RODRIGO	02/05/2026	JUL25-DEC25	2025-2026 - PURCHASED SERVICES - TRAVEL	2102600291	121.90	121.90
10E200	2210 3000 30 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		121.90	
252600274	REBECCA WAXMAN	02/05/2026	020226	IDEA PROFESSIONAL DEVELOPMENT - REIMBURSE EXPENSES	2122600442	1,079.24	1,079.24
10E200	2210 3000 35 462000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		1,079.24	
2    ACH    Check(s) For a Total of							1,201.14

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1034156	AT&T MOBILITY	02/05/2026	287302649106X020326	PURCHASED SERVICE - CELL SERVICE - FY26	5552600044	8.86	8.86
10E200	2220 3000 42 090000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		8.86	
1034157	COMMONWEALTH EDISON	02/05/2026	5870671222012826	MONTHLY ELECTRIC SERVICE AT INDIAN TRAIL. OKAY TO PAY.	2202600844	332.77	332.77
20E040	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		332.77	
1034158	CONSTELLATION NEWENERGY GAS DI	02/05/2026	4508700	MONTHLY GAS SERVICE AT BR, EW, EP, IT, NW, OT, ,RA, RO, GB, AND WT. OKAY TO PAY.	2202600836	53,043.64	53,043.64
20E010	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./S		3,775.12	
20E020	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./S		8,314.82	
20E030	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		6,113.95	
20E040	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		4,679.04	
20E060	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		7,471.62	
20E070	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		6,516.85	
20E080	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./SU		2,439.68	
20E090	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./SU		3,265.49	
20E100	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./S		307.79	
20E110	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN		3,673.10	
20E120	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		6,486.18	
1034159	Vendor Continued Void	02/05/2026					0.00
1034160	LAKESHORE RECYCLING SYSTEMS	02/05/2026	LR6595225	TRASH, RECYCLING AND COMPOSTING SERVICES.OKAY TO PAY.	2202600838	554.76	5,008.22
20E070	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		554.76	
			LR6595227	TRASH, RECYCLING AND COMPOSTING SERVICES.OKAY TO PAY.	2202600838	495.00	
20E140	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/WAREHOUSE-BUFFALO GROVE/O		495.00	
			LR6595787	TRASH, RECYCLING AND COMPOSTING SERVICES.OKAY TO PAY.	2202600838	3,551.60	
20E030	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		352.09	
20E040	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		379.54	
20E060	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		667.56	
20E080	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./PU		322.84	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E090	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./PU		536.74	
20E110	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN		372.81	
20E120	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		920.02	
			LR6599336	TRASH, RECYCLING AND COMPOSTING SERVICES.OKAY TO PAY.	2202600838	406.86	
20E020	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./P		406.86	
1034161	Vendor Continued Void	02/05/2026					0.00
1034162	NORTH SHORE GAS	02/05/2026	5780465384	MONTHLY GAS SERVICE FOR VITI, IT GARDEN AND OPS BUILDING. OKAY TO PAY.	2202600827	29.15	1,520.29
20E130	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/VITI BUILDING/OPER. & MAI		29.15	
			5780547620	MONTHLY GAS SERVICE FOR VITI, IT GARDEN AND OPS BUILDING. OKAY TO PAY.	2202600827	136.75	
20E130	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/VITI BUILDING/OPER. & MAI		136.75	
			5780678696	MONTHLY GAS SERVICE FOR VITI, IT GARDEN AND OPS BUILDING. OKAY TO PAY.	2202600827	753.93	
20E150	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER.		753.93	
			5780848635	MONTHLY GAS SERVICE FOR VITI, IT GARDEN AND OPS BUILDING. OKAY TO PAY.	2202600827	109.27	
20E130	2540 4000 68 000000			OPERATIONS & MAINTENANCE FUND/VITI BUILDING/OPER. & MAI		109.27	
			5781274114	MONTHLY GAS SERVICE FOR VITI, IT GARDEN AND OPS BUILDING. OKAY TO PAY.	2202600827	491.19	
10E040	2540 3000 38 000067			EDUCATION FUND/INDIAN TRAIL/OPER. & MAINT./PURCHASED SE		491.19	

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	2	ACH	Checks For a Total of	1,201.14
	7	Computer	Checks For a Total of	59,913.78
Total For	9	Manual, Wire Tran, ACH & Computer	Checks	61,114.92
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	61,114.92

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION FUND	0.00	0.00	1,701.19	1,701.19
20	OPERATIONS & MAINTENANCE FUND	0.00	0.00	59,413.73	59,413.73

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
252600275	NIHIP	02/17/2026	FEBRUARY 2026	NIHIP FEBRUARY 2026 MONTHLY INVOICE	2502600219	803,881.62	803,881.62
10E200 2610 2220 22 000000				EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/MEDICAL		755,569.38	
10E200 2610 2230 22 000000				EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/DENTAL I		48,312.24	
				1 ACH	Check(s) For a Total of		803,881.62

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1034163	1495 BUILDING LLC	02/17/2026	MARCH 2026	MONTHLY OPS BUILDING RENT	2502600023	7,392.73	7,392.73
20E200	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		7,392.73	
1034164	AAA LOCK & KEY***	02/17/2026	040212	KEYS, PARTS AND LABOR AT D112. OKAY TO PAY.	2202600825	44.00	2,204.00
20E200	2540 3210 31 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		44.00	
			584058	KEYS, PARTS AND LABOR AT D112. OKAY TO PAY.	2202600825	1,510.00	
20E200	2540 3210 31 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		1,510.00	
			584077	LOCK AND KEY SERVICES AT GB AND EW. OKAY TO PAY.	2202600839	275.00	
20E020	2540 3201 31 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./G		275.00	
			584079	LOCK AND KEY SERVICES AT GB AND EW. OKAY TO PAY.	2202600839	375.00	
20E120	2540 3201 31 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		375.00	
1034165	ABM BUILDING VALUE	02/17/2026	10000626255	MONTHLY CUSTODIAN SERVICE FOR FEBRUARY 2026--DISTRICT WIDE. OKAY TO PAY.	2202600802	170,457.00	189,826.01
20E200	2540 3000 41 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		170,457.00	
			10000639610	JWO OVERTIME FOR JANUARY, 2026. OKAY TO PAY.	2202600866	19,369.01	
20E200	2540 3000 41 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		19,369.01	
1034166	ACCESS ONE	02/17/2026	7348036	MONTHLY MANAGED IT SERVICES AND COMMUNICATIONS SERVICES. OKAY TO PAY.	2202600854	3,875.70	3,875.70
20E010	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./P		196.92	
20E020	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./P		517.99	
20E030	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		353.62	
20E040	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		664.44	
20E060	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		361.39	
20E070	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		361.39	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E080	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./PH		507.82	
20E090	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./PH		361.39	
20E110	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN		361.09	
20E120	2540 3260 42 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		189.65	
1034167	ACCURATE BIOMETRICS	02/17/2026	388112601	FINGERPRINTING SERVICES INVOICE 388112601	2002600065	828.00	828.00
10E200	2642 3102 38 000000			EDUCATION FUND/DISTRICT WIDE/PERSONNEL/CRIMINAL BACKGRO		828.00	
1034168	Vendor Continued Void	02/17/2026					0.00
1034169	Vendor Continued Void	02/17/2026					0.00
1034170	Vendor Continued Void	02/17/2026					0.00
1034171	Vendor Continued Void	02/17/2026					0.00
1034172	Vendor Continued Void	02/17/2026					0.00
1034173	Vendor Continued Void	02/17/2026					0.00
1034174	Vendor Continued Void	02/17/2026					0.00
1034175	Vendor Continued Void	02/17/2026					0.00
1034176	Vendor Continued Void	02/17/2026					0.00
1034177	Vendor Continued Void	02/17/2026					0.00
1034178	Vendor Continued Void	02/17/2026					0.00
1034179	Vendor Continued Void	02/17/2026					0.00
1034180	Vendor Continued Void	02/17/2026					0.00
1034181	Vendor Continued Void	02/17/2026					0.00
1034182	Vendor Continued Void	02/17/2026					0.00
1034183	Vendor Continued Void	02/17/2026					0.00
1034184	Vendor Continued Void	02/17/2026					0.00
1034185	Vendor Continued Void	02/17/2026					0.00
1034186	Vendor Continued Void	02/17/2026					0.00
1034187	Vendor Continued Void	02/17/2026					0.00
1034188	Vendor Continued Void	02/17/2026					0.00
1034189	Vendor Continued Void	02/17/2026					0.00
1034190	Vendor Continued Void	02/17/2026					0.00
1034191	Vendor Continued Void	02/17/2026					0.00
1034192	Vendor Continued Void	02/17/2026					0.00
1034193	Vendor Continued Void	02/17/2026					0.00
1034194	Vendor Continued Void	02/17/2026					0.00
1034195	Vendor Continued Void	02/17/2026					0.00
1034196	Vendor Continued Void	02/17/2026					0.00
1034197	Vendor Continued Void	02/17/2026					0.00
1034198	Vendor Continued Void	02/17/2026					0.00
1034199	Vendor Continued Void	02/17/2026					0.00
1034200	Vendor Continued Void	02/17/2026					0.00
1034201	Vendor Continued Void	02/17/2026					0.00
1034202	Vendor Continued Void	02/17/2026					0.00
1034203	AMAZON	02/17/2026	11JQ-H4L3-V9FQ	EWPTO FAMILY BINGO AUCTION ITEMS/EW	202600103	52.92	14,743.99
10E020	1100 4000 50 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M		52.92	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200	2220 4000 50 000000		11JV-HHVJ-7TNH	SUPPLIES	5552600179	124.40	
			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT			124.40	
20E200	2540 4000 65 000000		11JV-HHVJ-9N4N	GLOVES FOR DISTRICT EMPLOYEE.	2202600810	30.79	
			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI			30.79	
10E200	2210 4000 56 000000		11PR-V6W4-JGNM	2025-2026 - SUPPLIES AND MATERIALS - MATH	2102600300	43.34	
			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			43.34	
10E200	2210 4000 56 000000		11TP-LDJT-J7FV	2025-2026 - SUPPLIES AND MATERIALS - MATH	2102600297	43.34	
			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			43.34	
10E070	1100 4000 52 000000		11TP-LDJT-LVMH	SUPPLIES/OT/MUSICAL	702600120	75.28	
			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN			75.28	
10E060	1100 3000 35 000000		11TW-1PJL-9JWQ	BOOKS NEEDED FOR TEACHER PD/NK/NW	602600227	101.63	
			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/PURCHASED SER			101.63	
10E200	1200 4000 50 000000		11WP-6K7N-4G39	SPECIAL ED SUPPLIES - OT/PT	2122600436	79.49	
			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M			79.49	
10E020	1100 4000 50 000000		11WP-6K7N-7946	PE DEPARTMENT SUPPLIES/EW	202600118	11.99	
			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M			11.99	
10E040	1100 4000 50 000000		11WP-FM9L-GKWD	Order for Luedtke	402600124	114.26	
			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			114.26	
10E040	1100 4000 50 000000		131F-XMLN-Q43T	Recess Supplies	402600105	516.36	
			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			516.36	
10E060	1100 3000 38 000000		136L-H6RT-X1CK	MICROWAVE REPLACEMENT/JS/NW	602600214	109.99	
			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/PURCHASED SER			109.99	
10E040	1100 4000 50 000000		139T-YR9C-QNKC	Order for Lovell	402600102	79.53	
			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			79.53	
10E200	1200 4000 50 000000		13FK-JMLP-JYT1	SPECIAL ED SUPPLIES - OT/PT	2122600429	39.95	
			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M			39.95	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			13FK-JMLP-L9QQ	SUPPLIES NEEDED FOR MEETINGS WITH NICOLE MAKI.	202600113	59.60	
10E020	1100 4000 50 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M		59.60	
			13FN-R617-33HW	2025-2026 - SUPPLIES AND MATERIALS - PD	2102600288	47.94	
10E200	2210 4000 35 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		47.94	
			13FN-R617-6966	GENERAL SUPPLIES HR SWAG	2002600060	92.36	
10E200	2642 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/PERSONNEL/SUPPLIES AND MAT		92.36	
			13FN-R617-CDJ6	2025-2026 - SUPPLIES AND MATERIALS - STEM	2102600283	504.99	
10E200	2210 4000 56 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		504.99	
			13FN-TLCP-NG4K	AMAZON/SUPPLIES/SW @EP	1002600080	105.68	
10E100	1100 4000 50 000000			EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M		105.68	
			13MC-WVHH-JW3R	SUPPLIES/OT	702600121	70.76	
10E070	1100 4000 50 000000			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN		70.76	
			13QC-WGTQ-7J9L	AMAZON/PAPER/SW@EP	1002600079	10.18	
10E100	1100 4000 50 000000			EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M		10.18	
			13QC-WGTQ-WRTM	AMAZON/OZGAR/SW@EP	1002600077	32.99	
10E100	1100 4000 50 000000			EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M		32.99	
			13TJ-NJNM-TWV3	SUPPLIES	5552600184	54.41	
10E200	2220 4000 65 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT		54.41	
			147V-7RFP-4GQF	GARAGE DOOR OPENER FOR DISTRICT USE.	2202600809	44.00	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		44.00	
			147V-7RFP-9NL7	SPECIAL ED SUPPLIES - RAVINIA CORE	2122600410	39.98	
10E200	1200 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M		39.98	
			14CG-PNLJ-RMWL	teacher classroom supplies	102600080	56.33	
99L000	9041 0000 00 000000			BRAESIDE ACTIVITY/NS		56.33	
			14GV-1XGN-19LQ	AMAZON/ REQUESTS/	802600112	6.99	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				RA			
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		6.99	
			14L7-X7TM-CT9P	SPECIAL ED SUPPLIES - RAVINIA	2122600407	7.19	
10E200	1200 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M		7.19	
			14L7-X7TM-RW6Q	2025-2026 - SUPPLIES AND MATERIALS - PD	2102600282	93.42	
10E200	2210 4000 35 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		93.42	
			14M3-QYRP-JDXY	SPECIAL ED SUPPLIES - RAVINIA CORE	2122600409	201.60	
10E200	1200 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M		201.60	
			14RP-H3T6-6RTJ	SUPPLIES	5552600176	56.21	
10E200	2220 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT		56.21	
			14W1-HC6N-FRV3	2025-2026 - SUPPLIES AND MATERIALS - PACE	2102600287	33.04	
10E200	2210 4000 61 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		33.04	
			161R-7CD1-HRXX	2025-2026 - SUPPLIES AND MATERIALS - ART	2102600303	4.99	
10E200	2210 4000 55 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		4.99	
			164T-6TPV-173H	2025-2026 - SUPPLIES AND MATERIALS - PD	2102600286	11.98	
10E200	2210 4000 35 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		11.98	
			16MG-MY3W-KFYV	ITEMS NEEDED FOR SPRING PLAY/EW	202600115	-19.99	
99L000	9705 0000 00 000000			EW PLAY/NS		-19.99	
			16QF-PMN3-71XM	teacher classroom supplies	102600088	45.71	
99L000	9041 0000 00 000000			BRAESIDE ACTIVITY/NS		45.71	
			16YR-NJ49-NVTD	Recess Supplies	402600105	-37.20	
10E040	1100 4000 50 000000			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		-37.20	
			173J-Q6QV-9NJJ	SPECIAL ED SUPPLIES - OT/PT	2122600451	14.26	
10E200	1200 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M		14.26	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			176L-PWQQ-TKJM	2025-2026 - SUPPLIES AND MATERIALS - PD	2102600276	84.74	
10E200	2210 4000 35 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		84.74	
			17ND-GTMQ-PNQF	WT / Amazon / Craft Club / Office	1102600066	115.98	
99L000	9105 0000 00 000000			WAYNE THOMAS MISCELLANEOUS/NS		115.98	
			17ND-GTMQ-PWNC	GENERAL SUPPLIES-GESHELIN	1202600034	148.83	
10E120	1125 4000 50 000000			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		148.83	
			17QQ-F6D9-7V9K	OFFICE/OT	702600124	101.40	
10E070	1100 4000 50 000000			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN		101.40	
			17QW-V993-JXTP	SUPPLY ORDER FOR STAGE CREW FOR MUSICAL/HG/NW	602600226	83.88	
10E060	1100 4000 50 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		83.88	
			17RW-NDLY-7G13	Order for Broadway Enrichment	402600112	26.59	
99L000	9700 0000 00 000000			IT Enrichment/NS		26.59	
			17TC-MTTR-GFXN	WT / Amazon / Craft Club / Office	1102600066	23.99	
99L000	9105 0000 00 000000			WAYNE THOMAS MISCELLANEOUS/NS		23.99	
			17TK-LK47-93PX	WT / Amazon / Craft Club	1102600067	17.81	
99L000	9105 0000 00 000000			WAYNE THOMAS MISCELLANEOUS/NS		17.81	
			17VC-N7JX-MFCL	PROFESSIONAL LEARNING BOOKS & SNACKS	2302600074	44.88	
10E200	2310 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER		44.88	
			17Y1-J4C6-PKXX	2025-2026 - SUPPLIES AND MATERIALS - PD	2102600307	153.88	
10E200	2210 4000 35 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		153.88	
			191C-P91V-46H1	WT / Amazon / Craft Club / Office	1102600066	453.82	
99L000	9105 0000 00 000000			WAYNE THOMAS MISCELLANEOUS/NS		453.82	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			199R-TQ9F-WXF7	2025 - 2026 - SUPPLIES AND MATERIALS - CMA	2102600327	16.99	
10E200	2210 4000 55 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		16.99	
			19H7-MF1V-H7GP	2025-2026 - SUPPLIES AND MATERIALS - MATH	2102600298	31.35	
10E200	2210 4000 56 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		31.35	
			19M7-VGYL-G9G6	SPECIAL ED SUPPLIES - RAVINIA CORE	2122600408	29.84	
10E200	1200 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M		29.84	
			19VJ-VDPG-RWVR	AMAZON/ STAFF REQUESTS/ RA	802600104	59.82	
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		59.82	
			19WH-1CC4-GTQR	teacher classroom supplies	102600087	220.24	
10E010	1100 3000 38 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV		220.24	
			19WH-1CC4-L9CX	Order for enrichment	402600119	24.98	
99L000	9700 0000 00 000000			IT Enrichment/NS		24.98	
			19WN-YYPR-6HLL	Order for Office	402600125	13.96	
10E040	1100 4000 50 000000			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		13.96	
			1C4W-Y1DV-7CNJ	Order for Enrichment - LEE	402600109	5.36	
99L000	9700 0000 00 000000			IT Enrichment/NS		5.36	
			1D1M-CP61-HL47	2025-2026 - SUPPLIES AND MATERIALS - MATH	2102600299	31.35	
10E200	2210 4000 56 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		31.35	
			1D3Y-MV9C-477D	Teacher classroom supplies	102600085	11.86	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		11.86	
			1D6J-PRPG-GLXY	2025-2026 - SUPPLIES AND MATERIALS - FOUNDATION GRANT	2102600309	422.38	
10E200	1100 4000 50 192004			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		422.38	
			1DMY-WYLM-WHNM	SCHOOL SUPPLIES	902600078	234.96	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E090	1100 4000 50 000000			EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA		234.96	
			1DN7-HTJL-CK7V	2025-2026 - SUPPLIES AND MATERIALS - MATH	2102600323	9.00	
10E200	2210 4000 56 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		9.00	
			1DN7-HTJL-XPMH	STUDENTS INSTRUCTIONAL SUPPLIES	902600080	114.95	
10E090	1100 4000 50 000000			EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA		114.95	
			1DP6-C39D-YF6H	GENERAL SUPPLIES-RIPES	1202600036	17.06	
10E120	1125 4000 50 000000			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		17.06	
			1DQ3-HN3W-9CHD	OT/OFFICE	702600114	100.13	
10E070	1100 4000 50 000000			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN		100.13	
			1DWJ-RP3D-3WRG	AMAZON/ CORE AND STAR JAR/ RA	802600114	55.04	
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		55.04	
			1DWL-THNJ-3TKP	2025-2026 - SUPPLIES AND MATERIALS - ART	2102600304	10.11	
10E200	2210 4000 55 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		10.11	
			1DYG-RHQW-JPXN	SUPPLIES NEEDED FOR SUPERVISORS/EW	202600107	47.98	
10E020	1100 4000 50 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M		47.98	
			1F11-TDHF-CKX9	AMAZON/ KINDER/ RA	802600107	52.64	
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		52.64	
			1F1X-WQ4J-PKNJ	2025-2026 - SUPPLIES AND MATERIALS - STEM	2102600311	407.44	
10E200	2210 4000 56 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		407.44	
			1F64-PKDJ-W64F	AMAZON/ FIRST/ RA	802600099	114.82	
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		114.82	
			1F6F-FWC3-7LWF	AMAZON/SUPPLIES/SW @EP	1002600071	41.72	
10E100	1100 4000 50 000000			EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M		41.72	
			1F7D-JN11-WXLP	Supplies for	402600106	51.68	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Office			
10E040	1100 4000 50 000000		EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			51.68	
			1F9V-VXKP-HF6P	TEACHER CLASSROOM	602600222	50.55	
				SUPPLY ORDER FOR			
				STEINBACH/BS/NW			
10E060	1100 4000 50 000000		EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			50.55	
			1FLP-QQH7-4MLV	SUPPLIES NEEDED	202600114	24.98	
				FOR STUDENT			
				COUNCIL/EW			
99L000	9708 0000 00 000000		EW STUDENT COUNCIL/NS			24.98	
			1FLP-QQH7-HQRN	BASKETBALL RACK	602600228	144.39	
				FOR PE			
				DEPARTMENT/CH/NW			
10E060	1100 4000 53 000000		EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			144.39	
			1GF4-TMPV-64DL	AMAZON/ELEMENT19/S	1002600078	30.57	
				WEEP			
10E100	1100 4000 50 000000		EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M			30.57	
			1GJC-36K6-M7F3	2025-2026 -	2102600319	114.06	
				SUPPLIES AND			
				MATERIALS - PD			
10E200	2210 4000 35 000000		EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			114.06	
			1GKK-LLKY-GV7K	AMAZON/ REQUESTS/	802600111	191.98	
				RA			
10E080	1100 4000 50 000000		EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA			191.98	
			1GT1-D6HG-FT3L	PFA SUPPLIES	2122600391	279.90	
10E120	1125 4000 50 370500		EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A			279.90	
			1GXD-CDDM-YCJG	Teacher classroom	102600083	9.79	
				supplies			
99L000	9041 0000 00 000000		BRAESIDE ACTIVITY/NS			9.79	
			1GXD-CDDM-YFDN	VALENTINES RAFFLE	202600106	61.59	
				PRIZES FOR			
				REBECCA HANSEN/EW			
10E020	1100 4000 50 000000		EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M			61.59	
			1GY4-NMWC-6WJN	WT /Amazon /	1102600068	13.99	
				Student			
99L000	9105 0000 00 000000		WAYNE THOMAS MISCELLANEOUS/NS			13.99	
			1H3G-RQ4J-TL4X	SUPPLY FOR	202600105	139.99	
				PRINCIPAL/EW			
10E020	1100 4000 16 000000		EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M			139.99	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E040	1100 4000 50 000000		1H7C-MXYJ-6PLH	Order for Recess	402600104	69.98	
			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			69.98	
10E040	1100 4000 50 000000		1HPH-XVR6-DW1Y	Order for Admin	402600117	151.96	
			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			151.96	
20E200	2540 4000 65 000000		1HQF-YL1W-TT6R	FILE FOLDERS FOR OPERATIONS	2202600799	24.99	
			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI			24.99	
10E060	1100 4000 50 000000		1HT4-4PGH-JMGN	CLASSROOM SUPPLY ORDER FOR RUBIO/SR/NW	602600223	55.88	
			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			55.88	
10E040	1100 4000 50 000000		1HWV-VKHY-9LTG	Art Order	402600118	331.70	
			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			331.70	
10E200	2642 4000 50 000000		1J3L-1QG6-HQCD	GENERAL SUPPLIES	2002600062	19.99	
			EDUCATION FUND/DISTRICT WIDE/PERSONNEL/SUPPLIES AND MAT			19.99	
10E010	1100 4000 50 000000		1J4F-R3G1-9C9N	Teacher classroom supplies	102600079	94.34	
			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M			94.34	
10E200	2220 4000 65 000000		1JCV-TQ64-XCKG	SUPPLIES, OTHER	5552600172	71.97	
			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT			71.97	
10E080	1100 4000 50 000000		1JFK-137Q-CX7L	AMAZON/ K/ RA	802600106	73.72	
			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA			73.72	
10E200	1200 4000 50 000000		1JMX-R4X3-GTN3	SPECIAL ED SUPPLIES - RAVINIA ADAPTIVE ART	2122600411	124.19	
			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M			124.19	
10E080	1100 4000 50 000000		1JVG-7JPH-DJF7	AMAZON/ STAFF REQUESTS/ RA	802600113	121.10	
			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA			121.10	
10E200	2210 4000 56 000000		1JVN-L4YF-RNVV	2025-2026 - SUPPLIES AND MATERIALS - MATH	2102600321	46.95	
			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			46.95	
20E200	2540 4000 65 000000		1K4Q-99FR-MNPG	SPEED BUMPS FOR DISTRICT USE.	2202600792	109.99	
			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI			109.99	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1K4Q-99FR-RDR9	AMAZON/ RESTOCK & CLARK/ RA	802600110	261.57	
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		261.57	
			1K4Y-Q46F-9FLG	ITEMS NEEDED FOR FRONT OFFICE/JS/NW	602600225	55.26	
10E060	1100 4000 50 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		55.26	
			1K63-VRFC-QGVD	BOOKS FOR THE LIBRARY	902600075	42.42	
10E090	1100 4000 50 000000			EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA		42.42	
			1K6N-9LRX-GKCJ	AMAZON/ MELLAS CLUB/ RA	802600098	117.93	
99L000	9085 0000 00 000000			RAVINIA MISCELLANEOUS/NS		117.93	
			1K7P-6R7F-GCT9	AMAZON/ NURSE/ RA	802600103	473.34	
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		473.34	
			1K9X-Y6VM-NQ1T	PROFESSIONAL LEARNING BOOKS & SNACKS	2302600074	33.20	
10E200	2310 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER		33.20	
			1KTD-91ND-C1Y6	2025-2026 - SUPPLIES AND MATERIALS - SCIENCE	2102600302	31.98	
10E200	2210 4000 57 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		31.98	
			1KTD-91ND-K93C	OFFICE/OT	702600122	56.65	
10E070	1100 4000 50 000000			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN		56.65	
			1LC1-P1TK-LYXK	Order for Art	402600107	537.07	
10E040	1100 4000 50 000000			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		537.07	
			1LFN-GRNP-1YJV	FRENCH CAFE ITEMS PART 2/SS/NW	602600210	110.56	
99L000	9033 0000 00 000000			NORTHWOODS MISCELLANEOUS/NS		110.56	
			1LG9-Y6RP-M1J4	TISSUE PAPER FOR CRAFT CLUB/VD/NW	602600235	5.98	
10E060	1100 4000 50 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		5.98	
			1LHN-CQPT-DVYC	SAIL school store supplies	102600086	106.72	
10E010	1100 3000 38 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV		106.72	
			1LPM-HTYF-JR7M	2025-2026 -	2102600301	43.34	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200	2210 4000 56 000000			SUPPLIES AND MATERIALS - MATH EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		43.34	
			1M3J-7K99-K446	ITEMS NEEDED FOR LITERACY NIGHT EVENT/JG/NW	602600220	135.74	
10E060	1100 4000 50 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		135.74	
			1MGK-VQ6H-N3ML	BATTERIES FOR DISTRICT USE.	2202600798	389.90	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		389.90	
			1MHT-RG6V-473G	2025-2026 - SUPPLIES AND MATERIALS - MATH	2102600322	45.81	
10E200	2210 4000 56 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		45.81	
			1MTW-66FX-1RNX	AMAZON/ STAFF REQUESTS/ RA	802600105	109.84	
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		109.84	
			1MTW-66FX-C473	Teacher classroom supplies	102600079	27.49	
10E010	1100 4000 50 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		27.49	
			1MVH-Y9HJ-JNHJ	GENERAL SUPPLIES- WINTERFEST	1202600037	20.01	
10E120	1125 4000 50 000000			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		20.01	
			1MY9-6XX4-NQVH	PROFESSIONAL LEARNING BOOK & PAPER TOWELS	2302600080	69.93	
10E200	2320 6000 99 000000			EDUCATION FUND/DISTRICT WIDE/EXEC. ADMIN./OTHER OBJECTS		30.95	
10E200	2320 4400 99 000000			EDUCATION FUND/DISTRICT WIDE/EXEC. ADMIN./SUBSCRIPTIONS		38.98	
			1N9M-JKL7-HP17	REPLACEMENT EQUIPMENT FOR GYMNASIUM ITEMS AT NORTHWOOD DESTROYED BY MOLD.	2202600820	-2,199.98	
20E060	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		-2,199.98	
			1NN3-P6C9-1YJY	classroom teacher supplies	102600089	14.96	
10E010	1100 3000 38 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV		14.96	
			1NTC-14R7-YHWL	AMAZON/ OFFICE/ RA	802600100	210.32	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		210.32	
			1P3V-WP6R-YD4L	AMAZON/ STAFF CLOSET/ RA	802600102	64.17	
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		64.17	
			1P6N-6YTR-6RX1	LOW-INCOME STUDENT CLOTHES	902600076	33.99	
10E090	1100 4000 50 000000			EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA		33.99	
			1P6N-YF79-4VNF	GENERAL OFFICE SUPPLIES	2002600061	96.30	
10E200	2630 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/INFORMATION SERVICES/SUPPL		96.30	
			1P7T-H46C-VQRV	2025-2026 - SUPPLIES AND MATERIALS - SCIENCE	2102600305	30.08	
10E200	2210 4000 57 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		30.08	
			1PDP-KNW4-6DX6	NOTEPADS FOR DISTRICT USE.	2202600817	29.94	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		29.94	
			1PDP-KNW4-TJMC	WINTER GLOVES FOR DISTRICT EMPLOYEE.	2202600823	27.69	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		27.69	
			1PJ4-Q4CC-L9YR	2025-2026 - SUPPLIES AND MATERIALS - FOUNDATION GRANT	2102600281	82.89	
10E200	1100 4000 50 192004			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		82.89	
			1PJN-GR3D-FLWX	Cardstock for office	402600113	112.14	
10E040	1100 4000 50 000000			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		112.14	
			1PJN-GR3D-VDPL	Order for Lagone	402600115	37.93	
10E040	1100 4000 50 000000			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		37.93	
			1PLW-TGY3-VP3W	STUDENT SERVICES SUPPLIES	2122600392	20.98	
10E200	2190 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/SUPPLIES		20.98	
			1PP1-7DPC-6PJW	Order for Lee - Art Supplies	402600110	122.57	
10E040	1100 4000 50 000000			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		122.57	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1PW9-QVFL-PCTM	AMAZON/ STAFF REQUESTS/ RA	802600105	77.21	
10E080	1100 4000 50 000000		EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA			77.21	
			1QH1-LY37-XHCF	HANDWARMERS FOR EDGEWOOD.	2202600855	24.99	
20E020	2540 4000 65 000000		OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./S			24.99	
			1QMP-Q1MF-4YHJ	SPECIAL ED SUPPLIES - OT/PT	2122600404	91.89	
10E200	1200 4000 50 000000		EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M			91.89	
			1QR4-6GW7-7C3H	Microphone for Dismissal	402600111	32.99	
10E040	1100 4000 50 000000		EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			32.99	
			1QRJ-3PFR-Q679	GENERAL SUPPLIES-MURNER	1202600035	26.99	
10E120	1125 4000 50 000000		EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A			26.99	
			1QTM-W3FW-YG9Y	AMAZON/NURSESUPPLI ES/SW@EP	1002600076	25.60	
10E100	1100 4000 50 000000		EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M			25.60	
			1QXM-D9CW-DFR9	2025-2026 - SUPPLIES AND MATERIALS - FOUNDATION GRANT	2102600309	25.28	
10E200	1100 4000 50 192004		EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES			25.28	
			1QYQ-4NYW-DNYV	Order for Admin	402600122	58.53	
10E040	1100 4000 50 000000		EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			58.53	
			1QYQ-4NYW-KKKH	SPECIAL ED SUPPLIES - AT	2122600432	39.87	
10E200	1200 4000 50 000000		EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M			39.87	
			1R41-DTCV-NYFJ	SPECIAL ED SUPPLIES - ADAPTIVE ART	2122600414	117.00	
10E200	1200 4000 50 000000		EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M			117.00	
			1R66-4KV3-QXRL	AMAZON/ SACHS/ RA	802600101	98.19	
10E080	1100 4000 50 000000		EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA			98.19	
			1R77-FKG3-GRQV	2025-2026 - SUPPLIES AND MATERIALS - CMA	2102600310	65.95	
10E200	2210 4000 55 000000		EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			65.95	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E070	1100 4000 50 000000		1R7N-796L-CFTK	OT/SUPPLIES	702600116	17.47	
			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN			17.47	
10E200	2210 4000 55 000000		1RD3-PW7D-HNN1	2025-2026 - SUPPLIES AND MATERIALS - CMA	2102600331	17.99	
			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			17.99	
10E090	1100 4000 50 000000		1RJ1-DRDR-Y1MK	INSTRUCTIONAL CLASSROOM SUPPLIES/SCHOOL SUPPLIES	902600077	235.91	
			EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA			235.91	
10E200	1200 4000 50 000000		1RL3-HDMJ-GMFD	SPECIAL ED SUPPLIES - SHERWOOD	2122600416	82.32	
			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M			82.32	
10E200	1200 4000 50 000000		1RL3-HDMJ-GMVC	SPECIAL ED SUPPLIES - OT/PT	2122600417	6.99	
			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M			6.99	
10E120	1125 4000 50 000000		1RQD-WKFD-7G79	GENERAL SUPPLIES-GESHELIN	1202600034	14.35	
			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A			14.35	
10E120	1125 4000 50 370500		1RRM-FQWG-KNPL	PFA SUPPLIES - COMMUNAL AREA	2122600403	111.98	
			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A			111.98	
20E200	2540 4000 65 000000		1RTH-T4R1-3ML7	CORKBOARD STRIPS FOR DISTRICT USE.	2202600821	647.96	
			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI			647.96	
10E070	1100 4000 50 000000		1RTQ-1GWJ-9MM4	OT/OFFICE	702600114	30.72	
			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN			30.72	
10E200	2220 4000 50 000000		1RTX-XKJY-7QVQ	SUPPLIES/SUPPLIES, OTHER	5552600175	102.92	
			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT			66.83	
10E200	2220 4000 65 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT		36.09	
99L000	9041 0000 00 000000		1RV3-9V34-C494	teacher classroom supplies	102600088	9.99	
			BRAESIDE ACTIVITY/NS			9.99	
10E070	1100 4000 50 000000		1T4W-PXVF-CH6P	SUPPLIES/OT	702600126	9.99	
			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN			9.99	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1TKV-GW1N-DQHY	GENERAL OFFICE SUPPLIES	2002600057	40.32	
10E200	2642 4000 50 000000		EDUCATION FUND/DISTRICT WIDE/PERSONNEL/SUPPLIES AND MAT			40.32	
			1TKW-9CPT-DNTN	PROFESSIONAL LEARNING BOOKS & SNACKS	2302600074	28.17	
10E200	2310 3000 38 000000		EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER			28.17	
			1TNK-6QP7-DYRV	ADMIN SUPPLY NEEDED/EW	202600109	22.61	
10E020	1100 4000 16 000000		EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M			22.61	
			1TY6-JX31-7RFJ	AMAZON/ REQUESTS/ RA	802600112	149.41	
10E080	1100 4000 50 000000		EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA			149.41	
			1TY6-JX31-9DYL	AMAZON/OTT/SWEEP	1002600081	61.88	
10E100	1100 4000 50 000000		EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M			61.88	
			1VGR-NL99-PDJN	2025-2026 - SUPPLIES AND MATERIALS - MATH	2102600279	110.00	
10E200	2210 4000 56 000000		EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			110.00	
			1VKG-K3K9-DC6F	Order for Mendelson	402600120	17.82	
10E040	1100 4000 50 000000		EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			17.82	
			1VKN-RT6P-3MKL	2025-2026 - SUPPLIES AND MATERIALS - PD	2102600282	25.99	
10E200	2210 4000 35 000000		EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			25.99	
			1VLD-KCJM-MXPJ	AMAZON/NURSESUPPLI ES/SWEEP	1002600076	63.61	
10E100	1100 4000 50 000000		EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M			63.61	
			1VYC-JL17-DCQ3	OFFICE/OT	702600123	54.63	
10E070	1100 4000 50 000000		EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN			54.63	
			1VYC-JL17-G99Y	SPECIAL ED SUPPLIES - ASSISTIVE TECH	2122600441	13.99	
10E200	1200 4000 50 000000		EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M			13.99	
			1W3G-3QNQ-JFHT	BLUE COPIER PAPER NEEDED/EW	202600112	20.70	
10E020	1100 4000 50 000000		EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M			20.70	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1W3G-3QNQ-JVQP	SPECIAL ED SUPPLIES - OT/PT	2122600434	21.84	
10E200	1200 4000 50 000000		EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M			21.84	
			1W3G-3QNQ-JXGD	STUDENT SERVICES SUPPLIES	2122600428	16.53	
10E200	2190 4000 50 000000		EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/SUPPLIES			16.53	
			1W44-D7TM-9FL3	SUPPLIES ORDERED FOR RECRUITING EVENT.	2002600067	17.48	
10E200	2642 3101 38 000000		EDUCATION FUND/DISTRICT WIDE/PERSONNEL/RECRUITING/OTHER			17.48	
			1W44-D7TM-9K7P	2025-2026 - SUPPLIES AND MATERIALS - PD	2102600329	59.66	
10E200	2210 4000 35 000000		EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			59.66	
			1WC9-LWWL-97VT	WT / Amazon / Clubs / Classroom supplies	1102600070	148.26	
10E110	1100 4000 50 000000		EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/SUPPLIES A			148.26	
			1WCJ-P9N9-9Q7N	Amazon / WT / PE /PT / Outside	1102600065	108.72	
10E110	1100 4000 50 000000		EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/SUPPLIES A			108.72	
			1WQP-9W91-3GNL	PODS FOR SCIENCE DEPT DISHWASHERS/SW/NW	602600224	35.98	
10E060	1100 4000 57 000000		EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND			35.98	
			1WYF-1NW9-3LGV	Nurse office supplies	102600081	24.97	
10E010	1100 4000 50 000000		EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M			24.97	
			1WYK-WRD9-9P9V	Order for Enrichment	402600103	45.75	
99L000	9700 0000 00 000000		IT Enrichment/NS			45.75	
			1XHD-XCXD-7HRG	2025-2026 - SUPPLIES AND MATERIALS - STEM	2102600285	9.96	
10E200	2210 4000 56 000000		EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN			9.96	
			1XKC-Y3GG-F7NL	teacher classroom supplies	102600082	43.65	
10E010	1100 4000 50 000000		EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M			43.65	
			1XMV-4VDL-4VYY	ORDER FOR GENERAL	2502600214	55.57	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				SUPPLIES			
10E200	2520 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/FISCAL SERVICES/SUPPLIES A		55.57	
			1XMV-4VDL-9393	ITEMS FOR SOCIAL WORKERS	602600229	19.99	
				OFFICE/AC/NW			
10E060	1100 4000 50 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		19.99	
			1XQJ-4YCY-YY3M	2025-2026 - SUPPLIES AND MATERIALS - ART	2102600306	4.99	
10E200	2210 4000 57 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		4.99	
			1XRC-YX4P-P39R	GENERAL SUPPLIES-MURNER	1202600035	59.94	
10E120	1125 4000 50 000000			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		59.94	
			1XTK-N3XF-DWJ3	Amazon / WT / PE /PT / Outside	1102600065	-19.99	
10E110	1100 4000 50 000000			EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/SUPPLIES A		-19.99	
			1XVX-Y6W1-9DMP	Pencils for Mendelson	402600121	30.87	
10E040	1100 4000 50 000000			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		30.87	
			1Y44-R3FW-FCJV	OT/SUPPLIES	702600115	46.22	
10E070	1100 4000 50 000000			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN		46.22	
			1Y6L-XWM7-HTYL	AMAZON/SERPICO/SW@ EP	1002600075	26.99	
10E100	1100 4000 50 000000			EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M		26.99	
			1YL7-K4VQ-HDMW	2025-2026 - SUPPLIES AND MATERIALS - FOUNDATION GRANT	2102600281	298.18	
10E200	1100 4000 50 192004			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		298.18	
			1YRC-F6QL-6WDR	2025-2026 - SUPPLIES AND MATERIALS - FOUNDATION GRANT	2102600318	19.96	
10E200	1100 4000 50 192004			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		19.96	
			1YRC-F6QL-N7MT	2025-2026 - SUPPLIES AND MATERIALS - FOUNDATION GRANT	2102600281	54.29	
10E200	1100 4000 50 192004			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		54.29	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E040	1100 4000 50 000000		1YVP-YC3W-KDHF	Timers	402600116	6.99	
			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A			6.99	
10E120	1125 4000 50 370500		1YVP-YC3W-RGQ6	PFA SUPPLIES	2122600390	965.56	
			EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A			965.56	
1034204	AMERICAN BACKFLOW PREVENTION,	02/17/2026	50349	***QUOTE*** BACKFLOW REINSPECTIONS AT EW, NW, OT, IT, GB, AND RO.	2202600646	3,100.00	3,100.00
20E120	2540 3208 31 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		449.16	
20E090	2540 3208 31 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./PL		604.94	
20E070	2540 3208 31 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		958.04	
20E060	2540 3208 31 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		358.29	
20E040	2540 3208 31 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		334.92	
20E020	2540 3208 31 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./P		394.65	
1034205	ANTHONY ROOFING, LTD.	02/17/2026	S69009004	ROOF REPAIR AT EDGEWOOD. OKAY TO PAY.	2202600775	783.00	783.00
20E020	2540 3209 31 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./R		783.00	
1034206	Vendor Continued Void	02/17/2026					0.00
1034207	ASSURED HEALTHCARE STAFFING***	02/17/2026	5179-0500025013	STUDENT SERVICES PURCHASED SERVICES / HEALTH SERVICES PURCHASED SERVICES - INVOICE #5179-0500025013 - JANUARY 2026	2122600399	4,854.87	13,934.08
10E200	2190 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		2,206.75	
10E200	2130 3000 19 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		2,648.12	
			5179-0500025044	SPECIAL ED PURCHASED SERVICES / HEALTH SERVICES PURCHASED SERVICES - SUB NURSES - INVOICE #5179-0500025044	2122600420	3,057.93	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		2,033.36	
10E200	2130 3000 19 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		1,024.57	
			5179-0500025078	SPECIAL ED PURCHASED SERVICES / HEALTH	2122600431	2,947.59	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				SERVICES PURCHASED SERVICES			
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		1,339.81	
10E200	2130 3000 19 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		1,607.78	
			5179-0500025108	HEALTH SERVICES PURCHASED SERVICES - SUB NURSES / SPECIAL ED PURCHASED SERVICES - L/T SUB NURSE	2122600458	3,073.69	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		2,175.23	
10E200	2130 3000 19 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED		898.46	
1034208	BANNER PLUMBING SUPPLY CO, INC	02/17/2026	3216930	BANNER PLUMBING SERVICE FY26	2202600073	305.18	3,316.51
20E200	2540 4208 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		305.18	
			3220952	BANNER PLUMBING SERVICE FY26	2202600073	1,178.40	
20E200	2540 4208 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		1,178.40	
			3223086	BANNER PLUMBING SERVICE FY26	2202600073	1,832.93	
20E200	2540 4208 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		1,832.93	
1034209	BILLY'S GARAGE INC.	02/17/2026	24716	VEHICLE REPAIRS FOR DISTRICT VEHICLES. OKAY TO PAY.	2202600852	1,534.92	2,531.94
20E200	2540 3213 31 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		1,534.92	
			25263	VEHICLE REPAIRS FOR DISTRICT VEHICLES. OKAY TO PAY.	2202600852	997.02	
20E200	2540 3213 31 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		997.02	
1034210	BLUEPATH FINANCE SOLAR III LLC	02/17/2026	NORTH SHORE - 49	SOLAR PRODUCTION FROM 1/1/2026 - 1/31/2026. OKAY TO PAY.	2202600865	533.59	533.59
20E200	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		533.59	
1034211	BUCKEYE POWER SALES CO., INC.	02/17/2026	PI2015324	MINOR GENERATOR WORK AT NORTHWOOD. OKAY TO PAY.	2202600776	425.00	425.00

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20E060	2540 3207 31 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		425.00	
1034212	BUILD AND RESTORE MASONRY	02/17/2026	020226	***QUOTE*** DEMOLISH AND REPLACE BRICK ABOVE THE WINDOWS ON THE SOUTH WALL, INSTALL NEW LINTELS ABOVE THE WINDOWS, REBUILD WALL.	2202600707	26,500.00	26,500.00
20E120	2540 5000 95 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		26,500.00	
1034213	BULLDOG SECURITY SYSTEMS	02/17/2026	55077	ANNUAL FIRE ALARM INSPECTION. OKAY TO PAY.	2202600786	485.00	485.00
20E150	2540 3237 34 000000			OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER.		485.00	
1034214	CANDOR HEALTH EDUCATION	02/17/2026	2026618	2025-2026 - PURCHASED SERVICES - HEALTH	2102600324	975.00	975.00
10E200	2210 3000 85 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		975.00	
1034215	CANON FINANCIAL SERVICES, INC.	02/17/2026	42525506	COPIER	5552600061	14,195.56	33,937.07
10E200	2220 3000 03 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		14,195.56	
10E200	2220 3000 03 000000		42700630	COPIER	5552600061	19,741.51	
10E200	2220 3000 03 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		19,741.51	
1034216	CARDIO PARTNERS INC.	02/17/2026	600233550	HEALTH SERVICES SUPPLIES - AED ACCESSORIES	2122600395	474.87	1,234.11
10E200	2130 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/SUPPLIES A		474.87	
10E200	2190 3000 38 000000		600237559	STUDENT SERVICES PURCHASED SERVICES - AED BATTERIES - DO	2122600421	759.24	
10E200	2190 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		759.24	
1034217	CARLO BASILE	02/17/2026	154	2025-2026 - PURCHASED SERVICES - FOUNDATION GRANT	2102600314	1,000.00	1,000.00
10E200	1100 3000 38 192004			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED		1,000.00	
1034218	CARROLL SEATING, INC.	02/17/2026	INV-1024273	BLEACHER REPAIRS AT EDGEWOOD AND NORTHWOOD. OKAY TO PAY.	2202600829	1,909.09	3,226.04

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20E060	2540 3218 31 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		1,909.09	
			INV-1024378	BLEACHER REPAIRS AT EDGEWOOD AND NORTHWOOD. OKAY TO PAY.	2202600829	1,316.95	
20E020	2540 3218 31 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./G		1,316.95	
1034219	CASSANDRA STRINGS	02/17/2026	914567	Fund/run	702600130	101.21	411.58
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		101.21	
			914596	Fund/run	702600130	47.21	
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		47.21	
			914600	Fund/run	702600130	91.35	
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		91.35	
			914612	Fund/run	702600130	74.21	
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		74.21	
			914615	Fund/run	702600130	97.60	
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		97.60	
1034220	CDW GOVERNMENT, INC.+++	02/17/2026	AH9A81H	TELEPHONE, PARTIAL REFRESH	5552600183	7,161.00	7,161.00
10E200	2220 3000 42 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		7,161.00	
1034221	CGA INVESTMENT CO LLC	02/17/2026	MARCH 2026	MONTHLY STORAGE RENT	2502600022	12,656.40	12,656.40
20E200	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		12,656.40	
1034222	CHARGEPOINT INC.	02/17/2026	IN394201	RENEWAL OF ELECTRICAL CHARGING STATIONS AT RAVINIA OKAY TO PAY.	2202600841	1,920.00	1,920.00
20E080	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./PU		1,920.00	
1034223	COLLECTIVE LIABILITY INS COOP	02/17/2026	AB-0316	SCHOOL BOARD LEGAL DUE PROCESS	2502600215	5,563.00	5,563.00
10E200	2371 3000 27 000000			EDUCATION FUND/DISTRICT WIDE/PROP INS/PURCHASED SERVICE		5,563.00	
1034224	COMMONWEALTH EDISON	02/17/2026	1387072222012926	MONTHLY ELECTRIC SERVICE AT EP, EW, GB, OPS, AND WT. OKAY TO PAY.	2202600863	4,154.62	4,154.62
20E120	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		4,154.62	
1034225	COMMONWEALTH EDISON	02/17/2026	3555841222013026	MONTHLY ELECTRIC SERVICE AT BR,	2202600867	234.69	234.69

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20E010	2540 4000 69 000000			NW, AND IT. OKAY TO PAY. OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./S		234.69	
1034226	COMMONWEALTH EDISON	02/17/2026	3637742222013026	MONTHLY ELECTRIC SERVICE AT EP, EW, GB, OPS, AND WT. OKAY TO PAY.	2202600863	416.19	416.19
20E150	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER.		416.19	
1034227	COMMONWEALTH EDISON	02/17/2026	5725765000012926	MONTHLY ELECTRIC SERVICE AT EP, EW, GB, OPS, AND WT. OKAY TO PAY.	2202600863	9,764.68	9,764.68
20E020	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./S		9,764.68	
1034228	COMMONWEALTH EDISON	02/17/2026	5802881222012926	MONTHLY ELECTRIC SERVICE AT BR, NW, AND IT. OKAY TO PAY.	2202600867	7,736.31	7,736.31
20E060	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		7,736.31	
1034229	COMMONWEALTH EDISON	02/17/2026	6275354000012926	MONTHLY ELECTRIC SERVICE AT EP, EW, GB, OPS, AND WT. OKAY TO PAY.	2202600863	6,928.26	6,928.26
20E030	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		6,928.26	
1034230	COMMONWEALTH EDISON	02/17/2026	6797141222012726	MONTHLY ELECTRICAL SERVICE AT IT GREENHOUSE AND RED OAK. OKAY TO PAY.	2202600856	3,565.30	3,565.30
20E090	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./SU		3,565.30	
1034231	COMMONWEALTH EDISON	02/17/2026	7347615000012926	MONTHLY ELECTRIC SERVICE AT EP, EW, GB, OPS, AND WT. OKAY TO PAY.	2202600863	3,545.88	3,545.88
20E110	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN		3,545.88	
1034232	COMMONWEALTH EDISON	02/17/2026	7443705000012926	MONTHLY ELECTRIC SERVICE AT BR, NW, AND IT. OKAY TO PAY.	2202600867	5,095.55	5,095.55
20E040	2540 4000 69 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		5,095.55	
1034233	COMMONWEALTH EDISON	02/17/2026	9404875000012826	MONTHLY ELECTRICAL	2202600856	150.64	150.64

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10E040	2540 3000 38 000067			SERVICE AT IT GREENHOUSE AND RED OAK. OKAY TO PAY. EDUCATION FUND/INDIAN TRAIL/OPER. & MAINT./PURCHASED SE		150.64	
1034234	COMPASS HEALTH CENTER	02/17/2026	1807437	STUDENT SERVICES PURCHASED SERVICES - HOSPITAL TUTORING - INVOICE #1807437	2122600456	560.00	560.00
10E200	2190 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		560.00	
1034235	CONNECTION'S ACADEMY EAST	02/17/2026	15645	PRIVATE TUITION - JANUARY 2026- INVOICES #15645, 115646	2122600438	6,734.34	13,468.68
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI 15646		6,734.34	
10E200	1912 6700 40 000000			PRIVATE TUITION - JANUARY 2026- INVOICES #15645, 115646	2122600438	6,734.34	
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		6,734.34	
1034236	CONNECTIONS DAY SCHOOL SOUTH C	02/17/2026	34151	PRIVATE TUITION - JANUARY 2026 - INVOICE #34151	2122600445	6,060.60	6,060.60
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		6,060.60	
1034237	CONSERV FS, INC.+++	02/17/2026	65206234	ICE MELT FOR DISTRICT USE. OKAY TO PAY.	2202600853	5,563.40	16,925.40
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI 65209358		5,563.40	
20E200	2540 4000 65 000000			SALT FOR DISTRICT 112. OKAY TO PAY.	2202600811	5,681.00	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI 65209825		5,681.00	
20E200	2540 4000 65 000000			ICE MELT FOR DISTRICT USE. OKAY TO PAY.	2202600853	5,681.00	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		5,681.00	
1034238	Vendor Continued Void	02/17/2026					0.00
1034239	CONNECTIONS DAY SCHOOL	02/17/2026	39041	PRIVATE TUITION - JANUARY 2026 - INVOICE #39041, 39042, 39043,	2122600437	6,394.68	22,661.91

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10E200	1912 6700 40 000000			39137 EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		6,394.68	
			39042	PRIVATE TUITION - JANUARY 2026 - INVOICE #39041, 39042, 39043, 39137	2122600437	6,394.68	
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		6,394.68	
			39043	PRIVATE TUITION - JANUARY 2026 - INVOICE #39041, 39042, 39043, 39137	2122600437	6,394.68	
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		6,394.68	
			39137	PRIVATE TUITION - JANUARY 2026 - INVOICE #39041, 39042, 39043, 39137	2122600437	3,477.87	
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		3,477.87	
1034240	CONVERGENT MINDS LLC	02/17/2026	2026-04	2025-2026 - PURCHASED SERVICES - PD	2102600284	2,000.00	2,000.00
10E200	2210 3000 35 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		2,000.00	
1034241	THE COVE SCHOOL	02/17/2026	SD112-0126	PRIVATE TUITION - JANUARY 2026 - INVOICE #SD1120126	2122600443	16,804.26	47,300.88
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		16,804.26	
			SD112AB	PRIVATE TUITION - INVOICE #SD112AB - AUGUST 2025 TO JANUARY 2026 - AB	2122600454	30,496.62	
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		30,496.62	
1034242	DEMCO, INC.***	02/17/2026	7761009	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600325	188.85	188.85
10E200	2210 4000 60 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		188.85	
1034243	DE MUTH, INC	02/17/2026	V-4237	DIRECTIONAL BORE AT RAVINIA. OKAY TO PAY.	2202600830	4,800.00	5,800.00

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64E200	2540 5000 95 000000		RAVINIA 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAIN			4,800.00	
			V-4342	***VERBAL QUOTE*** DRAIN JETTING AT WAYNE THOMAS	2202600690	1,000.00	
20E110	2540 3208 31 000000		OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN			1,000.00	
1034244	DIANE SWEENEY CONSULTING	02/17/2026	3276	2025 - 2026 - PURCHASED SERVICES - PD	2102600076	4,200.00	4,200.00
10E200	2210 3000 34 493200		EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S			4,200.00	
1034245	ENVIRONMENTAL FUTURES, INC.	02/17/2026	37908	WATER COOLER ANNUAL RENTAL LEASE/EW	202600123	600.00	600.00
10E020	1100 3000 38 000000		EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV			600.00	
1034246	EXCEPTIONAL LEARNERS COLLABORA	02/17/2026	00026187	IDEA - OT/PT SERVICES - INVOICE #00026187 - JANUARY 2026	2122600405	71,840.05	71,840.05
10E200	4120 3000 38 462000		EDUCATION FUND/DISTRICT WIDE/SPEC ED PMT PUBLIC/PURCHAS			71,840.05	
1034247	Vendor Continued Void	02/17/2026					0.00
1034248	Vendor Continued Void	02/17/2026					0.00
1034249	Vendor Continued Void	02/17/2026					0.00
1034250	FIRST STUDENT, INC	02/17/2026	DECEMBER2025	BUSSES, AIDES AND CHARTER TRIPS FOR DECEMBER 2025. OKAY TO PAY.	2202600831	489,686.60	2,009,021.65
40E200	2550 3000 38 000000		TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA			48,325.21	
40E200	2550 3401 34 000000		TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA			379,909.78	
40E200	2550 3402 34 000000		TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA			3,651.10	
40E200	2550 3403 34 000000		TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA			8,571.47	
40E200	2550 3404 34 000000		TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA			7,736.41	
40E200	2550 3409 34 000000		TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTR:			24,273.13	
40E200	2550 3409 38 000000		TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTR:			17,219.50	
			DECEMBER2025SPECED	SPECIAL ED TRANSPORTATION - INVOICES FOR OCTOBER/NOVEMBER/D ECEMBER 2025	2122600419	8,696.45	
40E200	2550 3000 47 000000		TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA			8,696.45	
			FA25-00003900	SPECIAL ED TRANSPORTATION - NOVEMBER 2025 - INVOICE	2122600425	133,084.20	

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40E200	2550 3000 47 000000			#FA25-00003900 TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA		133,084.20	
			FA25-00004160	SPECIAL ED TRANSPORTATION - DECEMBER 2025 - INVOICE	2122600427	132,782.20	
40E200	2550 3000 47 000000			#FA25-00004160 TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA		132,782.20	
			NOVEMBER2025	BUSSES, AIDES, AND CHARTER TRIPS FOR NOVEMBER 2025. OKAY TO PAY.	2202600822	492,458.95	
40E200	2550 3000 38 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA		48,125.21	
40E200	2550 3401 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		379,718.50	
40E200	2550 3402 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		3,399.49	
40E200	2550 3403 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		8,392.09	
40E200	2550 3404 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		10,499.42	
40E200	2550 3409 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTR:		24,554.50	
40E200	2550 3409 38 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTR:		17,769.74	
			NOVEMBER2025SPECED	SPECIAL ED TRANSPORTATION - INVOICES FOR OCTOBER/NOVEMBER/D ECEMBER 2025	2122600419	5,574.04	
40E200	2550 3000 47 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA		5,574.04	
			OCTOBER2025	BUSSES, AIDES, AND CHARTER TRIPS FOR OCTOBER 2025. OKAY TO PAY.	2202600808	734,316.45	
40E200	2550 3000 38 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA		72,487.83	
40E200	2550 3401 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		571,607.42	
40E200	2550 3402 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		5,491.51	
40E200	2550 3403 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		4,408.18	
40E200	2550 3404 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA		13,078.18	
40E200	2550 3409 34 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTR:		33,479.98	
40E200	2550 3409 38 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTR:		33,763.35	
			OCTOBER2025SPECED	SPECIAL ED TRANSPORTATION - INVOICES FOR OCTOBER/NOVEMBER/D ECEMBER 2025	2122600419	12,422.76	
40E200	2550 3000 47 000000			TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA		12,422.76	
1034251	FITZPATRICK SCHOOL OF IRISH DA	02/17/2026	01302026	2025-2026 -	2102600313	250.00	250.00

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10E200 1100 3000 38 192004				PURCHASED SERVICES - FOUNDATION GRANT EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED		250.00	
1034252	FLOLO CORPORATION	02/17/2026	467665	***QUOTE*** TRANE MOTOR FOR NORTHWOOD.	2202600840	635.72	635.72
20E060 2540 3203 31 000000				OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		635.72	
1034253	FOLEY CARRIER SERVICES, LLC	02/17/2026	INV00000001676975	SOCIAL MEDIA BACKGROUND CHECK INVOICE 0000180846	2002600066	816.00	816.00
10E200 2642 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/PERSONNEL/PURCHASED SERVIC		816.00	
1034254	Vendor Continued Void	02/17/2026					0.00
1034255	FOLLETT CONTENT SOLUTIONS, LLC	02/17/2026	668780A	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600230	333.00	2,921.23
10E200 2210 4000 60 000000				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		333.00	
			668780F	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600230	119.92	
10E200 2210 4000 60 000000				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		119.92	
			675491A	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600248	396.01	
10E200 2210 4000 60 000000				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		396.01	
			679976	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600263	1,508.00	
10E200 2210 4000 60 000000				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		1,508.00	
			679976A	2025-2026 - SUPPLIES AND MATERIALS - LIBRARY	2102600263	564.30	
10E200 2210 4000 60 000000				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		564.30	
1034256	FOURTH CLIFF ADVENTURE INC.	02/17/2026	1840	***QUOTE*** LABOR, EQUIPMENT AND MATERIALS TO	2202600382	8,344.00	8,344.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E080 2540 5000 96 000000				INSTALL ONE FOLD-UP GYM DIVIDER AT RAVINIA, NCLUDING ONE FOLD-UP DIVIDER CURTAIN SYSTEM, ELECTRIC WINCH WITH KEY SWITCH, HEADER PIPE		8,344.00	
				OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./CA			
1034257	FRANK COONEY COMPANY	02/17/2026	35208	REPLACEMENT FURNITURE PARTS FOR RAVINIA. OKAY TO PAY.	2202600800	1,455.41	1,455.41
20E080 2540 3201 31 000000				OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./GE		1,455.41	
1034258	FRANCZEK PC	02/17/2026	245738	LEGAL SERVICES - INVOICE #245738 1/23/26	2302600075	16,696.00	16,696.00
10E200 2310 3000 26 000000				EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER		16,696.00	
1034259	FRASCO INVESTIGATIVE SERVICES	02/17/2026	INV-145051-W026	STUDENT SERVICES PURCHASED SERVICES	2122600397	4,274.50	4,274.50
10E200 2190 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		4,274.50	
1034260	FUN AND FUNCTION***	02/17/2026	990866	SPECIAL ED CAPITAL OUTLAY PER QUOTE #990866 - SENSORY SPACES @ RAVINIA	2122600329	24,737.24	24,737.24
10E200 1200 5000 90 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./CAPITAL OUTLAY		24,737.24	
1034261	Vendor Continued Void	02/17/2026					0.00
1034262	GILBANE	02/17/2026	202601-J254	WAYNE THOMAS ADDITIONS AND RENOVATIONS. GILBANE APPLICATION NO. 5. PROJECT NO. J06919.990. OKAY TO PAY.	2202600791	28,272.00	1,514,930.46
66E200 2540 5000 95 000000				WAYNE THOMAS 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN		28,272.00	
				202601-J299			
				BRAESIDE ADDITIONS AND RENOVATIONS. GILBANE	2202600805	495,406.78	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
65E200	2540 5000 95 000000			APPLICATION NO. 12. OKAY TO PAY.			
			BRAESIDE 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI			495,406.78	
			202601-J317	RAVINIA ADDITIONS AND RENOVATIONS. GILBANE	2202600814	67,058.99	
				APPLICATION NO. 25. INVOICE DATED 1/31/2026. OKAY TO PAY.			
64E200	2540 5000 95 000000			RAVINIA 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAIN		67,058.99	
			202601-J401	SHERWOOD ADDITIONS AND RENOVATIONS. GILBANE	2202600815	924,192.69	
				APPLICATION NO. 18. INVOICE DATED 1/11/26. OKAY TO PAY.			
67E200	2540 5000 95 000000			SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		924,192.69	
1034263	Vendor Continued Void	02/17/2026					0.00
1034264	W.W. GRAINGER, INC.	02/17/2026	9768674161	MATERIALS AND SUPPLIES FOR ELM PLACE. OKAY TO PAY.	2202600778	748.53	7,681.76
20E030	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		748.53	
			9772664521	GRAINGER FY26	2202600075	2,623.47	
20E200	2540 4207 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		2,623.47	
			9772729431	GRAINGER FY26	2202600075	722.59	
20E200	2540 4207 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		722.59	
			9773102265	GRAINGER FY26	2202600075	116.34	
20E200	2540 4207 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		116.34	
			9783597082	LITHIUM BATTERIES FOR DISTRICT USE. SUPPLIES AND MATERIALS FOR RAVINIA. OKAY TO PAY.	2202600826	81.48	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		81.48	
			9786105255	LITHIUM BATTERIES FOR DISTRICT USE. SUPPLIES AND	2202600826	731.48	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E080	2540 4000 65 000000			MATERIALS FOR RAVINIA. OKAY TO PAY. OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./SU		731.48	
20E200	2540 4207 50 000000		9791106496	GRAINGER FY26 OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI	2202600075	147.86	147.86
20E200	2540 4207 50 000000		9792462427	GRAINGER FY26 OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI	2202600075	721.47	721.47
20E080	2540 4000 65 000000		9795525816	MATERIALS AND SUPPLIES FOR RAVINIA. OKAY TO PAY. OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./SU	2202600858	1,788.54	1,788.54
1034265	HEARTLAND ALLIANCE CCIS A/R	02/17/2026	27828	SPECIAL ED PURCHASED SERVICES - TRANSLATOR SERVICES FOR PARENT MEETINGS - INVOICE #27828 - DEC 2025	2122600424	1,430.97	1,500.72
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		1,430.97	
10E200	2190 3000 38 000000		27859	STUDENT SERVICES PURCHASED SERVICES - TELEPHONE TRANSLATION FOR PARENT CALLS - INVOICE #27859 - DEC 2025	2122600422	69.75	69.75
10E200	2190 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		69.75	
1034266	HEARTLAND BUSINESS SYSTEMS	02/17/2026	857395-H	PURCHASED SERVICE, OTHER	5552600031	12,245.52	16,524.46
10E200	2220 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		12,245.52	
10E200	2220 3000 38 000000		859723-H	PURCHASED SERVICE, OTHER	5552600177	2,847.50	2,847.50
10E200	2220 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		2,847.50	
10E200	2220 3000 38 000000		861003-H	PURCHASED SERVICE, OTHER	5552600177	335.00	335.00
10E200	2220 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		335.00	
			861007-H	SHERWOOD, OUTDOOR	5552600178	1,096.44	1,096.44

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67E200	2540 5000 95 000000			WIFI SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		1,096.44	
1034267	HEALTH MANAGEMENT SYSTEMS	02/17/2026	2025-5063	MONTHLY EMPLOYEE ASSISTANCE PROGRAM	2502600009	1,603.98	3,207.96
10E200	2610 2220 22 000000			EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/MEDICAL		1,603.98	
			2026-1061	MONTHLY EMPLOYEE ASSISTANCE PROGRAM	2502600009	1,603.98	
10E200	2610 2220 22 000000			EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/MEDICAL		1,603.98	
1034268	HODGES, LOIZZI, EISENHAMMER	02/17/2026	67916	LEGAL SERVICES INVOICE #67916 12/31/25	2302600076	18,001.98	18,001.98
10E200	2310 3000 26 000000			EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER		18,001.98	
1034269	DAVID HOOD	02/17/2026	035	PAYMENT FOR WRESTLING OFFICIAL/NM/NW	602600221	80.00	80.00
10E060	1100 3000 38 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/PURCHASED SER		80.00	
1034270	IDLEWOOD ELECTRIC SUPPLY, INC.	02/17/2026	INV270287	IDLEWOOD ELECTRIC SERVICES FY26	2202600079	249.98	279.08
20E200	2540 4207 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		249.98	
			INV272997	IDLEWOOD ELECTRIC SERVICES FY26	2202600079	29.10	
20E200	2540 4207 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		29.10	
1034271	ILLINOIS VIRTUAL SCHOOL	02/17/2026	21921	2025-2026 - SUPPLIES AND MATERIALS - MATH AND SPED TUITION	2102600295	300.00	600.00
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		150.00	
10E200	2210 4000 56 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		150.00	
			21961	2025-2026 - SUPPLIES AND MATERIALS - MATH AND SPED TUITION	2102600295	300.00	
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		150.00	
10E200	2210 4000 56 000000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		150.00	
1034272	ILLINOIS PRINCIPALS ASSOC***	02/17/2026	2302600078	SUBSCRIPTION RENEWAL - MODEL STUDENT HANDBOOK	2302600078	350.00	350.00
10E200	2310 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER		350.00	

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1034273	IPA-LAKE AREA REGION	02/17/2026	041526	OFFICE/OT	702600131	400.00	400.00
	10E070 1100 4000 16 000000			EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN		400.00	
1034274	ISCORP	02/17/2026	1352	HOSTING FOR	2502600007	1,890.00	3,780.00
	10E200 2520 3000 80 000000			SKYWARD		1,890.00	
			1528	HOSTING FOR	2502600007	1,890.00	
	10E200 2520 3000 80 000000			EDUCATION FUND/DISTRICT WIDE/FISCAL SERVICES/PURCHASED		1,890.00	
1034275	JIM GILL INC	02/17/2026	7364	2025-2026 -	2102600308	1,150.00	1,150.00
	10E200 1100 3000 38 192004			PURCHASED		1,150.00	
				SERVICES -			
				FOUNDATION GRANT			
1034276	JOHNSON CONTROLS SECURITY SOLU	02/17/2026	42065501	QUARTERLY BILLING	2202600793	217.00	460.75
	20E080 2540 3000 38 000000			OR SECURITY		217.00	
				SOLUTIONS AT			
				RAVINIA. OKAY TO			
				PAY.			
			42065507	OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./PU		217.00	
				QUARTERLY BILLING	2202600789	243.75	
				FOR SAFETY			
				SOLUTIONS AT			
				INDIAN TRAIL.			
				OKAY TO PAY.			
	20E040 2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		243.75	
1034277	JULIA SCHUMAN	02/17/2026	031926	2025-2026 -	2102600315	300.00	300.00
	10E200 1100 3000 38 192004			PURCHASED		300.00	
				SERVICES -			
				FOUNDATION GRANT			
1034278	KNOW BUDDY RESOURCES	02/17/2026	ARK2201383	2025 - 2026 -	2102600214	144.70	144.70
	10E200 2210 4000 60 000000			SUPPLIES AND		144.70	
				MATERIALS -			
				LIBRARY			
				EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		144.70	
1034279	CHRISTOPHER KOZLOWSKI	02/17/2026	SY2025-26	SPECIAL ED	2122600393	2,937.76	2,937.76
	40E200 2550 3000 47 000000			TRANSPORTATION -		2,937.76	
				REIMBURSE PARENT			
				FOR MILEAGE			
				TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA		2,937.76	
1034280	KRIHA BOUCEK	02/17/2026	9888	LEGAL SERVICES	2302600077	5,210.00	5,210.00

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				INVOICE #9888. 1/28/26			
10E200	2310 3000 26 000000			EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER		5,210.00	
1034281	Vendor Continued Void	02/17/2026					0.00
1034282	LAKE COUNTY HEALTH DEPT	02/17/2026	INV-00102794	STUDENT SERVICES PURCHASED SERVICES - PREK VISION/HEARING SCREENINGS - NOV 2025	2122600319	618.00	6,667.00
10E200	2190 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		618.00	
			INV-00102795	STUDENT SERVICES PURCHASED SERVICES - VISION/HEARING TESTING - WT - INVOICE #INV-00102795	2122600418	1,880.00	
10E200	2190 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		1,880.00	
			INV-00102816	STUDENT SERVICES PURCHASED SERVICES - HEARING/VISION TESTING - EDGEWOOD - INVOICE #INV-00102816	2122600450	1,535.00	
10E200	2190 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		1,535.00	
			INV-00103143	YEARLY FOOD LICENSE FEES	2502600216	2,634.00	
15E200	2560 4000 50 000000			FOOD SERVICE/DISTRICT WIDE/FOOD SERVICE/SUPPLIES AND MA		2,634.00	
1034283	LAKELAND/LARSEN ELEVATOR CORPO	02/17/2026	206437	ANNUAL PRESSURE TESTING AT EP AND WT. OKAY TO PAY.	2202600824	235.00	2,917.50
20E030	2540 3217 31 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		235.00	
			206438	ANNUAL PRESSURE TESTING AT EP AND WT. OKAY TO PAY.	2202600824	235.00	
20E110	2540 3217 31 000000			OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN		235.00	
			206460	ELEVATOR REPAIR AT ELM PLACE. OKAY TO PAY.	2202600833	477.50	
20E030	2540 3217 31 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		477.50	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			206678	MONTHLY ELEVATOR MAINTENANCE AT NSSD112. OKAY TO PAY.	2202600857	1,970.00	
20E200	2540 3201 31 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		1,970.00	
1034284	LAKESHORE RECYCLING SYSTEMS	02/17/2026	LR6595226	TRASH AND RECYLING SERVICES AT OPS BUILDING. OKAY TO PAY.	2202600868	214.24	214.24
20E150	2540 3000 86 000000			OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER.		214.24	
1034285	LAKESIDE CONSULTANTS	02/17/2026	SD112-010226	DECEMBER 2025 PUBLIC INSPECTION SERVICES AT SHERWOOD.	2202600801	1,375.00	2,400.00
67E200	2540 5000 95 000000			SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		1,375.00	
			SD112-013126	JANUARY 2025 PUBLIC SCHOOL INSPECTION SERVICES. OKAY TO PAY.	2202600842	1,025.00	
20E200	2540 3236 34 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		1,025.00	
1034286	LAKE FOREST SCHOOL DISTRICT 67	02/17/2026	036	PAYMENT FOR WRESTLING TOURNAMENT/NM/NW	602600230	250.00	250.00
10E060	1100 3000 38 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/PURCHASED SER		250.00	
1034287	Vendor Continued Void	02/17/2026					0.00
1034288	LEARNWELL EDUCATION	02/17/2026	INV290436	STUDENT SERVICES PURCHASED SERVICES - INVOICE #INV290436 - JANUARY 2026 - JM	2122600396	425.60	1,489.60
10E200	2190 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		425.60	
			INV291978	STUDENT SERVICES PURCHASED SERVICES - HOSPITAL TUTORING - JM - INVOICE #291978 - JANUARY 2026	2122600415	127.68	
10E200	2190 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		127.68	
			INV294538	SPECIAL ED / STUDENT SERVICES	2122600459	425.60	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200 1200 3000 38 000000				PURCHASED SERVICES - HOSPITAL TUTORING - INVOICES #INV294638, INV294539		425.60	
			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV				
			INV294539	SPECIAL ED /	2122600459	510.72	
				STUDENT SERVICES			
				PURCHASED SERVICES - HOSPITAL TUTORING - INVOICES #INV294638, INV294539			
10E200 2190 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		510.72	
1034289	Vendor Continued Void	02/17/2026					0.00
1034290	Vendor Continued Void	02/17/2026					0.00
1034291	Vendor Continued Void	02/17/2026					0.00
1034292	LIBERTYVILLE MUSIC	02/17/2026	1711294	INSTRUMENT SERVICES AND STUDENTS' RENTAL SCHOLARSHIPS.	902600081	43.00	1,922.42
10E200 1100 4000 50 192006				EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		43.00	
			1725001	DISTRICT	202600125	315.00	
				INSTRUMENT			
				REPAIRS/EW			
10E020 1100 3000 31 100031				EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV		315.00	
			1725532	INSTRUMENT	902600081	257.00	
				SERVICES AND STUDENTS' RENTAL SCHOLARSHIPS.			
10E200 1100 4000 50 192006				EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		257.00	
			1725533	INSTRUMENT	902600081	257.00	
				SERVICES AND STUDENTS' RENTAL SCHOLARSHIPS.			
10E200 1100 4000 50 192006				EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		257.00	
			1725538	INSTRUMENT	902600081	316.00	
				SERVICES AND STUDENTS' RENTAL SCHOLARSHIPS.			
10E200 1100 4000 50 192006				EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		316.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			1725568	WT / Deerfield & Libertyville Music / Books / Instruments	1102600064	242.00	
10E110	1100 3000 31 100031			EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/PURCHASED		242.00	
			1725571	WT / Deerfield & Libertyville Music / band / orchestra / rentals / books / repair	1102600071	172.00	
10E110	1100 3000 31 100031			EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/PURCHASED		172.00	
			1727187	DISTRICT INSTRUMENT REPAIR/EW	202600111	40.50	
10E020	1100 3000 31 100031			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV		40.50	
			1727989	INSTRUMENTS REPAIR	902600079	67.50	
10E090	1100 3000 31 100031			EDUCATION FUND/RED OAK/REGULAR PROGRAMS/PURCHASED SERVI		67.50	
			1727991	INSTRUMENTS REPAIR	902600079	67.50	
10E090	1100 3000 31 100031			EDUCATION FUND/RED OAK/REGULAR PROGRAMS/PURCHASED SERVI		67.50	
			1729044	BAND AND ORCHESTRA SUPPLIES/EW	202600110	60.97	
10E020	1100 4000 50 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M		60.97	
			1729682	BAND AND ORCHESTRA SUPPLIES/EW	202600110	22.99	
10E020	1100 4000 50 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M		22.99	
			1730870	BAND AND ORCHESTRA MUSIC SUPPLIES/EW	202600124	60.96	
10E020	1100 4000 50 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M		60.96	
1034293	LRP PUBLICATIONS***	02/17/2026	30082FINAL	IDEA PROFESSIONAL DEVELOPMENT - LRP REGISTRATIONS	2122600435	3,330.00	3,330.00
10E200	2210 3000 35 462000			EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S		3,330.00	
1034294	LULO LIBROS, INC.	02/17/2026	LLSI0000867	2025-2026 - SUPPLIES AND MATERIALS - TITLE	2102600218	1,268.18	2,042.93

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10E200 2210 4000 60 490900				III EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		1,268.18	
			LLSI0000882	2025-2026 - SUPPLIES AND MATERIALS - TITLE	2102600218	774.75	
10E200 2210 4000 60 490900				III EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN		774.75	
1034295 WILLIAM V. MACGILL & CO.***		02/17/2026	IN0918306	nurse office supplies	102600090	341.72	341.72
10E010 1100 4000 50 000000				EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		341.72	
1034296 MAD SCIENCE OF NORTHERN ILLINO		02/17/2026	2336FINAL	2025-2026 - PURCHASED SERVICES - OTHER - FOUNDATION GRANT	2102600233	728.00	728.00
10E200 1100 3000 38 192004				EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED		728.00	
1034297 MAJOR APPLICANCE SERVICE, INC.		02/17/2026	274952	REPAIRS TO DISHWASHER AT NORTHWOOD. OKAY TO PAY.	2202600843	253.00	253.00
20E060 2540 3201 31 000000				OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		253.00	
1034298 Vendor Continued Void		02/17/2026					0.00
1034299 Vendor Continued Void		02/17/2026					0.00
1034300 MARISSA BENNETT CONSULTING, LL		02/17/2026	12900808	IDEA CONTRACTED BCBA/RBT THERAPY - JANUARY 2026 - INVOICES #12900815, 12900852, 12900834, 12900808	2122600406	6,496.00	78,708.00
10E200 1200 3000 34 462000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		6,496.00	
			12900815	IDEA CONTRACTED BCBA/RBT THERAPY - JANUARY 2026 - INVOICES #12900815, 12900852, 12900834, 12900808	2122600406	7,056.00	
10E200 1200 3000 34 462000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		7,056.00	
			12900834	IDEA CONTRACTED BCBA/RBT THERAPY	2122600406	7,084.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				- JANUARY 2026 - INVOICES #12900815, 12900852, 12900834, 12900808			
10E200	1200 3000 34 462000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		7,084.00	
			12900852	IDEA CONTRACTED BCBA/RBT THERAPY	2122600406	8,022.00	
				- JANUARY 2026 - INVOICES #12900815, 12900852, 12900834, 12900808			
10E200	1200 3000 34 462000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		8,022.00	
			13043849	SPECIAL ED PURCHASED SERVICES / IDEA BCBA/RBT THERAPY	2122600447	6,776.00	
10E200	1200 3000 34 462000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		6,776.00	
			13044044	SPECIAL ED PURCHASED SERVICES / IDEA BCBA/RBT THERAPY	2122600447	5,628.00	
10E200	1200 3000 34 462000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		5,628.00	
			13044100	SPECIAL ED PURCHASED SERVICES / IDEA BCBA/RBT THERAPY	2122600447	6,608.00	
10E200	1200 3000 34 462000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		6,608.00	
			13044307	SPECIAL ED PURCHASED SERVICES / IDEA BCBA/RBT THERAPY	2122600447	7,868.00	
10E200	1200 3000 34 462000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		7,868.00	
			13044516	SPECIAL ED PURCHASED SERVICES / IDEA BCBA/RBT THERAPY	2122600447	5,320.00	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		5,320.00	
			13044521	SPECIAL ED PURCHASED	2122600447	17,850.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200 1200 3000 38 000000				SERVICES / IDEA BCBA/RBT THERAPY EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		17,850.00	
1034301	MARYLAND COALITION INCLUSIVE E	02/17/2026	FY26-068	SPECIAL ED PURCHASED SERVICES - INVOICE #FY26-068 - JANUARY 2026	2122600402	14,156.12	14,156.12
10E200 1200 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		14,156.12	
1034302	MASTER TRUCK & TRAILER, LLC	02/17/2026	S131677	SUPPLIES FOR D112 VEHICLE. OKAY TO PAY.	2202600785	25.98	528.87
20E200 2540 4213 50 000000				OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		25.98	
			S131969	PARTS & REPAIRS FOR HEAVY DUTY AND SNOW EQUIPMENT FY26	2202600081	502.89	
20E200 2540 4213 50 000000				OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		502.89	
1034303	MASTERS OF BROADWAY	02/17/2026	033026	2025-2026 - PURCHASED SERVICES - FOUNDATION GRANT	2102600332	2,500.00	2,500.00
10E200 1100 3000 38 192004				EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED		2,500.00	
1034304	MCMASTER-CARR	02/17/2026	58512843	MATERIALS AND SUPPLIES FOR RAVINIA. OKAY TO PAY.	2202600806	2,743.41	3,636.32
20E080 2540 4000 65 000000				OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./SU		2,743.41	
			59066401	SUPPLIES FOR EDGEWOOD. OKAY TO PAY.	2202600845	892.91	
20E020 2540 4000 65 000000				OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./S		892.91	
1034305	MICHAEL'S UNIFORM COMPANY	02/17/2026	MU-14764	UNIFORMS FOR DISTRICT EMPLOYEE. OKAY TO PAY.	2202600812	501.00	501.00
20E200 2540 4000 65 000000				OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		501.00	
1034306	MIDWEST EDUCATIONAL FURNISHING	02/17/2026	10351	***QUOTE*** BOOK TRUCKS FOR EDGEWOOD.	2202600621	9,075.79	9,075.79
20E020 2540 4000 65 000000				OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./S		9,075.79	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1034307	Vendor Continued Void	02/17/2026					0.00
1034308	MODERN MEDIA TECH LLC	02/17/2026	7361	SERVICE CALLS	5552600174	125.00	25,988.75
60E040	2540 5000 96 000000			SECURITY 2022 REFERENDUM/INDIAN TRAIL/OPER. & MAINT./CA		125.00	
60E040	2540 5000 96 000000		7379	SERVICE CALLS	5552600174	125.00	
60E040	2540 5000 96 000000			SECURITY 2022 REFERENDUM/INDIAN TRAIL/OPER. & MAINT./CA		125.00	
60E120	2540 5000 96 000000		7391	SECURITY, GREEN BAY	5552600131	2,558.75	
60E120	2540 5000 96 000000			SECURITY 2022 REFERENDUM/GREEN BAY SCHOOL/OPER. & MAINT		2,558.75	
10E080	1100 4000 50 000000		7396	SUPPLIES, RAVINIA	5552600173	230.00	
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		230.00	
60E070	2540 5000 96 000000		7406	OAK TERRACE PARKING LOT GATE	5552600182	12,701.25	
60E070	2540 5000 96 000000			SECURITY 2022 REFERENDUM/OAK TERRACE/OPER. & MAINT./CAP		12,701.25	
10E200	2220 3000 31 000000		7410	SERVICE CALLS	5552600174	1,207.50	
10E200	2220 3000 31 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		1,207.50	
60E040	2540 5000 96 000000		7417	INDIAN TRAIL CAFETERIA & GARAGE SECURITY	5552600169	2,842.50	
60E040	2540 5000 96 000000			SECURITY 2022 REFERENDUM/INDIAN TRAIL/OPER. & MAINT./CA		2,842.50	
60E040	2540 5000 96 000000		7425	INDIAN TRAIL CAFETERIA & GARAGE SECURITY	5552600169	5,115.00	
60E040	2540 5000 96 000000			SECURITY 2022 REFERENDUM/INDIAN TRAIL/OPER. & MAINT./CA		5,115.00	
60E030	2540 5000 96 000000		7426	SECURITY, ELM PLACE	5552600157	1,083.75	
60E030	2540 5000 96 000000			SECURITY 2022 REFERENDUM/ELM PLACE/OPER. & MAINT./CAPIT		1,083.75	
1034309	Vendor Continued Void	02/17/2026					0.00
1034310	NAPA AUTO PARTS	02/17/2026	222089	AUTO PARTS FOR DISTRICT VEHICLES. OKAY TO PAY.	2202600859	126.96	471.81
20E200	2540 3213 31 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		126.96	
20E200	2540 3213 31 000000		222799	AUTO PARTS FOR DISTRICT VEHICLES. OKAY TO PAY.	2202600859	272.95	
20E200	2540 3213 31 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		272.95	
20E200	2540 3213 31 000000		222811	AUTO PARTS FOR DISTRICT	2202600859	-18.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E200	2540 3213 31 000000			VEHICLES. OKAY TO PAY.			
			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI			-18.00	
			223592	AUTO PARTS FOR DISTRICT	2202600859	7.98	
				VEHICLES. OKAY TO PAY.			
20E200	2540 3213 31 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		7.98	
			223661	AUTO PARTS FOR DISTRICT	2202600859	95.92	
				VEHICLES. OKAY TO PAY.			
20E200	2540 3213 31 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		95.92	
			223680	AUTO PARTS FOR DISTRICT	2202600859	-14.00	
				VEHICLES. OKAY TO PAY.			
20E200	2540 3213 31 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		-14.00	
1034311	NASCO EDUCATION	02/17/2026	894439	ITEMS FOR SCIENCE TEACHERS/AS/NW	602600213	497.40	497.40
	10E060 1100 4000 57 000000			EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		497.40	
1034312	NORTHSHORE ENDEAVOR HEALTH	02/17/2026	NS-112-27	STUDENT SERVICES PURCHASED SERVICES - HOSPITAL TUTORING - INVOICE #NS-112-27 - OCTOBER 2025	2122600426	70.00	70.00
	10E200 2190 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		70.00	
1034313	JW PEPPER & SON, INC.***	02/17/2026	368209506	music teacher	102600084	69.00	69.00
	10E010 1100 4000 62 000000			EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M		69.00	
1034314	PERIPOLE, INC.***	02/17/2026	215243	PERIPOLE/ RECORDERS/ RA	802600108	476.60	476.60
	10E080 1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		476.60	
1034315	SONOVA USA INC***	02/17/2026	5405642979	SPECIAL ED SUPPLIES - HEARING AID BTE CHARGER	2122600394	74.98	1,699.18
	10E200 1200 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M		74.98	
			5405726333	SPECIAL ED CAPITAL OUTLAY -	2122600433	1,624.20	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10E200 1200 5000 90 000000				ALD (ASSISTIVE LISTENING DEVICE) - N.BLOCK EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./CAPITAL OUTLAY		1,624.20	
1034316	PLAYLAB	02/17/2026	INV-0104	STUDENT/TEACHER AI PROFESSIONAL LEARNING-NORTHWOOD . INVOICE #0104 2/4/26	2302600079	10,460.00	10,460.00
10E200 1100 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED		10,460.00	
1034317	PRO-CARE THERAPY	02/17/2026	21368590	SPECIAL ED PURCHASED SERVICES - L/T PARAPRO	2122600439	751.97	2,770.42
10E200 1200 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		751.97	
			21373992	SPECIAL ED PURCHASED SERVICES - L/T PARAPROS - INVOICE #21373992 - JANUARY 2026	2122600453	2,018.45	
10E200 1200 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		2,018.45	
1034318	NITIN RAO	02/17/2026	020926	VOLLEYBALL REFEREE/EW	202600133	125.00	125.00
10E020 1100 3000 38 000000				EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV		125.00	
1034319	REINSTEIN QUIZBOWL	02/17/2026	499-10	PAYMENT NEEDED FOR SCHOLASTIC BOWL PRACTICE MATERIALS/NM/NW	602600234	100.00	180.00
10E060 1100 4000 50 000000				EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		100.00	
			499-11	PAYMENT FOR PRACTICE MATERIAL FOR SCHOLASTIC BOWL/NM/NW	602600231	80.00	
10E060 1100 4000 50 000000				EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND		80.00	
1034320	BRUCE ROMAIN	02/17/2026	020326-021026	VOLLEYBALL REFEREE/EW	202600131	250.00	250.00
10E020 1100 3000 38 000000				EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV		250.00	
1034321	TODD ROTH	02/17/2026	021026	VOLLEYBALL REFEREE ASSIGNER/EW	202600130	72.00	72.00
10E020 1100 3000 38 000000				EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV		72.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1034322	RUSSO POWER EQUIPMENT INC	02/17/2026	SPI21371414	MATERIALS AND SUPPLIES FOR NORTHWOOD. OKAY TO PAY.	2202600774	58.97	474.94
20E060	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		58.97	
			SPI21371415	MATERIALS AND SUPPLIES FOR NORTHWOOD. OKAY TO PAY.	2202600774	95.97	
20E060	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		95.97	
			SPI21407474	BULK SALT FOR DISTRICT 112. OKAY TO PAY.	2202600813	320.00	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		320.00	
1034323	SCHOOL SPECIALTY INC.***	02/17/2026	308104837700	Order for Lee - Art Supplies	402600108	742.14	742.14
10E040	1100 4000 50 000000			EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A		742.14	
1034324	JEFF SCHUETZNER	02/17/2026	020226	VOLLEYBALL REFEREE/EW	202600132	125.00	125.00
10E020	1100 3000 38 000000			EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV		125.00	
1034325	Ruth Shook-Orr, Psy.D.	02/17/2026	011726-012826	SPECIAL ED PURCHASED SERVICES	2122600446	600.00	1,200.00
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		600.00	
			120325-123025	SPECIAL ED PURCHASED SERVICES	2122600446	600.00	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		600.00	
1034326	Vendor Continued Void	02/17/2026					0.00
1034327	Vendor Continued Void	02/17/2026					0.00
1034328	SMITHEREEN PEST MANAGEMENT***	02/17/2026	3940248	MONTHLY PEST CONTROL SERVICES FOR D112. OKAY TO PAY.	2202600797	53.00	813.00
20E110	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN		53.00	
			3940249	MONTHLY PEST CONTROL SERVICES FOR D112. OKAY TO PAY.	2202600797	90.00	
20E040	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN		90.00	
			3940251	MONTHLY PEST	2202600797	49.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
20E010	2540 3238 34 000000			CONTROL SERVICES FOR D112. OKAY TO PAY. OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./P		49.00	
			3940255	MONTHLY PEST CONTROL SERVICES FOR D112. OKAY TO PAY.	2202600797	60.00	
20E120	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. &		60.00	
			3940256	MONTHLY PEST CONTROL SERVICES FOR D112. OKAY TO PAY.	2202600797	35.00	
20E200	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		35.00	
			3940261	MONTHLY PEST CONTROL SERVICES FOR D112. OKAY TO PAY.	2202600797	49.00	
20E090	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./PE		49.00	
			3940262	MONTHLY PEST CONTROL SERVICES FOR D112. OKAY TO PAY.	2202600797	63.00	
20E060	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		63.00	
			3940279	MONTHLY PEST CONTROL SERVICES FOR D112. OKAY TO PAY.	2202600797	58.00	
20E030	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		58.00	
			3940280	MONTHLY PEST CONTROL SERVICES FOR D112. OKAY TO PAY.	2202600797	150.00	
20E080	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./PE		150.00	
			3940282	MONTHLY PEST CONTROL SERVICES FOR D112. OKAY TO PAY.	2202600797	74.00	
20E020	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./P		74.00	
			3940283	MONTHLY PEST CONTROL SERVICES FOR D112. OKAY TO	2202600797	58.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				PAY.			
20E070	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT		58.00	
			3941889	MONTHLY PEST CONTROL SERVICES FOR D112. OKAY TO	2202600797	74.00	
				PAY.			
20E150	2540 3238 34 000000			OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER.		74.00	
1034329	Vendor Continued Void	02/17/2026					0.00
1034330	SOLIANT	02/17/2026	21356633	SPECIAL ED PURCHASED SERVICES - L/T SUBS - SPED TEACHER / PARAPRO - INVOICE #21356633 - JANUARY 2026	2122600398	5,089.00	16,772.00
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		5,089.00	
			21361419	SPECIAL ED PURCHASED SERVICES - L/T SUBS (SPED TEACHER/PARAPRO)	2122600413	3,157.00	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		3,157.00	
			21367369	SPECIAL ED PURCHASED SERVICES - L/T SUB TEACHER/PARAPRO - INVOICE #21367369 - JANUARY 2026	2122600430	3,829.00	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		3,829.00	
			21373259	SPECIAL ED PURCHASED SERVICES - L/T SUB TEACHER / PARAPRO - INVOICE #21373259 - JANUARY 2026	2122600449	4,697.00	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		4,697.00	
1034331	SOUND INCORPORATED	02/17/2026	D1381257	PURCH SERVICE, REPAIR	5552600189	397.50	397.50
10E200	2220 3000 31 000000			EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		397.50	
1034332	STANDARD INSURANCE COMPANY	02/17/2026	1586860001020126	THE STANDARD	2502600217	684.76	684.76

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				FEBRUARY 2026 INVOICE			
10E200 2610 2210 22 000000				EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/LIFE INS		684.76	
1034333 SWEETWATER SOUND		02/17/2026	48970853	INSTRUMENTAL	202600116	534.46	534.46
				MUSIC SUPPLIES/EW			
10E020 1100 4000 50 000000				EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M		534.46	
1034334 T MOBILE		02/17/2026	969580760020326	STUDENT HOTSPOTS	5552600025	2,980.00	3,442.00
				#969580760			
10E200 2220 3000 42 090000				EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		2,980.00	
			974304005020326	CELL BOOSTERS	5552600022	462.00	
				#974304005			
10E200 2220 3000 42 090000				EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC		462.00	
1034335 TAM TAM MANDINGUE DJEMBE ACADE		02/17/2026	20260204	2025-2026 -	2102600328	650.00	650.00
				PURCHASED			
				SERVICES - ROOTS			
				FEST - FOUNDATION			
				GRANT			
10E200 1100 4000 50 192004				EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		650.00	
1034336 TEACHING STRATEGIES, LLC***		02/17/2026	INV233534	TEACHING	1202600033	6,250.00	6,250.00
				STRATEGIES Quote:			
				338891 1/09/2026			
				- 1/08/2027			
10E120 1125 4000 50 370500				EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A		6,250.00	
1034337 TEC ELECTRICAL INC.		02/17/2026	21125	ELECTRICAL	2202600832	555.00	555.00
				REPAIRS AT OAK			
				TERRACE. OKAY TO			
				PAY.			
20E060 2540 3207 31 000000				OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./		555.00	
1034338 THE SHERWIN WILLIAMS COMPANY		02/17/2026	84250198060126	PAINTING SUPPLIES	2202600777	46.60	163.40
				FOR RAVINIA. OKAY			
				TO PAY.			
20E080 2540 4204 50 000000				OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./PA		46.60	
			85786198060126	PAINT FOR	2202600796	116.80	
				RAVINIA. OKAY TO			
				PAY.			
20E080 2540 4204 50 000000				OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./PA		116.80	
1034339 THOMSON REUTERS - WEST		02/17/2026	853173823	STUDENT SERVICES	2122600444	2,098.95	2,098.95
				PURCHASED			
				SERVICES- CLEAR			
10E200 2190 3000 38 000000				EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED		2,098.95	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1034340	TRANE U.S. INC***	02/17/2026	20948150	MATERIALS AND SUPPLIES FOR DISTRICT USE. OKAY TO PAY.	2202600837	330.39	227.06
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		330.39	
			20987730	ACID TEST KIT FOR DISTRICT USE. OKAY TO PAY.	2202600849	76.67	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		76.67	
			CK1033680PAD	HVAC/FILTERS/MOTOR SUPPLIES FY26; DISTRICT WIDE	2202600076	-180.00	
20E200	2540 4203 50 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		-180.00	
1034341	ULINE***	02/17/2026	202900958	DRY ERASE BOARDS FOR RAVINIA. OKAY TO PAY.	2202600779	3,300.00	3,801.00
20E080	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./SU		3,300.00	
			202995400	RECYCLING CONTAINERS AND PACKING TAPE FOR DISTRICT USE. OKAY TO PAY.	2202600794	501.00	
20E200	2540 4000 65 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		501.00	
1034342	ULTIMATE SCREEN PRINTING	02/17/2026	152948	ULTIMATESCREENPRIN TING/TSHIRTS/SW@EP	1002600061	495.00	495.00
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		495.00	
1034343	UNITED RENTALS (NORTH AMERICA)	02/17/2026	203895023-053	CONTAINER RENTAL AT SHERWOOD. OKAY TO PAY.	2202600864	135.30	135.30
20E100	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./P		135.30	
1034344	VARSITY YEARBOOK	02/17/2026	017147512	VARSITY YEARBOOK BALANCE OPEN FROM 5/1/2025/EW	202600127	414.90	414.90
99L000	9011 0000 00 000000			EDGEWOOD YEARBOOK/NS		414.90	
1034345	VIRTUAL CONNECTIONS ACADEMY	02/17/2026	6477	PRIVATE TUITION - JANUARY 2026 - INVOICE #6477	2122600440	6,696.90	6,696.90
10E200	1912 6700 40 000000			EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI		6,696.90	
1034346	GABRIEL VITI REVOCABLE TRUST	02/17/2026	MARCH 2026	MONTHLY RENT BPO	2502600021	26,412.00	26,412.00
20E200	2540 3000 38 000000			OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI		26,412.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1034347	WEST MUSIC	02/17/2026	SI2603671	WEST MUSIC/ GILLETTE/ RA	802600109	442.35	442.35
10E080	1100 4000 50 000000			EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA		442.35	
1034348	WHEELING HIGH SCHOOL ORCHESTRA	02/17/2026	011426	FUND RUN/OT	702600119	300.00	300.00
10E200	1100 4000 50 192006			EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES		300.00	
1034349	Vendor Continued Void	02/17/2026					0.00
1034350	Vendor Continued Void	02/17/2026					0.00
1034351	WIGHT & COMPANY	02/17/2026	220112-037	RAVINIA ADDITIONS AND RENOVATIONS. PROJECT NO. 220112. PROFESSIONAL SERVICES FOR THE PERIOD ENDING 12/31/25. OKAY TO PAY.	2202600782	12,565.00	162,807.73
64E200	2540 5000 95 000000			RAVINIA 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAIN		12,565.00	
			230068-018	BRAESIDE ADDITIONS AND RENOVATIONS. PROJECT NO. 230068. PROFESSIONAL SERVICES FOR THE PERIOD ENDING 12/31/25. OKAY TO PAY.	2202600784	36,045.28	
65E200	2540 5000 95 000000			BRAESIDE 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		36,045.28	
			230069-028	SHERWOOD ADDITIONS AND RENOVATIONS. PROJECT NO.D 230069. PROFESSIONAL SERVICES FOR THE PERIOD ENDING 12/31/25. OKAY TO PAY.	2202600783	25,495.03	
67E200	2540 5000 95 000000			SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		25,495.03	
			230070-010	ADDITIONS AND RENOVATIONS AT WAYNE THOMAS. PROJECT NO. 230070. PROFESSIONAL	2202600780	85,569.70	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				SERVICES FOR THE PERIOD ENDING DECEMBER 31, 2025. OKAY TO PAY.			
66E200	2540 5000 95 000000		WAYNE THOMAS 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN			85,569.70	
			250167-002	OAK TERRACE ES GAP ANALYSIS STUDY. OKAY TO PAY.	2202600781	3,132.72	
20E070	2540 3000 38 000000		OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT			3,132.72	
1034352	WITH PARTNERS	02/17/2026	0000203	2025-2026 - PURCHASED SERVICES - PD - TITLE III	2102600312	5,000.00	5,000.00
10E200	2210 3000 35 490900		EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S			5,000.00	
1034353	ZOOM VIDEO COMMUNICATIONS, INC	02/17/2026	INV339226266	TELEPHONE.	5552600004	293.54	293.54
10E200	2220 3000 42 000000		EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC			293.54	
1034354	ZORO TOOLS, INC	02/17/2026	INV18247922	MATERIALS AND SUPPLIES FOR D112. OKAY TO PAY.	2202600851	64.12	64.12
20E200	2540 4000 65 000000		OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI			64.12	
			192	Computer	Check(s) For a Total of		4,635,239.34

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
202500260	ALLIED BENEFIT SYSTEMS	02/17/2026	0000548130	ALLIED (NUESYNERGY) MONTHLY BILL	2502600218	607.50	607.50
10E200 2610 2220 22 000000				EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/MEDICAL		607.50	
				1 Wire Transfer Check(s) For a Total of			607.50

	0	Manual	Checks For a Total of	0.00
	1	Wire Transfer	Checks For a Total of	607.50
	1	ACH	Checks For a Total of	803,881.62
	192	Computer	Checks For a Total of	4,635,239.34
Total For	194	Manual, Wire Tran, ACH & Computer Checks		5,439,728.46
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	5,439,728.46

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION FUND	0.00	0.00	1,326,676.56	1,326,676.56
15	FOOD SERVICE	0.00	0.00	2,634.00	2,634.00
20	OPERATIONS & MAINTENANCE FUND	0.00	0.00	390,531.86	390,531.86
40	TRANSPORTATION FUND	0.00	0.00	2,011,959.41	2,011,959.41
60	SECURITY 2022 REFERENDUM	0.00	0.00	24,551.25	24,551.25
64	RAVINIA 2022 REFERENDUM WORK	0.00	0.00	84,423.99	84,423.99
65	BRAESIDE 2022 REFERENDUM WORK	0.00	0.00	531,452.06	531,452.06
66	WAYNE THOMAS 2022 REFERENDUM	0.00	0.00	113,841.70	113,841.70
67	SHERWOOD 2022 REFERENDUM WORK	0.00	0.00	952,159.16	952,159.16
99	ACTIVITY FUND	1,498.47	0.00	0.00	1,498.47

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
2002151	MAPLE SCHOOL	02/17/2026	020826	SOLO ENSEMBLE/EW	202600108	840.00	840.00
99L000	9003 0000 00 000000		EDGEWOOD EVENTS/NS			840.00	
				1 Computer	Check(s) For a Total of		840.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	840.00
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	840.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	840.00

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
99	ACTIVITY FUND	840.00	0.00	0.00	840.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1034356	ECS MIDWEST LLC	02/17/2026	2133435	ENGINEERING SERVICES AT BRAESIDE; WEEK ENDING 1/3/26. OKAY TO PAY.	2202600871	892.50	892.50
65E200	2540 5000 95 000000			BRAESIDE 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI		892.50	
1034357	MOBILE ACADEMICS, INC	02/17/2026	MN_00171	SPECIAL ED PURCHASED SERVICES - INVOICE #MN 00276 - OUTSIDE TUTORING	2122600460	195.00	487.50
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		195.00	
			MN_00276	SPECIAL ED PURCHASED SERVICES - INVOICE #MN 00276 - OUTSIDE TUTORING	2122600460	292.50	
10E200	1200 3000 38 000000			EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV		292.50	
1034358	PHOENIX CONSULTING SERVICES GR	02/17/2026	0226-02	FLOOR TILE TESTING IN THE AUDITORIUM. OKAY TO PAY.	2202600870	450.00	450.00
20E030	2540 3237 34 000000			OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./		450.00	
			3	Computer	Check(s) For a Total of		1,830.00

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	3	Computer	Checks For a Total of	1,830.00
Total For	3	Manual, Wire Tran, ACH & Computer	Checks	1,830.00
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,830.00

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION FUND	0.00	0.00	487.50	487.50
20	OPERATIONS & MAINTENANCE FUND	0.00	0.00	450.00	450.00
65	BRAESIDE 2022 REFERENDUM WORK	0.00	0.00	892.50	892.50

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
1034359	ORGANICLIFE, LLC	02/17/2026	1136020708283	Breakfast and Lunch Programs, Credit for commodities for the month of January 2026	2502600221	98,482.93	105,820.93
15E200	2560 3000 41 000000			FOOD SERVICE/DISTRICT WIDE/FOOD SERVICE/PURCHASED SERVI		98,482.93	
			1136020708284	Box Lunches January 2026 invoice 1136020708284	2502600222	6,216.90	
10E200	2560 3000 41 000000			EDUCATION FUND/DISTRICT WIDE/FOOD SERVICE/PURCHASED SER		6,216.90	
			1136020708285	Special Milk Program	2502600220	561.66	
10E200	2560 3000 41 000000			EDUCATION FUND/DISTRICT WIDE/FOOD SERVICE/PURCHASED SER		561.66	
			1136020708287	Breakfast items for IL state schools invoice 1136020708287	2502600223	559.44	
10E200	2560 4000 50 000000			EDUCATION FUND/DISTRICT WIDE/FOOD SERVICE/SUPPLIES AND		559.44	
				1 Computer			
				Check(s) For a Total of			105,820.93

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	1	Computer	Checks For a Total of	105,820.93
Total For	1	Manual, Wire Tran, ACH & Computer	Checks	105,820.93
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	105,820.93

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	EDUCATION FUND	0.00	0.00	7,338.00	7,338.00
15	FOOD SERVICE	0.00	0.00	98,482.93	98,482.93

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REPORT SPECIFICATIONS

DISTRIC: NORTH SHORE SCHOOL DISTRICT 112  
REPORT TITLE:  
PROGRAM NAME: fin/3apcci12. TIME: 11:05:47 AM  
COPIES: 1 LPI: 6  
RUN ON SERVER: yes CREATE ASCII FILE: NO

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Begin Date: 12/01/2025

Through Date: 12/31/2025

Page Break: no

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
Individual Learning1	12/10/2025	Credit for membership fee	ANNUAL FEES	-35.00
			Total Credit Card Amount	-35.00
Jessica Dubois	12/22/2025	IASPA CONFERENC FEE FOR JD	IN ILLINOIS ASSOCIATI	400.00
	12/15/2025	STAFF RECOGNITION GIFTS PURCHASED FROM YETI	YETI 1-833-225-9384	201.84
	12/12/2025	DOCU SIGN SUBSCRIPTION	DOCHUB.COM/BILL	59.88
	12/12/2025	EFMLA ANNUAL RENEWAL	"EFMLA, INC."	1,695.00
	12/12/2025	SNACKS FOR NEW STAFF MTG PURCHASED FROM JEWEL	JEWEL OSCO 3459	36.24
			Total Credit Card Amount	2,392.96
Enrique Castro	12/12/2025	CREDIT FOR CHELSEY NOT BEING ABLE TO ATTEND THE CONFERENCE	SQ NATIONAL ASSOCIATI	-445.00
	12/04/2025	RONALD MCDONALD CARE MOBILE VISIT LUNCH	JIMMY JOHNS 1032	31.45
			Total Credit Card Amount	-413.55
Leah Kimmelman	12/19/2025	DISTRICT OFFICE HOLIDAY PARTY LUNCH 12/18	LOU MALNATIS PIZZERIA	670.20
	12/18/2025	ELA REFUGEE NOVELS	SCHOLASTIC EDUCATION	890.06
	12/18/2025	DISTRICT HOLIDAY PARTY SODA	TARGET.COM	34.78
	12/15/2025	CLG COHORT LUNCH	BUFFO S	434.73
	12/15/2025	UFLI ELA BOOKS	VENTRIS LE VENTRIS LE	752.50
	12/08/2025	PACE LUNCH MEETING	BUFFO S	93.08
	12/08/2025	CREDIT FOR LA COSECHA CANCELLATION	IN DUAL LANGUAGE EDUC	-475.00
	12/03/2025	TROPHIES FOR IT CHESS CLUB FOUNDATION GRANT	IN CROWN TROPHY	263.20
			Total Credit Card Amount	2,663.55
Audrey Schulman	12/16/2025	ED RED LEGISLATIVE DINNER-SCHROEDER & FISHMAN	TICKETS 2026 ANNUA	220.78
	12/10/2025	HOTEL FINAL PAYMENT JOINT ANNUAL CONFERENCE	HYATT REG CHICAGO EVNT	1,691.17
	12/08/2025	LUNCH -WIG PRESENTATIONS	TST CLUCKERS CHARCOAL	123.93
	12/03/2025	LUNCH 440 MEETING	BUFFO S	31.96
			Total Credit Card Amount	2,067.84
Javier Arriagal	12/09/2025	GORILLA TAPE, USB CABLE, BIT HOLDER SET, SCRUBBER,D ALUM POL	MUTUAL ACE HARDWARE &	98.47
	12/08/2025	AH LITHIUM BATTERY, WINDSHIELD WASH, TUBE CUTTER SET,	THE HOME DEPOT #1926	323.48
	12/05/2025	HOT HANDS, GLOVES, CLAW HAMMER, MARKER, RATCHET, PENLIGHT	THE HOME DEPOT #1926	312.32
			Total Credit Card Amount	734.27
Michael Lubelfeld	12/09/2025	AIRFARE NATIONAL CONF EDUCATION-LUBELFELD	AMERICAN 0012296526279	313.96
	12/08/2025	TRAVEL INSURANCE DMG CONFERENCE - LUBELFELD	ALLIANZ TRAVEL INS	26.60
	12/08/2025	TRAVEL INSURANCE NATIONAL CONF EDUCATION-LUBELFELD	ALLIANZ TRAVEL INS	27.48
	12/08/2025	AIRFARE DMG CONFERENCE - LUBELFELD	AMERICAN 0010639428439	24.67

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
	12/08/2025	AIRFARE DMG CONFERENCE - LUBELFELD	AMERICAN 0012296201232	279.97
	12/05/2025	AI TOOL - LUBELFELD	LATIMER	10.00
			Total Credit Card Amount	682.68
Northwood Middle1	12/16/2025	TREATS PURCHASED FOR COACHES THANK YOU GIFTS/NM/NW	TARGET 00008334	54.62
	12/15/2025	DONUTS PURCHASED FOR JUDGES IN DANCE EVENT/NM/NW	DD/BR #306437	57.34
	12/11/2025	INGREDIENTS FOR COOKING CLUB ACTIVITY/AF/NW	JEWEL OSCO 3459	56.48
	12/10/2025	PAYMENT FOR FRAM STUDENT GOING TO DR 2026/SH/NW	EF EDUCATION FIRST	331.00
	12/08/2025	DONUTS PURCHASED FOR MEMBERS OF NO PLACE FOR HATE/MT/NW	DD/BR #306048	33.98
	12/08/2025	DONUTS PURCHASED FOR ADVISORY BEAN WINNERS/GM/NW	DD/BR #306048	129.63
	12/05/2025	RETURNED ITEMS FROM FALL PLAY/HG/NW	MICHAELS STORES 3849	-19.28
	12/04/2025	MATH TEST PROF DEVELOPMENT OPPORTUNITY/AD/NW	MAA	150.00
	12/04/2025	BREAKFAST FOR HUSKY OF THE MONTH STUDENTS AND FAMILY/AG/NW	TST PLENTY OF HUEVOS	530.00
			Total Credit Card Amount	1,323.77
Dante Gates	12/19/2025	STOPPERS, BATTERIES	THE HOME DEPOT #1926	28.12
	12/02/2025	CAR MOUNT FOR MOBILE PHONES	BESTBUYCOM807116925416	13.49
	12/02/2025	MOUNT FOR MOBILE PHONES	BESTBUYCOM807116925416	23.99
	12/02/2025	WIRELESS MOUSE, USB. CHARGER	BESTBUYCOM807116925416	47.98
			Total Credit Card Amount	113.58
Rachel Filippi4	12/19/2025	IASPA VIRTUAL JOB FAIRS	IASPA.ORG	1,575.00
	12/18/2025	LUNCH PURCHASED FOR ONBOARDING MTG	HAPPY SUSHI	50.96
	12/18/2025	IASPA CONFERENCE REGISTRATION FEE	ILLINOIS ASSOCIATION O	400.00
	12/17/2025	IASPA MEMBERSHIP DUES FOR MR	ILLINOIS ASSOCIATION O	150.00
	12/02/2025	PAID FOR TIP UBER FOR EMPLOYEE FROM OT TO HOME	UBER TRIP	9.89
	12/02/2025	PAID FOR UBER FOR EMPLOYEE FROM OT TO HOME	UBER TRIP	58.80
			Total Credit Card Amount	2,244.65
James Bock1	12/23/2025	BUS DRIVER HOLIDAY PARTY	TACOS EL NORTE HIGHWOO	1,024.75
	12/22/2025	ON-SITE EXAMINATION OF MURAL AT BRAESIDE	SQ RESTORATION DIVISI	270.00
	12/15/2025	BUS DRIVER HOLIDAY PARTY	TACOS EL NORTE HIGHWOO	824.75
	12/11/2025	SHIPPING AND HANDLING CHARGES	SOUTHSIDE CONTROL SUPP	25.00
	12/11/2025	HAND HELD ACTUATOR PROGRAMMER	SOUTHSIDE CONTROL SUPP	656.76
	12/05/2025	HOLIDAY GIFTS FOR OPS EMPLOYEES	PY ULTIMATE SCREEN PR	1,579.00
	12/01/2025	BUS DRIVER HOLIDAY PARTY	TACOS EL NORTE HIGHWOO	87.90
			Total Credit Card Amount	4,468.16
Ben Finfer	12/22/2025	POSTAGE PAID FOR WINTER MAILER	VISOGRAPHIC INC	3,528.93

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
	12/10/2025	ANNUAL MEMBERSHIP NSPRA	FSP NAT SCHOOL PUBLIC	324.45
			Total Credit Card Amount	3,853.38
Jeremy Davis	12/08/2025	NEWSPAPER PUBLICATION FOR THE ASA/TRUTH IN TAXATION NOTICE	TRIBUNE PUBLISHING COM	1,638.00
	12/02/2025	CERTIFICATE OF EXCELLENCE- ASBO AWARD	ASBO	1,275.00
			Total Credit Card Amount	2,913.00
Javier Herrera	12/31/2025	DUAL POWER FLASHLIGHT, GORILLA GRIP GLOVES	THE HOME DEPOT #1926	49.85
	12/19/2025	FITTINGS, P-TRAP SOLVENT	THE HOME DEPOT #1926	58.76
			Total Credit Card Amount	108.61
Solveig Jurmu	12/03/2025	ACTIVE THREAT INTEGRATED RESPONSE CONFERENCE	KALAHARI RESORT - WI	98.00
			Total Credit Card Amount	98.00
William Kaplan2	12/31/2025	TRIFOLDS PURCHASED FOR ELA WAX MUSEUM/JM/NW	DOLLAR TREE	57.50
	12/22/2025	PAYMENT FOR WATER FILTRATION SYSTEM ON 2ND FLOOR/JS/NW	PRIMO BRANDS/WATERSERV	67.69
	12/19/2025	ORANGE FROG ACTIVITY FOR STAFF ICE CREAM BAR/WK/NW	MARIANOS #542	130.78
	12/17/2025	PURCHASE OF ITEMS FOR DEC ORANGE FROG TEACHER RAFFEL/AG/NW	KIRKLAND'S #1031	50.54
	12/10/2025	ITEMS PURCHASED FOR NGB FOR ACTIVITY/EH/NW	SAMSClub #6228	98.60
	12/08/2025	TRIFOLDS PURCHASED FOR ELA WAX MUSEUM/JM/NW	DOLLAR TREE	55.00
	12/08/2025	TRIFOLDS PURCHASED FOR ELA WAX MUSEUM/JM/NW	DOLLARTREE	7.50
	12/08/2025	JUICE PURCHASED FOR HUSKY OF THE MONTH BREAKFAST/AG/NW	TARGET 00008805	11.97
	12/03/2025	TRIFOLDS PURCHASED FOR ELA WAX MUSEUM/JM/NW	DOLLAR TREE	8.75
	12/02/2025	TRIFOLDS PURCHASED FOR ELA WAX MUSEUM/JM/NW	DOLLAR TREE	23.75
	12/01/2025	DONUTS PURCHASED FOR WINNING ADVISORY FOR NPFH/MT/NW	DD/BR #306048	94.94
			Total Credit Card Amount	607.02
Edgewood School3	12/19/2025	EDGEWOOD SCHOOL	LOU MALNATI'S PIZZERIA	76.35
	12/10/2025	ESARAH GLAZIER PURCHASED CICO REWARDS FOR THE 25-26. PURCHAS	CVS/PHARMACY #04787	12.35
	12/10/2025	BRIDGET FARRELL PURCHASED T-SHIRTS FOR THE ROBOTICS CLUB COM	FSP AMERICAN OUTFITTER	221.85
	12/09/2025	MADDIE HENDERSON PURCHASED DINNER FOR THE REFEREES AND STAFF	JIMMY JOHNS - 1032 - E	80.03
	12/05/2025	EMMA HOMER AND ARIELLE FEINBERG PURCHASED THE SSB PRIZES FOR	TARGET 00011684	174.92
	12/02/2025	ALLISON RIORDAN PURCHASED PLAYSRIPTS RIGHTS TO FORTHCOMING	BROADWAY LICENSING	506.16
	12/02/2025	This transaction was not supposed to be charged to the schoo	DD DOORDASHDASHPASS	9.99
			Total Credit Card Amount	1,081.65
Michael Rodrigo	12/02/2025	REFUND FOR PARKING CANCELLATION	SPOTHERO 844-356-8054	-118.44
			Total Credit Card Amount	-118.44

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
Anthony Candela2	12/18/2025	clenaers for tiger mascot	ELM PLACE TAILORS AND	25.00
	12/18/2025	food for staff meeting	MCDONALD'S F1369	272.45
	12/17/2025	subscription to trivia app	TRIVIAMAKER APP	39.99
	12/17/2025	holiday card	WALGREENS #5045	139.32
	12/15/2025	donuts for staff	DUNKIN #352356	18.52
	12/15/2025	drinks for staff	STARBUCKS STORE 02543	23.33
	12/10/2025	cookies for staff gift	DEERFIELDS CS	381.50
	12/09/2025	labels for badges (verkada)	BROTHER INTERNATIONAL	136.06
	12/04/2025	art supplies for enrichment club	SP THE WOOBLES	1,115.10
	12/03/2025	food for staff	DD MICHAELSGRILLSA	40.81
	12/03/2025	lamination paper	GBC ARDEN STUDIO	187.60
			Total Credit Card Amount	2,379.68
Accounts Payable1	12/24/2025	Service to send checks to vendors.	FEDEX509389135	181.78
			Total Credit Card Amount	181.78
Juan Arriaga	12/15/2025	TOILET SEAT, ADJUSTBLE WRENCH	THE HOME DEPOT #1926	43.95
	12/10/2025	GE SUPREME SIL W&D CLEAR	THE HOME DEPOT #1926	27.16
	12/09/2025	SHIPPING CHARGES	THE UPS STORE 1714	14.14
			Total Credit Card Amount	85.25
Jenny Lagunas	12/29/2025	LUNCH	TST TAQUERIA INVICTO -	14.06
	12/24/2025	STAFF MEETING/BIRTHDAYS	DEERFIELDS CS	114.47
	12/17/2025	STAFF BREAKFAST	CHICAGO BAGEL & BIALY	206.45
	12/17/2025	PLATICAS PARENT MEETING	DOMINOS 2765	58.47
	12/17/2025	STAFF BREAKFAST	WHOLEFDS DRF 10116	42.58
	12/03/2025	MATH NIGHT	DOMINOS 2765	337.49
	12/02/2025	Staff meeting birthday celebrations	TST NOTHING BUNDT CAK	37.17
			Total Credit Card Amount	810.69
Anthony Swope	12/19/2025	ANTHONY SWOPE PURCHASED DINNER FOR NIGHT CREW STAFF. THIS WA	TST LOU MALNATI'S - H	6.00
	12/17/2025	ANTHONY SWOPEREBECCA HANSEN PURCHASED DONUTS FOR THE EAGLE O	DUNKIN #352356	47.93
	12/16/2025	ANTHONY SWOPE AND ADMIN TEAM MADE HOLIDAY CARDS FOR THE STAF	WALGREENS #5428	105.81
			Total Credit Card Amount	159.74
Nicole Rodrigo	12/15/2025	EC AND K-5 WINTER BREAK CELEBRATIONS	SAMSLUB #6339	31.88
	12/15/2025	EC TEAM BUILDING 12/18/25	WM SUPERCENTER #5060	196.54
	12/04/2025	EC POSTAGE FOR POSTCARDS	USPS PO 1636120040	61.00
			Total Credit Card Amount	289.42

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
Individual Learning	12/09/2025	Credit for membership fee	ANNUAL FEES	-35.00
			Total Credit Card Amount	-35.00
Andres Velasquez	12/31/2025	MAGNETIC SCREWDRIVER	THE HOME DEPOT #1926	23.97
	12/26/2025	MAGNETIC FLASHLIGHT, DUSTING BRUSH, NOZZLE, GLOVE, VAC	THE HOME DEPOT #1926	210.34
	12/10/2025	MATERIALS AND SUPPLIES FOR WT	LOWES #02728	304.03
	12/08/2025	PENETRATING OIL FOR SALT TRUCK	MUTUAL ACE HARDWARE &	40.47
	12/05/2025	ALL PURPOSE ADHESIVE, GLOVE	CRAFTWOOD LUMBER & HAR	48.48
			Total Credit Card Amount	627.29
Arielle Gleicher	12/19/2025	WT / Michaels Grill / Meeting	DD MICHAELSGRILLSA	140.51
	12/18/2025	WT / Dominos / Spirit Squad	DOMINOS 2765	40.47
	12/16/2025	WT / Target / Staff Meeting	TARGET.COM	20.14
	12/15/2025	WT / FTD / Sympathy Staff	FTD FTD.COM	85.51
	12/15/2025	WT / Goodies / Celebration	GOODIES	141.71
	12/15/2025	WT- will be a receiving a credit	TARGET.COM	10.00
	12/15/2025	WT / Target / Staff Meeting	TARGET.COM	7.30
	12/15/2025	WT / Target / Staff Meeting	TARGET.COM	194.72
	12/12/2025	WT / FTD / Sympathy Staff	FTD FTD.COM	91.78
	12/11/2025	WT / Baked by Melissa / Staff Holiday	SP BAKED BY MELISSA	221.69
	12/08/2025	WT / Big Frog / Staff Shirts	BIG FROG - CHICAGO NOR	898.86
	12/02/2025	WT / Target / Staff Meeting	TARGET 00008656	159.92
			Total Credit Card Amount	2,012.61
Jamie Kahn1	12/24/2025	spirit club items- tax refund	TARGET.COM	-2.88
	12/18/2025	spirit club items	TARGET.COM	38.88
	12/10/2025	Staff Holiday Party Food	TST JERUSALEM STREET F	317.24
			Total Credit Card Amount	353.24
Red Oak Principal	12/17/2025	SNACKS FOR LOW-INCOME STUDENTS	"SUNSET FOOD MART, INC."	78.09
	12/16/2025	5th Grade books for the class	BARNES&NOBLE PAPERSOUR	93.15
	12/15/2025	BOX DAY HELPERS	DUNKIN #352356	46.85
	12/15/2025	BOX DAY	THE HOME DEPOT #1926	408.74
	12/12/2025	5th Grade books for the class	BARNES&NOBLE PAPERSOUR	23.29
	12/12/2025	BOX DAY HELPERS	DUNKIN #352356	215.72
	12/12/2025	T-SHIRTS FOR ROBOTICS COMPETITION	PAYPAL OSOCUTECREA	882.53
	12/12/2025	MRS. COTELL MONTHLY SUBSCRIPTION	SP THE SECRET STORIES	14.99
	12/11/2025	5th Grade books for the class	BARNES&NOBLE PAPERSOUR	33.82
	12/11/2025	MRS. LICHTER MANUAL	VENTRIS LE VENTRIS LE	97.21

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
	12/10/2025	SNACKS FOR THE LOW-INCOME STUDENTS-DELIVERY CHARGE	"SUNSET FOOD MART, INC."	15.00
	12/10/2025	SNACKS FOR THE LOW-INCOME STUDENTS	"SUNSET FOOD MART, INC."	105.29
	12/05/2025	SNACKS FOR LOW-INCOME STUDENTS	"SUNSET FOOD MART, INC."	76.05
	12/02/2025	SNACKS FOR THE LOW-INCOME STUDENTS	"SUNSET FOOD MART, INC."	65.77
			Total Credit Card Amount	2,156.50
Ravinia Principal	12/15/2025	STAFF TRAINING ACTIVITY	WAL-MART #1404	32.48
	12/10/2025	STAFF WINTER SWAG	PY ULTIMATE SCREEN PR	2,397.00
	12/08/2025	STAFF PD ACTIVITY	WAL-MART #1404	72.03
	12/04/2025	ROBOTICS SHIRTS	PY ULTIMATE SCREEN PR	548.25
			Total Credit Card Amount	3,049.76
Technology	12/30/2025	INTERNET BG WAREHOUSE	COMCAST / XFINITY	240.19
	12/24/2025	INTERNET VITI BLDG	COMCAST / XFINITY	440.42
	12/19/2025	iCLOUD MONTHLY FEE	APPLE.COM/BILL	2.99
	12/17/2025	COSN CONFERENCE MPRINS	COSN	899.00
	12/17/2025	COSN CONFERENCE JWICKHAM	COSN	899.00
	12/17/2025	IASBO DISTRICT MEMBERSHIP	ILLINOIS ASSOCIATION O	340.00
	12/15/2025	IDEACON REGISTRATION CGREENWOOD	IDEACON ILLINOIS DIGI	25.00
	12/15/2025	REGISTRATON FEE JWICKHAM	IDEACON ILLINOIS DIGI	25.00
	12/15/2025	MONTHLY FEE	OPENAI CHATGPT SUBSCR	20.00
	12/09/2025	MONTHLY FEE	ASANA.COM	228.67
	12/05/2025	INTERNET OPS BLDG	COMCAST / XFINITY	161.55
	12/03/2025	MONTHLY FEE	AMAZON WEB SERVICES	35.19
	12/02/2025	MONTHLY FEE	DMARC DIGESTS	10.00
	12/01/2025	INTERNET BG WAREHOUSE	COMCAST / XFINITY	236.95
			Total Credit Card Amount	3,563.96
Personnel	12/23/2025	Refund for K. Parker's IASPA conference registration	ILLINOIS ASSOCIATION O	-400.00
	12/19/2025	BOARD MTHG TRIP MS	UNITED 01623575649485	439.94
	12/18/2025	CONFERENCE FEE	ILLINOIS ASSOCIATION O	500.00
	12/15/2025	AASPA RENEWAL	IN AMERICAN ASSOC OF	275.00
	12/12/2025	PRINCIPAL CHECK IN DINNER	TST BACKYARD GRILL	53.94
	12/08/2025	BOARD MTG TRIP	UNITED 01623546258611	327.97
			Total Credit Card Amount	1,196.85
Holly Colin2	12/23/2025	IDEA SUPPLEMENTAL RESOURCES - UFLI MATERIALS	VENTRIS LE VENTRIS LE	1,128.75
	12/22/2025	SPECIAL ED SUPPLIES	STARBUCKS	47.58
	12/22/2025	SPECIAL ED SUPPLIES	STARBUCKS	64.53

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
	12/22/2025	SPEED TRAVEL - R.WAXMAN	UNITED 01623577785966	325.04
	12/19/2025	SPECIAL ED SUPPLIES	BP#8934507HIGHLAND QPS	19.18
	12/19/2025	SPECIAL ED SUPPLIES - ASSISTIVE TECH	SP KEYGUARD AT	119.52
	12/19/2025	SPECIAL ED SUPPLIES	STARBUCKS 8007827282	54.61
	12/18/2025	SPECIAL ED SUPPLIES	TST MICHAELS GRILL & S	15.24
	12/17/2025	SPECIAL ED SUPPLIES	TST MICHAELS GRILL & S	134.77
	12/11/2025	IDEA PROF DEV - R.WAXMAN	UNITED 01623554067063	307.96
	12/10/2025	IDEA PROFESSIONAL DEVELOPMENT - RWAXMAN	TRAVEL GUARD GROUP INC	20.76
			Total Credit Card Amount	2,237.94
Kevin Saunders	12/19/2025	Staff Appreciation - Hot Chocolate	DD/BR #336980	203.71
	12/18/2025	Staff Meeting Snacks	JEWEL OSCO 3459	232.06
	12/18/2025	Staff Appreciation before Winter Break	"SUNSET FOOD MART, INC."	532.92
	12/08/2025	Staff Appreciation before Winter Break	TARGET 00011684	109.92
			Total Credit Card Amount	1,078.61
Greg Riley3	12/24/2025	BUS DRIVER HOLIDAY PARTY	JEWEL OSCO 3459	21.98
	12/19/2025	TAPE, DRYWALL SCREWS, ADHESIVE, MILDEW PRIMER, REPAIR PANEL	THE HOME DEPOT #1926	132.97
	12/18/2025	FROSTED FILM	MENARDS 3327	134.94
	12/18/2025	FROSTED FILM, BOWLS, CLEAR CUTLERY, CLEANER	MENARDS LONG GROVE IL	166.18
	12/15/2025	WINDOW FILM APPLICATION KIT	THE HOME DEPOT #1926	15.48
	12/11/2025	SPRING WATER	MENARDS 3327	17.94
	12/09/2025	HAND TRUCK	MUTUAL ACE HARDWARE &	206.99
	12/02/2025	DIABLO CARB RECIP BLADE	CRAFTWOOD LUMBER & HAR	46.99
			Total Credit Card Amount	743.47
Stan Paic3	12/31/2025	GLOVES, GLASSES, LOCK PLUS, VAC HOSE, UTILITY BLADE, POUCH	THE HOME DEPOT #1926	293.19
	12/18/2025	PAINT TAPE, WOOD GLUE, DUCT TAPE, WOOD SHIMS, BIT SET	CRAFTWOOD LUMBER & HAR	100.41
	12/18/2025	GLOVE, BIT, PADDLE SWITCH, HAMMER DRILL IMPACT KIT	THE HOME DEPOT #1926	445.88
	12/17/2025	SCREWS, NUTS, BOLTS, FLAT HEAD SCREWS, DILL BIT	CRAFTWOOD LUMBER & HAR	40.21
	12/17/2025	LARGE ORGANIZER BAG	THE HOME DEPOT #1926	93.94
	12/10/2025	SLOT BIT, IMPACT BIT, SCREWDRIVER, DOWEL PINS	CRAFTWOOD LUMBER & HAR	139.14
	12/09/2025	BIT SET, FILE HANDLE, DUCT TAPE, WASH NEEDLE	CRAFTWOOD LUMBER & HAR	79.84
	12/09/2025	DRILL BIT, WOOD GLUE, IMPACT BIT, DOWEL PINS, SCREWS , NUTS	CRAFTWOOD LUMBER & HAR	82.41
	12/08/2025	WET DRY VAC, DUSTING BRUSH, FLEX HOSE	MUTUAL ACE HARDWARE &	99.87
	12/08/2025	FLEX HOSE SET, BLADE KIT, APPLICATOR, ORGANIZER BAG	THE HOME DEPOT #1926	205.67
			Total Credit Card Amount	1,580.56
Tom Spellman3	12/18/2025	SHOP TOWELS, CAULK TOOL, CAULK	MUTUAL ACE HARDWARE &	20.85

<u>District Card Name</u>	<u>Trans Date</u>	<u>Transaction Description</u>	<u>Where Used</u>	<u>Amount</u>
	12/16/2025	ROOF MELT TABLETS, BASKET STRAINERS, KITCHEN STRAINER	MUTUAL ACE HARDWARE &	67.23
	12/15/2025	BOOT LACE, COILED CABLE, ADAPTER, SCREW SM PAN, RONSON BUTAN	MUTUAL ACE HARDWARE &	58.93
	12/11/2025	CORD PROTECTOR, WAX RING, GFI RECEPTOR, GLOVES	MUTUAL ACE HARDWARE &	78.07
	12/09/2025	ADAPTERS, WASHER, PVC CEMENT, PVC PRIMER, TAILPIECE	CRAFTWOOD LUMBER & HAR	57.87
	12/03/2025	WEATHERSTRIP, GLOVE, FAUCET CONNECTOR, BATTERY, CLEANER	CRAFTWOOD LUMBER & HAR	123.20
			Total Credit Card Amount	406.15
Dan Dal Pnte3	12/22/2025	BIT HOLDER, DIABLO STEP BIT, BATTERY STARTER/CHARGER	CRAFTWOOD LUMBER & HAR	149.47
	12/19/2025	MODULAR THREE DRAWER PACKOUT, CLEANING WIPES, ARMORALL WIPES	THE HOME DEPOT #1926	439.93
	12/12/2025	HOLESAW, ADDRESS PLATE, PENLIGHT, SPADE BIT, ARBOR W/STARTER	MUTUAL ACE HARDWARE &	222.22
	12/12/2025	PENS, LEVER NUT, SPLICING TOOL, POLE	THE HOME DEPOT #1926	99.91
	12/10/2025	SOLDERING STATION, TUBING, SOLDEING TIP SET, SOLDER WIRE	THE HOME DEPOT #1926	183.19
	12/03/2025	SCRUB BRUSH, CONS. JACK, PIPE LOCK, BATTERY PACK	THE HOME DEPOT #1926	316.85
			Total Credit Card Amount	1,411.57
			Grand Total Amount	49,076.20

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

Check Date 01/15/2026

FUND / OBJECT SUMMARY

<u>FUND</u>	<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
10	1000	SALARIES	2,124,639.39
	1160	SUBSTITUTES	4,295.00
	2000	EMPLOYEE BENEFITS	7,200.00
	2110	TEACHERS RETIREMENT	82,484.05
	2310	OTHER BENEFITS	1,805.04
		Fund 10 Total	2,220,423.48
20	1000	SALARIES	63,197.98
		Fund 20 Total	63,197.98
40	1000	SALARIES	4,549.13
		Fund 40 Total	4,549.13
50	2120	IMRF	25,467.19
	2130	FICA	19,378.76
	2140	MEDICARE	30,789.61
		Fund 50 Total	75,635.56
		Summary total	2,363,806.15

OBJECT SUMMARY

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
1000	SALARIES	2,192,386.50
1160	SUBSTITUTES	4,295.00
2000	EMPLOYEE BENEFITS	7,200.00
2110	TEACHERS RETIREMENT	82,484.05
2120	IMRF	25,467.19
2130	FICA	19,378.76

Check Date 01/15/2026

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
2140	MEDICARE	30,789.61
2310	OTHER BENEFITS	1,805.04
	Summary total	2,363,806.15

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

Check Date 01/30/2026

FUND / OBJECT SUMMARY

<u>FUND</u>	<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
10	1000	SALARIES	2,178,269.24
	1160	SUBSTITUTES	12,360.00
	2110	TEACHERS RETIREMENT	46,416.41
	2310	OTHER BENEFITS	1,805.04
		Fund 10 Total	2,238,850.69
20	1000	SALARIES	67,460.13
		Fund 20 Total	67,460.13
40	1000	SALARIES	4,549.13
		Fund 40 Total	4,549.13
50	2120	IMRF	25,615.89
	2130	FICA	20,072.04
	2140	MEDICARE	31,650.30
		Fund 50 Total	77,338.23
		Summary total	2,388,198.18

O B J E C T S U M M A R Y

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
1000	SALARIES	2,250,278.50
1160	SUBSTITUTES	12,360.00
2110	TEACHERS RETIREMENT	46,416.41
2120	IMRF	25,615.89
2130	FICA	20,072.04
2140	MEDICARE	31,650.30
2310	OTHER BENEFITS	1,805.04

Check Date 01/30/2026

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
	Summary total	2,388,198.18

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

**MEMORANDUM**  
**NORTH SHORE SCHOOL DISTRICT 112**

TO: Dr. Michael Lubelfeld, Superintendent of Schools  
Members of the Board of Education

FROM: Mr. Jeremy Davis, Assistant Superintendent of Finance and Operations

RE: **Business Office Monthly Report of Summary Financial Performance Data for January 2026**

Policy Alignment: Policy 4.8 – Accounting and Audits

DATE: February 17, 2026

**1. Investments**

See Treasurer’s Report for month and summary of cash and investments.

**2. Financial Packet**

The Financial Packet for the month of January, 2026, including the following reports, is presented for your review.

- a. Summary reports of Expenditures for the month.
- b. Check Summaries for disbursements processed from the last to the current Board meeting are provided for separate Board approval.

The status of the Education Fund expenses (in \$ millions) are as follows:

TOTAL	SPENT	
<u>BUDGET</u>	<u>YTD</u>	<u>BALANCE</u>
\$78.0	\$38.1	\$39.9

**North Shore School District 112**  
**Summary of Cash & Investments**  
**January 31, 2026**

	<u>Cash &amp; Investments</u> <u>January 31, 2026</u>	<u>% of Total</u>	<u>Cash &amp; Investments</u> <u>December 31, 2025</u>	<u>Monthly Change in</u> <u>Cash &amp; Investments</u>	<u>Cash &amp; Investments</u> <u>January 31, 2025</u>	<u>% of Total</u>	<u>Annual Change in</u> <u>Cash &amp; Investments</u>
<b>10 Education</b>	\$ 92,780,595.61	68%	\$ 98,330,058.51	\$ (5,549,462.90)	\$ 83,165,869.95	49%	\$ 9,614,725.66
<b>20 Operations and Maintenance</b>	\$ 11,451,772.84	8%	\$ 11,981,238.83	\$ (529,465.99)	\$ 11,611,127.93	7%	\$ (159,355.09)
<b>30 Debt Service</b>	\$ 5,941,667.98	4%	\$ 5,924,253.33	\$ 17,414.65	\$ 4,435,765.78	3%	\$ 1,505,902.20
<b>40 Transportation</b>	\$ 3,937,373.03	3%	\$ 3,561,501.34	\$ 375,871.69	\$ 5,117,149.41	3%	\$ (1,179,776.38)
<b>50 Municipal Retirement</b>	\$ 2,457,210.31	2%	\$ 2,485,553.62	\$ (28,343.31)	\$ 3,366,329.07	2%	\$ (909,118.76)
<b>60 Capital Projects</b>	\$ 15,057,444.25	11%	\$ 17,360,091.55	\$ (2,302,647.30)	\$ 60,334,467.58	36%	\$ (45,277,023.33)
<b>70 Working Cash</b>	\$ 4,128,281.93	3%	\$ 4,127,927.70	\$ 354.23	\$ 805,158.79	0%	\$ 3,323,123.14
<b>Total District Funds</b>	<b>\$ 135,754,345.95</b>	<b>100%</b>	<b>\$ 143,770,624.88</b>	<b>\$ (8,016,278.93)</b>	<b>\$ 168,835,868.51</b>	<b>100%</b>	<b>\$ (33,081,522.56)</b>
<b>99 Student Activity</b>	\$ 253,543.51	0%	\$ 253,622.57	\$ (79.06)	\$ 262,065.30	0%	\$ (8,521.79)
<b>Total All Funds</b>	<b>\$ 136,007,889.46</b>	<b>100%</b>	<b>\$ 144,024,247.45</b>	<b>\$ (8,016,357.99)</b>	<b>\$ 169,097,933.81</b>	<b>100%</b>	<b>\$ (33,090,044.35)</b>

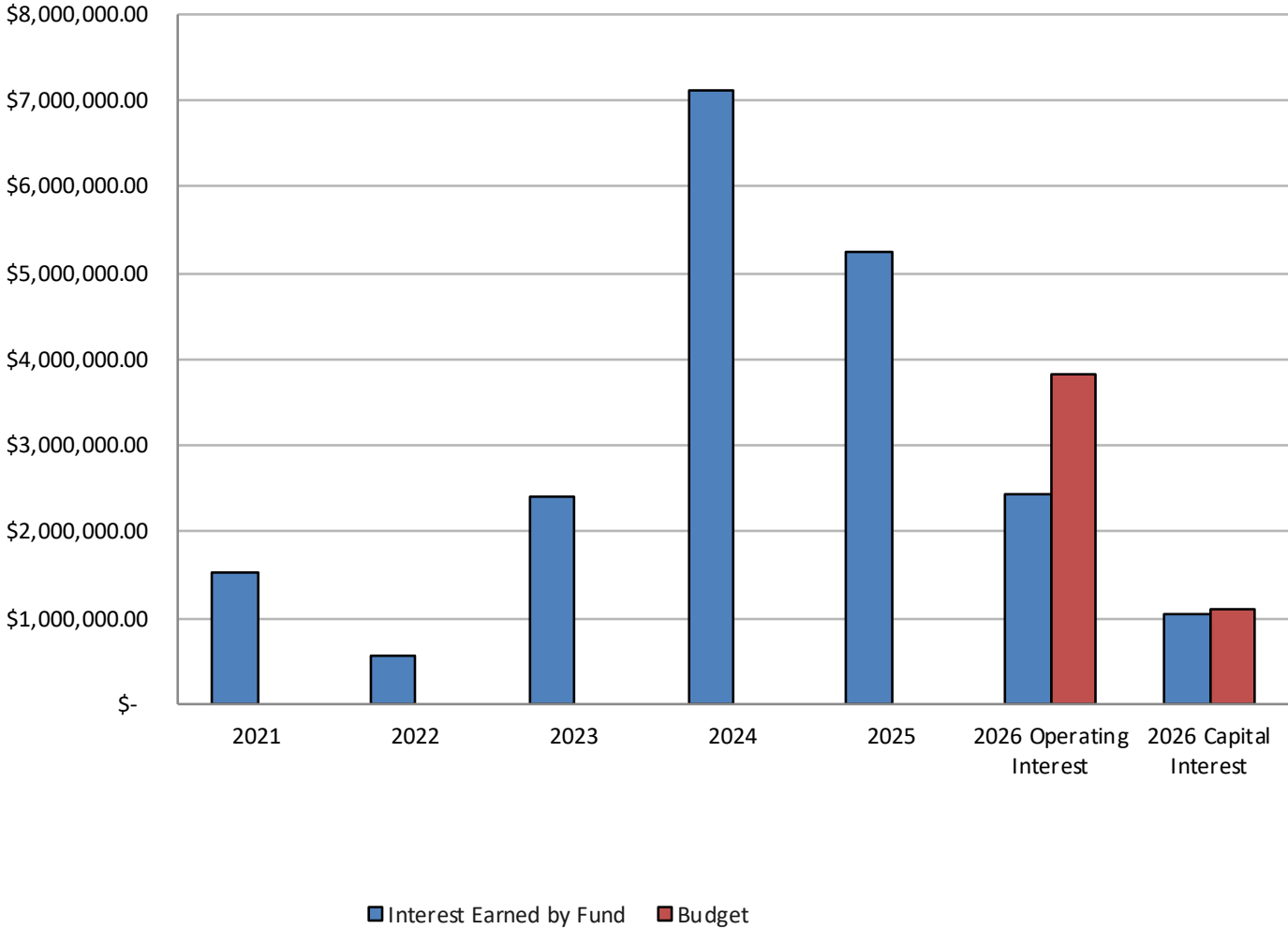
\*\*Please note that the District is reporting cash and investments on a cost basis.

**North Shore School District 112**  
**Fund Balance Summary**  
**January 31, 2026**

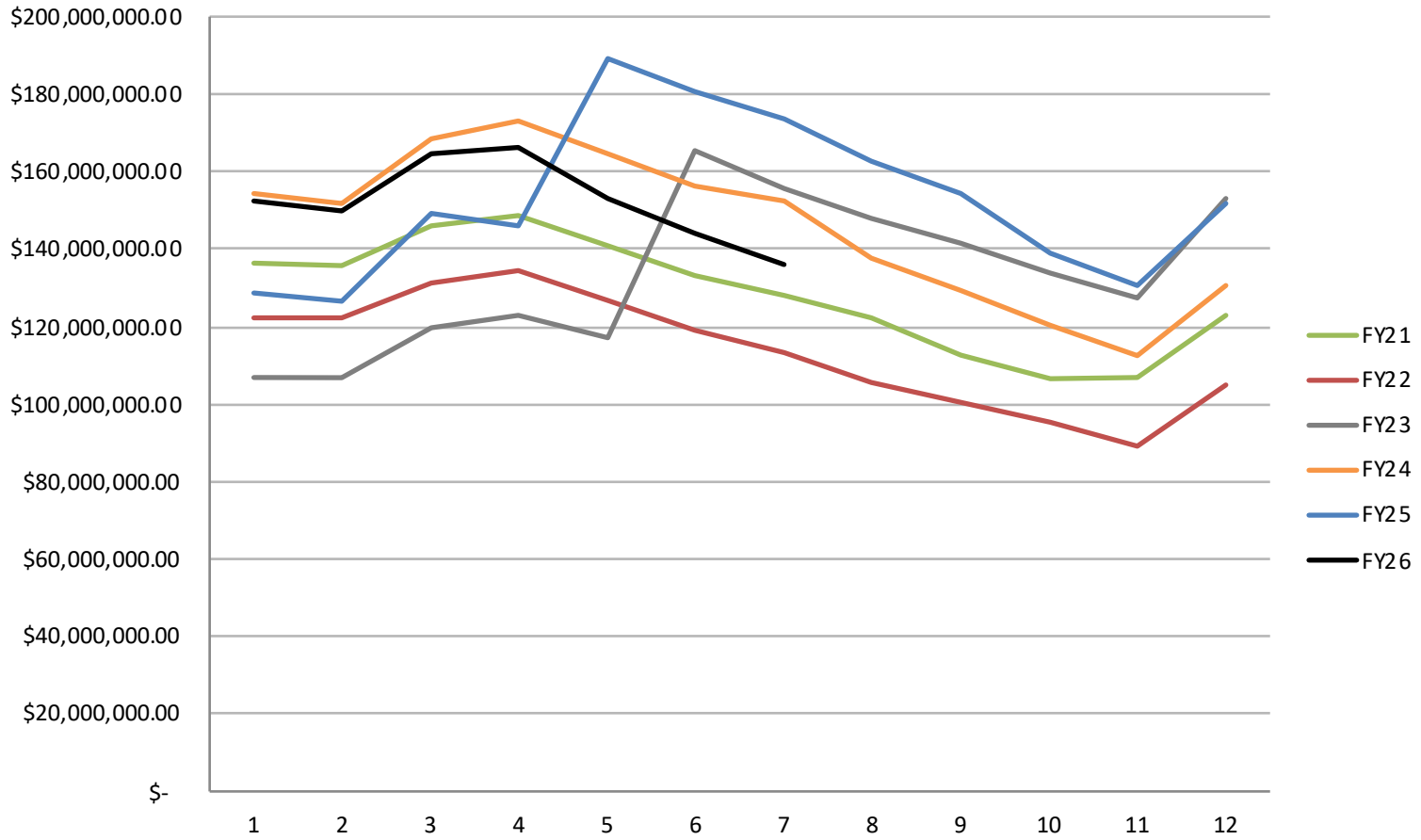
Fund	Audited Fund Balance June 30, 2025	2025-26 Fiscal Year to Date Revenues	2025-26 Fiscal Year to Date Expenditures	Excess / (Deficiency) of Revenues Over Expenditures	2025-26 Other Financing Sources/Uses	Unaudited Fund Balance January 31, 2026
(10) Education	\$ 52,039,115	\$ 78,956,219	\$ 38,058,551	\$ 40,897,668	\$ -	\$ 92,936,783
(15) Food Service	\$ 341,983	\$ 663,534	\$ 482,048	\$ 181,486	\$ -	\$ 523,469
(20) Operations and Maintenance	\$ 7,140,521	\$ 13,338,554	\$ 5,086,291	\$ 8,252,263	\$ (3,867,388)	\$ 11,525,395
(40) Transportation	\$ 479,732	\$ 5,122,467	\$ 1,672,941	\$ 3,449,526	\$ -	\$ 3,929,258
(50) Municipal Retirement	\$ 2,961,366	\$ 420,277	\$ 927,184	\$ (506,907)	\$ -	\$ 2,454,459
(70) Working Cash	\$ 3,906,280	\$ 222,003	\$ -	\$ 222,003	\$ -	\$ 4,128,282
<b>Total Operating Funds</b>	<b>\$ 66,868,996</b>	<b>\$ 98,723,053</b>	<b>\$ 46,227,015</b>	<b>\$ 52,496,039</b>	<b>\$ (3,867,388)</b>	<b>\$ 115,497,647</b>
(30) Debt Service	\$ 568,519	\$ 8,009,686	\$ 6,503,744	\$ 1,505,942	\$ 3,867,388	\$ 5,941,849
(60) Capital Projects	\$ 34,085,810	\$ 1,030,457	\$ 19,419,648	\$ (18,389,190)	\$ -	\$ 15,696,619
<b>Total Non-Operating Funds</b>	<b>\$ 34,654,329</b>	<b>\$ 9,040,143</b>	<b>\$ 25,923,391</b>	<b>\$ (16,883,248)</b>	<b>\$ 3,867,388</b>	<b>\$ 21,638,468</b>
<b>Total All Funds</b>	<b>\$ 101,523,325</b>	<b>\$ 107,763,196</b>	<b>\$ 72,150,406</b>	<b>\$ 35,612,790</b>	<b>\$ -</b>	<b>\$ 137,136,115</b>

\*Please note fund balance is the net of all District assets and liabilities.

# Interest Received



### Cash Balance



North Shore School District 112  
Statement of Revenue, Expenditures and Change in Fund Balance  
Total Governmental Funds by Object  
Fiscal Year to Date through January 31, 2026

	Operating Funds											Total Governmental Funds	
	General Fund		Special Revenue Funds										
	Education, Working Cash & Food Service Funds	% Bud	Operations & Maintenance Fund	% Bud	Transportation Fund	% Bud	Municipal Retirement / Social Security Fund	% Bud	Debt Service Fund	% Bud	Capital Projects Fund	% Bud	
<b>Revenue:</b>													
Local Sources	\$ 76,536,400	100%	\$ 13,338,554	101%	\$ 4,016,422	98%	\$ 420,277	76%	\$ 8,009,686	98%	\$ -		\$ 102,321,339
State Sources	\$ 2,331,069	53%	\$ -		\$ 1,106,045	64%	\$ -		\$ -		\$ -		\$ 3,437,114
Federal Sources	\$ 974,286	43%	\$ -		\$ -		\$ -		\$ -		\$ -		\$ 974,286
2024 Referendum Bond Issuance	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -
2022 & 2024 Referendum Bond Interest	\$ -		\$ -		\$ -		\$ -		\$ -		\$ 1,030,457	94%	\$ 1,030,457
<b>Total Revenue</b>	<b>\$ 79,841,756</b>	<b>96%</b>	<b>\$ 13,338,554</b>	<b>101%</b>	<b>\$ 5,122,467</b>	<b>70%</b>	<b>\$ 420,277</b>	<b>76%</b>	<b>\$ 8,009,686</b>	<b>98%</b>	<b>\$ 1,030,457</b>	<b>94%</b>	<b>\$ 107,763,196</b>
<b>Expenditures:</b>													
Salaries	\$ 23,397,419	45%	\$ 969,876	69%	\$ 63,688	58%	\$ -		\$ -		\$ -		\$ 24,430,983
Employee Benefits	\$ 5,648,992	58%	\$ -		\$ -		\$ 927,184	50%	\$ -		\$ -		\$ 6,576,176
Purchased Services	\$ 5,364,457	64%	\$ 2,825,039	56%	\$ 1,600,342	21%	\$ -		\$ 950	95%	\$ -		\$ 9,790,788
Supplies	\$ 905,879	34%	\$ 910,713	60%	\$ 8,911	1286%	\$ -		\$ -		\$ -		\$ 1,825,503
Capital Outlay	\$ 1,377,978	70%	\$ 380,663	19%	\$ -		\$ -		\$ -		\$ -		\$ 1,758,641
2022 Referendum Capital Outlay	\$ -		\$ -		\$ -		\$ -		\$ -		\$ 19,419,648	44%	\$ 19,419,648
Debt Service Payment	\$ -		\$ -		\$ -		\$ -		\$ 6,502,794	55%	\$ -		\$ 6,502,794
Other	\$ 1,845,874	15%	\$ -		\$ -		\$ -		\$ -		\$ -		\$ 1,845,874
<b>Total Expenditures</b>	<b>\$ 38,540,599</b>	<b>44%</b>	<b>\$ 5,086,291</b>	<b>36%</b>	<b>\$ 1,672,941</b>	<b>22%</b>	<b>\$ 927,184</b>	<b>50%</b>	<b>\$ 6,503,744</b>	<b>55%</b>	<b>\$ 19,419,648</b>	<b>44%</b>	<b>\$ 72,150,406</b>
Excess (Deficiency) of Revenue over (under) Expenditures	\$ 41,301,157		\$ 8,252,263		\$ 3,449,526		\$ (506,907)		\$ 1,505,942		\$ (18,389,190)		\$ 35,612,790
<b>Other Financing Sources/(Uses):</b>													
Other Sources of Funds									\$ 3,867,388				\$ 3,867,388
Other Uses of Funds			\$ (3,867,388)										\$ (3,867,388)
<b>Total Sources/(Uses)</b>	<b>\$ -</b>		<b>\$ (3,867,388)</b>		<b>\$ -</b>		<b>\$ -</b>		<b>\$ 3,867,388</b>		<b>\$ -</b>		<b>\$ -</b>
Change in Fund Balance	\$ 41,301,157		\$ 4,384,875		\$ 3,449,526		\$ (506,907)		\$ 5,373,330		\$ (18,389,190)		\$ 35,612,790
Beginning Fund Balance as of 6/30/25	\$ 56,287,377		\$ 7,140,521		\$ 479,732		\$ 2,961,366		\$ 568,519		\$ 34,085,810		\$ 101,523,325
Ending Fund Balance as of 1/31/26	\$ 97,065,065		\$ 11,525,395		\$ 3,929,258		\$ 2,454,459		\$ 5,941,849		\$ 15,696,619		\$ 137,136,115

**Northshore School District 112**  
**Cash and Investments**  
**January 31, 2026**

	<u>Account Balance</u>	<u>% of Total</u>
<b>Petty Cash</b>		
Statement Balance	\$ 643.67	
Less: Outstanding Checks	\$ -	
Plus Deposits in Transit	\$ -	
Adjusted	<u>\$ 643.67</u>	<b>0.00%</b>
<b>PMA 1030</b>		
Statement Balance	\$ 11,439,782.91	
Less: Outstanding Checks and transfers	\$ (516,139.35)	
Plus Deposits in Transit and transfers	\$ -	
Other Transactions	\$ 33,155.54	
Adjusted	<u>\$ 10,956,799.10</u>	<b>8.06%</b>
<b>PMA 1033 ST Investments</b>		
Statement Balance	\$ 65,274,720.40	
Less: Outstanding Checks	\$ -	
Plus Deposits in Transit	\$ -	
Adjusted	<u>\$ 65,274,720.40</u>	<b>47.99%</b>
<b>PMA 1034 LT Cash</b>		
Statement Balance	\$ 3,979,361.36	
Less: Outstanding Checks	\$ -	
Plus Deposits in Transit	\$ -	
Adjusted	<u>\$ 3,979,361.36</u>	<b>2.93%</b>
<b>PMA 1047 LT Investments</b>		
Statement Balance	\$ 23,552,493.26	
Less: Outstanding Checks	\$ -	
Plus Deposits in Transit	\$ -	
Adjusted	<u>\$ 23,552,493.26</u>	<b>17.32%</b>
<b>PMA Flex 1048</b>		
Statement Balance	\$ 471,107.53	
Less: Outstanding Checks	\$ -	
Plus Deposits in Transit	\$ -	
Adjusted	<u>\$ 471,107.53</u>	<b>0.35%</b>
<b>PMA Stud Activity Account</b>		
Statement Balance	\$ 366,414.87	
Less: Outstanding Checks	\$ (1,661.92)	
Plus Deposits in Transit	\$ 2,354.99	
Adjusted	<u>\$ 367,107.94</u>	<b>0.27%</b>

<b>PMA 1059 Referendum</b>		
Statement Balance	\$ 10,255,965.62	
Less: Outstanding Checks (Transfer)	\$ -	
Plus Deposits in Transit	\$ -	
Adjusted	<u>\$ 10,255,965.62</u>	7.54%
<b>PMA 1005 Food Service</b>		
Statement Balance	\$ 3,617,488.38	
Less: Outstanding Checks (Transfer)	\$ -	
Plus Deposits in Transit	\$ (2,354.99)	
Adjusted	<u>\$ 3,615,133.39</u>	2.66%
<b>Fifth Third Bank 1024</b>		
Statement Balance	\$ 10,339,906.90	
Unrealized (gain)/loss	\$ (76,333.22)	
(Increase)/decrease in investment cost value	\$ 2,386.32	
Adjusted	<u>\$ 10,265,960.00</u>	7.55%
<b>JP Morgan Investments 1051</b>		
Statement Balance	\$ 7,251,289.93	
Unrealized (gain)/loss	\$ (100,080.47)	
Accrued Interest	\$ -	
(Increase)/decrease in investment cost value	\$ -	
Adjusted	<u>\$ 7,151,209.46</u>	5.26%
<b>Fifth Third Bank WC 1055</b>		
Statement Balance	\$ 117,387.73	
Unrealized (gain)/loss	\$ -	
(Increase)/decrease in investment cost value	\$ -	
Adjusted	<u>\$ 117,387.73</u>	0.09%
<b>Total Cash and Investments</b>	<b>\$ 136,007,889.46</b>	<b>100.00%</b>

**North Shore School District 112  
Summary of Referendum Projects  
January 31, 2026**

	Indian Trail	Ravinia	Sherwood	Braeside
Overall Budget:	\$ 25,649,564	\$ 41,088,402	\$ 33,811,034	\$ 31,299,116
Plus: Identified Over-Runs/(Savings)	\$ (470,033)	\$ 38,748	\$ (732,463)	\$ 706,392
Minus: Bills Paid	\$ 24,822,610	\$ 41,629,014	\$ 18,350,825	\$ 5,998,463
Items Paid By Fund 20	\$ 310,495	\$ -	\$ -	\$ -
<b>Remaining Balance To Be Spent</b>	<b>\$ 986,491</b>	<b>\$ (579,360)</b>	<b>\$ 16,192,672</b>	<b>\$ 24,594,261</b>

\*This data is as of inception of project, which includes FY23, FY24 and FY25.



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**NORTH SHORE**  
SCHOOL DISTRICT 112

Date: February 17, 2026  
To: Members of the Board of Education  
From: Dr. Michael Lubelfeld, Superintendent of Schools  
Subject: Destruction of Closed Session Audio Recordings from August 13, 2024

Policy Alignment: Policy 2.220 Board of Education Meeting Procedures

Disposition: Action

---

**Executive Summary:**

In compliance with Board Policy 2:220, Board of Education Meeting Procedures, the superintendent or Board president must record all closed session meetings. The policy also states that, with the Board's approval, these audio recordings can be destroyed after 18 months.

I recommend that we proceed with the destruction of the audio recording from the closed meeting held on August 13, 2024. The Board has approved the written minutes of this closed meeting, and they will continue to be maintained in accordance with our legal requirements and policy.

**Recommendation:**

Roll call vote to approve the destruction of the audio recording from the closed session meeting on August 13, 2024.



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# NORTH SHORE

SCHOOL DISTRICT 112

Date: February 17, 2026  
To: Members of the Board of Education  
From: Rachel Filippi, Executive Director of Personnel Services  
Subject: Approval of Amended 2026-27 School Calendar

Policy Alignment: 6:20 School Year Calendar and Day

Disposition: Action

---

### **Executive Summary:**

At the January 20, 2026, Regular Board meeting, I presented a draft of an amended 2026-27 school calendar for review. The Board initially approved the 2026-27 school calendar back in July; however, it was determined that the calendar exceeded the allowable number of student attendance days and staff workdays. To resolve this issue, the calendar was amended to establish a new school end date of **June 3, 2027**.

At the February 17, 2026, Regular Board Meeting, the Board will be asked to approve the amended calendar. Upon approval, notice of the amended calendar will be shared with the families and staff.

### **Recommendation:**

Roll call vote to approve the amended 2027-27 school calendar, as presented.

# North Shore School District 112 2026-2027 School Calendar

August 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	X	8	9	10	11	12
13	14	15	16	17	18	19
20	<del>21</del>	22	23	24	25	26
27	28	29	30			

October 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	M	Tu	W	Th	F	Sa
1	2	X	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	<del>25</del>	<del>26</del>	<del>27</del>	28
29	30					

December 2026						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	<del>18</del>	19
20	<del>21</del>	<del>22</del>	<del>23</del>	<del>24</del>	<del>25</del>	26
27	<del>28</del>	<del>29</del>	<del>30</del>	<del>31</del>		

January 2027						
Su	M	Tu	W	Th	F	Sa
					<del>1</del>	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	X	19	20	21	22	23
24	25	26	27	28	29	30
31						

1st qtr = days | 1st tri = days  
 2nd qtr = days | 2nd tri = days  
 3rd qtr = days | 3rd tri = days  
 4th qtr = days | 176 days

August	
10-14	New Teacher Orientation
17-19	Institute Day
20	First Day of Student Attendance
20	Early Release Elem 8:40 a.m. - 1:40 p.m. MS 7:55 a.m. - 12:55 p.m.
8 days	

September	
7	Labor Day No Student Attendance
18	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
21	Yom Kippur No Student Attendance
20 days	

October	
9	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
12	Institute Day (No student attendance)
21 days	

November	
3	Election Day (No Student Attendance)
11	Veteran's Day (No Student Attendance)
20	Early Release (Records Day 1)
23-24	Parent Teacher Conferences (No Student Attendance)
25-27	Thanksgiving Break (No Student Attendance)
15 days	

December	
17	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
18-3	Winter Break No Student/Teacher Attendance
13 days	

January	
4	School Resumes
15	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
18	Martin Luther King Jr. Day (No Student Attendance)
19 days	

February 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	X	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	<del>22</del>	<del>23</del>	<del>24</del>	<del>25</del>	<del>26</del>	<del>27</del>
28	29	30	31			

April 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	X					

June 2027						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4e	5
6	7e	8e	9e	10e	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February	
12	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
15	President's Day No Student
19 days	

March	
18	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
18	Conferences 3:15 pm - 8 pm In-Person
19	Conferences 8 am - 12 pm Virtual (No Student Attendance)
22-29	Spring Break
30	School Resumes
16 days	

April	
23	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
22 days	

May	
28	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
31	Memorial Day (No Student Attendance)
20 days	

June	
2	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
3	Early Release MS: 12:55 p.m Elem: 1:40 p.m.
3	Last Day of School
4-10	Emergency Days
3 days	

July	
4	Independence day

Board of Education  
Adopted  
on:  
July 8, 2025

Revised on:  
TBD

Legend			
(	First Day of School	)	Last Day of School
X	Legal Holiday	ER	Early Release
☐	Institute Day	/	New Teacher Orientation
=	No Student Attendance	PT	Conferences
e	Emergency Days		

\*November 23rd- In-person conferences: 11:30 a.m.-7:30 p.m  
 \*November 24th- Virtual Conferences 8:00 a.m- 4:00 p.m.

End of Quarter dates:  
 End of Trimester dates:



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# NORTH SHORE

SCHOOL DISTRICT 112

Date: February 17, 2026  
To: Board of Education  
From: Dr. Monica Schroeder, Deputy Superintendent  
Subject: Approval of Board Policy Updates  
Board Policy Alignment: Policy 2:240- Board Policy Development  
Disposition: Action

---

### **Executive Summary:**

The Board governs the District through written policies to ensure legal compliance, establish consistent processes, delegate authority, and define operating limits. In accordance with Board Policy 2:240, the Board is responsible for continually monitoring these policies to ensure compliance, relevance, and effectiveness.

On January 9, 2026, the Board Policy Committee met to review policy updates recommended by the Illinois Association of School Boards (IASB) PRESS Issue 120. Based on the committee's findings, policy revisions were presented to the Board for a first reading at the Regular Board meeting on January 20, 2026, where no concerns were expressed. At the February 17, 2026, Regular Board meeting, the Board will be asked to approve revisions to the following policies:

- 2:120 Board Member Development
- 2:150 Committees
- 2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited
- 4:10 Fiscal and Business Management
- 4:30 Revenue and Investments
- 4:80 Accounting and Audits
- 4:140 Waiver of Student Fees
- 4:190 Targeted School Violence Prevention Program
- 5:10 Equal Employment Opportunity and Minority Recruitment
- 5:90 Abused and Neglected Child Reporting
- 5:100 Staff Development Program
- 5:190 Teacher Qualifications
- 5:200 Terms and Conditions of Employment and Dismissal
- 5:220 Substitute Teachers
- 5:280 Duties and Qualifications

- 5:300 Schedules and Employment Year
- 6:20 School Year Calendar and Day
- 6:40 Curriculum Development
- 6:60 Curriculum Content
- 6:130 Program for the Gifted
- 6:160 English Learners
- 6:260 Complaints About Curriculum, Instructional Materials, and Programs
- 6:280 Grading and Promotion (Periodic Review)
- 7:10 Equal Educational Opportunities
- 7:70 Attendance and Truancy
- 7:150 Agency and Law Enforcement Requests (Renamed)
- 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment
- 7:190 Student Behavior
- 7:290 Suicide and Depression Awareness and Prevention
- 7:310 Restrictions on Publications; Elementary Schools
- 7:340 Student Records
- 8:30 Visitors and Conduct on School Property

**Recommendation:**

Roll call vote to approve policy revisions as presented.

# *Document Status: Draft Update*

## **BOARD OF EDUCATION**

### **2:120 Board Member Development**

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

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

#### Mandatory Board Member Training

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

1. Each Board member elected or appointed to fill a vacancy of at least one year's duration must complete at least four hours of professional development and leadership training in: (1) education and labor law; (2) financial oversight and accountability; (3) fiduciary responsibilities; (4) trauma-informed practices for students and staff; and (5) improving student outcomes, within the first year of his or her first term.
2. Each Board member must complete training on the Open Meetings Act (OMA) no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of the certificate of completion with the Board. Training on OMA is only required once.
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date. [PRESSPlus1](#)

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

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

The Board President or Superintendent, or their designees, shall make reasonable efforts to provide ongoing professional development to Board members about the requirements of [105 ILCS 5/10-22.6](#) and [105 ILCS 5/10-20.14](#), adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments, appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.

#### Board Self-Evaluation

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

## New Board Member Orientation

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

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

## Candidates

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

LEGAL REF.:

[5 ILCS 120/1.05](#) and [120/2](#), Open Meetings Act.

[105 ILCS 5/10-16a](#) and [5/24-16.5](#).

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:125 (Board Member Compensation; Expenses), 2:200 (Types of Board of Education Meetings)

Adopted: January 21, 2025

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## **PRESSPlus Comments**

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

## *Document Status: Draft Update*

### **BOARD OF EDUCATION**

#### **2:150 Committees**

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

#### Special Board Committees

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

#### Standing Board Committees

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

1. Board Policy Committee. This committee researches policy issues, and provides information and recommendations to the Board.
2. Parent-Teacher Advisory Committee. This committee assists in the development of student behavior policy and procedure, and provides information and recommendations to the Board. Its members are parents/guardians and teachers, and may include persons whose expertise or experience is needed. The committee reviews such issues as administering medication in the schools, reciprocal reporting between the School District and local law enforcement agencies regarding criminal **and civil** [PRESSPlus1](#) offenses committed by students, student discipline, disruptive classroom behavior, school bus safety procedures, and the dissemination of student conduct information.
3. Behavioral Interventions Committee. This committee, coordinated by the Executive Director of the Special Education Cooperative, develops and monitors procedures for using behavioral interventions in accordance with Board policy 7:230, *Misconduct by Students with Disabilities*. Committee reports and recommendations are made to the Board upon its request.

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

LEGAL REF.:

[5 ILCS 120/](#), Open Meetings Act.

[105 ILCS 5/10-20.14](#) and [5/14-8.05](#).

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

Adopted: February 21, 2023

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-20.14, amended by P.A. 104-430. **Issue 120, October 2025**

## *Document Status: Draft Update*

### **BOARD OF EDUCATION**

## **2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited**

**NEW**

Discrimination and harassment on the basis of race, color, or national origin negatively affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

### Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

### Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidents [see PRESSPlus1](#) of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, *Uniform Grievance Procedure*.

Any District employee who receives a report or complaint of discrimination or harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure.

## Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: <https://dhr.illinois.gov/about-us/contact-idhr.html> or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

## Prevention and Response Program

The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

## Policy Posting and Distribution

This policy shall be posted on the District's website. The Superintendent shall annually inform staff members of this policy by posting it in a prominent and accessible location such as the District website, employee handbook, staff intranet site, and/or in other areas where policies and rules of conduct are made available to staff. The Superintendent shall annually inform students and their parents/guardians of this policy by posting it on the District's website and including an age-appropriate summary of the policy in the student handbook(s).

## Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, *Student Behavior*.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

## Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.:

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

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

105 ILCS 5/22-95 ~~(final citation pending)~~.

[775 ILCS 5/1-101](#) *et seq.*, Illinois Human Rights Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: July 16, 2024

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## **PRESSPlus Comments**

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

## *Document Status: Draft Update*

### OPERATIONAL SERVICES

#### **4:10 Fiscal and Business Management**

The Superintendent is responsible for the School District's fiscal and business management. This responsibility includes annually preparing and presenting the District's statement of affairs to the Board of Education and publishing it by ~~before~~ [PRESSPlus1](#) December 1 as required by State law.

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

#### Budget Planning

The District's fiscal year is from July 1 until June 30. The Superintendent shall present to the Board, regular Board Meeting in June, a tentative budget with appropriate explanation. This budget shall represent the culmination of an ongoing process of planning for the fiscal support needed for the District's educational program. The District's budget shall be entered upon the Ill. State Board of Education's (ISBE) *School District Budget Form*. To the extent possible, the tentative budget shall be balanced as defined by ISBE guidelines. The Superintendent shall complete a tentative deficit reduction plan if one is required by ISBE guidelines.

#### Preliminary Adoption Procedures

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

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

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

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

#### Final Adoption Procedures

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

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

The Superintendent or designee shall perform each of the following:

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

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

### Budget Amendments

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

### Implementation

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

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

LEGAL REF.:

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

[35 ILCS 200/18-55](#) *et seq.*, Truth in Taxation Law.

[23 Ill.Admin.Code Part 100](#).

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

Adopted: January 16, 2024

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## **PRESSPlus Comments**

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

## *Document Status: Draft Update*

### OPERATIONAL SERVICES

#### **4:30 Revenues and Investments**

##### Revenue

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

##### Investments

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

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

##### Investment Objectives

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

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

##### Authorized Investments

The Chief Investment Officer shall provide the Finance Committee notice prior to investing in any type of authorized investment not currently held in the District's investment portfolio. The Chief Investment Officer may invest District funds in one or more of the following:

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

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

3. Interest-bearing savings accounts, interest-bearing certificates of deposit or interest-bearing time deposits or any other investments constituting direct obligations of any bank as defined by the Illinois Banking Act.
4. Short-term obligations of corporations organized in the United States with assets exceeding \$500,000,000 if: (a) such obligations are rated at the time of purchase at one of the three highest classifications established by at least two standard rating services and that mature not later than 270 days from the date of purchase, (b) such purchases do not exceed 10% of the corporation’s outstanding obligations, and (c) no more than one-third of the District’s funds may be invested in short-term obligations of corporations under this paragraph.
5. Obligations of corporations organized in the United States with assets exceeding \$500,000,000 if: (a) such obligations are rated at the time of purchase at one of the three highest classifications established by at least two standard rating services and which mature more than 270 days but less than 10 years from the date of purchase, (b) such purchases do not exceed 10% of the corporation’s outstanding obligations, and (c) no more than one-third of the District’s funds may be invested in obligations of corporations under this paragraph.
6. Money market mutual funds registered under the Investment Company Act of 1940, provided that the portfolio of any such money market mutual fund is limited to obligations described in paragraph (1) or (2) and to agreements to repurchase such obligations.
7. Interest-bearing bonds of any county, township, city, village, incorporated town, municipal corporation, school district, the State of Illinois, any other state, or any political subdivision or agency of the State of Illinois or any other state, whether the interest earned is taxable or tax-exempt under federal law. The bonds shall be (a) registered in the name of the municipality, county, or other governmental unit, or held under a custodial agreement at a bank, and (b) rated at the time of purchase within the four highest general classifications established by a rating service of nationally recognized expertise in rating bonds of states and their political subdivisions.
8. Short term discount obligations of the Federal National Mortgage Association or in shares or other forms of securities legally issuable by savings banks or savings and loan associations incorporated under the laws of this State or any other state or under the laws of the United States. Investments may be made only in those savings banks or savings and loan associations, the shares, or investment certificates that are insured by the Federal Deposit Insurance Corporation. Any such securities may be purchased at the offering or market price thereof at the time of such purchase. All such securities so purchased shall mature or be redeemable on a date or dates prior to the time when, in the judgment of the Chief Investment Officer, the public funds so invested will be required for expenditure by the District or its governing authority.
9. Dividend-bearing share accounts, share certificate accounts, or class of share accounts of a credit union chartered under the laws of this State or the laws of the United States; provided, however, the principal office of any such credit union must be located within the State of Illinois. Investments may be made only in those credit unions the accounts of which are insured by applicable law.
10. A Public Treasurers’ Investment Pool created under Section 17 of the State Treasurer Act. The District may also invest any public funds in a fund managed, operated, and administered by a bank, subsidiary of a bank, or subsidiary of a bank holding company or use the services of such an entity to hold and invest or advise regarding the investment of any public funds.

11. The Illinois School District Liquid Asset Fund Plus.
12. Repurchase agreements of government securities having the meaning set out in the Government Securities Act of 1986, as now or hereafter amended or succeeded, subject to the provisions of said Act and the regulations issued there under. The government securities, unless registered or inscribed in the name of the District, shall be purchased through banks or trust companies authorized to do business in the State of Illinois.

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

- a. The securities, unless registered or inscribed in the name of the District, are purchased through banks or trust companies authorized to do business in the State of Illinois.
  - b. The Chief Investment Officer, after ascertaining which firm will give the most favorable rate of interest, directs the custodial bank to “purchase” specified securities from a designated institution. The “custodial bank” is the bank or trust company, or agency of government, that acts for the District in connection with repurchase agreements involving the investment of funds by the District. The State Treasurer may act as custodial bank for public agencies executing repurchase agreements.
  - c. A custodial bank must be a member bank of the Federal Reserve System or maintain accounts with member banks. All transfers of book-entry securities must be accomplished on a Reserve Bank’s computer records through a member bank of the Federal Reserve System. These securities must be credited to the District on the records of the custodial bank and the transaction must be confirmed in writing to the District by the custodial bank.
  - d. Trading partners shall be limited to banks or trust companies authorized to do business in the State of Illinois or to registered primary reporting dealers.
  - e. The security interest must be perfected.
  - f. The District enters into a written master repurchase agreement that outlines the basic responsibilities and liabilities of both buyer and seller.
  - g. Agreements shall be for periods of 330 days or less.
  - h. The Chief Investment Officer informs the custodial bank in writing of the maturity details of the repurchase agreement.
  - i. The custodial bank must take delivery of and maintain the securities in its custody for the account of the District and confirm the transaction in writing to the District. The custodial undertaking shall provide that the custodian takes possession of the securities exclusively for the District; that the securities are free of any claims against the trading partner; and that any claims by the custodian are subordinate to the District’s claims to rights to those securities.
  - j. The obligations purchased by the District may only be sold or presented for redemption or payment by the fiscal agent bank or trust company holding the obligations upon the written instruction of the Chief Investment Officer.
  - k. The custodial bank shall be liable to the District for any monetary loss suffered by the District due to the failure of the custodial bank to take and maintain possession of such securities.
13. Any investment as authorized by the Public Funds Investment Act, and Acts amendatory thereto. Paragraph 13 supersedes paragraphs 1-12 and controls in the event of conflict.

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

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

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

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

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

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

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

1. For financial institutions subject to the federal Community Reinvestment Act of 1977 (CRA), the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the CRA;
2. For financial institutions subject to the Ill. Community Reinvestment Act (ICRA), the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the ICRA. [PRESSPlus1](#)
3. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;
4. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;
5. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and
6. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

The District may not deposit public funds in a financial institution subject to the CRA unless the institution has a current rating of satisfactory or outstanding under the CRA. The District may not

deposit public funds in a financial institution subject to the ICRA unless either: (1) the institution has a current rating of satisfactory under the ICRA at the time of deposit; or (2) the Ill. Dept. of Financial and Professional Regulation has not yet completed its initial examination of the institution under the ICRA. The District may not withdraw public funds from a financial institution prior to the date of maturity solely on the basis of a less than satisfactory rating under the ICRA. When investing or depositing public funds, the District may give preference to financial institutions that have a current rating of outstanding under the CRA and the ICRA.

### Collateral Requirements

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

### Safekeeping and Custody Arrangements

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

### Controls and Report

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

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

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

### Ethics and Conflicts of Interest

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

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

LEGAL REF.:

[30 ILCS 235/](#), Public Funds Investment Act.

[30 ILCS 238/](#), III. Sustainable Investing Act.

[50 ILCS 340/](#), Investment of Municipal Funds Act

[105 ILCS 5/8-7](#), [5/10-22.44](#), [5/17-1](#), and [5/17-11](#).

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

Adopted: January 21, 2025

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**PRESSPlus Comments**

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

## Document Status: Draft Update

### OPERATIONAL SERVICES

#### 4:80 Accounting and Audits

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

##### Annual Audit

At the close of each fiscal year, the Superintendent shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent. The Superintendent shall annually, on or before October 15, submit ~~an original and~~ one copy of the audit to the Regional Superintendent of Schools. The Superintendent shall also ensure the District's auditing firm files the District's audit with ISBE annually on or before October 15. [PRESSPlus1](#)

##### Annual Financial Report

The Superintendent or designee shall annually prepare and submit the Annual Financial Report (AFR) on a timely basis using the form adopted by the ISBE. The Superintendent shall review and discuss the ~~Annual Financial Report~~ AFR with the Board before it is submitted, and submit one copy of the AFR to the Regional Superintendent of Schools annually on or before October 15. The Superintendent shall also ensure the District's auditing firm files the District's AFR with ISBE annually on or before October 15. [PRESSPlus2](#)

##### Inventories

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

##### Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that

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

### Taxable Fringe Benefits

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

### Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Each revolving fund shall be maintained in a bank that has been approved by the Board and established in an amount approved by the Superintendent consistent with the annual budget. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

### Control Requirements for Checks

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

### Internal Controls

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

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

LEGAL REF.:

[2 C.F.R. §200](#) *et seq.*

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

seq.

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

[23 Ill.Admin.Code Part 100](#).

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

Adopted: September 16, 2025

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### **PRESSPlus Comments**

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

PRESSPlus 2. Optional. Inclusion of this sentence supports the auditor's compliance with its filing requirement under 105 ILCS 5/3-7, amended by P.A. 104-261, eff. 1-1-26. **Issue 120, October 2025**

## *Document Status: Draft Update*

### OPERATIONAL SERVICES

#### **4:140 Waiver of Student Fees**

The Superintendent will recommend to the Board of Education a schedule of fees, if any, to be charged students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay fines for the loss of or damage to school books or other school-owned materials.

Fees for textbooks and other instructional materials, as well as fines for the loss or damage of school property are waived for students who meet the eligibility criteria for a waiver as described in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees and fines, the following fees and fines are also waived for students who meet the eligibility criteria for a waiver: athletic participation fees, lock fees, towel fees, shop fees, laboratory fees, and registration fees.

#### Notification

The Superintendent shall ensure that a notice of waiver applicability is provided to parents/guardians with every bill for fees and/or fines, and that applications for waivers are widely available and distributed according to State law and Ill. State Board of Education (ISBE) rule and that provisions for assisting parents/guardians in completing the application are available.

#### Eligibility Criteria

A student shall be eligible for a fee and fine waiver when:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program;
2. The student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; or
3. The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act ([42 U.S.C. §11434a](#)).

The Superintendent or designee will give additional consideration when one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

#### Verification

The Superintendent or designee shall establish a process for determining a student's eligibility for a

waiver of fees and fines in accordance with State law requirements.

If a student receiving a waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

#### Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE rule on waiver of fees.

LEGAL REF.:

[42 U.S.C. §11434a](#), McKinney-Vento Homeless Assistance Act.

105 ILCS 5/10-20.13, 5/10-22.25, and 5/27-24.2815, ~~and 5/28-19.2~~. [PRESSPlus1](#)

[23 Ill.Admin.Code §1.245](#) [may contain unenforceable provisions].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:140 (Education of Homeless Children)

Adopted: February 21, 2023

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#### **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated in response to P.A. 104-391. **Issue 120, October 2025**

## *Document Status: Draft Update*

### OPERATIONAL SERVICES

#### **4:190 Targeted School Violence Prevention Program**

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure District environment is an important Board goal. While it is not possible for the District to completely eliminate threats in its environment, a Targeted School Violence Prevention Program (Program) using the collective efforts of local school officials, staff, students, families, and the community helps the District reduce these risks to its environment.

The Superintendent or designee shall develop and implement the Program. The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

1. Establish a District-level School Violence Prevention Team to: (a) develop a District-level Targeted School Violence Prevention Plan, and (b) oversee the District's Building-level Threat Assessment Team(s).
2. Establish Building-level Threat Assessment Team(s) to assess and intervene with individuals whose behavior may pose a threat to safety. This team may serve one or more schools.
3. Require all District staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self.
4. Encourage parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self.
5. Comply with State and federal law and align with Board policies.

The Local Governmental and Governmental Employees Tort Immunity Act protects the District from liability. The Program does not: (1) replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in violence prevention, assessments and counseling services, (2) extend beyond available resources within the District, (3) extend beyond the school day and/or school-sponsored events, or (4) guarantee or ensure the safety of students, District staff, or visitors.

#### LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-21.7, 5/10-27.1A, 5/10-27.1B, 5/24-24, and 5/22-1107-23.7. [PRESSPlus1](#)

[105 ILCS 128/](#), School Safety Drill Act.

[745 ILCS 10/](#), Local Governmental and Governmental Employees Tort Immunity Act.

[29 Ill.Admin.Code Part 1500.](#)

CROSS REF.: 2:240 (Board Policy Development), 4:170 (Safety), 5:90 (Abused and Neglected Child

Reporting), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:140 (Search and Seizure), 7:150 (Agency and Law Enforcement Requests~~Police Interviews~~), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

Adopted: July 16, 2024

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## **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated in response to P.A. 104-391. **Issue 120, October 2025**

## *Document Status: Draft Update*

### General Personnel

#### **5:10 Equal Employment Opportunity and Minority Recruitment**

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or use of District-issued equipment to record such types of violence; [PRESSPlus1](#) genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; reproductive health decisions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; family responsibilities; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, [410 ILCS 130/](#).

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

#### Administrative Implementation

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

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

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

#### **Nondiscrimination Coordinator Title IX Coordinator**

Ms. Rachel Filippi

Dr. Holly Colin

445 Sheridan Rd., Highwood, IL  
[rfilippi@nssd112.org](mailto:rfilippi@nssd112.org)  
224-765-3071

445 Sheridan Rd., Highwood, IL  
[hcoliin@nssd112.org](mailto:hcoliin@nssd112.org)  
224-765-3048

### **Complaint Manager**

Dr. Holly Colin  
445 Sheridan Rd., Highwood, IL  
[hcolin@nssd112.org](mailto:hcolin@nssd112.org)  
224-765-3048

### **Complaint Manager**

Dr. Michael Rodrigo  
445 Sheridan Rd., Highwood, IL  
[mrodrigo@nssd112.org](mailto:mrodrigo@nssd112.org)  
224-765-3069

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

### Minority Recruitment

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

### LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

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

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §218d](#), Fair Labor Standards Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §701](#) *et seq.*, Rehabilitation Act of 1973.

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

[42 U.S.C. §1981](#) *et seq.*, Civil Rights Act of 1991.

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

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

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act of 2008.

[42 U.S.C. §2000gg](#) *et seq.*, Pregnant Workers Fairness Act; [29 C.F.R. Part 1636](#).

[42 U.S.C. §2000e](#)(k), Pregnancy Discrimination Act.

[42 U.S.C. §12111](#) *et seq.*, Americans with Disabilities Act, Title I.

[Ill. Constitution, Art. I](#), §§17, 18, and 19.

[105 ILCS 5/10-20.7](#), [5/10-20.7a](#), [5/10-21.1](#), [5/10-22.4](#), [5/10-23.5](#), [5/22-19](#), [5/24-4](#), [5/24-4.1](#), and [5/24-7](#).

[410 ILCS 130/40](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 513/25](#), Genetic Information Privacy Act.

[740 ILCS 174/](#), Ill. Whistleblower Act.

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

[775 ILCS 35/](#), Religious Freedom Restoration Act.

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 75/](#), Job Opportunities for Qualified Applicants Act.

[820 ILCS 112/](#), Ill. Equal Pay Act of 2003.

820 ILCS 180/30 [and 180/33](#), Victims' Economic Security and Safety Act.

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment At-Will, Compensation, and Assignment), 5:300, (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

Adopted: August 18, 2025

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## **PRESSPlus Comments**

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

## *Document Status: Draft Update*

### General Personnel

#### **5:90 Abused and Neglected Child Reporting**

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

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

Any District employee who discovers child sexual abuse material ~~pornography~~ PRESSPlus1 on electronic and information technology equipment, as defined in 325 ILCS 5/4.5(a), shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678) or online at [report.cybertip.org/](http://report.cybertip.org/) or [www.missingkids.org](http://www.missingkids.org). The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made.

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

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

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

All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Superintendent or designee shall ensure that the signed forms are retained.
2. Complete mandated reporter training as required by law within three months of initial employment and at least every three years after that date.

3. Complete an annual evidence-informed training related to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations as required by law and policy 5:100, *Staff Development Program*.

### Alleged Incidents of Sexual Abuse: Investigations

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

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

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

### Special Superintendent Responsibilities

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

When the Superintendent has reasonable cause to believe that a license holder (1) committed an intentional act of abuse or neglect with the result of making a child an abused child or a neglected child under ANCR or an act of sexual misconduct under *Faith's Law*, and (2) that act resulted in the license holder's dismissal or resignation from the District, the Superintendent shall notify the State Superintendent and the Regional Superintendent in writing, providing the Ill. Educator Identification Number as well as a brief description of the misconduct alleged. The Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license holder.

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

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

### Special Board of Education Member Responsibilities

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

If the Board determines that any District employee, other than an employee licensed under [105 ILCS](#)

[5/21B](#), has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by ANCRA, the Board may dismiss that employee immediately.

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

LEGAL REF.:

[20 U.S.C. §7926](#), Elementary and Secondary Education Act.

[105 ILCS 5/10-21.9](#), [5/10-23.13](#), [5/21B-85](#), [5/22-85.5](#), and [5/22-85.10](#).

[20 ILCS 1305/1-1](#) *et seq.*, Department of Human Services Act.

[325 ILCS 5/](#), Abused and Neglected Child Reporting Act.

[720 ILCS 5/12C-50.1](#), Criminal Code of 2012.

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

Adopted: January 21, 2025

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## **PRESSPlus Comments**

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

## *Document Status: Draft Update*

### General Personnel

#### **5:100 Staff Development Program**

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

**For employees not covered by a current applicable bargaining agreement:**

The Superintendent or designee shall implement a staff development program. The goal of the program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate any School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

#### Abused and Neglected Child Reporting Act (ANCRA) and *Erin's Law* Training

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31 of every year, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations.

#### In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on:

1. Health conditions of students, including but not limited to training on:
  - a. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management.
  - b. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting.
  - c. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention.
  - d. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
  - e. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and

- f. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.
2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.
  3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in [105 ILCS 5/10-20.61](#) (implicit bias training).
  4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in [105 ILCS 5/2-3.166](#) (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in [105 ILCS 5/3-11](#).
  5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
    - a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
    - b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
    - c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
    - d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS [110/3.105/27-240](#) [PRESSPlus1](#) (see Board policy 7:185, *Teen Dating Violence Prohibited*).
  6. Protections and accommodations for students, including but not limited to training on:
    - a. The federal Americans with Disabilities Act as it pertains to the school environment; and
    - b. Homelessness.
  7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
    - a. Teacher-student conduct;
    - b. School employee-student conduct; and
    - c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in [105 ILCS 5/10-23.13](#) (*Erin's Law*).
  8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of 105 ILCS 5/27-[11523.4](#) [PRESSPlus2](#) (violence prevention and conflict resolution education).

### Additional Training Requirements

In addition, the staff development program shall include each of the following:

1. Ongoing professional development for all school personnel and school resource officers on the requirements of [105 ILCS 5/10-22.6](#) and [5/10-20.14](#), the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments as defined in [105 ILCS 5/3-](#)

[11\(b\)](#), the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.

2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three-year period.
3. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
4. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
5. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with [105 ILCS 150/](#), the Seizure Smart School Act.
6. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with [105 ILCS 145/](#), the Care of Students with Diabetes Act.
7. For all District staff, annual sexual harassment prevention training.
8. Title IX requirements for training in accordance with [34 C.F.R. Part 106](#) (see Board policy 2:265, *Title IX Grievance Procedure*).
9. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.
10. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.
11. Training in accordance with [105 ILCS 5/26A](#) for at least one staff member in each school designated as a resource for students who are parents, expectant parents, or victims of domestic or sexual violence, and for any employees whose duties include the resolution of complaints of violations of [105 ILCS 5/26A](#) (see Board policy 7:255, *Students who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*).

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*.

An opportunity shall be provided for all staff members to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator.

LEGAL REF.:

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106](#).

[42 U.S.C. §1758b](#), [Pub. L. 111-296](#), Healthy, Hunger-Free Kids Act of 2010; [7 C.F.R. Parts 210](#) and [235](#).

[105 ILCS 5/2-3.62](#), [5/2-3.166](#), [5/3-11](#), [5/10-20.17a](#), [5/10-20.61](#), [5/10-22.6\(c-5\)](#), [5/10-22.39](#), [5/10-23.12](#), [5/10-23.13](#), [5/22-80\(h\)](#), [5/22-95](#), [5/22-115](#), [5/24-5](#), and [5/26A](#).

[105 ILCS 25/1.15](#), Interscholastic Athletic Organization Act.

[105 ILCS 145/25](#), Care of Students with Diabetes Act

[105 ILCS 150/25](#), Seizure Smart School Act.

[105 ILCS 110/3](#), Critical Health Problems and Comprehensive Health Education Act.

[325 ILCS 5/4](#), Abused and Neglected Child Reporting Act.

[745 ILCS 49/](#), Good Samaritan Act.

[775 ILCS 5/2-109](#) and [5/5A-103](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§ 22.20](#), [226.800](#), and [Part 525](#).

[77 Ill.Admin.Code §527.800](#).

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

Adopted: September 16, 2025

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/27-240, added by P.A. 104-391, replacing the citation to 105 ILCS 110/3.10, repealed by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/27-115, renumbered by P.A. 104-391. **Issue 120, October 2025**

# Document Status: Draft Update

## Professional Personnel

### 5:190 Teacher Qualifications

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply:

1. Each teacher must:
  - a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
  - b. Provide the District Office with a complete official transcript of credits earned in institutions of higher education.
  - c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with an official transcript of any credits earned since the date the last transcript was filed.
  - d. Notify the Superintendent of any change in the teacher's transcript.
2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
3. Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

LEGAL REF.:

[20 U.S.C. §6312\(e\)\(1\)\(A\)](#).

[105 ILCS 5/10-20.15](#), [5/21B-15](#), [5/21B-20](#), [5/21B-25](#), [5/21B-120](#), [PRESSPlus1](#) and [5/24-23](#).

[23 Ill.Admin.Code §1.610 et seq.](#), [§1.705 et seq.](#), and [Part 25](#).

CROSS REF.: 6:170 (Title I Programs)

Adopted: January 16, 2024

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**PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated in response P.A. 104-111, eff. 1-1-26, establishing a short-term approval credential for teachers in accordance with rules developed by ISBE. **Issue 120, October 2025**

# Document Status: Draft Update

## Professional Personnel

### 5:200 Terms and Conditions of Employment and Dismissal

The Board of Education delegates authority and responsibility to the Superintendent to manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable individual employment contract or collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

School Year and Day, Duty-Free Lunch, Salary, Assignments and Transfers, Reduction-In-Force, Evaluation

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

#### Nursing Mothers

The District accommodates employees who are nursing mothers **and compensates them for reasonable time needed to express breast milk**<sup>PRESSPlus1</sup> according to provisions in State and federal law.

#### School Social Worker Services Outside of District Employment

School social workers may not provide services outside of their District employment to any student(s) attending school in the District. *School social worker* has the meaning stated in [105 ILCS 5/14-1.09a](#).

#### Dismissal

The District will follow State law when dismissing a teacher.

#### LEGAL REF.:

[29 U.S.C. §218\(d\)](#), [Pub. L. 117-328](#), Pump for Nursing Mothers Act.

[42 U.S.C. §2000gg](#) *et seq.*, [Pub. L. 117-328](#), Pregnant Workers Fairness Act.

[105 ILCS 5/10-19](#), [5/10-19.05](#), [5/10-20.65](#), [5/14-1.09a](#), [5/22-96](#), [5/22.4](#), [5/24-16.5](#), [5/24-2](#), [5/24-8](#), [5/24-9](#), [5/24-11](#), [5/24-12](#), [5/24-21](#), [5/24A-1 through 24A-20](#).

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

[23 Ill.Admin.Code Parts 50](#) (Evaluation of Educator Licensed Employees) and [51](#) (Dismissal of Tenured Teachers).

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

CROSS REF.: 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest),

5:290 (Employment Termination and Suspensions), 6:20 (School Year Calendar and Day)

Adopted: September 24, 2024

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Nursing Mothers in Workplace Act, 820 ILCS 260/10, amended by P.A. 104-76, eff. 1-1-26. **Issue 120, October 2025**

# *Document Status: Draft Update*

## Professional Personnel

### **5:220 Substitute Teachers**

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold either a valid teaching or substitute license and may teach in the place of a licensed teacher who is under contract with the Board. There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows:

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

The Ill. Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year through June 30, 2026, but not more than 100 paid days in the same classroom. Beginning July 1, 2026, a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.

The Board of Education establishes a daily rate of pay for substitute teachers. Substitute teachers receive only monetary compensation for time worked and no other benefits.

### Short-Term Substitute Teachers

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program. Unless otherwise permitted by law, short-term substitutes may teach no more than five consecutive school days for each licensed teacher who is under contract with the Board.

### Emergency Situations

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education (ROE) within five business days after the employment of a substitute teacher in an emergency situation. The Board may continue to employ the same substitute teacher in a vacant position for 90 calendar days or until the end of the semester, whichever is greater, if, prior to the end of the then current 30-calendar-day period, the District makes a written request to the ROE for a 30-calendar-day extension and the extension is granted by the ROE.

Internal Substitution

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

LEGAL REF.:

[105 ILCS 5/10-20.68](#), [5/21B-20\(2\)](#), [5/21B-20\(3\)](#), and [5/21B-20\(4\)](#).

[105 ILCS 128/22, School Safety Drill Act.](#) [PRESSPlus1](#)

[40 ILCS 5/16-118](#), Ill. Pension Code.

[23 Ill.Admin.Code §1.790](#) (Substitute Teacher) and [§25.520](#) (Substitute Teaching License).

CROSS REF.: 5:30 (Hiring Process and Criteria)

Adopted: September 16, 2025

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**PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated in response to P.A. 104-198, eff. 1-1-26, requiring districts to provide all substitute personnel with: (1) training on school evacuation drills and law enforcement lockdown drills, and (2) support that includes, at a minimum, the information packet given to employees with district-approved materials outlining evacuation and lockdown procedures. Maps indicating all school exits must also be prominently displayed in every classroom. **Issue 120, October 2025**

## *Document Status: Draft Update*

### Educational Support Personnel

#### **5:280 Duties and Qualifications**

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to Board of Education policies as they may be changed from time to time at the Board's sole discretion.

#### Paraprofessionals

Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Ill. State Board of Education (ISBE).

Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals, and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules.

#### Nonlicensed Personnel Working with Students and Performing Non-Instructional Duties

Nonlicensed personnel performing non-instructional duties may be used:

1. For supervising study halls, long-distance teaching reception areas used incident to instructional programs transmitted by electronic media (e.g., computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities or for school activities connected to the academic program during any time in which the Governor has declared a disaster due to a public health emergency, in accordance with ISBE rule; or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Nothing in this policy prevents a nonlicensed person from serving as a guest lecturer or resource person under a ~~certificated~~ licensed [PRESSPlus1](#) teacher's direction and with the administration's approval.

#### Coaches and Athletic Trainers

Athletic coaches and trainers shall have the qualifications required by any association in which the School District maintains a membership. Regardless of whether the athletic activity is governed by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles, (2) has first aid training, and (3) is a trained Automated External Defibrillator user according to rules adopted by the Illinois Department of Public Health. Anyone performing athletic training services shall be licensed under the Illinois Athletic Trainers Practice Act, be an athletic trainer aide performing care activities under the on-site supervision of a licensed athletic trainer, or otherwise be qualified to perform athletic trainer activities under State law.

## Bus Drivers

All school bus drivers must have a valid school bus driver permit. The Superintendent or designee shall inform the Illinois Secretary of State, within 30 days of being informed by a school bus driver, that the bus driver permit holder who is a service member [PRESSPlus2](#) has been called to active duty. New bus drivers and bus drivers who are returning from a lapse in their employment are subject to the requirements contained in Board policy 5:30, *Hiring Process and Criteria* and Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.

LEGAL REF.:

[34 C.F.R. §200.58](#).

[105 ILCS 5/10-22.34](#), [5/10-22.34a](#), and [5/10-22.34b](#).

[625 ILCS 5/6-104](#) and [5/6-106.1](#), Ill. Vehicle Code.

[23 Ill.Admin.Code §§1.280](#), [1.630](#), and [25.510](#).

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor Standards Act), 5:285 (Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers), 6:250 (Community Resource Persons and Volunteers)

Adopted: February 21, 2023

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## **PRESSPlus Comments**

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

PRESSPlus 2. *Service member* means a member of the Armed Services or reserve forces of the United States or a member of the Ill. National Guard. 625 ILCS 5/6-106.1(j). **Issue 120, October 2025**

# Document Status: Draft Update

## Educational Support Personnel

### 5:300 Schedules and Employment Year

The Superintendent shall supervise a process for setting work schedules and an employment year for educational support employees in accordance with State and federal law, Board of Education policy, and applicable agreements and shall:

1. Assign each employee one supervisor who will establish a work schedule, including breaks, as required by building or District needs, workload, and the efficient management of human resources;
2. Allow for the ability to respond to changing circumstances by altering work schedules as needed; and
3. Consider the well-being of the employee. The Superintendent's approval is required to establish a flexible work schedule or job-sharing.

### Breaks

**Please refer to the applicable NSSSA Collective Bargaining Agreement.**

**For employees not covered by the NSSSA Collective Bargaining Agreement:**

An employee who works at least 7.5 continuous hours shall receive a 30-minute duty-free meal break that begins within the first five hours of the employee's workday.

### Nursing Mothers

The District accommodates employees who are nursing mothers and compensates them for reasonable time needed to express breast milk [PRESSPlus1](#) according to State and federal law.

LEGAL REF.:

[29 U.S.C. §§207](#) and [218d](#), Fair Labor Standards Act.

[105 ILCS 5/10-20.14a](#), [5/10-22.34](#), and [5/10-23.5](#).

[740 ILCS 137/](#), Right to Breastfeed Act.

[820 ILCS 105/](#), Minimum Wage Law.

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:35 (Compliance with the Fair Labor Standards Act)

Adopted: July 16, 2024

## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Nursing Mothers in Workplace Act, 820 ILCS 260/10, amended by P.A. 104-76, eff. 1-1-26. **Issue 120, October 2025**

# Document Status: Draft Update

## INSTRUCTION

### 6:20 School Year Calendar and Day

#### School Calendar

The Board of Education, upon the Superintendent's recommendation and subject to State regulations and applicable collective bargaining agreement/s, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays.

#### Commemorative Holidays

The teachers and students shall ~~may~~ **PRESSPlus1** devote a portion of the school day on each commemorative holiday designated in the School Code to study and honor the commemorated person or occasion. The Board may, from time to time, designate a regular school day as a commemorative holiday.

#### School Day

The Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements. The Superintendent or designee shall ensure that observances required by State law are followed during each day of school attendance.

#### LEGAL REF.:

105 ILCS 5/10-19, 5/10-19.05, **5/10-20.46**, 5/10-20.56, ~~5/10-20.46~~, 5/10-30, 5/18-12, 5/18-12.5, 5/24-2, 5/27-~~5103~~, ~~5/27-18~~, ~~5/27-19~~, ~~5/27-20~~, and 5/27-~~1025~~**20.1**, and ~~5/27-20.2~~.

[10 ILCS 5/11-4.1](#), Election Code.

[5 ILCS 490/](#), State Commemorative Dates Act.

[23 Ill.Admin.Code §1.420\(f\)](#).

*Metzl v. Leininger*, 850 F.Supp. 740 (N.D. Ill. 1994), *aff'd* by 57 F.3d 618 (7th Cir. 1995).

CROSS REF.: 2:20 (Powers and Duties of the School Board; Indemnification), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:200 (Terms and Conditions of Employment and Dismissal), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 7:90 (Release During School Hours)

Adopted: February 21, 2023

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/24-2(c), amended by P.A. 104-391, making

commemorative holidays optional to observe and moving the last Friday in April (Arbor and Bird Day), October 9 (Leif Erikson Day), and the day immediately after Thanksgiving (Native American Heritage Day) to commemorative holidays. In addition, 105 ILCS 5/27-20 and 105 ILCS 5/27-20.2, both repealed by P.A. 104-391, removed American Indian Day and Just Say No Day, respectively, from the list of commemorative holidays. **Issue 120, October 2025**

## *Document Status: Draft Update*

### **INSTRUCTION**

#### **6:40 Curriculum Development**

##### Adoption

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

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

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

##### Experimental Educational Programs and Pilot Projects

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

##### Single-Gender Classes and Activities

The Superintendent may recommend a program of nonvocational single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. At least every two years, [PRESSPlus1](#) ~~the~~ Superintendent must ~~periodically~~ evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, (2) it is substantially related to the achievement of the important objective for the class or activity, and (3) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

##### Development

The Superintendent shall develop a curriculum review program to monitor the current curriculum and

promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

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

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

### Curriculum Guides and Course Outlines

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

#### LEGAL REF.:

20 U.S.C. §1681, Title IX of the Education Amendments of 1972, ~~implemented by~~ 34 C.F.R. Part 106.

[105 ILCS 5/10-20.8](#) and [5/10-19](#).

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues) 6:100 (Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

Adopted: July 16, 2024

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### **PRESSPlus Comments**

PRESSPlus 1. Districts are required to evaluate single-sex classes and extracurricular activities at least every two years. 34 C.F.R. §106.34(b)(4)(ii). See also an FAQ from the U.S. Dept. of Education's Office of Civil Rights at: [www.ed.gov/sites/ed/files/about/offices/list/ocr/docs/faqs-title-ix-single-sex-201412.pdf](http://www.ed.gov/sites/ed/files/about/offices/list/ocr/docs/faqs-title-ix-single-sex-201412.pdf). Consult the board attorney about accommodation issues for transgender or gender non-conforming students in single-sex classes. This subhead may be removed if a district will not offer single-gender classes or activities. **Issue 120, October 2025**

# Document Status: Draft Update

## INSTRUCTION

### 6:60 Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, and (h) music, and (i) drug and substance abuse prevention including the dangers of opioid abuse. [PRESSPlus1](#) A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.
2. In all schools, drug and alcohol abuse prevention education, including: [PRESSPlus2](#) (a) in each year in grades K through 4, age- and developmentally appropriate instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and the dangers of opioid and substance abuse, (b) in grades 5 through 8, age- and developmentally appropriate classroom instruction on alcohol and drug use and abuse, (c) in grades 6-8, the dangers of fentanyl, and (d) in grades 7 and 8, as well as in interscholastic athletic programs, anabolic steroid abuse prevention, which must also be taught in interscholastic athletic programs.
3. In kindergarten through grade 8, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence. In addition, anti-bias education and intergroup conflict resolution may be taught as an effective method for preventing violence and lessening tensions in schools; these prevention methods are most effective when they are respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the [First Amendment to the Constitution of the United States](#).
4. In grades kindergarten through 8, through the 2026-2027 school year, [PRESSPlus3](#) age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate Board policy 6:235, *Access to Electronic Networks*, and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
5. Beginning in the fall of 2027, in grades 3-8 each year, age- and developmentally appropriate instruction on online safety. [PRESSPlus4](#)
6. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
7. In all grades, character education [PRESSPlus5](#) must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction on in all grades will include

~~examples of~~ behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

8. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, and (d) the Pledge of Allegiance, ~~and (e) the voting process.~~ [PRESSPlus6](#)
9. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage with such frequency as determined by the Board, but at a minimum of three days per five-day week, during the school day, except on block scheduled days, in a physical education course. For exemptions and substitutions, see Board policy 7:260, *Exemption from Physical Education*.
10. In all schools, health education must be stressed, including: [PRESSPlus7](#) (a) human ecology, health, growth, development, personal health habits, and nutrition, (b) family life, (c) prevention and control of disease, ~~proper nutrition,~~ (b) physical fitness, (c) personal health habits, (d) ~~dangers and avoidance of abduction,~~ (d) age- and developmentally appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, (e) public health, environmental health, disaster preparedness, and safety education, [PRESSPlus8](#) (f) mental health and illness, (g) dental health, (h) cancer education, and (i) age- and developmentally appropriate consent education. [PRESSPlus9](#) ~~and (f) in grades 6-8, the dangers of fentanyl.~~ The Superintendent shall implement a comprehensive health education program in accordance with State law.
11. In all schools, abduction education that addresses the danger of and avoidance of abduction. [PRESSPlus10](#)
12. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels. In grades 6-8, students engage in career exploration and career development activities to prepare them to make informed plans and decisions about their future education and career goals.
13. In all schools, environmental education, including instruction on: (a) the current problems and needs in the conservation of natural resources and (b) beginning in the fall of 2026, instruction on climate change.
14. In all schools, instruction as determined by the Superintendent or designee on United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian

Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America, (i) Native American nations' sovereignty and self-determination, both historically and in the present day, with a focus on urban Native Americans, and (j) ~~beginning in the fall of 2024,~~ the events of the Native American experience and Native American history within the Midwest and Illinois since time immemorial in accordance with [105 ILCS 5/27-20.05](#).

15. In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.
16. ~~In grade 7, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.~~ [PRESSPlus11](#)
17. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, the Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, [Q1](#) and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
18. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
19. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans.
20. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
21. In all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States.
22. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

#### LEGAL REF.:

[Pub. L. No. 108-447](#), Section 111 of Division J, Consolidated Appropriations Act of 2005.

[Pub. L. No. 110-385](#), Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.

[47 C.F.R. §54.520](#).

[5 ILCS 465/3](#) and [465/3a](#).

[20 ILCS 2605/2605-480](#).

[105 ILCS 5/2-3.80\(e\)](#) and (f), [5/10-20.79](#), [5/10-20.84](#), [5/10-23.13](#), [5/27-3](#), [5/27-3.5](#), [5/27-5](#), [5/27-6](#), [5/27-6.5](#), [5/27-7](#), [5/27-12](#), [5/27-12.1](#), [5/27-13.1](#), [5/27-13.2](#), [5/27-20.05](#), [5/27-20.08](#), [5/27-20.3](#), [5/27-](#)

~~20.4, 5/27-20.5, 5/27-20.7, 5/27-20.8, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-23.11, 5/27-23.15, 5/27-23.16, 5/27-24.1, and 5/27-24.2~~ 5/22-110, 5/27-105, 5/27-110, 5/27-115, 5/27-210, 5/27-215, 5/27-245, 5/27-250, 5/27-255, 5/27-260, 5/27-305, 5/27-310, 5/27-315, 5/27-405, 5/27-410 (scheduled for repeal on 7-1-27), 5/27-415 (scheduled for repeal on 7-1-27), 5/27-505, 5/27-510, 5/27-515, 5/27-520, 5/27-525, 5/27-530, 5/27-535, 5/27-540, 5/27-545, 5/27-605, 5/27-705, 5/27-710, 5/27-715, 5/27-720, 5/27-725, 5/27-810, 5/27-815, and 5/27-1050. [PRESSPlus12](#)

~~105 ILCS 110/3, Comprehensive Health Education Program.~~ [PRESSPlus13](#)

[105 ILCS 435/](#), Vocational Education Act.

[625 ILCS 5/6-408.5](#), Ill. Vehicle Code.

[23 Ill.Admin.Code §§1.420, 1.425, 1.430](#), and [1.440](#).

CROSS REF.: 4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:260 (Exemption from Physical Education)

Adopted: January 21, 2025

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## Questions and Answers:

\*\*\*Required Question 1. A district may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland, known as the "Irish Famine." 105 ILCS 5/27-1030, renumbered by P.A. 104-391. If offered, the board locally determines the minimum amount of instruction time. For a resource originally developed by the NJ Commission on Holocaust Education, see [www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/IrishFamine.pdf](http://www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/IrishFamine.pdf).

Does the Board provide instruction studying the causes and effects of the Irish Famine?

No. (Default)

Yes. (IASB will add "the Irish Famine" after "the Famine-Genocide in Ukraine," and IASB will add 5/27-1030 to the Legal References.)

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## PRESSPlus Comments

PRESSPlus 1. Stricken from #1 and added below. **Issue 120, October 2025**

PRESSPlus 2. Drug abuse prevention education is no longer part of the Comprehensive Health Education Program (CHEP) and is therefore listed as a separate item. P.A. 104-391 consolidated drug prevention education related topics into one new section of the School Code, 105 ILCS 5/27-255. **Issue 120, October 2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/27-410 (scheduled for repeal on 7-1-27), amended by P.A. 104-399, eff. 1-1-26, and renumbered by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 4. Required by 105 ILCS 5/27-405(b), added by P.A. 104-391. Boards locally determine the scope and duration of this unit of instruction. Topics to include in online safety instruction are not mandated, but the following are recommended: (1) safe and responsible use of the Internet, social networking websites, electronic mail, online messaging and posting, and other means of communication on the Internet; (2) recognizing, avoiding, and reporting online solicitations of students, their classmates, and their friends by sexual predators; (3) risks of transmitting personal information on the Internet; (4) recognizing and avoiding unsolicited or deceptive communications received online; (5) reporting online harassment, cyber-bullying, and illegal activities and communications on the Internet; (6) the legal penalties and social ramifications for illicit actions taken online, including infringement of copyright laws and the creation and sharing of harmful, defamatory, or sexually explicit content; and (7) the relationship between responsible use of online resources and social-emotional health. *Online safety* means safe practices relating to an individual's or group's use of the Internet, social networking website, electronic mail, online messaging and posting, and other means of communication on the Internet. **Issue 120, October 2025**

PRESSPlus 5. Updated in response to P.A. 104-391, which repealed the requirement to teach character education formerly at 105 ILCS 5/27-12. **Issue 120, October 2025**

PRESSPlus 6. Updated in response to P.A. 104-391, which moved instruction on the voting process to civics education for grades 6, 7, or 8. **Issue 120, October 2025**

PRESSPlus 7. Letters (a) - (i) are required by CHEP. 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 8. 105 ILCS 5/27-815, renumbered by P.A. 104-391, also requires safety instruction in each of grades 1 through 8, equivalent to one class period each week. Neither CHEP nor 105 ILCS 5/27-815 (as it pertains to grades 1-8) define safety education or explain how it differs from the optional safety education that boards can offer under 105 ILCS 5/27-1020, renumbered by P.A. 104-391, though districts could draw from the topics listed in that section. **Issue 120, October 2025**

PRESSPlus 9. Consent education under CHEP is limited to the definition of *consent* under 105 ILCS 5/27-215(a), added by P.A. 104-391; this basic consent instruction is separate from the more extensive, optional consent education under 105 ILCS 5/27-1010, amended and renumbered by P.A. 104-391. For more information, see PRESS sample policy 6:60, *Curriculum Content*, at footnote 33, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 120, October 2025**

PRESSPlus 10. Required by 105 ILCS 5/27-105, added by P.A. 104-391. The Ill. State Police and Ill. State Board of Education (ISBE) must develop instruction on child abduction prevention. 20 ILCS 2605/2605-480. See [www.isbe.net/Documents/Child-Abduction-Prevention.pdf](http://www.isbe.net/Documents/Child-Abduction-Prevention.pdf). Although this topic is no longer required by CHEP, it is also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 120, October 2025**

PRESSPlus 11. Repealed by P.A. 104-391, formerly at 105 ILCS 5/27-3.5. **Issue 120, October 2025**

PRESSPlus 12. Updated in response to P.A. 104-391, renumbering, reorganizing, and repealing citations throughout 105 ILCS 5/27. **Issue 120, October 2025**

PRESSPlus 13. Repealed by P.A. 104-391 and replaced, in part, by 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

# Document Status: Draft Update

## INSTRUCTION

### 6:130 Program for the Gifted

The Superintendent or designee shall implement an education program for gifted and talented learners that will challenge and motivate academically advanced learners and engage them in appropriately differentiated learning experiences to develop their unique abilities. This program will be responsive to student needs and within the budget parameters as set by the Board. ~~If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a “plan for gifted education” that would qualify for State funding.~~ [PRESSPlus1](#)

Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student’s identification as gifted or talented learner.

The School Board will monitor this program’s performance by meeting periodically with the Superintendent or designee to determine and/or review the indicators and data that evidence whether the educational program for gifted and talented learners is accomplishing its goals and objectives and is otherwise in compliance with this policy.

LEGAL REF.:

[105 ILCS 5/14A.](#)

~~23 Ill.Admin.Code Part 227.~~

CROSS REF.: 6:135 (Accelerated Placement Program)

Adopted: February 21, 2023

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/14A, amended by P.A. 104-129, eff. 1-1-26, removing references to State funding for gifted programs and related requirements. **Issue 120, October 2025**

## *Document Status: Draft Update*

### INSTRUCTION

#### **6:160 English Learners**

The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Superintendent or designee shall develop and maintain a program for English Learners that will:

1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners.
2. Appropriately identify students with limited English language proficiency.
3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Learners.
6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Learners about: (a) the reasons for their child's identification, (b) their child's level of English proficiency, (c) the method of instruction to be used, (d) how the program will meet their child's needs, (e) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (f) specific exit requirements of the program, (g) how the program will meet their child's individualized education program, if applicable, and (h) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged.

#### Parent/Guardian Involvement [PRESSPlus1](#)

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

#### LEGAL REF.:

[20 U.S.C. §§6312, 6314, 6315, and 6318.](#)

[20 U.S.C. §6801](#) *et seq.*

[34 C.F.R. Part 200.](#)

[105 ILCS 5/14C-1](#) *et seq.*

[23 Ill.Admin.Code Part 228.](#)

CROSS REF.: 6:15 (School Accountability), 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program)

Adopted: December 14, 2021

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## **PRESSPlus Comments**

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

## *Document Status: Draft Update*

### **INSTRUCTION**

#### **6:260 Complaints About Curriculum, Instructional Materials, and Programs**

Parents/guardians have the right to inspect any instructional material used as part of their child's educational curriculum pursuant to Board of Education policy 7:15, *Student and Family Privacy Rights*.

Parents/guardians, employees, and community members who believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy may file a complaint using Board policy 2:260, *Uniform Grievance Procedure*.

Parents/guardians, employees, and community members with other suggestions or complaints about curriculum, instructional materials, or programs should complete a *Curriculum Objection Form*. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a *Curriculum Objection Form*. The Superintendent or designee shall establish criteria for the review of objections and inform the parent/guardian, employee, or community member, as applicable, of the District's decision.

LEGAL REF.:

[20 U.S.C. §1232h](#), Protection of Pupil Rights Amendment.

[Mahmoud v. Taylor, 145 S.Ct. 2332 \(2025\)](#). [PRESSPlus1](#)

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)

Adopted: February 21, 2023

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#### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to [Mahmoud v. Taylor, 145 S.Ct. 2332 \(2025\)](#), holding that classroom instruction will likely burden parents' free exercise rights if it requires their children to submit to instruction "that poses 'a very real threat of undermining' the religious beliefs and practices that the parents wish to instill." Unless otherwise required by law, it is unclear from Mahmoud whether a district would ever need to give advance notice to all parents/guardians of the use of certain curriculum or instructional materials that could trigger religious objections. Doing so could present discrimination concerns. Given the many unsettled legal issues in this area and the fact-dependent nature of the analysis involved, boards should consult with the board attorney regarding any curriculum objections. **Issue 120, October 2025**

# Document Status: Review and Monitoring

## INSTRUCTION

### 6:280 Grading and Promotion

The Superintendent or designee shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the standardized tests required by the Ill. State Board of Education (ISBE) and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted. [PRESSPlus1](#)

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.:

[105 ILCS 5/2-3.64a-5](#), [5/10-20.9a](#), [5/10-21.8](#), and [5/27-27](#).

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted: July 21, 2020

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### PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by

logging in at [www.iasb.com](http://www.iasb.com)), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary

- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

**Issue 120, October 2025**

# Document Status: Draft Update

## STUDENTS

### 7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender expression, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

#### Sex Equity

No student shall, based on sex, sexual orientation, gender identity, or gender expression be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Students shall be supported in a manner consistent with their gender identity. This will include, but not be limited to, use of restrooms, locker rooms, and other facilities that correspond with the student's gender identity.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to [105 ILCS 5/3-10](#)) and, thereafter, to the State Superintendent of Education (pursuant to [105 ILCS 5/2-3.8](#)).

Any student may file a sexual harassment complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

#### Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator and a Title IX Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

#### LEGAL REF.:

[20 U.S.C. §1681](#) et seq., Title IX of the Education Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §791](#) et seq., Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[Plyler v. Doe, 457 U.S. 202 \(1982\)](#), [PRESSPlus1](#)

[Good News Club v. Milford Central Sch., 533 U.S. 98 \(2001\)](#).

Ill. Constitution, Art. I, §18.

105 ILCS 5/3.25b, 5/3.25d(b), 5/10-20.12, 5/10-20.60, 5/10-20.63, 5/10-22.5, [5/22-105](#), 5/26A, and 5/27-1.

[775 ILCS 5/1-101](#) *et seq.*, Illinois Human Rights Act.

[775 ILCS 35/5](#), Religious Freedom Restoration Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), [7:150 \(Agency and Law Enforcement Requests\)](#), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Adopted: September 16, 2025

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/22-105(c)(1-3), added by P.A. 104-288, eff. 1-1-26, codifying [Plyler v. Doe, 457 U.S. 202 \(1982\)](#), prohibiting districts from taking any action that would deny a child free public education based on the child's or their parent's/guardian's actual or perceived citizenship or immigration status, and requiring districts to establish a policy and procedures regarding agency and law enforcement requests, to ensure this right is preserved. See policy 7:150, *Agency and Law Enforcement Requests*, and sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*, available at PRESS Online by logging in at [www.iasb.com](#).  
**Issue 120, October 2025**

# *Document Status: Draft Update*

## **STUDENTS**

### **7:70 Attendance and Truancy**

#### Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of 6 (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades, kindergarten through 8, in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, and (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

#### Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 8 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.

5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, and information about available community services relevant to such students' needs. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process for the collection and review of chronic absence data and to:
  - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
  - b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to all school personnel, Board members, and school resource officers on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
14. An approval process for students to attend activities allowed under 105 ILCS 5/10-19.05(k), including provisions for making up missed coursework that do not penalize students. [PRESSPlus1](#)

### Updating

Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

### LEGAL REF.:

105 ILCS [5/10-19.05\(k\)](#), [5/22-92](#), and [5/26-1](#) through [5/26-3](#), [5/26-5](#) through [5/26-16](#), [5/26-18](#), and [5/26A](#).

[705 ILCS 405/3-33.5](#), Juvenile Court Act of 1987.

[23 Ill.Admin.Code §§1.242](#) and [1.290](#).

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

Adopted: September 16, 2025

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-19.05(k), amended by P.A. 104-250, eff. 1-1-26, requiring an approval process for students to attend allowable activities by the beginning of the 2026-2027 school year. Allowable activities are: (1) instruction in a college course where the student is dually enrolled for both high school and college credit, (2) participation in a Supervised Career Development Experience in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, (3) participation in any work-based learning experience in which student participation and learning outcomes are approved by an educator who holds an Educator License with Stipulations with a career and technical educator endorsement and a work-based learning designation, (4) participation in a youth apprenticeship in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, and (5) participation in a blended learning program approved by the district in which course content, student evaluation, and instructional methods are supervised by an educator licensed under 105 ILCS 5/21B. **Issue 120, October 2025**

## *Document Status: Draft Update - Rewritten*

### STUDENTS

#### **7:150 Agency and Law Enforcement Requests**

*Title has been updated. Original Title: Agency and Police Interviews*

The District recognizes the right of every student to equal access to a free public education under State and federal law, consistent with Board policy 7:10, *Equal Educational Opportunities*. District administrators and staff stand *in loco parentis* when government agency and law enforcement authority requests occur at school. [PRESSPlus1](#)

#### Federal and State Law Requirements Regarding Citizenship and Immigration Status in Schools [PRESSPlus2](#)

No student shall be denied an education based on the student's, or their parent's/guardian's, actual or perceived citizenship or immigration status. Based on such status, the District will not:

1. Exclude a student from participating in, or deny them the benefits of, any District program or activity.
2. Use policies or procedures or engage in practices that have the effect of excluding a student from participating in or denying the benefits of any District program or activity.
3. Use policies or procedures or engage in practices that have the effect of excluding participation of a student's parent(s)/guardian(s) from District parental engagement activities or programs.
4. Threaten to disclose information related to the actual or perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency.
5. Disclose information related to the perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency if the District does not have direct knowledge of the student's or associated person's actual citizenship or immigration status, subject to the requirements in 105 ILCS 5/22-105(c)(3). [PRESSPlus3](#)
6. Disclose information related to the actual citizenship or immigration status of a student or a person associated with the student to any other person or nongovernmental entity if the District has direct knowledge of the student's or associated person's actual citizenship status, subject to the requirements in 105 ILCS 5/22-105(c)(3).

State law does not prohibit or restrict the District from sending or receiving information about the citizenship or immigration status of an individual to or from the U.S. Dept. of Homeland Security or any other governmental entity under 8 U.S.C. §§1373 and 1644.

#### Responding to Agency and Law Enforcement Requests [PRESSPlus4](#)

The Superintendent shall develop procedures to manage requests by government agencies or law enforcement authorities regarding students at school. Procedures will:

1. Recognize individual student rights and privacy.

2. Recognize the potential impact the release of information or an interview may have on an individual student.
3. Minimize potential disruption.
4. Foster a cooperative relationship with government agencies and law enforcement authorities.
5. Maintain discipline and recognize that school employees stand in the relationship of the parents/guardians to the students during the school day.
6. Comply with State law including, but not limited to, ensuring that before a law enforcement agent, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the Superintendent or designee will: [PRESSPlus5](#)
  - a. Notify or attempt to notify the student's parent(s)/guardian(s) and document the time and manner in writing;
  - b. Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that school employees (including, but not limited to, a school social worker, psychologist, nurse, counselor, or any other mental health professional) are present during the questioning; and
  - c. If practicable, make reasonable efforts to ensure a trained law enforcement officer [PRESSPlus6](#) to promote safe interactions and communications with the student is present during questioning.
7. Manage reviewing and authorizing requests from law enforcement agents attempting to enter a school or school facility, in accordance with the requirements of 105 ILCS 5/22-105(c) (4). [PRESSPlus7](#)

LEGAL REF.:

U.S. Constitution, Amend. IV.

8 U.S.C. §1373 and §1644.

Plyler v. Doe, 457 U.S. 202 (1982).

Ill. Constitution, Art. I, §6.

105 ILCS 5/10-20.64, 5/10-20.68, 5/22-88, 5/22-105, and 5/24-24.

55 ILCS 80/, Children's Advocacy Center Act.

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

720 ILCS 5/31-1 et seq., Interference with Public Officers Act.

725 ILCS 120/, Rights of Crime Victims and Witnesses Act.

CROSS REF.: 2:160 (Board Attorney), 2:260 (Uniform Grievance Procedure), and 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:90 (Abused and Neglected Child Reporting), 7:10 (Equal Educational Opportunities), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:190 (Student Behavior)

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**PRESSPlus Comments**

PRESSPlus 1. This policy is renamed and rewritten in response to 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, requiring districts to establish a policy by 7-1-26 regarding agency and law enforcement requests at school, and for continuous improvement. See the footnotes of this sample policy for more information, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com).

By 7-1-26, districts are also required to develop procedures for reviewing and authorizing requests from *lawenforcement agents* attempting to enter a school or school facility. 105 ILCS 5/22-105(b), added by P.A. 104-288, eff. 1-1-26, defines *lawenforcement agent* as "an agent of federal, State, or local law enforcement authorized with the power to arrest or detain individuals or manage the custody of detained individuals for a law enforcement purpose, including civil immigration enforcement." *Law enforcement agent* does not include a school resource officer as defined in 105 ILCS 5/10-20.68. *Id.* See sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*. **Issue 120, October 2025**

PRESSPlus 2. Required by 105 ILCS 5/22-105(d), added by P.A. 104-288, eff. 1-1-26. **Issue 120, October 2025**

PRESSPlus 3. Districts must also still comply with federal and State laws, e.g., FERPA and the Ill. School Student Records Act, governing the disclosure of student records or information. **Consult the board attorney regarding legal requirements when requests are received from federal law enforcement agencies. Issue 120, October 2025**

PRESSPlus 4. With the exception of items #6 and #7, the listed standards for procedures are at the local school board's discretion and may be omitted. For procedures addressing #1-6, refer to the *Guidelines for Interviews of Students*, published by the Ill. Council of School Attorneys (ICSA *Guidelines*) at: [www.iasb.com/policy-services-and-school-law/guidance-and-resources/guidelines-for-interviews-of-students/](http://www.iasb.com/policy-services-and-school-law/guidance-and-resources/guidelines-for-interviews-of-students/) in consultation with the board attorney. For procedures addressing the items listed in #7, refer to sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), in consultation with the board attorney. Procedures covering item #7 are required by 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, and must be implemented by 7-1-26. **Issue 120, October 2025**

PRESSPlus 5. 105 ILCS 5/22-88. The statute does not specifically assign these duties to a school official, but instead states that "a law enforcement officer, school resource officer, or other school security personnel" must ensure these conditions are met before detaining and questioning a student on school grounds. For ease of implementation, this policy assigns these duties to a school official as they routinely contact parents/guardians and can arrange for the presence of school personnel during an interview. See the *ICSA Guidelines* for further discussion of school officials' responsibilities when law enforcement authorities interview students at school. **Issue 120, October 2025**

PRESSPlus 6. A *trained lawenforcement officer* is someone who: (1) received training in youth investigations approved or certified by his/her law enforcement agency or under 50 ILCS 705/10.22, or (2) is a juvenile police officer per 705 ILCS 405/1-3(17). 105 ILCS 5/22-88(b)(4). **Issue 120, October 2025**

PRESSPlus 7. 105 ILCS 5/22-105(c)(4), added by P.A. 104-288, eff. 1-1-26, requires a district to

develop procedures that: (1) designate authorized personnel at the school and the superintendent's office or school administrative office who may contact the board attorney, (2) require the designated authorized person and board attorney to work together to review requests from law enforcement agents to enter a school or school facility, including under judicial warrants, nonjudicial warrants, and subpoenas, (3) require the designated authorized personnel to monitor or accompany and to document all interactions with law enforcement agents while on the school's premises, and (4) require the designated authorized person to notify and seek consent from a student's parent/guardian, or from the student if the student is 18 years old or older or emancipated, if a law enforcement agent requests access to a student for immigration enforcement purposes, unless such access is in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the student's parent/guardian.

Regarding requirement #2 in the paragraph immediately above, ensure that the superintendent's authority to designate others to contact the board attorney aligns with policy 2:160, *Board Attorney*. The superintendent will need to work with the board attorney to create a list of administrators authorized to consult directly with the board attorney if any agency or law enforcement request is received. Factors to consider when drafting this list include: the type of request received, the type of agency or law enforcement unit making the request, whether or not a warrant is presented, and whether or not exigent circumstances are claimed. **Issue 120, October 2025**

## Document Status: Draft Update

### STUDENTS

#### 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from 105 ILCS 5/22-110~~27-23.7~~ [PRESSPlus1](#)

Artificial intelligence means a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. Artificial intelligence includes generative artificial intelligence.

*Bullying* includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or

4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

*Bullying* may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

*Cyberbullying* means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of *bullying*. [PRESSPlus2](#)

*Digital replica* means a newly created, electronic representation of the identity of an actual individual created using a computer, algorithm, software, tool, artificial intelligence, or other technology that is fixed in a sound recording or audiovisual work in which that individual did not actually perform or appear and that is so realistic that a reasonable observer would believe it is a performance by the individual being portrayed and no other individual.

*Restorative measures* means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act.

*School personnel* means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

*Unauthorized digital replica* means the use of a digital replica of an individual without the consent of the depicted individual.

### Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below

1. The District uses the definition of *bullying* as provided in this policy.

2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

**Nondiscrimination Coordinator**

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4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the

investigation process.

- c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
- d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
  - a. The frequency of victimization;
  - b. Student, staff, and family observations of safety at a school;
  - c. Identification of areas of a school where bullying occurs;
  - d. The types of bullying utilized; and
  - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- i. An updated version of the policy with the amendment/modification date specifying the date of adoption (indicated by month, date, and year) [PRESSPlus3](#) included in the reference portion of the policy;
- ii. If no revisions are deemed necessary, a copy of Board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- iii. A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
  - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
  - b. 2:265, *Title IX Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
  - c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
  - d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
  - e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
  - f. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
  - g. 7:20, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
  - h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
  - i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
  - j. 7:310, *Restrictions on Publications; Elementary Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/22-110, and 5/24-24, and ~~5/27-23.7~~.

405 ILCS 49/, Children's Mental Health Act.

775 ILCS 5/1-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications; Elementary Schools)

Adopted: August 18, 2025

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## **PRESSPlus Comments**

PRESSPlus 1. All definitions are directly from 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391, or any other statutes it incorporates by reference. **Issue 120, October 2025**

PRESSPlus 2. This sentence is required beginning with the 2026-27 school year. 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 3. Including the month, date, and year that an updated policy was adopted is required by 23 Ill. Admin.Code §1.295(c)(2). **Issue 120, October 2025**

# Document Status: Draft Update

## STUDENTS

### 7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

#### When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

#### Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
  - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
  - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
  - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or

licensed practitioner's prescription.

- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. Look-alike or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
5. Using or possessing an electronic paging device.
6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
7. *Sexting*, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions*, as defined in State law.

8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
11. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
13. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
17. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
18. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
19. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
22. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
23. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a

staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

### Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended shall also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who

has been expelled shall also be restricted from being on school grounds and at school activities.

13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in [Article 13A](#) or [13B of the School Code](#).
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others. It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by [105 ILCS 5/10-20.33](#).

#### Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in [105 ILCS 5/10-20.33](#), Ill. State Board of Education (ISBE) rules ([23 Ill.Admin.Code §§ 1.280, 1.285](#)), and the District's procedure(s).

#### Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of 2012 ([720 ILCS 5/24-1](#)).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

## Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

## Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on ~~or around~~ school grounds, becomes aware of any person in possession of a firearm on school grounds, or becomes aware of any threat of gun violence on school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. If the report of (1), above, pertains to a threat of firearm violence made by a student, the Building Principal or designee shall attempt to notify the student's parent/guardian as soon as possible and shall further attempt to contact the parent/guardian to ensure that the student does not have access to a firearm. [PRESSPlus1](#) In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report these incidents to ISBE through its web-based School Incident Reporting System as they occur during the year and no later than July 31 for the preceding school year.

## Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other licensed educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by [105 ILCS 5/10-20.33](#). Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

## Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated

by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

[20 U.S.C. §7971](#) *et seq.*, Pro-Children Act of 2004.

[20 U.S.C. §7961](#) *et seq.*, Gun Free Schools Act.

[105 ILCS 5/10-20.5b](#), [5/10-20.14](#), [5/10-20.28](#), [5/10-20.36](#), [5/10-21.7](#), [5/10-21.10](#), [5/10-22.6](#), [5/10-27.1A](#), [5/10-27.1B](#), [5/22-33](#), [5/22-100](#), [5/22-110](#), [5/24-24](#), [5/26-12](#), [5/27-240](#)~~27-23.7~~, and 5/31-3.

~~105 ILCS 110/3.10, Critical Health Problems and Comprehensive Health Education Act.~~

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Pilot Program.

[410 ILCS 647/](#), Powdered Caffeine Control and Education Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[23 Ill.Admin.Code §§ 1.280](#), [1.285](#).

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and [Law Enforcement Requests](#)~~Police Interviews~~), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications; Elementary Schools), 8:30 (Visitors to and Conduct on School Property)

Adopted: September 16, 2025

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## PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174. **Issue 120, October 2025**

# Document Status: Draft Update

## STUDENTS

### 7:290 Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

#### Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the [School Code Section 5/2-3.166\(c\)\(2\)-\(7\)](#). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
  - a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements ~~105 ILCS 5/2-3.139 and~~ 105 ILCS 5/27-215 7 (requiring education for students on mental health and illness ~~to develop a sound mind and a healthy body~~). [PRESSPlus1](#)
  - b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under [105 ILCS 5/3-14.8](#) (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
  - a. The training required by [105 ILCS 5/10-22.39](#) for all District staff who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
  - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by

suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:

- a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and [405 ILCS 49/15\(b\)](#) (requiring student social and emotional development in the District's educational program);
  - b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
  - c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;
  - d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and [105 ILCS 5/10-22.24a](#) and [22.24b](#), which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
  - e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
  - f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;
  - g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act, [405 ILCS 49/](#) (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
  - h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
  5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
  6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

### Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

### Monitoring

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

### Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting

on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District. Student ~~and staff~~ [PRESSPlus2](#) identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law.

### Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Student Confidential Reporting Act, [5 ILCS 860/](#), Children's Mental Health Act, [405 ILCS 49/](#), Mental Health and Developmental Disabilities Confidentiality Act, [740 ILCS 110/](#), and the Individuals with Disabilities Education Act, [42 U.S.C. §12101 et seq.](#)

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

### LEGAL REF.:

[42 U.S.C. § 1201 et seq.](#), Individuals with Disabilities Education Act.

105 ILCS 5/2-3.166, ~~105 ILCS 5/2-3.139~~, 5/3-14.8, ~~5/10-20.76~~, 5/10-20.81, 5/10-22.24a, 5/10-22.24b, 5/10-22.39, 5/14-1.01 et seq., 5/14-7.02, ~~and 5/14-7.02b~~, and 5/27-2157.

[5 ILCS 860/](#), Student Confidential Reporting Act.

[405 ILCS 49/](#), Children's Mental Health Act.

[740 ILCS 110/](#), Mental Health and Developmental Disabilities Confidentiality Act.

[745 ILCS 10/](#), Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

Adopted: January 16, 2024

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-20.81, amended by P.A. 104-264, eff. 1-1-26, requiring districts to insert the same contact information for suicide prevention helplines required for student ID cards on employee ID cards for employees serving any of grades 6 through 12. **Issue 120, October 2025**



## *Document Status: Draft Update*

### STUDENTS

#### **7:310 Restrictions on Publications; Elementary Schools**

##### School-Sponsored Publications and Websites

School-sponsored publications, productions, and websites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

##### Non-School Sponsored Publications Accessed or Distributed On-Campus

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, digital files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, digital files, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., text or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by Board policy 7:190, *Student Behavior*, and/or Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material

to be distributed or accessed is primarily prepared by students.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

#### Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

#### Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is *bullying* and/or *cyberbullying* according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

LEGAL REF.:

105 ILCS 5/22-110~~7-23.7~~. [PRESSPlus1](#)

[Hazelwood v. Kuhlmeier](#), 484 U.S. 260 (1988).

[Tinker v. Des Moines Indep. Cmty. Sch. Dist.](#), 393 U.S. 503 (1969).

[Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118](#), 9 F.3d 1295 (7th Cir. 1993).

CROSS REF.: 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

Adopted: September 16, 2025

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#### **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated in response to P.A. 104-391. **Issue 120, October 2025**

# Document Status: Draft Update

## STUDENTS

### 7:340 Student Records

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement professionals ~~officers~~ [PRESSPlus1](#) working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement professionals ~~officials~~, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

State and federal law grants students, parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, certain rights, including the right to inspect, copy, and/or challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. The District will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student. Upon request, the District discloses school student records without parent consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

### Student Biometric Information Collection

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention. Such recommendation shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial

recognition or iris or retinal scans.

Before collecting student biometric information, the District shall obtain written permission from the person having legal custody/parental responsibility or the student (if over the age of 18). Upon a student's 18<sup>th</sup> birthday, the District shall obtain written permission from the student to collect student biometric information. Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

All collected biometric information shall be stored and transmitted in a manner that protects it from disclosure. Sale, lease, or other disclosure of biometric information to another person or entity is strictly prohibited.

The District will discontinue use of a student's biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2) the District receives a written request to discontinue use of biometric information from the person having legal custody/parental responsibility of the student or the student (if over the age of 18). Requests to discontinue using a student's biometric information shall be forwarded to the Superintendent or designee.

The Superintendent or designee shall develop procedures to implement this policy consistent with State and federal law.

LEGAL REF.:

[20 U.S.C. §1232g](#), Family Educational Rights and Privacy Act; [34 C.F.R. Part 99](#).

[50 ILCS 205/7](#), Local Records Act.

[105 ILCS 5/10-20.12b](#), [5/10-20.40](#), [5/14-1.01](#) et seq., and [5/26A-30](#).

[105 ILCS 10/](#), Ill. School Student Records Act.

[105 ILCS 85/](#), Student Online Personal Protection Act.

[325 ILCS 17/](#), Children's Privacy Protection and Parental Empowerment Act.

[750 ILCS 5/602.11](#), Ill. Marriage and Dissolution of Marriage Act.

[23 Ill.Admin.Code Parts 226](#) and [375](#).

[Owasso I.S.D. No. I-011 v. Falvo](#), 534 U.S. 426 (2002).

[Chicago Tribune Co. v. Chicago Bd. of Ed.](#), 332 Ill.App.3d 60 (1st Dist. 2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: September 16, 2025

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**PRESSPlus Comments**

PRESSPlus 1. Revised in #2 and #3 to match the text of the Illinois School Student Records Act (ISSRA). **Issue 120, October 2025**

## *Document Status: Draft Update*

### COMMUNITY RELATIONS

#### **8:30 Visitors to and Conduct on School Property**

The following definitions apply to this policy:

**School property** - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a Board of Education meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities.

**Visitor** - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. Visitors will be logged pursuant to procedures established by the Superintendent or designee. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug

consumption is detectible, regardless of when and/or where the use occurred.

10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

### Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a ~~licensed certified~~ [PRESSPlus1](#) employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

### Exclusive Bargaining Representative Agent

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

**For employees whose collective bargaining agreement does not address this subject:**

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

### Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from or denied admission to school property in accordance with State law. The person also may be subject to being denied admission to school athletic or extracurricular events for up to one calendar year in accordance with the procedures below.

### Procedures to Deny Future Admission to Athletic or Extracurricular School Events

Before any person may be denied admission to athletic or extracurricular school events, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least 10 days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing.

#### LEGAL REF.:

[20 U.S.C. §7971](#) *et seq.*, Pro-Children Act of 2001.

[Nuding v. Cerro Gordo Community Unit School Dist.](#), 313 Ill. App.3d 344 (4th Dist. 2000).

[105 ILCS 5/10-20.5, 10-20.5b, 5/10-22.10, 5/22-33, 5/22-110, and 5/24-25, and 5/27-23.7\(a\)](#). [PRESSPlus2](#)

[115 ILCS 5/3](#)(c), Ill. Educational Labor Relations Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 705/](#), Cannabis Tax and Regulation Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[720 ILCS 5/11-9.3, 5/21-1, 5/21-1.2, 5/21-3, 5/21-5, 5/21-5.5, 5/21-9, and 5/21-11.](#)

CROSS REF.: 2:200 (Types of Board of Education Meetings), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

Adopted: January 16, 2024

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### **PRESSPlus Comments**

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

PRESSPlus 2. The Legal References are updated in response to P.A. 104-391. **Issue 120, October 2025**







INSPIRE · INNOVATE · ENGAGE

**NORTH SHORE**  
SCHOOL DISTRICT 112

Date: February 17, 2026

To: Dr. Michael Lubefeld, Superintendent of Schools  
Members of the Board of Education

From: Dr. Michael Rodrigo, Assistant Superintendent for Teaching and Learning

Subject: Dual Language Program Evaluation

Policy Alignment: 6:160 English Learners

Disposition: Information and Action

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### **Executive Summary:**

Following the update provided at the February 3, 2026, Committee of the Whole Meeting, this summary outlines the recommendation to select **Paridad Consulting** to conduct a comprehensive evaluation of the District 112 K-5 Dual Language Program. As the program approaches its 30th year, this external evaluation is a critical step in ensuring academic excellence and curriculum coherence ahead of the K-5 consolidation at Oak Terrace School in the 2027-2028 school year.

The district executed a rigorous and specialized Request for Proposal (RFP) process beginning in October 2025:

- **Strategic Partnership:** The RFP sought a vendor with deep expertise in the "Three Pillars of Dual Language": High Academic Achievement, Bilingualism/Biliteracy, and Sociocultural Competence.
- **Collaborative Review:** The selection process was conducted by the Student Success Subcommittee of the Dual Language Task Force.
- **Comprehensive Scope:** The evaluation will focus on student outcomes, instructional model analysis, biliteracy assessment frameworks, and optimal class sizes.

Paridad Consulting was identified due to its specialized experience in strengthening dual language programs serving multilingual learners. Their work will provide the district with actionable recommendations to enhance program effectiveness and support the upcoming school consolidation. The cost of the proposal is \$142,612.

**Recommendation:**

Information &

Action: Roll call vote to approve the proposal from Paridad Consulting for \$142,612 as presented.

## SERVICES AGREEMENT

This Services Agreement (“**Agreement**”) is effective on the date that the last party signs below, by and between the Board of Education of North Shore School District 112 (the “**District**”) and Paridad Education Consulting (“**Consultant**”) (collectively referred to as the “**Parties**”). The Parties agree as follows:

**1. SERVICES:** The District shall engage Consultant to provide services (“Services”) as described in **Exhibit A**, attached hereto and incorporated herein by reference. Consultant shall also comply with all requirements of the Request for Proposals (“RFP”), dated December 20, 2025, seeking proposals from qualified consultants or organizations to conduct a comprehensive evaluation of our 50/50 Dual Language Program. In the event of a conflict between the RFP and Exhibit A, the RFP shall control. Consultant will determine the method, details, and means of performing the Services in cooperation with District staff. Consultant shall perform all services in accordance with the best industry and professional standards applicable to the work performed.

**2. FEE FOR SERVICES & EXPENSES:** For Services provided, the District will pay Consultant at the rate or amounts and per the schedule set forth in Exhibit A. Consultant is responsible for submitting invoices for Services. Payments by the District shall be made in accordance with the *Illinois Local Government Prompt Payment Act* after receipt of the invoice by the District Office.

**3. INDEPENDENT CONTRACTOR:** No relationship of employer and employee is created by this Agreement between Consultant and the District, it being understood that the Consultant will provide Services as an independent contractor. Consultant shall have no claim under this Agreement or otherwise against the District for vacation pay, sick leave, retirement benefits, workers' compensation, disability or unemployment insurance benefits, or any other wages or benefits of any kind. Consultant acknowledges that it is solely responsible for any taxes, including but not limited to, self-employment tax and federal and state income tax that it must pay in connection with this Agreement.

**4. RECORDS AND CONFIDENTIALITY:** In the course of providing Services, the Consultant may have access to District records (including, but not limited to student and personnel records) only to the extent necessary for the performance of such Services. The Consultant agrees that any information it receives from the District or otherwise with respect to individual District employees or students shall remain the property of the District and shall be treated and maintained by the Consultant as confidential information and used only for the purpose of providing Services.

Student record information shall not be disclosed to third parties for any reason other than when required by law, and will not be used for the Consultant’s own personal or business purposes outside the performance of Services. All information that qualifies as a student record under the Family and Educational Rights Privacy Act and the Illinois School Student Records Act shall be handled by the Consultant in accordance with those laws. If there is a breach of such information (e.g. disclosure to a third party by the Consultant), the Consultant shall, within two (2) calendar days of knowledge of the incident, inform the District of the breach and the data affected. The Consultant further agrees to comply with all state and federal laws, including, but not limited to, the Illinois School Student Records Act, the Illinois Mental Health Act and Developmental

Disabilities Confidentiality Act, the federal Family Educational Rights, and Privacy Act, the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”) and all rules and regulations governing the release of student, personnel, and medical records. The Consultant also shall abide by all other records confidentiality obligations of the District and all District policies and procedures applicable to the same.

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

**5. FREEDOM OF INFORMATION ACT COMPLIANCE:** The District is subject to the Illinois Freedom of Information Act, 5 ILCS 140/1, et seq. (“FOIA”), and any and all information submitted to the District may be subject to disclosure to third parties in accordance with FOIA. If Consultant requests that the District withhold any submitted information as trade secrets, commercial information, or financial information from disclosure to a third party in response to a FOIA request, Consultant must notify the District of such request at the time such information is submitted to the District, along with a statement that disclosure of such information will cause competitive harm to the Consultant, as provided by 5 ILCS 140/7(1)(g). Any content not so marked will be presumed to be open to public inspection. The Consultant may be required to substantiate the basis for its claims at a later time. The District reserves the right, in its sole discretion and subject only to applicable law, to withhold or release the subject information in response to a FOIA request. As a potential provider of a governmental function on behalf of the District, the Consultant agrees to cooperate with the District, without additional charge, in responding to any FOIA request, including by timely providing any documents requested by the District that directly relate to the governmental function that the Consultant has been engaged to perform on behalf of the District.

**6. OTHER LAWS, RULES, AND POLICIES:** Consultant shall comply with all applicable laws, ordinances, rules, regulations and codes as well as all District policies and regulations and procedures, now in force or which may hereafter be in force, pertaining to the Services provided under this Agreement. Furthermore, Consultant represents and warrants that it currently has, and shall maintain during the term of this Agreement, all licenses required to perform the Services hereunder if required by law. Consultant represents and warrants to District that it will not allow anyone to provide Services who is a convicted child sex offender or otherwise prohibited from being present on District property.

**7. TERMINATION:** The District may terminate the agreement, with or without cause, by providing at least thirty (30) days advanced written notice. Upon any termination pursuant to this section, the District shall compensate the Consultant for all services performed and approved expenses incurred up to the effective date of termination.

**8. INDEMNIFICATION:** The Consultant shall indemnify and hold harmless the District, and its individual board members, employees, and agents (“Indemnitees”), from any and all costs, damages, losses, judgments, liabilities, and expenses (including reasonable attorneys’ fees and litigation costs) brought against or incurred by the Indemnitees arising out of, in connection with,

or related to (1) any acts or omissions of the Consultant; and (2) any breach by the Consultant of the contract.

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

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

**10. BINDING EFFECT:** The covenants and conditions contained in the Agreement shall apply to and bind the Parties and their heirs, legal representatives, successors and permitted assigns.

**11. CUMULATIVE RIGHTS:** The Parties' rights under this Agreement are cumulative, and shall not be construed as exclusive of each other unless otherwise required by law.

**12. WAIVER:** The failure of either Party to enforce any provisions of this Agreement shall not be deemed a waiver or limitation of that Party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

**13. ENTIRE AGREEMENT:** This Agreement constitutes the entire agreement between the Parties and supersedes any prior understanding or representation of any kind preceding the date of this Agreement. There are no other promises, conditions, understandings or other agreements, whether oral or written, relating to the subject matter of this Agreement. This Agreement may be modified in writing, which amendment must be signed by both Parties to be effective.

**14. NOTICE:** Any notice required or otherwise given pursuant to this Agreement shall be in writing and mailed certified return receipt requested, postage prepaid, or delivered by overnight delivery service, addressed as follows:

**The District:**  
North Shore School District 112  
Attn: Superintendent  
445 Sheridan Rd.  
Highwood, IL 60040

**Consultant:**  
Paridad Education Consulting  
Attn: John Hilliard  
5315 N. Clark Steet, #229  
Chicago, IL 60640

Either Party may change such addresses from time to time by providing notice as set forth above.

**15. GOVERNING LAW:** This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois. Venue for any disputes arising out of this Agreement shall be in the courts situated in Lake County, Illinois.

**16. SUBCONTRACTING AND ASSIGNMENT:** Consultant shall not have the right to subcontract, delegate, assign or otherwise transfer his/her right or obligations under this Agreement without the prior written consent of the District, which may be withheld in its sole discretion. Subject to the foregoing, this Agreement shall inure to the benefit of and be binding upon the Parties and their respective successors and permitted assigns.

**17. BID RIGGING CERTIFICATION:** As required by the *Criminal Code*, 720 ILCS 5/33E-11, by executing this Agreement, Consultant certifies that it is not barred from contracting with any unit of State or local government for any reason whatsoever, including, but not limited to, a violation of the bid rigging (Section 33E-3) or bid rotating (Section 33E-4) provisions of the *Criminal Code* or as a result of a violation of any other law. Consultant acknowledges that the District may declare this Agreement void if the certification herein is false.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed as follows:

**PARIDAD EDUCATION  
CONSULTING**

By: John F. Hilliard

Its: President

Date: 2026

**BOARD OF EDUCATION OF NORTH  
SHORE SCHOOL DISTRICT 112**

By: \_\_\_\_\_

Its: \_\_\_\_\_

Date: \_\_\_\_\_

**EXHIBIT A**

**PROPOSAL OF PARIDAD EDUCATION CONSULTING DATED JANUARY 23, 2026 (as updated by February 10, 2026 version)**

[begins on the following page]

3007484.1



**Paridad Education Consulting**

5315 Clark St., #229  
Chicago IL 60640

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January 23, 2026

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

Dear Dr. Rodrigo and Members of the Selection Committee,

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

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

Paridad is uniquely positioned to address your evaluation needs with:

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

## PARIDAD

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

## COLLABORATING EXPERTS

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

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

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

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

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

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

Sincerely,



**John F. Hilliard**

President, Paridad Education Consulting  
jhilliard@paridad.us  
(312) 919-8980

**PROPOSAL FOR A COMPREHENSIVE EVALUATION  
North Shore School District 112 Dual Language Program**

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## **SECTION I: ORGANIZATION QUALIFICATIONS**

### **About Paridad Education Consulting**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **The Prism Model**

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

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

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

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

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

### **Deep Illinois Experience**

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

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

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

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

### **Organizational Independence**

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

## SECTION II: TEAM MEMBER BIOGRAPHIES

### PARIDAD ASSOCIATES

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

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

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

#### Relevant Experience:

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

#### Educational Background:

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

#### Publications:

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

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

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

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

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

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

#### **Relevant Experience:**

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

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

### **Educational Background:**

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

### **Publications:**

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

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

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

## **COLLABORATING EXPERTS**

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

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

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

### **Relevant Experience:**

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

### **Educational Background:**

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

### **Recognition:**

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

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

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

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

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

### **Relevant Experience:**

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

### **Education:**

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

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

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

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

## **SECTION III: PROPOSED METHODOLOGY**

### **Overview**

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

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

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

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

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

## **Activities:**

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

## **Deliverables:**

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

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

### **Student Achievement Data Analysis**

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

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

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

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

### **Bilingualism/Biliteracy Assessment Menu**

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

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

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

### **Analysis Menu:**

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

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

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

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

### **Observation Protocol:**

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

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

### **Observation Tools:**

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

### **Additional Focus:**

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

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

## **Comprehensive Stakeholder Engagement Plan**

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

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

#### **Participants:**

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

#### **Methods:**

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

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

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

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

#### **Participants:**

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

#### **Methods:**

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

### **Topics Menu:**

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

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

#### **Participants:**

- Students across dual language classrooms

#### **Methods:**

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

#### **Topics:**

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

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

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

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

## **Analysis Components:**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Framework Recommendations:**

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

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

- Grade-level pacing
- Language Arts and Mathematics Curriculum

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

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

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

### **Analysis Components:**

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

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

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

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

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

## Methods:

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

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

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

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

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

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

### **Data Integration and Analysis**

All quantitative and qualitative data will be synthesized to identify:

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

### **Report Development**

The final comprehensive report will include:

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

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

## **Presentations**

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

## **Quality Assurance and Validation**

Throughout the evaluation, Paridad will ensure:

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

## **SECTION IV: DELIVERABLES**

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

## 1. Comprehensive Written Report

### Components:

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

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

## 2. Committee Presentation

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

### Content:

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

- Prioritized recommendations
- Discussion and Q&A

**Materials Provided:**

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

**3. Board of Education Presentation**

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

**Content:**

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

**Materials Provided:**

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

**4. Additional Supporting Materials**

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

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

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

## SECTION V: TIMELINE

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

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

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

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

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

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

**Stakeholder Engagement**

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

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

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

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

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

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

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

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

**SECTION VI: DETAILED BUDGET**

**Budget Overview**

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

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

**Personnel Costs**

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

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

**Personnel Hours Breakdown:**

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

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

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

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

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

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

**Fred Genesee (40 hours)**

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

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

**Travel Notes:**

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

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

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

### Indirect Costs (Overhead)

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

### Budget Summary

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

### Payment Schedule

Paridad proposes the following payment schedule aligned with project milestones:

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

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

**Budget Notes**

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

**SECTION VII: REFERENCES**

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

**Reference 1: WIDA Consortium**

**Client:** WIDA & WCEPS

**Location:** Madison, WI

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

**Contact Person:**

Samuel Aguirre

Senior Director of the Consortium and State Relations Department at WIDA

WIDA Consortium

Phone: (608) 262-1493

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

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

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

**Project Date:** 2013-2017

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

**Client:** Illinois State Board of Education

**Location:** Springfield, Illinois

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

**Contact Person:**

Dr. Carmen Ayala (Former State Superintendent)

Illinois State Board of Education

Phone: 630-258-4555.

Email: ciayala@comcast.net

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

**Project Date:** 2020-2022

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

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

**Location:** Morton Grove, IL

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

**Contact Person:**

Tarin Kendrick

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

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

**Project Date:** 2023

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

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

### **SUMMARY**

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

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

We are committed to:

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

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

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

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

**Submitted by:**

**Paridad Education Consulting**

John F. Hilliard, President

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

Phone: (312) 919-8980

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

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